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The Role of the Chief Instructional Officer within the California Community Colleges

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THE ROLE OF THE CHIEF INSTRUCTIONAL OFFICER WITHIN THE CALIFORNIA COMMUNITY COLLEGES

By

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A dissertation submitted in partial fulfillment
of the requirements for the degree of

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Dissertation Committee

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ABSTRACT

California community colleges enroll one out of ten public college students in the United States. The Chief Instructional Officer (CIO) serves as leader within each college. Research examining CIOs in California is limited. This study investigates work performed by CIOs and the organizational factors which support or impede that work. Four questions guided this study. What is the role of the CIO-- what do they do? What are the organizational factors which support or impede CIO effectiveness? How do the CIOs influence the enhancement of learning and instruction? What changes would CIOs suggest to become more effective leaders? This study relied upon interviews, literature review and job descriptions to answer these questions.

California CIOs define their responsibilities similarly to CIOs in national studies. CIOs in California work within a mandated system of shared governance. CIOs working in shared governance experience benefits and frustrations from a slow decision making process. Budgets are uncertain and inequitable thus inhibiting planning. According to these CIOs, advocacy for community colleges is hindered by an ineffectual Chancellor's Office. California CIOs have had little influence over policy and support strengthening their organizational influence.

These CIOs affirm the central importance of communication skills. The ability to be persuasive and to possess interpersonal communication skills were linked to leadership. Effective persuasion requires honesty, integrity, and trustworthiness. These attributes are enhanced when CIOs build relationships with school personnel. Good relationships enhance authority and paradoxically the exercise of authority diminishes

influence. Besides possessing good "people skills," leadership requires the ability to "add value" in problem solving, that is, to be knowledgeable about community colleges and to share that information. Adding value and being able to plan for the future are leadership traits identified by the CIOs.

California CIOs believe a philosophical shift emphasizing learning over instruction is occurring. This change is reflected in accreditation standards emphasizing assessment of learning. It is too soon to know the impact of this emphasis on learning and whether it will make significant differences in improving student success, but CIOs believe they have made changes and are responding to the new emphasis on learning.

DEDICATION

During the more than twenty-five years of my marriage, I've been going to school and working on one degree or another. The time given to my education was time very often away from my family. This dissertation is lovingly dedicated to Jana, Brian, Megan, and Kevin who graciously put up with it!

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CHAPTER ONE: AN OVERVIEW OF THE STUDY

Introduction

The Chief Instructional Officer (CIO) serves as the academic leader within each California community college. These men and women lead the largest system of higher education in the country. One hundred and eight colleges enrolled 2.2 million students in the 1999-2000 school year and spent more than four billion tax payer dollars. These community colleges account for seven out of ten public college students in California and one out of ten public college students in the United States (California Community College League of California, 2004; The Little Hoover Commission, 2000).

Statement of the Problem

The leaders within the system are charged with providing any California resident over the age of 18 "who is capable of profiting from the instruction [with an] academic and vocational education at the lower division level [within a system designed to] advance economic growth and global competitiveness" (The Mission of the California Community College, 2005) of the California workforce. Virtually any California citizen, no matter how ill-prepared for academic or vocational studies is welcomed into the system. Whether a first time student or a returning citizen seeking retraining or enrichment, the colleges are to be a place where California citizens can receive life long learning. The Chief Instructional Officers, by virtue of their position, are charged with leading their institutions to meet those challenges.

Although these men and women lead the instructional programs in the largest system of higher education in the United States, we know next to nothing about them,

about what they do or how well they do it, or about the challenges and barriers they face as they try to lead. We don't know how they understand or perceive what they do or how well they are doing it. They've never been asked. In fact, a review of the literature indicates that the CIO in the California community college has been ignored. Academics have yet to significantly explore, investigate, evaluate, or think much about the position or the work done by the CIO in California. This is the case even though the CIOs are responsible for instruction, for improving teaching and learning, for working with faculty and other administrators, for enrollment management, budgeting, planning, hiring, evaluation, and much more. In addition, the California system is unique with its education code and legislative mandates which require, for example, that governing boards consult collegially or rely primarily on the faculty senate for decisions regarding "academic and professional matters." A CIO in a California community college engages in important work affecting literally millions of students and employees. We simply don't know enough about them or their work. Furthermore, the California CIO hasn't had the opportunity to benefit from the insights and recommendations that can come from research. This study has been a modest step towards addressing this problem.

<div align="center">Purpose of the Study</div>

The Chief Instructional Officer bears leadership and management responsibility for the academic and instructional programs in California community colleges. Little has been researched about the nature of this significant position. The role and effectiveness of the CIO as an educational leader remains largely a mystery. Considering the challenges facing community colleges, it may be helpful to learn more about this pivotal and understudied leadership position. Thus the purpose of this study is to begin to

investigate, from CIOs' perspectives the work performed by a CIO and the organizational

factors or structures which support or impede that work. This information will contribute

to an understanding of community college CIOs' roles and responsibilities.

<center>The Professional Significance of the Study</center>

The central focus of this study has been to allow the participating CIOs to share

their perspectives about what they do and the issues and barriers that confront them. This

may be the first time that CIOs in California community colleges have had such an

opportunity. Furthermore, the results of this study may provide CIOs and those who

might aspire to the position with information and insights that may help them to

understand the demands of the position. Since California community colleges and the

CIOs are clearly unique and understudied, this effort may help to advance knowledge in

this area of study. The results may lead to additional research.

<center>Overview of Methodology</center>

A detailed description of the methodology used in this study will be found in

chapter three. The research design for this study was driven by both my personal

preference for qualitative design and by the nature of the problem. As Cresswell (1994)

points out, "One of the chief reasons for conducting a qualitative study is that the study is

exploratory; not much has been written about the topic or population being studied, and

the researcher seeks to listen to informants and to build a picture based on their ideas" (p.

21). With that perspective in mind, I interviewed nine CIOs. I transcribed the interviews

and collected their job descriptions. Because the process of qualitative design is

emergent, inductive, and concerned with the creation of meaning as perceived by the

participants (Bogdan and Biklen, 1998; Cresswell 1994), the collected data was then

coded and analyzed using NVIVO, a software program designed for such purposes. Data was collected and analyzed and rethought until a meaningful picture of the phenomena emerged from the data (Bogdan and Biklen, 1998; Rubin and Rubin, 1995). The picture that emerged is discussed in the findings.

Background to the Study

The CIO in California community colleges is at the organizational vortex of the college. Anything that affects the college, whether internally or externally nearly always affects instruction and therefore affects the CIO. The CIO, by virtue of the position, is at the heart of decision making with problems constantly streaming towards them. There are three factors that are worthy of note because they illustrate the current nature of the problems faced by the CIOs. These factors offer reasons why studying the CIO position is important. First, there are political and social changes that affect the CIOs performance. Second, there seems to be a philosophical shift in emphasis away from instruction to learning that is affecting CIOs. Third, the political and social changes and the philosophical shift are affecting teaching and learning. Each of these factors is discussed below.

Political & Social Changes

Budget & denied access.

Recent political and social changes are affecting California community colleges. Budgets that were already inadequate have been cut, and tuition has been raised. Students are being turned away at a time when enrollment is expected to surge. Richardson (1997) notes that "the most visible challenge is a projected enrollment surge that has been called 'Tidal Wave II' " (p. 6) which will add nearly a half million new

students. Many of these new students will be from traditionally underrepresented groups and will need basic instruction in English as a second language. Many will find entry to four-year college and universities via the California community colleges (The Little Hoover Commission, 2000). Enrollment projections suggest that there is currently not enough classroom space to meet the coming need. It is highly unlikely that the state will find the funding necessary to meet the coming challenges with more campuses and faculty (Shires, 1994). The California Community Colleges 2005-06 System Budget Proposal (Board of Governors, 2004) says:

> The ability of our community colleges to help the state meet its unprecedented demographic and educational challenges requires a heightened level of investment by the state. Over the last several years, significant budget reductions set back the ability of the colleges to serve California's students. We estimate that more that 175,000 California residents were "turned away" from California community colleges during the Fall 2003 term, primarily due to reduced numbers of course sections caused by budget cuts. (p. iv)

The National Center for Public Policy and Higher Education (Haywood, Jones, McGuiness & Timar, 2005) estimated the number of cut classes because of budget constraints:

> From 2002 to 2003, the number of course sections offered across the system declined by an estimated 9 percent with some colleges cutting sections by as much as 25%. Classroom overcrowding, with students sitting on the floor and spilling out into the hallways, has also increased system-wide. (p. 1)

Budget cuts, increased tuition, and denied access to underrepresented groups presents a serious public and educational problem.

Mandated shared governance.

One major political and structural reality for all CIOs in California is what most community colleges call shared governance. Shared governance was a legislative

mandate. In 1988 when Assembly Bill (AB) 1725 passed, the hope was that it would "introduce a more collegial, consultative approach to governance" (Trombley, 1997). The law required that each district "consult collegially with the (faculty) Academic Senate when adopting policies and procedures on academic and professional matters" [and the system accepted the view that] "everyone needs to participate" (Trombley, 1997) in the governance process–board members, the administrators, the faculty, and the classified staff. Trombley (1997) describes the results of this decision to include everyone:

> This has led to "constituency-based decision-making for everything from hiring new faculty members to repairing broken pipes," Edelstein added. "You have these 'Noah's Ark' committees for everything–two people from this group, two people from that group," and the result is often "pointless turf battles" and gridlock.

Shared governance continues to be a structure within which the CIO must work. It continues to present challenges to CIO management and leadership.

New Emphasis on Teaching & Learning

There also seems to be a new emphasis on teaching and learning in community colleges as opposed to the concept of instruction (Barr, 1995; Barr & Tagg, 1995; Tagg, 2003; Boggs, 1995; O'Banion, 1997; Schuyler, 1997). Some argue that we need to shift away from the emphasis on instruction and instead emphasize student learning. Although the evidence is not clear, it may be that this discussion has contributed to the call for more accountability in how learning should be assessed and improved. The apparent new emphasis directed to learning and teaching instead of instruction may also be a reaction to the public criticism leveled at higher education. The California

community college system was most recently criticized by the Little Hoover Commission (2000) which argued that "insufficient attention is given to the quality of teaching" (p. v.). W. Norton Grubb (1999) asserts that "many community colleges as institutions pay little attention to teaching. They fail to use their institutional resources to enhance the quality of instruction so that good teaching emerges only in isolated and idiosyncratic ways" (p. 2). Grubb (1999) points out that, "Educational institutions should be primarily concerned with teaching and learning; sometimes, however, teaching and learning seem the last concern of schools and colleges" (p. 1). The public is demanding greater accountability from all colleges, including community colleges, to demonstrate that they are succeeding (The Wingspread Group, 1993; The Little Hoover Commission, 2000). Community college accreditation commissions (Policy and Planning Committee Accrediting Commission for Senior Colleges and Universities, 2005) are now requiring that all colleges identify learning outcomes and assess them as a condition of maintaining accreditation. More than one-third of the states are now funding higher education at least partially based on how well those colleges perform in producing identifiable learning outcomes. Many fear that if community colleges don't take the initiative and define measurable outcomes leading to improved student learning, the state legislature will. These new accreditation standards are being applied for the first time in a handful of California community colleges with the rest to follow within a six-year cycle. The 2004-2005 academic year is the first time the standards are to be applied to California community colleges.

Explosion of knowledge.

Teaching and learning are also being affected by the rapid knowledge explosion with a constant pressure to change curriculum and update equipment. Community colleges are facing the changes brought on by technology and an emerging global economy (The Wingspread Group, 1993; The Little Hoover Commission, 2000). Community colleges are being asked to prepare a twenty-first century workforce in which a person may have five or six careers in a lifetime and need continuous retraining to stay current with expected changes. The retraining for many of these careers will take place in the community college (California Community Colleges Chancellor's Office, 1996). Wide use of computers and the growth of the Internet have resulted in a burgeoning of online courses. *The California Virtual University Legislative Progress Report* (Academic Affairs & Instructional Resource Unit Educational Services Division, 2004) supports this claim

> The total number of DE (Distance Education) classes delivered entirely, or predominately (i.e., more than 51 percent) over the Internet rose from nine in the 1995-1996 academic year to 6,662 in 2002-2003 and to 8,732 in 2003-04. It seems likely, as the cost of both computers and bandwidth continue to decrease, that an ever-increasing number of online courses will be offered. (P. 4)

Community college leaders are struggling with the tensions wrought by the cost and use of technology. It seems certain that technology driven distance education will continue to grow creating a new set of issues regarding student learning and success.

Public call for accountability.

Another political and social change is that the public is demanding greater accountability from all colleges, including community colleges, to demonstrate that they

are succeeding (The Wingspread Group, 1993; The Little Hoover Commission, 2000). Community college accreditation commissions (Policy and Planning Committee Accrediting Commission for Senior Colleges and Universities, 1998) are now requiring that all colleges identify learning outcomes and assess them as a condition of maintaining accreditation. More than one-third of the states are now funding higher education at least partially based on how well those colleges perform in producing identifiable learning outcomes. Many fear that if community colleges don't take the initiative and define measurable outcomes leading to improved student learning, the state legislature will.

Whether it is political, social, or philosophical change, CIOs are at the center of the discussion and decision making process. According to Grubb (2000), administrators, "are trapped in institutional roles that require them to be concerned first and foremost with enrollments, budgets, ensuring sufficient instructors and classrooms and light bulbs, so that innovative pedagogy is the last thing on their minds" (p. 307). With this context in mind, this study will contribute to views expressed by CIOs about these important challenges.

<div align="center">Research Questions</div>

The purpose of this study was to investigate, from CIOs' perspectives, the work performed by a CIO and the organizational factors or structures which support or impede that work. In order to accomplish the purpose of this study, four questions guided the research. Those questions were:

1. What is the role of the CIO and what do they actually do? The purpose of this question is to develop a snapshot of the activities engaged

in by the CIOs as leaders and managers as they enter the twenty-first century.

2.   What are the organizational factors or structures which support or impede the ability of the CIO to be effective? The reason for this question is to allow the CIOs to identify organizational structures or processes that positively or negatively affect their ability to be effective.

3.   How do the CIOs view themselves as influencing the enhancement of student learning, teaching, and instruction at their institutions? The intent of this question is to see whether or not they believed that a fundamental shift of emphasis from instruction to learning is occurring. Furthermore, the question asks them to identify changes that they participated in or made that may have improved student learning.

4.   What changes would the CIOs suggest to help them become more responsive and effective instructional leaders? This question seeks to identify changes that they believe would allow them to be more successful as instructional leaders.

<div align="center">Terms</div>

For the purpose of this study, there are several terms that need to be defined.

Chief Instructional Officer: the administrator responsible for all academic and instructional affairs at the college who works directly with the faculty. The CIO is the second highest ranking administrative officer and reports to the president of a college.

Certain terms are interchangeable with the CIO title, such as Academic Dean, Dean of Instruction, Dean of the College, Academic Vice President, Vice President for Instruction, and Provost.

California Code of Education: California law governing the community colleges.

California Code of Regulations, Title 5: Legislative mandates/regulations governing the community colleges.

Equalization: The effort to equalize the funding among California community colleges.

In order to assist the reader in understanding certain aspects of this study there are several terms in the 1988 legislation (AB) 1725 that need to be specifically defined:

Shared Governance: procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. (Education Code Section 70901 (b) (1) (E)). It is important to note that the term "shared governance" does not appear in the legislation, but has come to be the accepted term to explain the law.

Consult Collegially: The process in which the district governing board shall develop policies on academic and professional matters using either or both of the following methods: (a) relying primarily upon the advice and judgment of the academic senate, or (b) the district governing board, or designee, shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board

effectuating such recommendations. (California Code of Regulations, Title 5, Section 53200).

Academic Senate: An organization whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters (California Code of Regulations, Title 5, Section 53200).

Academic and Professional Matters: Policy development and implementation matters pertaining to: (1) curriculum, including establishing prerequisites and placing courses within disciplines, (2) degree and certificate requirements, (3) grading policies, (4) educational and program development, (5) standards or policies regarding student preparation and success, (6) district and college governance structures, as related to faculty roles, (7) faculty roles and involvement in accreditation processes, including self study and annual reports, (8) policies for professional development activities, (9) processes for program review, (10) processes for institutional planning and budget development, and (11) other academic and professional matters as mutually agreed upon between the governing board and the academic senate. (California Code of Regulations, Title 5, Section 53200).

Accreditation Standards: The Accrediting Commission for Community and Junior Colleges recently adopted new standards for acquiring and maintaining accreditation (2005). The most important standards for the purpose of this study are defined below.

Standard 1: Institutional Mission and Effectiveness. B. Improving Institutional Effectiveness. "The institution demonstrates a conscious effort to produce and

support student learning, measure that learning, assesses how well learning is occurring and makes changes to improve student learning" (p. 3).

Standard 2: Student Learning Programs and Services. A. Instructional Programs 1. b. "The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements" (p. 5).

Summary

The Chief Instructional Officers in California community colleges are responsible for the central aspects of the educational enterprise. They are among the most important leaders of the largest system of higher education in the United States, yet little is known about their roles and responsibilities. They are being called upon to lead when political and social change continues to sweep the educational system; when the traditional emphasis on instruction may be shifting to a new emphasis on student learning and performance outcomes; when there is an explosion in knowledge and technological advances and finally in the arena of accountability. The research questions posed for this study may provide insights into how the CIOs understand their work and the pressures that they face as educational leaders. In the next sections, I will explore the extent literature, explain the methodology chosen for this study, share the results of the research, and, finally, summarize and discuss the outcomes of this research.

CHAPTER TWO: BACKGROUND AND REVIEW OF THE LITERATURE

The review of the literature will begin first with a discussion of the current state of research regarding the CIO in community colleges. Second, major studies about CIOs will be identified and the results of the research reported. Third, the history of the CIO position in California will be presented. Fourth, shared governance in California will be discussed. Fifth, the key relationships of concern to CIOs in the literature will be identified. Sixth, a context will be provided for the discussion on instruction versus learning.

Current State of Research

Nationally

A review of the literature indicates that the Chief Instructional Officer (CIO) position has been rarely studied nationally. *Dissertation Abstracts International*, cataloging the nearly 100-year development of the American community college, lists only 50 unpublished dissertations which deal with some aspect of instructional officers in all of higher education. Moore, Twombly, & Martorana (1985) examined 10 years of Higher Education Abstracts in which only one study peripherally included a discussion of the community college CIO. An Educational Resources Information Center (ERIC) search also proved disappointing. Arthur M. Cohen and Florence B. Brawer (1994) point out that from approximately the mid 1980's until the mid 1990's, less than two-thirds of one percent of the entries considers deans and department heads. CIOs are subsumed under those ERIC headings. Vaughan (1990), in one of the few published texts about CIOs, points out that there has been "very little published" (p. xi) about the CIO.

In 1987 Gary Moden (Moden, Miller, & Williford, 1987) presented a paper at the

Annual Forum of the Association for Institutional Research. Moden reported in his paper

that, "The single existing publication on the chief academic officer, *Leadership Roles of*

Chief Academic Officers, (Brown, 1984) ... does not include any substantial information

about the nature of the position" (p. 3). Nearly two years later, Richard Miller, in his

interview with Marchese (1989), says that CIOs occupy "the second most important

position in any post-secondary institution" yet they have been the subject of "very little

study" (Marchese, 1989, p. 3). Elizabeth M. Hawthorne (1994) suggests that there have

been only two national studies about community college CIOs. There is a compendium

written in 1931 by W.C. Eells and the studies undertaken by George Vaughan in 1989

and 1990. Studies of CIOs through the mid-1990's have been few.

More recently, Martin and Samels and Associates (1997) in collaboration with a

variety of practitioners in higher education, including community colleges, published

First Among Equals: The Role of the Chief Academic Officer. The text covers a range of

topics affecting the position as it exists in higher education. Little attention is given

specifically to the community college. Even with the publication of their text they

conclude that, "As faculty rights and responsibilities and presidential prerogatives have

become increasingly clarified over the past two decades, the role and status of the chief

academic officer has remained a blur at many colleges and universities" (p. 3).

O'Brien (1996) who is specifically interested in the CIO in a community college

setting, identifies three categories of literature published about CIOs and their

engagement in instructional affairs. First, there are the countable studies which are

demographic and "Tayloresque" in construction. Second, there are topical studies which "encompass narrowly-shaped research about specific topics and CIOs. Information about CIOs in these reports...is limited to specific issues or foci constructed in the context of the authors rather than the human subjects" (p. 5). Third, there are meliorative studies. "These publications present what people other than CIOs believe ought to be done in the area of community college instructional affairs" (p. 6). After an examination of the three types of literature found regarding the CIO, O'Brien concludes that, "yet, as documented, I find a crucial lack of information in the literature in regard to the nature of the community college position of chief instructional officer and the views and visions of those occupying the position" (p. 6).

O'Brien's dissertation (1996) was one of the few studies that specifically addressed the role of the CIO within the community college setting. Since then Douglas Robillard (2000) has edited an edition of New Directions for Community Colleges entitled, *Dimensions of Managing Academic Affairs in the Community College*. The first four articles in this journal attempt to provide a brief overview of the role of the CIO. The second set of articles focus on the day-to-day issues that arise in the management of academic affairs. The third topic explores the importance of budgets and data management for the CIO, and finally the journal examines the need for professional development for the CIO. Robillard (2000) notes that even with this volume the "field still seems under researched" (p. 3). Teague's (2000) study of the CIO and her review of the literature concludes saying, "What becomes most obvious was the absence of good, comprehensive research on this senior level administrative position" (p. 41).

California Research

Although some of the previously mentioned studies include community colleges and California CIOs as participants, none of them limit their research to the CIO in California community colleges. When the search parameters are limited to community colleges and to CIOs in California, the researcher finds virtually nothing that directly addresses the role and importance of the CIO within the California system. O'Brien (1996) interviewed CIOs in California, but it was a small portion of his nationwide research pool. Other national surveys included California, but were national in scope and did not focus on the uniqueness of the California experience. In Martin, Samels and Associates (1997) Mark Edelstein was the only community college administrator represented in the book.

Although there is considerable literature on leadership in the community college, there is little that directly applies to the CIO within the California system. An exception is Morgan Lynn's (1995) dissertation that specifically addresses symbolic leadership and the CIO in California. Constance M. Carroll and David B. Wolf (2002) summarize the current situation saying that:

> If one looks for evidence of efforts to systematically develop and support leaders, or research topics that would assist leaders to address institutional challenges, at least in the western part of the country (California, Hawaii and the western Pacific) one finds nothing of proportionate significance (p. 14). Crucial to the enhancement of our colleges and their leaders is high quality information and analysis. Very little community college-centered research is currently being performed in the West. (p. 17)

The lack of attention paid to California community colleges CIO positions is astounding considering the size and importance of California's community colleges. There is clearly a gap in the literature nationally, but a glaring gap when CIOs in the largest single system of higher education in the U.S. have been ignored as subjects of study. This research is a small effort to address this gap.

Major Studies and Results

In this section the results of the major studies regarding the CIO will be reported chronologically. The findings generally report data regarding CIO demographics, the roles played by the CIOs, qualifications for the position, and finally the career path to the CIO position and beyond.

The earliest study with any significance to this research was conducted by John Gould (1968). Gould, in *The Academic Deanship*, conducted a survey of 166 academic deans who served in colleges that ranged from 400 hundred students to over 22,000 students. The survey revealed information regarding the preparation of the deans for their administrative positions and identified the major responsibilities of the deans as well as where they spent the majority of their work time. Gould identified the most demanding responsibilities for the position and ranked them in terms of the amount of time spent on each task. His research indicated that CIOs are responsible for faculty relations and morale, recruitment of faculty, curriculum work, budget, promotions and personnel evaluation, committee work, routine administration and student counseling. Contemporary CIOs may not be surprised by Gould's characterization of the position

with the exception of student counseling which has been assumed by others in most colleges.

After Gould, pertinent studies about the CIOs are difficult to find. Twenty years after Gould, the first national study which attempted to find out who serves in the CIO position was conducted by Moore, Twombly, & Martorana in 1985. In this study the researchers conducted a study of community college administrative leaders. The sample included over 2000 administrators from over 1200 public and private community colleges. The CIO (the Chief Academic Officer in their study) was one of nine positions identified in the study. The research suggested a profile of a CIO who was a 49-year-old white male holding an advanced degree and who had been in the position for about six years.

In 1986 George Vaughan wrote an important work on the community college presidency, and then in 1990, he published *Pathway to the Presidency: Community College Deans of Instruction*. This work is in many ways a benchmark study and focused specifically on the public community college dean of instruction. It is important to note that at the time of his study the preferred title for the Chief Instructional Officer was Dean of Instruction. Vaughan surveyed CIOs from over 1,000 public community colleges. He used multiple approaches to gather the data for this study. He drew from his own experience as a dean of instruction and as a community college president (Vaughan, 1990, p. x). He also used a survey instrument called the "Career and Lifestyles Survey." He adapted this survey from the one he previously used in his study of the community college presidency (Vaughan, 1986). He conducted separate surveys

of females, Black and Hispanic deans (CIOs). He surveyed, with a different instrument, deans who were identified by their peers as leaders. Finally, he interviewed 15 deans of instruction from 13 states to give them an opportunity to "discuss their positions in more detail than was possible on the survey form" (Vaughan, 1990, p. xi). The study tries to comprehensively describe the CIO position.

Demographically, Vaughan's (1990) important study found that the mean age of the CIO was 48.3 years, 70% held doctoral degrees, and the majority were white men. He found that the average tenure in the position was 5.4 years. As mentioned above, he conducted a separate survey of female chief instructional/academic officers. He found that the socioeconomic background and demographic characteristics are "quite similar to their male colleagues" (p. 93). He did note that women were less likely to be married than their male counterparts and were more likely to be mobile. He found that women assume this leadership role at a later age than their male colleagues and that the tenure of women in the position (3.6 years) is shorter than for men (5.4 years). He found that about 65% of the respondents felt that they experienced "major obstacles on the path to the deanship as a result of their gender" (p. 93). He points out that 62% of these women "indicated that their gender made it more difficult for them to carry out their jobs" (p. 94). He concluded that a greater number of women are on the pathway to the presidency but it is a "rougher" road for a woman than for a man (p. 94).

After examining female chief academic officers, Vaughan (1990) turned his attention to Blacks and Hispanics. He acknowledged that the sample size is unscientific, yet offers observations that may be helpful to future research. He notes that African-

Americans make up 10% of all students in community colleges, while only 3% of the respondents in his national survey were Black. He located 15 of these deans and 8 responded. Hispanics accounted for 7% of community college students. Less than 2% of the respondents in his national survey were Hispanic. He was able to survey fourteen Hispanic deans. Vaughan noted that his data suggests that "a shockingly low number of Blacks—surely less than fifty—are on the traditional pathway to the presidency" (p. 110). In the case of Hispanics, he argues that "perhaps as few as twenty or twenty-five ... are on the traditional path to the presidency" (p. 29). For many of the black deans interviewed, "race was not an overriding issue in their professional advancement, yet [it] was not an irrelevant factor" (p. 110). Some deans reported that they were illegally asked questions about race during job interviews. Most of them felt that affirmative action had helped them indirectly while maintaining that "race was a liability in obtaining the deanship and in establishing credibility once the deanship was obtained" (p. 111). Vaughan found that 50% of those interviewed "rejected the notion of the a-racial deanship, noting that in some cases, race made it more difficult for them to carry out their jobs" (p. 111). Hispanic experience was similar to the experience of the African-American deans. "Eleven of the fourteen Hispanic deans felt they had encountered obstacles–including 'faculty racism' and 'institution-wide stereotyping–on the way to the deanship as a result of their ethnicity" (p. 129). Vaughan found that Hispanic deans, more often than black deans, felt that affirmative action had helped them. They felt that race was an issue in the interview process. Five of the deans felt their ethnicity helped them to serve the communities in which they worked. Vaughan acknowledged the

limitations of this section as a result of sample size, but certainly points to important issues that continue to confront community colleges.

Vaughan (1990) provided some other interesting information about the CIO. His survey revealed that the CIO and the CEO/president have similar "family and educational backgrounds" (p. 37). Most come from blue-collar backgrounds and have been educated significantly beyond their parents. Seventy percent of the deans and 75% of the presidents held doctorates. His interviews suggested that these leaders had greater empathy for the community college student because of their own blue-collar roots.

In addition, he reports that 49% of the deans and 45% of the presidents are working in the state in which they grew up. Vaughan (1990) wondered if this promotes "provincialism" (p.37) within the community college system. He further reported that 80% of the deans belong to professional organizations citing the Association of Higher Education as the organization named most often. Twenty percent of the deans belonged to no professional organizations. He also reportd that although research and publication is not emphasized, 49% of the deans indicated that they had conducted research over the last five years and 38% had published over the same five-year period (p. 38). The demographic information is interesting as far as it goes, but what one should do with that information is unclear. It appears that there is a gender and ethnic imbalance in the numbers of those who currently hold this office and acknowledging that fact may help community college personnel begin to find ways to redress that imbalance. The demographic studies suggest a need to investigate community college systems and the

factors that are impeding women and ethnic minorities from assuming these positions in greater numbers.

The Vaughan (1990) study also identified the skills and abilities that an effective dean must possess to be successful. He borrowed the same list of skills and abilities from his earlier study of community college presidents (Vaughan, 1986) and compared the responses of deans to presidents. CIOs ranked these skills and abilities from the most important to the least important. The respondents felt that all but two of these skills were "of extreme or of considerable importance" (Vaughan, 1990, p. 144). These were the identified skills and abilities: to select capable people; to communicate effectively; to analyze, synthesize, and evaluate; to produce results; to resolve conflict; to motivate others; to work as a member of a team; to relate to a broad range of people; to articulate and communicate the college's mission; to define problems and offer solutions; to perceive and take opportunities; to process and manage information; to understand the community; to perform independently, delegate--maintaining a peer network; and to produce scholarly publications (p. 144-145).

Vaughan's (1990) study identified essential skills for success. Vaughan said that, "The overwhelming set of skills required by the successful dean of instruction is what a number of deans refer to as 'people skills.' Every dean interviewed alluded to these skills in one way or another" (p. 15). Strong communication skills require the ability to collaborate, to speak and listen, and to possess effective interpersonal skills. Vaughan also supported the notion that the CIO needs to be a negotiator and be skilled in conflict

resolution. He quoted a dean from his interviews who summarizes the importance of this point:

> These are the kinds of skills it takes to deal with faculty who have different goals, with department chairs who may be at odds with each other, getting them to recognize what they have in common. I deal less with students than with faculty and other professionals, but I would say that "people skills," in terms of conflict resolution and negotiations, are number one. (p. 17)

In 1986 Vaughan published his study, *The Community College Presidency* and followed that with his 1990 study on the community college dean of instruction. In the initial survey for his dean of instruction study, the respondents were asked to identify two of the most effective deans (CIOs) in their states. Deans that received three or more votes were then defined as leaders for the purpose of his study. Using the identical survey, Vaughan compared the responses of CEO's with CIOs. The Leadership Survey revealed demographic information about those who were defined as leaders. He found that 88% of those identified as leaders by their peers were from larger colleges, and he suggested that the "Size of the institution may be one factor in aiding a dean in achieving leadership status" (p. 136). His data also indicated that those deans had been in their current position for an average of 8.7 years versus the 5.4 years for those who responded to the initial survey (p. 136). He noted that, "In the case of both deans and presidents, the tenure in office for those individuals identified as leaders far exceeds the five to seven years often considered to be the maximum time one can provide effective leadership in a given position" (p. 136). Vaughan's data also indicated that 86% of the deans identified as leaders were men and 14% were women. He said that "57% of these leaders live in the state in which they finished high school" (p. 137). All of this generalized statistical

data is of interest as far as it goes, but the importance of the data to understanding leadership is ambiguous.

In the next section of his research, Vaughan asked the CIOs to rank the personal attributes of leaders. These attributes are the same ones he used in his earlier study of presidents. He asks them to rank the "abilities of deans and of subordinates" (Vaughan, 1990, p. 138) on this survey. It is important to note that Vaughan did not define leadership. He asserted that "regardless of what theory of leadership one subscribes to, there are certain personal attributes associated with leaders" (p. 138). The attributes were selected from a list of pre-determined qualities and attributes. The CIOs who responded to the survey ranked the leadership qualities from most important to least important. The ranked qualities were integrity, judgment, commitment to the community college philosophy, courage to make difficult decisions, loyalty to the institution, concern for others, flexibility, drive or high energy, willingness to take risks, sense of humor, high intelligence, optimism, desire to excel, tolerance for ambiguity, physically healthy, curiosity, ease in different social situations, and charisma.

Vaughan argued that this list is not "all-inclusive ... rather, it represents an attempt to determine which personal characteristics community college deans and presidents view as important in achieving success in their positions" (p. 143). Vaughan also suggested that "no community college leader can long succeed unless he or she possesses the top-ranked personal attributes of integrity and sound judgment. Without them, the foundation is weak and other attributes lose much of their meaning" (p. 143). Vaughan's (1990) study is interesting and provides a wealth of information to use when

trying to understand the CIO as a community college leader. Some of this information

may prove useful in trying to understand the leadership role of the CIO in California.

Besides his interest in leadership, Vaughan (1990) finds that the pathway to the

dean of instruction "leads most often from a teaching position, to a division chair or

assistant deanship, and then to the chief academic officer's position" (p. 57). Forty

percent of the deans followed that route to the CIO position. He reported that, after

assuming the position,

> most deans report that their educational and professional backgrounds have
> adequately prepared them for their new responsibilities. When adjustment
> problems are reported, they usually focus on inadequate management
> training...and on the need to view the college from a broader perspective than
> was heretofore necessary. (p. 57)

Vaughan's study is clearly the most important and most comprehensive study of the CIO

conducted so far.

In 1994 E. M. Hawthorne's research found that the average CIO was a 50-year-

old white man and that 67% held doctoral degrees and they spent an average of six years

in their position. One year later, Morgan Lynn (1995) analyzed perceptions regarding

leadership behaviors of the CIOs in California. Using a survey instrument, she obtained

data from CIOs and faculty senate presidents regarding what they thought would be

appropriate symbolic leadership behaviors of CIOs in a variety of situations. She

interviewed CIOs, faculty senate presidents, and college presidents. Her study found that

CIOs and senate presidents agreed more than they disagreed about appropriate symbolic

leadership behaviors exhibited by CIOs. Disagreement centered on areas where the

faculty thought they were excluded from decision making. She found no gender difference. The focus of this study was how two different groups perceived the use of symbolic leadership.

Jeremiah O'Brien (1996) in his study entitled, *Community College Chief Instructional Officers: An Exploratory Study* addressed two basic questions. First, what is the nature of the CIO position? He was interested in providing exploratory data that might identify the "programmatic responsibilities" (p. 8) of the position as well as identifying the demands and requirements of the work. Secondly, he wanted to know what issues engaged the CIO in the late 1990's and what issues they projected ten years into the future. O'Brien (1996) identified 14 CIOs who were members of the League for Innovation. He divided the 14 into two groups. He administered a Pre-Session Survey to a group of five CIOs and he then conducted a focus group. From this data he developed a questionnaire that was distributed to nine other CIOs, followed by individual interviews. His conclusions are based on this small sample, but his insights seem to be supported by other studies:

> The programmatic responsibilities [are] quite broad, with at least 10 of the participating CIOs having purview over 28 substantive program areas such as Academic Transfer Programs, Vocational-Technical programs, Business Development Centers, Continuing Education Programs, Adult Basic Education, and Library-Information Resource Centers. (O'Brien, 1996, p. 111)

O'Brien (1996) looked at those issues that most engage the CIOs. This is another way of identifying CIO roles and responsibilities. He identifies six issues in rank order: planning and curriculum, faculty development, educational technology, productivity, shared governance, and finally preparing the institution for the 21st century (p. 70).

When O'Brien asked them to identify the issues that would be important to them in 2005, they identified new curriculum issues, competition, strategic initiatives, faculty development, governance, and the culture of change as the key topics (p. 71).

O'Brien (1996) identified collaboration as one of the essential characteristics of the position. He said in his findings:

> In a broad sense, the nature of the position calls for involving people through participatory decision making activities which gives voice to the diverse parties of the campus community. In a narrow sense, it calls for fostering the collaborative activities of instructional teams, encouraging multiple perspective viewpoints, and advancing professional mentoring. (p. 113)

In addition, O'Brien's (1996) respondents believed that the CIO position demands "strong ethical/moral character both as an ideal and as a pragmatic operational necessity" (p. 112) to be successful.

Seven years after Vaughan's important study and a year following O'Brien's, Barbara Townsend and Sheila Bassoppo-Moyo (1997) wrote *The Effective Community College Academic Administrator: Necessary Competencies and Attitudes*. The purpose of the study was "to gain a better understanding of what kind of education would be useful for two-year college academic administrators" (p. 2). Townsend and Bassoppo-Moyo surveyed a national sample of community college chief academic officers. They asked these administrators to identify the necessary knowledge, skills, and attitudes that were important for a CIO to possess. The survey instrument was open-ended. The researchers asked the respondents to identify the important knowledge, skills, and attitudes rather than having the respondents select from a predetermined list of choices as

Vaughan had done. Although they investigated four questions, two seemed most important to explore: what knowledge, skill, and aptitudes do you think are currently needed by people entering academic affairs administration, and what knowledge, skills, and attitudes do you think will become necessary for academic affairs administrators in the next five to ten years? The sample was selected from a larger study of over 2,700 nonprofit colleges and universities. One hundred and sixty 2-year schools were selected as representative and the chief academic officer was identified at each of the colleges and sent the survey.

Townsend and Bassoppo-Moyo (1997) asked about the knowledge and skills that a current administrator should possess. They concluded that a CIO should have "contextual, communication, interpersonal, and technical competence" (p. 4). The respondents indicated the need for contextual competence in understanding legal issues at the state level, understanding legal issues that affect higher education at the federal level, and understanding curriculum development. In addition, the respondents indicated that a CIO should have knowledge of teaching and learning, knowledge about technology, and a few indicated a need for knowledge about cultural diversity and international education (p. 4).

After contextual competence, Townsend and Bassoppo-Moyo's (1997) research indicated that "technical competence" was most essential. The researchers found that CIOs identified the following areas where technical competence is important. These are ranked from the most important to the least important. The CIO needs to be technically competent in budgeting and financial issues, thinking or analytical skills, evaluating

people and programs, managing time, scheduling classes, and dealing with union contracts. The study also asks about the knowledge and skills that will become necessary in the future. The data suggests that the most important skill was for contextual competence. The respondents indicated that there will be a need for "knowledge and skills in instructional technology ... knowledge of cultural diversity, and skill in working with culturally diverse people" (p. 5). The evidence indicated that the respondents felt that in the future CIOs would need "some knowledge at the macro level of national trends and issues," some knowledge of "national demographics" and "issues and trends in higher and K-12 education" (p. 5).

Townsend and Bassoppo-Moyo (1997) under the heading of technical skills suggested that CIOs need to be competent in human relations skills, participatory management, team building and facilitation of groups and conflict resolution, mediation and negotiation (p. 4). Besides collaborative skills, CIOs should be effective speakers, writers, and listeners. Townsend and Bassoppo-Moyo also discovered that almost half of the respondents in their study felt that the CIO must be competent with the computer. Respondents suggested that CIOs need to be open and receptive to change (p. 7).

In 1998-1999 Cynthia B. McKenney and Brent Cejda (2000) began their national research on the chief ccademic officer in community colleges. For consistency, the term chief academic officer (CAO) used in the McKenney and Cejda study will be referred to as the CIO. McKenney and Cejda (2000) surveyed 628 CIOs drawn from AACC (American Association of Community Colleges) membership who represented public comprehensive community colleges. They adapted a survey instrument that has been

used by the American Council on Education's National Presidents Study. This longitudinal study was conducted in 1988, 1993, and 1998 (McKenney & Cejda, 2000). The study profiles the professional and personal characteristics of college presidents. This survey instrument was adapted to the study of CIOs. In the study, McKenney and Cejda (2000) described the demographic characteristics of these CIOs. They say that "a profile shows the average CIO to be a married white man with a doctorate. He is 52 years old and has served in office for slightly more than 6 years" (p. 745). They found that an average female CIO is a 51-year-old married white woman with a Ph.D. She has served in her current position for slightly more than 5 years. She has held three previous positions in higher education, two administrative and one faculty (p. 745). They noted the continued low representation of ethnic minority group members in the ranks of the CIOs.

Peggy Teague (2000) studied the CAO/CIO position with the intent to determine the common characteristics, experiences, preparation, and pathways to the CIO position. Her intent was to develop "baseline descriptive data" (p. 53). Teague randomly selected 424 CIOs from the AACC (American Association of Community Colleges) membership list. She created a survey instrument and distributed it. She also investigated gender and ethnicity in this research. Teague (2000) found the median age of the CIOs in her study to be 52.35 years old, a majority were white men, and 72% held doctoral degrees. Teague looked at the data and concluded that "the average age and range of ages of the CIOs has changed very little in twelve years" (p. 57). She found that only 8.4% identified themselves as something other than Caucasians. When she compared the data

on race with previous studies, she found that "little progress has been made in recruiting minority CIOs since Vaughan's 1990 study" (Teague, 2000, p. 63). The good news emerging from Teague's research is that there was a 21% increase in women serving as CIOs over Vaughan's 1989 study (p. 59).

Teague (2000) also asked CIOs to identify the key areas of knowledge that a CIO needs. She found that the CIO should understand the mission and operation of community colleges, know instruction at all levels, and understand curriculum development and budgeting. Her research also identified important skills for a CIO to possess, including interpersonal communication skills, speaking skills, and listening skills. Teague's (2000) research also affirmed the importance of ethics and honesty and the importance of being able to multitask, be a risk taker, and have a sense of humor.

Teague (2000) was also interested in pathways to the CIO position. Her study revealed that 63% of the respondents were internal candidates for the job. Teague's findings were very similar to those of Vaughan:

> The specific common career paths identified by 113 CAOs included positions such as instructor, department chair, division chair or dean, and CAO. The career lines identified ... ranged from 2 to 4 steps prior to the CAO position. The CAOs included obtaining the doctorate and gaining the required leadership experience in their list of barriers to their advancement. Many of the CAOs indicated that they are considering advancing to the position of president of a community college. (Teague, 2000, p. 119)

The last and most recently discovered study regarding chief instructional officers was written by Phillip Anderson in 2002. Anderson's (2002) dissertation, entitled *The Managerial Roles of Community College Chief Academic Officers* was an attempt to

"ascertain what managerial roles CAOs [CIOs] perform based on Mintzberg's (1973) taxonomy of managerial roles. Included in the study were environmental, personal, and situational variables associated to [CIOs] at community colleges across the country" (p. iv). Anderson (2002) created a survey instrument based on Mintzberg's taxonomy and sent it to 250 community college CIOs. His survey included responses from all six accreditation regions in the country. Anderson's respondents were 59.2% male and 40.8% female. In the western accreditation region the gender split was fifty-fifty. Nationally, the average age of the respondents was 52.5 years and in the west the average age was slightly higher at 53.8. Anderson's (2002) demographic profile is similar to the other studies supporting a consistent demographic picture of the CIO.

Anderson (2002) also identifies important skills for the CIO to possess. His analysis supported the contention that "[CIOs] should be able to utilize technological tools such as email, spreadsheets, and word processors (p. 116). CIOs should also have solid collaborative skills and be effective speakers, writers, and listeners. Anderson wrote that, "The role of Figurehead and Spokesperson requires excellent public speaking skills as well as strong discretion concerning sensitive information with the organization" (p. 116). His research also supports the importance of strong interpersonal skills. He says:

> Since the manager is the leader of a particular organizational unit, formal authority and status is immediate for the manager. From this formal authority and this status come the interpersonal roles. First, the manager plays the role of the figurehead. The manager represents the company in all formal matters of engagement with the external constituencies. Second, this status allows the manager to play the role of the liaison. Managers form partnerships with colleagues and other people outside the organization to secure favors and

information. Third, the manager is the leader. The authority that managers have relegates to them the role of motivator, staffer, and a sundry of other jobs. (p. 121)

The data from Gould (1968) to Anderson (2002) indicates that the profile of the CIO has remained consistent with the exception that women appear to be making inroads into this position while the number of people from underrepresented groups remains scant. The demographic information is interesting as far as it goes, but what one should do with that information is unclear. It appears that there is a gender and ethnic imbalance in the numbers of those who currently hold this office and acknowledging that fact may help community college personnel begin to find ways to redress that imbalance. The demographic studies suggest a need to investigate community college systems and the factors that are impeding women and ethnic minorities from assuming these positions in greater numbers.

In addition, there seems to be agreement that the CIO position requires strong communication skills including interpersonal communication skills, speaking skills, writing skills, and listening skills. The research cited above supports what many community college administrators would expect. The role of the CIO is to lead and manage the instructional program of the college. Among other responsibilities CIOs plan, budget, schedule classes, hire faculty and staff, evaluate faculty and staff, help develop and approve curriculum, engage in collaboration, and interpret state and federal law and ensure compliance. CIOs use their knowledge of teaching and learning to improve instruction; they understand the importance of cultural diversity and the implications for higher education. Also, the career pathway to the CIO position has

remained stable with candidates moving up the ranks from instructor, to department chair, to dean, and then to the CIO position.

History of CIO in California

There is no definitive history of the CIO position in California community colleges, but research shows a probable evolution of the position. In 1907 California enacted legislation allowing high school districts to offer lower division higher education courses (Rodda, 1986, quoted in Ponce, 2001). In 1921 the state established the first independent community college districts and by the late 1950's the community college was firmly established in California. In 1967 the legislature severed the relationship with K-12 and established a board of governors for California community colleges (Rodda, 1986, quoted in Ponce, 2001).

Initially, the administrative duties for the new colleges were assumed by high school administrators. According to Vaughan (1990) the name given to the primary academic administrator in the early years was the director of instruction. He argues that the evolution of the position to the chief academic officer is not entirely clear. He suggested that the title dean may have been borrowed from higher education and the term instruction was borrowed from the high schools (Vaughan, 1990). By 1990 the title "dean of instruction" was the most widely used title for the administrator in charge of academic affairs (Vaughan, 1990). Since the 1970's, I have personally witnessed a change from the title Dean of Instruction in California to the title Chief Instructional Officer or Vice President for Instruction. The reason why California moved to Chief

instructional programs and make administrative decisions as they would on high school campuses. In 1917 the Legislature passed the "Junior College Act" which provided money for the colleges. Although this act allowed the creation of separate community college districts, they remained attached to the high schools for their first fifty years. Piland (1994) characterized the governance picture at that time: "While community colleges now are recognized as partners in a state's higher education enterprise, they grew out of a public school tradition that separated the overseers (administrators) from the hired hands (teachers)" (p. 97).

Legislative involvement in education continued, and in 1959 the legislature recodified the laws regulating education in the state. The Education Code grew to 927 pages (Board of Governors, 1986, p. 3). The legislature also asked the State Board of Education and the University of California Regents to develop a Master Plan for Higher Education (p. 8). In 1960, the Legislature passed the Donahue Higher Education Act. The act applied to the entire system of higher education in the state. Trombley (1997) said that

> The 1960 California Master Plan for Higher Education included community colleges (63 of them) as part of public higher education, assigning them the task of providing quality lower-division instruction for students who want to transfer to four-year institutions, as well as offering a wide range of vocational and technical programs.
>
> Even though this act defined community colleges as part of higher education the governance structure was left as it was--in the hands of high school administrators. (Board of Governors, 1986, p. 15)

By the mid 1960's, there was a significant dissatisfaction with the governance structure (Board of Governors, 1986, p. 15). In 1967 the Legislature created a separate Board of

Governors for the community colleges with the power to "assume the duties and responsibilities of junior college policy setting and administration presently vested in the State Board of Education" (Board of Governors, 1986, p. 17). This board, according to Nussbaum (1998) was "vested ... with the same prescriptive list of powers and duties that had been held by the State Board of Education" (p. 6). The separation did not clarify the role and function of the State Board in relation to the local governing boards (Board of Governors, 1986, p. 44).

The result of that reform was that the legislature retained most of its control and gained even more with the passage of Proposition 13. Before 1978 local governing boards could raise taxes and make policy decisions for the district (Rockwell, n.d., quoted in Ponce, 2001, p. 17). Proposition 13 limited the taxing authority of the local boards and the bulk of financing for the colleges was transferred to the state. By the 1980's, critics were charging that the legislature "functioned as a super board for colleges" (Rockwell, n.d., quoted in Ponce, p. 18, 2001). The Education Code grew from 927 pages in 1959 to 2,300 pages in 1985 (Board of Governors, 1986, p. 25). In 1984 a group called Californians for Community Colleges proposed changes in the governance system. This group represented every major constituency in community colleges (Nussbaum, 1998). They helped write and pass what Piland & Bublitz (1988) called "the first serious reform of the California Master Plan for Higher Education" (p. 100): Assembly Bill (AB) 1725.

AB 1725 became law in 1988 and required that each district "consult collegially with the [faculty] Academic Senate when adopting policies and procedures on academic

and professional matters" (California Code of Education, Assembly Bill 1725, 1988).

Since the passage of the law, districts have struggled to make it work, and it is important

to know about the controversy surrounding California's system of shared governance. In

an article entitled *Shared Governance: An Elusive Goal*, William Trombley (1997) of the

California Higher Education Policy Center critiqued the nearly nine years of state

mandated shared governance on the then 107 community colleges in California.

Trombley (1997) visited twenty of those colleges and interviewed more than 100 persons

who participated in shared governance. Trombley's (1997) research suggested that

shared governance isn't working and that faculties, classified staff, administrators, and

governing board members are dissatisfied with the status quo. Trombley (1997) noted

that "On local campuses, the concept of 'shared governance' . . . has shrouded the

decision-making process in confusion and has led to power struggles up and down the

state between faculty organizations and college administrators." As further evidence of a

problem, Trombley (1997) noted that

> There were over a dozen votes of "no confidence" against campus presidents or
> chancellors and at least 30 campus presidents and district chancellors have quit or
> have been fired in the last 18 months. Former statewide Chancellor David
> Mertes, who was one of those fired, argues that this is evidence that, "something
> is wrong with the governance of the community colleges.

When Assembly Bill (AB) 1725 passed in 1988, the hope was that it would result

in a "consultative approach to governance" (Nussbaum, 1995). Trombley (1997)

describes the results of this decision to include everyone:

> This . . . led to "constituency-based decision-making for everything from hiring
> new faculty members to repairing broken pipes . . . You have these 'Noah's Ark'

committees for everything--two people from this group, two people from that group," and the result is often "pointless turf battles" and gridlock.

Trombley's (1997) research has painted a troubling picture of shared governance in the California community college system. This picture is not unique, for across the state community college leaders and researchers are pointing to the failures of shared governance (Nussbaum, 1995; Association of Governing Boards of Universities and Colleges, 1996b; de Russy, 1996; Trani, 1997; Wishart, 1998; The Little Hoover Commission, 2000). Keith White (1998) in *Shared Governance in California* summarizes the growing impatience and frustration with shared governance:

> After nearly a decade, this experiment in legislative engineering is widely viewed as in need of significant repair or reform. Faculty, the one constituency expecting to gain the most, generally find the new governance model unsatisfactory and time consuming, a model that promised much and delivers little. Students and classified staff, the other elements in the shared governance menage who represent the institutional constituencies relatively new to the intricacies of governance and organizational dynamics, are equally frustrated . . . Finally, administrators, implicated as creating the demand for shared governance through what some have characterized as their historically overbearing and autocratic behavior, are equally distraught over the imposition of one more unmanageable mandate from the state capital, Sacramento. (p. 20)

CIOs are mandated to work in a shared governance environment and this background is important for our understanding of the views of the CIOs in this study in relationship to shared governance.

<center>Key Relationships</center>

The CIO reports to the CEO/president but according to Moden, Miller, and Williford (1987), 85% of the academic units within these organizations report directly to the CIO. They found that 81% of the CIOs had the library and learning resource units

reporting to them, 58% had deans, 55% had registrars reporting to them. "A wide variety of other units reported directly to the chief academic officers, including extension, computing, academic advising, school press, minority affairs, development, personnel, summer sessions, branch campuses, telecommunications, and graduate services" (Moden, Miller, and Williford, 1987, p. 9). Each of these reporting "relationships" involves at least one key person and a structure. Robert E. Wolverton (1984) wrote an interesting article entitled, *The Chief Academic Officer: Argus on the Campus*. He says, "Whether the organizational structure is pictured as a hierarchical pyramid or as a series of circles, the CAO [CIO] has a superior, subordinate, peers, and frequently assistants or associates, all of whom must be worked with for the good of the college or university" (p. 12). These various perspectives help to position the CIO within a college's organizational structure.

CIO & CEO

Wolverton (1984) argues that the CAO (CIO) must obviously work with the CEO/president. The president is in the superior position and the CIO is subordinate to her. The relationship between the two is clearly important and the CIO's job depends upon a good working relationship with the president. Brooks (1984) points out one of the benefits of a good relationship between the two administrators, but also points to a potential problem. He says, "Presidents cannot know all that they must appear to understand; they depend on deans to keep them connected to the credible within their institutions .... Never surprise the president" (p. 4). Wolverton (1994) articulates the responsibility of the CIO to the CEO in this way. The CIO "is responsible for the

academic life of the college or university … [and] must diplomatically and candidly reflect the goals, objectives, and needs of the CEO [and] of the governing body" (p. 9-10).

CIO & Deans

The relationship between the CIO and the president is subordinate to superior, but Wolverton (1984) points out that the CIO is in a superior position to a host of others in the institution (Moden, Miller, and Williford ,1987). Wolverton (1984) defined this subordination as "down, to deans and others who report to the CAO" (p. 7). The CIO, while supporting the CEO, must also "reflect the goals, objectives, and needs of faculty, students, and subordinates" (Wolverton, 1994, pp. 9-10). Vaughan (1990) supported and helped to define this subordinate relationship in this way, "Deans [CIOs] operate as middlemen in the college, linking faculty work to the educational goals of the president. Deans of instruction are the primary link between the faculty and the college's administration. Success depends largely on the dean's 'people skills'" (p. 18). The importance of maintaining good relations with subordinates was articulated by Robin (1974) when he argued that, "The most important items are the relationships that exist within the institution between the Dean (CIO) and the people with whom he deals with in his leadership role" (p. 7). The CIO has a plethora of people reporting to her and her office. She is in a very influential position within the organizational hierarchy. Brooks (1984) captured the essence of the superiority and subordination of this position. He said, "Colleges are both hierarchically structured and collegially based. Deans alone

must live in both worlds simultaneously" (p. 5) -- the hierarchical structure and the collegial structure.

CIO & Peers

Wolverton (1994) then identified the relationships between the CIO and her peers. CIOs have working relationships with colleagues who are "in peer positions---vice-presidents or deans for student affairs, business and financial affairs, or administration" (p. 10). Wolverton suggested that these relationships are in some sense easier than the others. I'm not sure that is actually the case. Wolverton (1984) said, "Nevertheless, for the best interests of the individuals and the campus, the relationships should be amicable and trusting, so that a team spirit is engendered and maintained" (p. 1). These fellow administrators usually have their own reporting relationship to the CEO and share that with the CIO.

CIOs & Assistants

Finally, Wolverton (1984) identified those with titles such as "assistants or associates" (p. 12). These are positions where reporting lines are ambiguous and where the fact that there is no clear line of authority can allow problems to arise. He said that these positions need to be "monitored ... closely" (p. 12) to prevent potential problems. Wolverton summarized his view of the CIO and her role in the organization by saying that "The CAO in every institution of higher education has a unique role: to lead, administer, and manage the people and the ideas that are the lifeblood of the institution....

The Argus-eyed CAO makes a major contribution to the campus and all its concerned constituencies" (p. 17).

The success of the CIO depends significantly on his ability to work with those above, below, and to his sides within a shared governance structure. This background provides insights for understanding the results of this particular study, especially as it relates to the second research question; what are the organizational factors or structures which support or impede the ability of the CIO to be effective?

Student Learning and Instruction

As mentioned earlier, there is a reform movement in higher education that appears to be affecting community colleges. We saw evidence of its influence in the changing of the CIOs title to include "student learning" and in some cases to exclude "instruction." We see evidence in the new Accreditation Standards, which require the assessment of student learning outcomes. In this research project, I asked CIOs how they view themselves as influencing the enhancement of student learning and instruction at their institutions. The intent of this question was to see whether or not they believed that a fundamental shift of emphasis from "instruction" to "learning" was occurring. Furthermore, the question asked them to identify changes that they participated in or made that improved student learning. This brief section provides a context for that question.

Higher education, including the community college, has been the subject of a steady stream of criticism. Tagg (2003) summarized much of this data in *The Learning*

Paradigm College and concluded that we need to do a better a job of producing student learning. W. Norton Grubb and Associates (1999) studied community college teaching in *Honored, But Invisible*. Grubb and Associates (1999) poignantly argued that although community colleges say they are teaching-oriented, "The evidence ... is simply missing" (p. 9) for that claim. Grubb's research addressed the question of whether or not and how administrators can affect teaching. Grubb said that administrators can "establish the tone and culture of their institutions—the attitude toward instruction, whether good teaching is important or not, the sense of internal cohesiveness or, conversely, of fragmentation and independence" (p. 302). In the end his evidence suggests that administrators "are trapped in institutional roles that require them to be concerned first and foremost with enrollments, budgets, ensuring sufficient instructors and classrooms and light bulbs, so that innovative pedagogy is the last thing on their minds" (p. 307). Grubb and Associate's (1999) conclusions are depressing and unfortunately seem to ring true.

In response to these critical studies, the public is demanding greater accountability from colleges to demonstrate their effectiveness (The Wingspread Group, 1993; The Little Hoover Commission, 2000). Community college accreditation commissions (Policy and Planning Committee Accrediting Commission for Senior Colleges and Universities, 1998) are now requiring that colleges identify learning outcomes and assess them as a condition of maintaining accreditation. More than one-third of the states are now funding higher education at least partially based on how well those colleges perform in producing identifiable learning outcomes, including California. The California Legislature attempted to do this by passing the funding called the

Partnership for Excellence (Chancellor's Office, 2005). It was an attempt by the California legislature to tie funding to outcomes. The results have been mixed at best, and there is a sense that if colleges don't take the initiative and define measurable outcomes leading to improved student learning, the state legislature will.

The impetus to emphasize learning over instruction may have its origins in the "Learning College" movement. The key proponent of this movement, Terry O'Banion (1997), defined the central concept as "placing learning and the learner first" (p. 19). O'Banion (1997) says "The Learning College places learning first and provides educational experiences for learners anyway, anyplace, anytime" (p. 47). He identified six key principles of a Learning College: (a) to create substantive change in individual learners, (b) to engage learners as full partners in the learning process with learners assuming primary responsibility for their own choices, (c) to create and offer as many options for learning as possible, (d) to assist learners to form and participate in collaborative learning activities, (e) to define the roles of learning facilitators by the needs of the learners, and (f) to define success only when improved and expanded learning can be documented for its learners (p. 47). O'Banion does not mention teaching but rather refers to "learning facilitators" (1997, p. 57). He argues that the emphasis should be on learning first rather than teaching. A core feature of the Learning College and of this reform movement is that we need to identify and assess student learning outcomes. According to Barr and Tagg (1995), learning outcomes are essential to a Learning College and these colleges should "produce learning" (p. 13).

Conclusion

The review of the literature indicates that the Chief Instructional Officer remains

an understudied position especially in California community colleges. In this chapter I

reported the results of research conducted on the CIOs, explored the history of the CIO in

California, and provided a context for understanding the importance of shared

governance, key relationships to CIO success, and the philosophical shift that appears to

be occurring from an emphasis on instruction to an emphasis on learning.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to begin to investigate, from Chief Instructional Officers' (CIOs) perspectives, the work performed by a CIO and the organizational factors or structures which support or impede that work. The method chosen for this investigation was qualitative research. Qualitative methodology according to Creswell (1994) is especially appropriate when the topic has rarely been studied and "when the researcher seeks to listen to informants and to build a picture based on their ideas" (p. 21). Strauss & Corbin (1990) support the notion that qualitative methodologies are appropriate when the intent is "to uncover the nature of persons' experiences with a phenomenon" (p. 19). This study utilized elements of both case study (descriptive and interpretive research) and grounded theory.

The research is both descriptive and interpretive. Glatthorn (1998) said that "Descriptive research is used to describe the characteristics of a population by directly examining samples of that population [and is] usually undertaken in the early stages of a phenomenon" (p. 75). Merriam (1988) said that "Descriptive means that the end product ... is a rich 'thick' description of the phenomena under study" (p. 11). As is the case in this study, interpretive research uses the descriptive data to potentially build or critique theory. Merriam says that the research may or may not result in the development of theory. She says that the "level of abstraction and conceptualization in interpretive ... studies may range from suggesting relationships among variables to constructing theory" (p. 28). The goal of this research has been to produce that "thick description." Denzin

(1989) summarizes the hope for this dissertation when he says, "in thick description, the voices, feelings, actions, and meanings of interacting individuals are heard" (p. 83).

Selection of Participants

Site Selection

The California community college system was selected because of its importance to higher education and because the position of CIO has been seriously understudied. Specifically, there are 109 community colleges in California. The average enrollment of a college is 13,600. City College of San Francisco is the largest campus serving 86,000 students while Feather River College enrolls about 1,200 students. There are 52 single college districts and 20 multi-college districts. Ninety-five percent of the state population is within an easy commute to one of these colleges. In Fall 2001, more than 1.6 million credit and non-credit students were enrolled in the system. Nine percent of all Americans enrolled in higher education are attending a California community college (Community College League, 2004).

Sample Selection

Patton (1990) advocated "purposeful sampling" when doing qualitative research. He argued that "the logic and power of purposeful sampling lies in selecting *information-rich cases* for study in depth" (p.169). In an effort to find those information rich cases, Patton's recommendations for intensity and homogenous sampling were followed. Patton (1990) defines intensity sampling as "information-rich cases that manifest the phenomenon of interest intensely ... One seeks excellent or rich examples of the

phenomenon of interest" (p. 171). Homogeneous sampling "is the strategy of picking a small homogeneous sample. The purpose here is to describe some particular subgroup in depth" (Patton, 1990, p. 173).

In this study it was necessary to find a representative sample from among the 109 CIOs in the state that could be considered homogenous. In the course of preliminary research, I became aware of a large community college in Southern California that had self-selected a group of fourteen colleges as being similar to itself. When this college looks for comparable colleges it turn to this group of fourteen (they are the fifteenth school). Whether for salary and benefits, organizational structure, parking or curriculum issues, this college looks to these other schools for models and for data. These colleges are similar in terms of budget, number of faculty, students, curriculum and organizational structure, etc. They are all single college districts, and because California community colleges are not all the same, this group seemed to be a good representative subgroup to study. Strengthening the initial selection of these fifteen schools was the fact that the Vice President of Human Resources, who suggested this approach, noted that these schools look to one another when looking for comparables. The fact that these colleges have self-selected one another for comparative analysis suggested that the sample would reveal useful and transferable information. Twelve of these colleges are in Southern California, and, for convenience, the three colleges located in Northern California were not considered in this study.

Finally, "chain or snowball" sampling were used. Patton (1990) says that "snowball" sampling is simply asking people who know a lot about a topic to suggest others who also know a lot about the subject matter. I asked each interviewed CIO to

suggest three other schools that would be comparable to their own college. I found that the CIOs almost always identified at least one, usually more than one, of the fifteen colleges. I also discovered that when colleges were identified and not on the list of fifteen, they were different in size or organizational structure, and were simply neighbors who worked with one another or sought advice from one another. In this case, asking the CIOs to identify comparable colleges provided a way to strengthen the validity of the selected respondents because they consistently self-selected one another.

Gaining Access

Once I had identified the twelve selected colleges, I sent a letter to Chief Instructional Officers describing the purpose of the study and asking them to participate (Appendix B). The letter indicated that their contribution to the study would remain confidential and that I would use pseudonyms for both their names and the names of the colleges they represent. The letter was followed up with a phone call to ascertain the best time and place for conducting the interview.

Protection of Subjects

Every effort has been made to protect the participants in this study. The letter inviting them to participate and the consent form (Appendix C) which they signed, promised confidentiality and the right to withdraw from the study at any time and assured them that the raw data would be destroyed upon completion of this study. The guidelines set forth by the University of San Diego Committee for the Protection of Human subjects were followed.

Data Collection

There were three sources of data for this research study. The primary source of

data was generated from the interviews with the CIOs. The job descriptions of each of

the CIOs became the secondary source of data for this research. This data allowed

triangulation with interview data and the additional research examined in existing

literature on the subject of CIOs. In this section I will describe the process of data

collection for the interviews and then for the job descriptions.

Interviews

The interview data is at the heart of this research project. In this section I define

my role in the process, describe the process of developing the interview questions,

describe the protocols followed during the interviews, and finally comment on the

preparation of the interviews for analysis.

Researcher Role

Glesne (1999) suggested that the researcher's role is both as "researcher and

learner" (p. 41). She implies that a researcher needs to be conscious of what he does and

how he has to do it when he is in the role of researcher. Merriam (1988) says that "The

researcher is the primary instrument of data collection and analysis" (p. 19) which

requires that "the biases, values, and judgment of the researcher be stated explicitly"

(Creswell, 1994, p. 147). I have been employed in the California community college

system for my entire adult life. I have worked at two community colleges in the system

and have been continuously employed at one of them for thirty years. During that time I

have worked with seven CIOs--five of them very closely. I served as Faculty Senate

President during the implementation of Assembly Bill 1725--the most recent effort to

reform community college governance in California. I was the first faculty member to serve as the Tenure and Evaluation Coordinator for the college. In addition, I have served twice as the Interim Dean of Human Arts and Sciences, once as the Interim Dean of Vocational Education, once as the Interim Dean of Media, Business, and Community Services and currently serve as the Dean of Arts, Media, Business and Computing Systems. I have worked as a senior level administrator for six years. I have worked directly with four CIOs as a representative of the faculty and am currently part of the CIO's administrative team. My work in these positions has led me to believe that the CIO is probably the most important administrative position in terms of influencing improvements in instruction and student learning. An effective CIO can foster the educational mission of a college and an ineffective CIO can just as easily stifle that mission. The CIO position is pivotal in resolving many of the problems confronted by community colleges.

My experience in California community colleges was helpful in understanding the perspectives of these CIOs. Glaser & Strauss (1967) and Strauss & Corbin (1990) suggested that professional and personal experience represents a source of theoretical sensitivity or "the attribute of having insight, the ability to give meaning to data, the capacity to understand, and capability to separate the pertinent from that which isn't" (p. 42).

All of this personal experience can also be a source of bias. Throughout the process I have tried to be mindful of how my biases and judgments might affect this project. I strove to bracket my biases and judgments "not in order to forget them ... but rather to hold them at bay" (Van Manen, 1990, p. 47).

Development of Questions

The work of Patton (1990) provided direction in the development of the interview questions. I used a combination of Patton's (1990) "interview guide approach" and the "standardized open-ended interview." Initially, I developed an interview guide--an outline of issues that, if discussed, would hopefully reveal valuable information about the research questions. Using the outline as a guide, I developed a set of questions (Appendix D). The goal was to write questions that were "open-ended, neutral, singular, and clear" (Patton, 1990, p. 295). I wanted the ability to depart from the prepared script to explore interesting and unexpected data from the respondents. The use of an open-ended format allowed me to be organized and flexible at the same time. During the interviews questions were altered if necessary to elicit better information and to increase rapport between the respondent and the interviewer. Patton (1990) argued that, "the purpose of interviewing is to find out what is in and on someone else's mind. The purpose of open-ended interviewing is not to put things in someone's mind, but to access the perspective of the person being interviewed" (p. 278). The prepared questions provided a structure to the interviews and allowed the respondents to feel at ease. That is what I tried to accomplish with the questions for these interviews.

Furthermore, the emergent nature of qualitative research and the iterative aspects of the process may have helped in refining and clarifying questions as the interviews proceeded. Rubin and Rubin (1995) call this "continuous design" (p. 48). They suggest that

> Continuous design allows exploration of new topics while keeping the research organized and focused. It points you in a direction to ensure that you pursue core topics in sufficient depth to end up with adequate evidence for your conclusions

and conclusions that fit your data . . . You iterate in this way until theoretical saturation occurs. Continuous design allows you to be flexible yet organized at the same time. (p. 48)

Interview Protocols

After the letters were sent, nine CIOs agreed to be interviewed. Of the twelve CIOs selected to be interviewed, two elected not to be interviewed, and one of the positions was vacant during the time of data collection, leaving nine CIOs to be interviewed. I set up an appointment with each CIO. The interview protocols for these participants included briefly describing the study, explaining the consent form, confidentiality, the eventual destruction of the original tapes, acquiring the respondent's signature, and preparing the materials for analysis.

Each interview was conducted in the office of the CIO. The interview began with an expression of appreciation for the time they were spending with me and a brief review of the purpose of the study. After the brief review, the consent form which had been sent to the respondents in advance was reviewed, signed, and collected. The signed consent form granted permission to tape and transcribe the interview. Respondents were informed orally and in the consent form that their identity and the identity of their college would remain confidential and that the tapes and transcripts of the interviews would be destroyed once the research project was finished.

After the interviews were conducted, they were downloaded into my home computer and copies of the tape were sent to a transcriber. Once the transcriber had finished her work, she emailed me copies of the completed transcriptions. I listened to the tapes and edited each transcript, making corrections and changes as necessary. The CIOs received a copy of their transcribed interview with a request to read, edit, and

respond to the transcription. This gave the CIOs a chance to clarify and correct the transcript. This process of member-checking, according to Merriam (1988), should help to enhance the validity of the data. After member-checking was completed, the corrected transcriptions were ready for analysis.

Job Descriptions

At the end of each interview, the CIO was asked for a copy of her official job description. Many CIOs did not have access to a job description and admitted that they were working with what they termed an outdated description (see job descriptions in Appendix E). Nonetheless, the job descriptions are sources of information that identify the expected qualities, characteristics, and qualifications for a CIO. According to Glesne (1999), "documents corroborate your observations and interviews and thus make your findings more trustworthy" (p. 58). The documents were either hard copies or were sent to me electronically. All of the provided descriptions were loaded into NVIVO, coded, and used to triangulate with the interviews and the research included in the literature review.

Data Analysis Method

The edited transcriptions and the job descriptions were imported into NVIVO, a qualitative software data management program based on "Nudist." NVIVO is a highly integrated program that allowed for easy manipulation and retrieval of data. The coding process was done using the various features of this software application. NVIVO allowed me to quickly create codes and categories and organize the data according to those codes.

After the transcriptions and documents were available in NVIVO, I began

analysis of the data using the procedures recommended in grounded theory research.

Strauss and Corbin (1990), in *The Basics of Qualitative Research: Grounded Theory Procedures and Techniques,* described grounded theory as a "qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (p. 24). I began to code each interview. Coding "represents the operations by which data are broken down, conceptualized, and put back together in new ways. It is the central process by which theories are built from data" (Strauss and Corbin, 1990, p. 57). This process of coding is similar to the data analysis techniques of other qualitative researchers who know that the research may eventually reveal something less than a grounded grand theory (Glesne, 1999; Merriam, 1988; Spradley, 1979; Wolcott, 1995). According to Strauss and Corbin (1990) "analysis in grounded theory is composed of three major types of coding. These are: (a) open coding; (b) axial coding; and (c) selective coding" (p. 58). Strauss and Corbin (1990) say that

> Conceptualizing our data becomes the first step in analysis. By breaking down and conceptualizing we mean taking apart an observation, a sentence, a paragraph, and giving each discrete incident, idea, or event, a name, something that stands for or represents a phenomenon. . . .We compare incident with incident as we go along so that similar phenomena can be given the same name. (p. 63)

It is important to note that these three types of coding are analytical types and the researcher does not necessarily move from one to the other in a linear process.

Open Coding

I began with open coding. Open coding refers to that part of analysis that deals with the labeling and categorizing of phenomena as indicated by the data. The product of labeling and categorizing are concepts which are the basic building blocks in

constructing a grounded theory. Open-coding requires the application of what is referred to as "the comparative method," that is, the asking of questions and making of comparisons. Data are initially broken down by asking simple questions such as what, where, how, when, how much, etc. Each transcript was read, and I began to label—give names to ideas, information, and concepts. The transcripts were reviewed, then coded multiple times. Initially the categories were broad and obvious. I used the interview questions to group answers, but as the open coding process continued, I began to look more closely at paragraphs and sentences to break the data down into ever smaller units of meaning. I was looking for potentially important ideas, concepts, and facts. In the initial phase of coding, according to NVIVO, I identified 734 codes. These codes were part of the initial step in breaking open the data. NVIVO made it very easy to identify and explore these codes. Initial codes were then broken down further which was a technically easy process, given the software.

Axial Coding

The second step in grounded theory methodology is called axial coding. Open coding fractures the data into concepts and categories; axial-coding puts those data back together in new ways by making connections between a category and its sub-categories. So axial-coding is the process of developing larger categories or ideas and their sub-categories. As the coding process continued, I began to compare similar codes and was able to group them together giving them the same conceptual label. The process of grouping concepts at a higher, more abstract level is termed categorizing in grounded theory methodology. NVIVO made this process easy. The initial categories could be moved from what the program refers to as free nodes to tree nodes. Free nodes are

simply a list of topics emerging from the very earliest attempts to analyze the data. Tree nodes are essentially emerging key ideas with support. Tree nodes are points on an outline. The program allows for the creation of labels and the movement of data into a superior or subordinate position with any idea so that I could visually see the relationship of one node/code to another.

Selective Coding

The third step in grounded theory coding is called selective coding. Selective-coding involves the integration of the categories that have been developed to form the initial theoretical framework and/or a story line. A story line is simply the descriptive narrative about the central phenomenon of the study. The story line is the conceptualization of *this* story. The story line becomes the core category. Strauss and Corbin (1990) said that "The core category must be the sun, standing in orderly systematic relationships to its planets" (p. 125). NVIVO allowed me to create, move, group, and analyze the axial coding. Basically, the emergent ideas are organized into a framework of meaning from which the story can be developed and told.

It is important to remember that this method is not a linear process, and I moved back and forth among these techniques in the process of discovery. It is also important to note that I wrote memos throughout the process. Strauss and Corbin (1990) note the importance of writing memos during the analytical process:

> Writing theoretical memos is an integral part of doing grounded theory. Since the analyst cannot readily keep track of all the categories, properties, hypotheses, and generative questions that evolve from the analytical process, there must be a system for doing so. The use of memos constitutes such a system. Memos are not simply "ideas." They are involved in the formulation and revision of theory during the research process. (p. 10)

Strauss and Corbin (1990) identify three different types of memos that may be generated during the process: code memos, which focus on open coding and conceptual labeling; theoretical memos, which relate to axial and selective coding and focus on paradigm features and indication of process; and operational memos, which contain directions relating to the evolving research design. Whenever I had an insight or a question or any idea I wanted to remember, I would write a memo. At any point in the coding process, I could write a memo using NVIVO which would be linked to the text that triggered an idea or a question. The memo was attached to the idea that generated the memo and could be linked with other codes with the click of the mouse. Writing the memos was a way to preserve good ideas in writing and helped me to recall potentially important ideas.

Secondary Data Sources

The job descriptions were also coded using the same process. The job descriptions were important because Glasser and Strauss (1967) advocated the use of multiple data sources. They argue that

> In theoretical sampling, no one kind of data on a category nor technique for data collection is necessarily appropriate. Different kinds of data give the analyst different views or vantage points from which to understand a category and to develop its properties; these different views we have called *slices of data* (emphasis thiers). While the [researcher] may use one technique of data collection primarily, theoretical sampling for saturation of a category allows a multifaceted investigation, in which there are no limits to the techniques of data collection, the way they are used, or the types of data acquired. (p. 65)

By using NVIVO, I could code the job description and easily look for patterns and evidence that would clarify the interviews. The job descriptions were coded as separate documents and supported the emerging themes coming from the coding of the interviews.

Reliability and Validity

In this study, I strove for reliability and provided a detailed description of the research process so that the work may be critiqued by other researchers. Every effort was made to produce a valid study. I worked diligently to be accurate and to treat the data in a systematic and careful way. The trustworthiness of the data was enhanced by the use of what Patton (1990) called "data source triangulation" (p. 187) and Cresswell (1994) named "member checking" (p. 158). Besides the interviews, the data collected from the job descriptions and related literature provided a way to check the perspectives of the respondents. In addition, Strauss and Corbin (1990) recommended reaching the point of "saturation" in the collection of the data. Once I began to hear the same data over and over again I could be fairly sure that that perspective or idea had a high degree of validity. In addition to the data source triangulation, this study used member checking. Each respondent, as mentioned above had the opportunity to edit his interview. Only one of the CIOs responded with comments to the transcript of their interview. The other CIOs either did not respond at all or responded without any comments or clarifications to what was in the transcripts.

After the analysis is completed qualitative researchers are usually asked if the results of the study will be "generalizable." Is it likely that an N of nine CIOs will be enough to say anything significant about CIOs that will be transferable to other settings? I believe that this study does provide useful information to practitioners and at least some of the information appears to be transferable to other situations. The findings regarding roles and responsibilities clearly echoes earlier studies and is likely to be transferable.

Other information appears useful, but the degree of transferablility will be dependent

upon practioner perceptions. Harry Wolcott (1995) while acknowledging the inability of

qualitative researchers to "generalize" asks, "What can we learn from studying only one

of anything?" or from nine CIOs. He answers, "Why, all we can!" (p . 171). Wolcott

also said:

> Whatever can be learned from a well-contextualized study of a single case is the
> contribution that each of those studies has to offer. If you are interested in
> averages, frequencies, distributions, and the like, my accounts are not a good
> source. If you want to know about an instance of something I have studied, my
> reports should be a rich resource, and that suggests a reasonable criterion by
> which to judge them. In each of those studies I make a few generalizations,
> implicate a few more, and leave to readers the challenge of making further ones
> depending on their present concerns and prior experiences. ... Each case is unique,
> yet not so unique that we cannot learn from it and apply its lessons more
> generally. Broadly restated ... every case is, in certain aspects, like all other
> cases, like some other cases, like no other case. (p. 172 - 175)

Accepting Wolcott's views, this study should be a rich resource and those interested in

the CIO and community colleges should learn from the findings.

Along with Wolcott (1995), Cronbach (1975), and Patton (1990), I take a

practical view toward the issue of generalization. These nine CIOs provided a rich

understanding of the roles and responsibilities of the CIO and identified factors and

structures which support and impede the ability of CIOs to be effective. I believe we can

learn much from these nine CIOs. In addition, Cronbach (1975) proposes the notion of a

"working hypothesis" to replace the idea of generalizability. He argues:

> Instead of making generalization the ruling consideration in our research, I
> suggest that we reverse our priorities. An observer collecting data in one
> particular situation is in a position to appraise a practice or proposition in that
> setting, observing effects in context. In trying to describe and account for what
> happened, he will give attention to whatever variables were controlled, but he will
> give equally careful attention to uncontrolled conditions, to personal
> characteristics, and to events that occurred during treatment and measurement.

As he goes from situation to situation, his first task is to describe and interpret the effect anew in each locale, perhaps taking into account factors unique to that locale or series of events.

When we give proper weight to local conditions, any generalization is a working hypothesis, not a conclusion. (p. 124)

This study has been designed to be a beginning and not the end to understanding the CIO in California community colleges. The study invites further research and provides descriptions that can be seen as a "working hypothesis" to be analyzed and studied further.

Cronbach and Associates (1980) suggested that instead of using the term "generalization" that the researcher use the term "extrapolation" (p. 231-235). Patton (1990) thus defines the term:

Extrapolations are modest speculations on the likely applicability of findings to other situations under similar, but not identical, conditions. Extrapolations are logical, thoughtful, and problem oriented rather than statistical and probabilistic. Extrapolations can be particularly useful when based on information-rich samples and designs ... that produce relevant information carefully targeted to stakeholder concerns about both the present and the future. (p. 489)

Patton (1990) continued suggesting that qualitative research should, "provide perspective rather than truth, empirical assessment of local decision makers' theories of action rather than generation and verification of universal theories, and context-bound information rather than generalizations" (p. 283). This study suggests a number of working hypotheses and extrapolations, and the final decision about their usefulness and generalizability will be up to the reader. Merriam (1988) says that *"Reader or user generalizability* [emphasis hers] involves leaving the extent to which a study's findings apply to other situations up to the people in those situations" (p. 177). Locke (2001) points out that grounded theory is aimed at the practical.

> A good theory is one that will be practically useful in the course of daily events, not only to social scientists, but also to laymen. In a sense, a test of a good grounded theory is whether or not it works "on the ground," so to speak .... Obviously, to be useful, the theoretical framework must be understandable to people working in the kinds of social situations studied. (p. 59)

Merriam (1988) argues that the intent of qualitative research is not to generalize the findings, but to form a unique interpretation of events. Nonetheless, whether generalization is seen from the perspective of working hypotheses or from the perspective of user generalizability, the consensus of qualitative theorist is that it is important to "provide a detailed description of the study's context" (Merriam, 1988, p. 177). This provides that rich, thick description, "so that anyone else interested in transferability has a base of information appropriate to the judgment" (Lincoln and Guba, 1985, pp. 124-125; Guba & Lincoln, 1989). Although all of the results will not be generalizable from a quantitative perspective, they will hopefully suggest useful and practical insights in attempting to understand a bit more about the CIO.

Significance of the Study

The Chief Instructional Officer in a California community college serves in a demanding, important and understudied position. This research project will contribute to the field in the following ways:

1. By providing the basis for future study of the role of the CIOs in California community colleges.

2. By articulating the CIOs' perceptions of the organizational culture and how this affects one's ability to be successful.

3. By identifying the CIOs' perceptions and attitudes regarding the shift in

emphasis from instruction to learning and its significance to the CIO position.

4.   By identifying suggestions for improving the overall effectiveness of the CIO position.

Since this study examined the perceived roles and responsibilities of the CIOs in California community colleges, it may serve to clarify those roles and responsibilities. Furthermore, the study asked CIOs to identify factors that support or impede their ability to be effective. These factors may prove of interest to CIOs, CEOs, and governing boards, and suggest additional areas worthy of further study.

Limitation of the Study

The decision to study the Chief Instructional Officer in the California community college system was made because the leadership of a CIO can be used for improving teaching and learning. Although the sample is appropriate and justified, it must be recognized that this study is limited to a small set of the community colleges in California. The results of the study may or may not be generalizable to those who work in smaller or larger community colleges or to those who work outside of the California community college system.

This study is also limited to the self-reported perceptions of the nine CIOs interviewed. It may not be the perspective of others who have important and daily contact with the CIO and whose views might alter an understanding of the leadership position and the role of the CIO. This study is not meant to be comprehensive; that is, it is a beginning for a greater understanding of the roles and responsibilities of CIOs in today's community colleges in California.

CHAPTER FOUR: FINDINGS

The purpose of this study was to investigate, from CIOs' perspectives the work performed by a CIO and the organizational factors or structures which support or impede that work. This information will contribute to an understanding of community college CIOs roles and responsibilities. Four questions were asked: 1. What is the role of the CIO and what do they actually do? 2. What are the organizational factors or structures which support or impede the ability of CIOs to be effective? 3. How do the CIOs view themselves as influencing the enhancement of student learning and instruction at their institutions? 4. What changes would the CIOs suggest to help them become more responsive and effective instructional leaders? An analysis of the data resulted in findings that are grouped under five major headings: 1) the perceived role of the CIO; 2) CIOs' perceptions of factors that affect their ability to be successful; 3) CIOs and leadership; 4) CIOs' perceptions of student learning vis-à-vis instruction; and 5) CIOs' suggestions for structural change.

Perceived CIO Roles, Duties, Knowledge and Skills

The purpose of exploring the role of the CIO was to develop a snapshot of the activities engaged in by the CIO as leaders and managers. As you would expect, the institutional expectations for CIOs as defined in job descriptions (see Appendix E) and the perceptions of CIOs are reasonably close. This section addresses the core roles perceived by the CIOs, the key tasks and duties of the CIO, and the essential knowledge and skills thought to be necessary for effectiveness. This question was not intended to

produce a comprehensive picture of the work done by CIOs but to begin developing a picture of roles and responsibilities.

Core Role

The CIOs believe that they are responsible for the core mission of the college and that what they do defines the essential purpose of the enterprise. The CIOs believe that they are responsible for the instructional and academic core of their colleges, and this is consistent with their institutional charges. They are responsible for all of the instructional programs on a campus. One prominent CIO started with his "by-the-book definition," saying that the CIO is "responsible for the instructional program of the college, which basically is the college!" Another echoed this perception saying that "You're responsible for all of the instructional programs on campus. Most of the duties involve trying to be sure that the program is running efficiently. So it's kind of an all-round, general position. I don't know that there is any area of the college that is not part of instruction–if not formally, informally." The CIO at a large urban college put it this way, "You're at the heart of everything that is happening at the college and are—believe that instruction, the curriculum are the core of academe."

The CIOs clearly believe that they are responsible for the heart of the institution. They see their leadership and management roles linked to the faculty and to students. The CIOs see their role or primary purpose in terms of faculty and student success. One CIO put the purpose this way, "I think that you are positioned to be the academic leader and to promote the interests of faculty in a strong academic program." The data strongly

supports the view that CIOs are consciously working to support the faculty. Finding ways to support, enhance, develop, and help the faculty is a central focus of their work. One of the newest CIOs said that his role is to "assist others to become the best that they can become. And it's a leadership position because you are responsible for the entire instructional program and leading the faculty, and helping develop your faculty and staff … that report to you." One of the longest serving CIOs among the interviewed group said that he emphasizes leadership. He linked leadership with "optimizing the talents, the resources of the faculty and the staff." Another CIO said, "I think the primary responsibility is to enhance the success of faculty–both full time and part time faculty in the institution, and that is the primary responsibility of the Chief Instructional Officer." Everything they do is intended to support the faculty and the role they play in the institution. None of the CIOs said their primary purpose was to manage or administrate or serve the governing board. Rather they stated they are in these positions to support the faculty in their efforts to teach.

The importance of the faculty and supporting what they do was a strong theme, but it was nearly always paired with helping students to be successful. These CIOs believe that teaching and student success are two sides of the same coin. Ultimately, they see their work as promoting student success as they support their faculty. "It's about student learning and varying kinds of instruction that assist and facilitate it," said one prominent CIO when asked about student learning. Another CIO said, "I don't think you can separate it; it's the teaching/learning process and I think that's what we're all about." In one case, the VPI explained that, "I think [I'm] positioned [to] promote the importance

of strong learning outcomes. I have the ability to set the standard." Another VPI said it simply, "I think student learning is central to the position."

Key Tasks and Duties Identified by CIOs

The key tasks and duties identified by the CIOs are not surprising and they are mentioned in the literature (see Chapter 2) and in the job descriptions for CIOs (see Appendix E). These duties and responsibilities are carried out in work weeks that far surpass a conventional 40 hours per week job. The CIOs identified enrollment management, budgeting, the importance of faculty quality, planning, and curriculum development, and review as key responsibilities. These tasks directly affect the ability of CIOs to address the primary roles of promoting faculty and student success.

Although many duties vie for the attention of a CIO, the importance of selecting the right faculty member, nurturing faculty, and disciplining when necessary was identified as a serious obligation. CIOs are involved in the hiring, evaluation, and discipline of the faculty. One CIO stated a view shared by his colleagues, "The faculty are an absolutely essential part of the institution; they provide the central service to students; they are what make the institution a good one or not a good one." The CIOs recognize that the success of the institution is linked to the faculty. Another CIO pointed out that she

> focuses a lot on quality of faculty. So I'm very engaged in the selection process, which is, I think extremely important. The tenuring process, the evaluation process, issues of faculty discipline, issues of faculty reward for the ones that are just doing outstanding things, faculty development. The quality of the faculty is the responsibility of the CIO.

This concern for the quality of faculty is consistent with CIOs perceptions that they are primarily concerned with addressing the needs of the faculty.

Addressing the needs of faculty and students depends to a large degree on the resources available to a college. The importance of enrollment management and budgeting were mentioned as cornerstones for CIO effectiveness. Enrollment management is a major concern of the CIOs because it affects the bottom line of whether or not they will be able to meet student demand. Enrollment management was described in this way: "Well, I think the major issue is enrollment management. And it's everything–it's a broad title, but that's everything from recruitment of students to–through the whole admissions process, through what courses are offered, what services to provide, and retention." Another CIO points to the reason enrollment management is so important:

> The curriculum maintenance/development, the scheduling of classes, which I think is the central activity--I'm not talking about the implementation of it, but the planning of it, because in this state, in terms of the way we are funded, but to a degree, in every place I know of, it is the single most important budget decision the college makes. It determines the income of the college. It determines whether students are actually attracted to us or not.

Because funding is directly related to the number of students taking classes, the schedule is extremely important to the college. Knowledge of budgets and budgeting is an expectation of the position. Producing and monitoring budgets is seen as a key responsibility. CIOs must be sure the enrollments meet, but do not exceed, the enrollment limits set by the Chancellor's Office. If they are under the limit (the Cap) set by the Chancellor's Office, then they lose money. If they are over the Cap, then they are

not paid for students served over the Cap. CIOs are always trying, as one CIO expressed it, to "hit that magic number and target" set by the state to maximize the budget and enrollment efficiency. They understand the link between managing the schedule and managing the budget for instruction. The schedule is their primary source of revenue generation.

In addition to enrollment and budget management, knowledge of planning and the ability to plan was mentioned in each of the job descriptions (see Appendix E) and by the CIOs. CIOs are expected to know how to develop and evaluate strategic plans. They are expected to develop and implement action plans and evaluate them. Planning affects each of the other key tasks, but was also reflected in the view that the CIO has to look to the future. As one CIO put it, "I may not know the answer to the question, but I know the question that has to be asked" about what may be coming and this is essential to good planning.

The importance of curriculum approval and review is also significant since CIOs are involved with the faculty in this endeavor. Some CIOs are more directly involved than others, but they all work to ensure that the curriculum is current, adheres to state mandates, and meets student needs. "I spend a lot of my time talking about what new programs to offer, courses to offer and a major portion of my time is spent on evaluation of our programs and courses... Are they working and how can we do better?" Curriculum is largely a faculty responsibility, but CIOs sign off on all programs and courses within the curriculum and are at a minimum involved with "process [and] policy issues."

Essential Knowledge and Skills

It is clear that the CIOs believe they are responsible for the core of the institution and that they participate in nearly every important decision that is made on a campus. The CIOs interviewed believe that an effective CIO must have an ingrained knowledge of instruction and a knowledge and commitment to shared governance. A list of necessary technical skills emerged from the research that CIOs believed would be learned as one moves from earlier administrative positions to the CIO position. Technical skills often referred to bureaucratic skills including reading budgets, building a class schedule, figuring faculty load and FTES etc. and learning about some of the rules under which they must work. One CIO said:

> It's a cool job; you have to have a really ingrained knowledge of instruction to do it. You just can't walk into it without—without having some previous administrative experience. And that experience has got to be in the area of instruction. My sense is that you'd better have eight to ten years at least of gradually increasing responsibilities, both at the school level or institutionally you'd better—better have a handle on some global institutional issues.

Another describes the technical work as "elbow work":

> The elbow work you'll learn as a dean. You'll learn as an assistant dean; you'll learn as you go along. And yes, you've got to have that knowledge and that elbow work. Very important! That's good training, a good—you need that experiential base. I wouldn't be able to do what I do now, in the way I do it, if I did not have that seasoning, that experiential base, first.

Another CIO supported the view that one needs to know the technical skills and that earlier administrative positions provide training for the CIO:

> I think you need to have–I feel very good about all the technical skills I developed through being an administrator for a number of years before I had this job. And, you know–I'm still able to get back and do the hands-on stuff when I need to do it. You need that knowledge and you need that experience, if nothing else just to

be able to help others do it.

Having a significant understanding of instruction was considered crucial to being a successful CIO.

Besides having a solid knowledge of instruction, CIOs in California must be willing to understand and work through shared governance. California law, since the passage of AB 1725, has required the chief constituencies to work collaboratively in "participatory governance" or in what has come to be called "shared governance." CIOs spend much of their time working collaboratively with faculty, staff, students, and other administrators. One CIO said, "You need to understand and embrace the shared governance process, and learn how to move new initiatives and decisions along in a timely manner, but doing so within the framework of a shared governance process." Shared governance permeates the community colleges in California and a CIO must be willing to work within it and understand how it works if they are to be successful.

An ingrained knowledge of instruction and shared governance are necessary knowledge for an effective CIO. Besides that knowledge, an effective CIO must be a skilled communicator and have strong organizational and time management skills. These factors emerged as the most important skills for a CIO to possess. The importance of being an effective communicator cannot be over emphasized. Every CIO in this study supported the view that to be most successful, you have to be an effective group facilitator, an effective public speaker, and an excellent writer. In addition, CIOs have to possess strong interpersonal communication qualities and skills that affect every aspect of the job. In this study, the CIOs continually talked about the importance of

relationships and the importance of interpersonal communication to their success. In order to avoid unnecessary repetitions, a more detailed discussion of interpersonal communication will occur in the contexts identified by the CIOs as being important.

For our current purposes, these CIOs argued that an effective CIO should possess certain communication skills including the ability to facilitate groups, speak effectively in public, write well, and possess the ability to listen. CIOs need to be effective facilitators. Most of the time spent during any given day by the CIO is in meetings. Attending governance committees or meeting with small groups of administrators, faculty, or staff constitutes a significant investment of time during the work day. An effective CIO must be persuasive and work collaboratively with others. "I think leadership qualities are the most important ones because, after all, you are working with people. That is the whole thing. You can write the most perfect schedule of classes yourself, but unless you can get others to own it, then it's going to be useless." You cannot be effective working alone. "You always have to work through people. If you try to just come in and blow your way to a mandate, it doesn't work. But your strengths are that you have probably the greatest influence on instruction and student learning and the programs that the college offers, by how you work with your faculty, staff, and administration." One CIO puts it this way, "You have to be the person who's setting the example for everybody. And you have to be persuasive enough to get people to move ahead. They may not follow exactly what you want to do, but at least you have them move a little–one direction or another." Another CIO explained the point this way:

You know, if you can facilitate good outcomes and make things happen, and you

know you do that by sort of being trans—semi-transparent. People need to know that you're there; people need to know that you have the ability to make things happen, but they also need to know that they're part of the equation. And if something's going to happen, they're going to be part of it. If you are in this job for power, you ought to know better. People that are after power will not get into this position. They'll have a track record that shows that. You know, unless you're teaching in Texas or a non-shared governance state, where you just make decisions, but to me, that wouldn't be any fun.

Being an effective facilitator is important to this position. "It's much better if you can exert your authority through persuasion and mutual interest, rather than by fiat." The CIOs recognize the importance of being effective facilitators, and they also recognize that CIOs spend a considerable amount of time representing the college to the campus and to the community at large. The CIO is "The voice of the academic, which is central to the institution." A CIO "needs good communication skills, both orally and in writing" and "whether you like it or not, there are a lot of reports and things that you have to do, so it's [important] to be a good writer."

One tangible interpersonal communication skill mentioned by the CIOs was the ability to be an effective listener. It "all starts with listening," said a CIO and another noted that you have to "be willing to be a good listener—should be an active listener and not just let it pass through, but really listen in order to try to help." A connection was made between effective communication and listening. CIOs spend most of their time on "people matters" and listening is an invaluable communication tool. According to a CIO,

> People and matters like this person that came to see me, who needed an audience, somebody who would listen to them, to acknowledge that they're valued in what they're pursuing. And so it's not just that I made that person's day, but the fact that that person was acknowledged, recognized. It was important that I listened.

And so taking the time out to listen was important.

The skills mentioned above are primarily communication skills, but one of the most important skills is the ability to organize and manage time. The CIOs are in agreement that this position is not a forty-hour-per-week job and that the demands on their time and energy are constant. They spend most of their time attending meetings and are regularly confronted with problems that simply "come up" by virtue of the position. One CIO put it this way:

> And I think you are already working a number of hours and a number of months and things just keep coming in every day and every hour, you have to have a sense of what needs to get done right now, and what needs to have all of the resources of your office working on it, and then what can just wait.

The CIO has to pay attention to a myriad of issues all at once. You have to "be able to coordinate and supervise projects, 'cause you have a lot of things going on at once, and so you can't just be focused on one. You have to focus on a lot of things; it's like a Grand Central Station." It is not just about budgeting your time; it is about "how you establish priorities. Are they established for you, or do you establish them? There are plenty of people who want to establish what you do, but given the content and meeting the definition of the job is by you, the person who occupies the position." Because of the sheer number of issues confronting CIOs and the demands on their time, it is important that CIOs be well organized and manage their time. You "have to effectively use time." CIOs need strong organization skills and according to one CIO, they need:

> organizational [skills] both in term of how one organizes their day, how one organizes the structures and processes for getting the business of the college done, as well as time management skills. All are important. But I think the major thing is that on any given day, the variety of topics that you're asked to deal with

[places significant] demands on one's time. [The CIO needs to] budget time well and meet deadlines.

The constancy of the work requires a well-organized person who can manage long hours. Multi-tasking and time management are important skills for an effective CIO.

The Chief Instructional Officer in a California community college is responsible for the heart of the institution—the core processes of instruction and learning. Nearly every campus issue affects instruction engaging their attention. Their goal is to support the faculty in their efforts and to help students succeed. The CIO must have strong communication skills being especially adept at interpersonal skills. They must be able to work collaboratively, facilitating effectively. The CIO works long hours. They need to be organized and have solid time management skills. They must multi-task, juggling multiple issues. The CIO needs to understand instruction, have a grasp of the technical skills necessary to do the job and accept and embrace shared governance.

CIO Perceptions of Factors Affecting Their Ability to be Successful

Applying knowledge and skills to the required tasks is done within the organizational culture of California community colleges. These CIOs were asked to identify factors which support or impede their ability to be successful. In this section of the findings, the CIOs identified four factors affecting their ability to be successful: shared governance, the necessity of positive interpersonal relationships, workload demands, and external factors that limit their abilities to solve problems.

Shared Governance

Shared governance can either support or impede the ability of a CIO to be effective, but in California the CIO is required, by law, to work within shared governance mandates. Even so, all of the CIOs embrace the principles of participatory management. Even those most critical of shared governance think it is a good idea and that the basic premise supporting shared governance is a sound one. The CIOs often find shared governance to be frustrating because it impeds the ability to make decisions in a timely manner. Many of the CIOs feel there is a misunderstanding between the faculty and the administration over the meaning of shared governance, making for conflict. In this section, data will show that the CIOs support participatory management in principle and identify both the strengths and weaknesses of shared governance.

CIOs support participatory management.

All of the interviewees affirm participatory management. They recognize that involving those affected by decisions makes for better decisions and creates a more positive and trusting atmosphere. One CIO reflected this view: "Good management practices put a great deal of emphasis on consultation, collaboration, consensus-building, involving those who are affected by the decisions–even allowing those closest to the activity to make the decisions. That to me is what it's [shared governance] all about." Another said, "I think shared governance is a very solid concept." And another agreed, saying, "I like shared governance. I like working with the faculty; I like working with my colleagues. It's generally pretty good." Two prominent CIOs both echoed the same

support for shared governance. One said, "I think it is a good idea" and the other

believes "shared governance–I like the idea and I think it should happen." A CIO

summarized the general positions of these administrators when he said that he prefers

"working to gain to build consensus, anyway. I mean I do think the best decisions come

in that manner."

Strengths of shared governance.

California CIOs have to work in an atmosphere of shared governance. They

understand that consulting and gaining buy-in from those affected by decisions makes for

better decisions and a more harmonious working environment. Shared governance, when

it works well, can help create an atmosphere of trust between the administration and the

rest of the college. Mutual trust is necessary to successful shared governance. "There

must be an atmosphere of mutual trust and cooperation to make governance meaningful

and effective." This instructional leader argues that the CIO has to

> have some trust [in shared governance and in the decision that those consulted
> will recommend], you've got to take some risks–even though the decision may be
> something that you don't agree with, you've still got to trust the people that, that
> is something that they're going to have to live within, and function.

When shared governance works, it also helps to generate and sustain the

credibility and trustworthiness of the CIO. One CIO said that shared governance

positively affects his job performance:

> I think that if you understand shared governance and work with it effectively, it
> actually helps me do my job better. I get my work done. I have the faculty doing
> a lot of my work right now, due to governance committees so rather that being
> adversarial, rather than being another layer of bureaucracy, they do my work for

me. It's great! The faculty are engaged in the college; it's their college, they're running it…and the other thing is when it comes time to get changes through, polices through, budget cuts, policy changes, shared governance can work tremendously well for you to get people to buy in, to support it, and to embrace it.

Weaknesses of shared governance.

All the CIOs affirmed the benefits of working collaboratively within their

organizations, but many of them also experienced real frustration with it. "Shared

governance is 1% evil and 99% good and you can quote me on that." Another CIO said

"I think shared governance is a very solid concept … I think the execution of it is where

we shoot ourselves in the foot sometimes!" A CIO described part of the real frustration

with the shared governance process. She said:

> We're trying to go from eighteen to sixteen week [schedules]. When I was the dean, three or four years ago, I sat on a committee for one year–this was the second year of the committee; I didn't sit on it the first year–where they were looking at changing the length of the semester. And this particular committee did surveys; they did programs where they explained it to people; they did all sorts of things. And they came up with a recommendation to the Senate to change the length of the semester, and they recommended sixteen weeks versus fifteen or whatever. Okay. So it went to the Senate. And now I have this paper where–the Senate just passed something and sent it to the union, who would pass something and send it [somewhere]. This went on for two years, where they were developing committees and task forces and charges, and nothing else. So the thing seemed to go away. In the fall, one of the department heads said to me–because we're changing our [class meeting patterns] "Well, why are we doing this? Why don't we wait until we go to the sixteen-week semester?" I said, because to me, it's never going to happen. That issue died. And the union person happened to be sitting there, and I said, cause it went to the union and nothing's happened. She didn't know a thing about it. So, we had a new Senate president in January, so she resurrected the whole thing. She came to me and she said: "I'm going to establish another task force, so we can look…" I looked her straight in the eye and I said, "look, I don't have three years for an answer here. I need to know right now, or within a couple of months. Do you or do you not want to do it?" Cause we have to plan three years out. And whatever you decide, it can't be employed for another three years. I'm not willing to put up with three more years of discussion. You know, you say to yourself after a

while, this is crazy! Do it, or not do it. If you don't want to do it, that's fine. I don't care.

Nearly all of the CIOs expressed a degree of frustration with the practice of shared governance.

The greatest cause of frustration stems from the length of time it takes to make decisions. "And the downside, I just cannot emphasize, the downside is probably it's sometimes more time-consuming ... and there's a cost associated with time. Patience can be an overrated virtue. In the academe, there's a tendency to over deliberate, to be over cautious." One CIO laughed when she said, "It slows down everything!" And another agrees saying, "It impedes it [decision making], totally impedes it because of the long, drawn out process, because your hands are tied. You can't go forward with needed changes." And yet another CIO indicated they would very often "talk everything to death" slowing down the decision making process. Another summarized the point saying, "The bad part is that shared governance takes a really, really long time to do things."

Another weakness of shared governance is the difficulty of getting the players together. The simple act of getting participants to a meeting can slow down the process. One CIO said, "And sometimes you can't get together as you should or meet because they [the faculty] have classes. So it impedes the progress and the process." Even more troubling is the problem of getting faculty to participate at all. One CIO describes the problem thus:

> I think that we have entered an era in which faculty members have to be reminded that being a faculty member is a full-time job, and it involves more than being --

just being very good in their classroom. I think we've set up, over these last years, a number of people who have become full-time part-timers, in terms of their relationship with the institution, so that the leadership of the faculty tends to rest in a very small number of people. And [participation] doesn't always tend to grow. In our recent history we just tend to be passing the leadership positions around to -- among the same groups of people. I see that as very different from when I became a faculty member in the late '70s. I think there was a better sense of that kind of involvement. And the problem with that is, along with the issue of part-time full-timers, there's also this incredible sense that they need to be in control of everything. So you have a relatively few people investing the time and energy in dealing with all of that, but then the sense, among others, that, why are administrators making these decisions? Why are we not? So I see that as a problem.

Besides the problem with participation, many of the CIOs believe that there continues to be a misunderstanding about what shared governance means. This misunderstanding can create tension between governance groups:

The law [AB 1725], I think, is quite clear. But the participants have a different interpretation of it. The misinterpretation of–'participatory governance' is actually a correct term. But people believe that because they participate in the discussion, they get to make the decision and in reality they get to *recommend*, but they don't get to *make* the decision.

The same point was made by another CIO, but he couched it in terms of the difference between governance and management. He says:

It can become cumbersome sometimes. And I think there's a difference, what people have to understand is the difference between shared governance and shared management. People that understand it truly is shared governance, everybody gets along fine. But when it turns into some folks perceive its shared management, that's not going to work. We all have jobs to do, and the faculty have jobs to do, and the administration has jobs to do, and the classified staff have jobs to do, and we're all equal. We are. We all have something to do here, and just let us do our jobs.

The problem may result from an ambiguity about exactly what role each group plays within shared governance. "It's a hard thing because there's a gray area and people

want to be not necessarily just involved in the decisions–they want to make the decisions.

Even though their responsibility is to make a recommendation, they also want

responsibility for everything but don't accept the consequences for it." Another CIO

agreed:

> Often faculty don't have a clear understanding of the difference between management responsibilities and prerogatives and input, and once you can help clarify that and once your collegial group, your governance group, understands that it's well and good for them to meet, but what they're coming up with is only a recommendation. And it's well and good for the Academic Senate and the [collective bargaining group] to have input, but that's all it is, is input. And it may or may not be taken on for action by the President. And that it is finally the Board who makes these final decisions. We'll hear your input but that doesn't mean that we're necessarily–you have to let us run this place.

Yet, because of the gray area, there is tension between CIOs and other groups.

One CIO gives an example saying, "Even when something's spelled out in the contract,

the shared governance or the participatory governance group will say: 'Well, you need to

consult with us on that.' When in reality, the contract says this is the prerogative of the

dean to do this certain thing." One of the most seasoned CIOs explains what happens

when every single decision has to be decided through shared governance:

> The problem becomes when every decision has to become a group decision. I mean, I have–you know, for example, I've watched districts that do their–that basically have a budget committee that deals with all the budgets for each individual department and budget center. I mean, I think that's a ludicrous way to do this, and probably ends up being very unfair.

He gives another specific example of the confusion regarding shared governance:

> Since AB 1725 we have never clarified the relationship between collective bargaining and the other governance activities. And when the institution is facing problems, it's as though the lines get even more blurred. And the one group isn't limiting itself to the primary area it's responsible for. So I see that as a problem and an area, and in times like this, when we're dealing with terrible funding

problems, that tends to be exacerbated.

Another weakness that is mentioned is that although shared governance is supposed to include all constituency groups, classified staff and students are often marginalized in the process. "One of the things that we get a lot is it says 'shared,' but shared to most faculty means faculty lead or else faculty with administration, and staff and students are left out. When you try to include everybody in shared governance, [the faculty] doesn't want to go there all the time." Another CIO had a similar insight. "It's interesting as I'm speaking, what I didn't mention to you; students, or classified staff. I can't say that my survival's based on that or my success. It's just kind of interesting when you think about it." It was interesting that classified staff and students were basically not mentioned as key players in the shared governance process.

Shared governance as a political ploy.

Shared governance, instead of being a way to reach consensus and provide a forum for input from constituency groups, can become a tool to use against the administration or one of the other groups. The process can be negatively affected when the representative groups do not speak with a single voice, thus frustrating the efforts to reach a decision. A CIO explains that, "within those constituency groups, if they don't have their act together and if they can't understand the concept of acting with one voice, then you're open to ambush and potshots all over the place." The point being made here is that multiple voices instead of a unified voice from the constituent group can hold up the process or stop it along the way. Another way to stop decision making is to make the process the issue. This problem was described well by one of the CIOs. "Probably the

part I don't like is when, basically, those policies or principles are used as a means of someone else trying to fight for control rather than a belief in really trying to come together and make decisions. And I see that in the state as well as the local colleges." Arguments can turn to whether or not an issue is part of shared governance. If a decision has been made contrary to a particular group's wishes, it can argue that the shared governance process has been violated. This can truly complicate the process, slow down the decision making, and be used as a political tactic against another group.

Shared governance dependent upon leaders.

Successful shared governance may, to a large degree, be dependent upon the leaders of the constituent groups. This was an idea that was hinted at by the CIOs. One CIO argues that shared governance "is first of all an art form. Not everybody's equipped for it. Not everybody's a consensus builder. People don't know how to lead—some people don't know how to lead a committee or involve others in the decision reaching process." Another CIO believes that

> Shared governance is based on trust. And when the thing starts to turn into this giant monster, just some people getting involved, it's basically they feel that they have their two cents in because the other person's not trustworthy or they don't represent them well enough. And so if you're not careful with shared governance, it can turn into a monster and it'll really slow the institution down.

Faculty leaders and CIOs committed to working for consensus will more likely be able to find that consensus. Shared governance can both assist and/or impede the ability of the CIO to be effective. Shared governance can help the CIO make tough decisions, but it can also become a "monster" derailing the decision making process and generating deep

animosity between groups. CIOs have no choice but to work within shared governance.

The challenge for CIOs is to learn how to work within and use the shared governance process to advance an agenda and to recognize that going through the shared governance process can, as mentioned above, strengthen the credibility—the power and authority of the CIO. A very well respected CIO described the importance of following the shared governance process. He said:

> My choice was to take [this issue] through the process, and try to make the process come out in the way that I–basically, I'm receiving the recommendations I want to get. And, you know, I think that's true of all leadership positions. And the more times that you're able to solve things in that way [through the process], probably the more power and authority you have so that when it's necessary to use it, it won't be questioned as much.

Fully participating in the shared governance process strengthens the credibility of the CIO and, paradoxically and importantly to CIO success, when the process is not followed and/or a decision has to be made when there is no consensus, then the power and authority and credibility of the CIO is diminished:

> You know, I think in general, I think it is very well known that in the end, I do have the right to say "no" to a large number of things. I don't do it very often because usually I manage to make the person go another direction before I have to do that. I actually have a great deal of authority, partly dependent upon how much the president is willing to delegate. But I feel over the instructional program, that, yeah, I do have quite a lot of power and control, but I also know that the—that in important issues, the more I use that [power and control], the less credible I become.

A CIO who is hostile, inattentive to, or lacks the qualities and skills to work within the shared governance culture of California community colleges will find it difficult to succeed and survive.

Necessity of Strong Interpersonal Skills

CIO understanding of interpersonal skills.

CIOs in California have positional power but are often constrained internally in the exercise of that power from below by the shared governance process and from above by the president and governing board. Their power and authority grows to the extent that they work successfully within the shared governance process and with the president. A significant fact of life for California CIOs is that they work in an environment where every decision they make can be overturned by "someone else." They believe that their ability to lead and be effective is largely dependent upon their ability to be persuasive and to build and sustain strong interpersonal relationships on campus and not on positional power. In this section of the paper, I explain more fully how these CIOs understand the importance of interpersonal communication to success and then identify the relationships that are most important to CIO success.

In the interviews the CIOs were more likely to describe interpersonal skills as a quality to possess rather than as a skill to be learned. To begin with, an overriding theme heard over and over again in the data was that an effective CIO needs to be someone who gets along with people. Strong interpersonal skills are a key factor for the successful CIO. The phrase, "you need to be a 'people person' " was used directly by many of the interviewees and the other CIOs used language that indicated the primacy of being able to work well with others. One of the CIOs said that you need to "be a people person because you have to work with people, and they come in all sorts of attitudes, so you

have to really care about people and what you want to have happen in terms of outcomes." Another CIO said that there is "simply the art of being with people, of enjoying people" which he says "goes with communication." One CIO explaines what happens when you are not a people person. She says, "You know, I think you just have to be a people person; you have to be a good communicator, and if you're not that, you might as well shoot yourself in the foot." Interpersonal communication skills were identified as among the most important skills for a CIO to possess. The job requires substantial interaction between members of the organization as well as to the external community.

One CIO says you should "maintain and build your one-on-one relationships with the major---as many people as you can on the campus." Another describes the same skill but differently:

> And then there's the ability to switch who you are. I think a good CIO is really comfortable talking to the Ag [agriculture] people and the Aviation people and the Art people and the PE people. And they have to sort of feel like in a way you're one of them, even if on some level they know that you have an English master's or Religion or Speech—they sort of have to feel that you understand their area and if a student comes in, you switch modes as to—unless it's a discipline problem. And then that's a whole different kind of personality you present. And so you -- you just have to keep switching how you are all day long. Where I think when you're in the classroom, you know, you're a Soc teacher, you're a Soc teacher, and you're a Soc teacher. And there's some variation between a pain-in-the-butt student, an honors student, and a colleague. But the variation's not as wide.

This CIO has the ability to communicate effectively with all kinds of people on the campus and make them feel comfortable with her. The importance of having these skills was explained this way, "What I tell the deans is 'the only power we have is through our

relationships---our interpersonal relationships ... and through respect.' " Possessing

strong interpersonal skills is essential to being effective. If you cannot relate and

communicate well with people, your chances of success are greatly diminished.

Being a people person is a quality that successful CIOs will posses, but credibility

with others requires that the CIO be an ethical practitioner. Competence was assumed by

these CIOs, but the importance of being a person of integrity and of being honest was

clearly identified as essential to success. "I think you have to have integrity," said one

man. Another CIO put the importance of honesty and integrity this way:

> You have to really just be honest. The CIOs that get into murky ethical issues or
> issues of integrity, or honesty or whether they can be trusted—you can't operate
> in this job that way. You have to absolutely know—I totally know what I've said
> and what I haven't said. And I'm not keeping track of lies or half-truths or
> evasions or any of those things. And if I've said something negative about
> somebody, I know that I've said it. And I know I've already said it to them and
> that I didn't say it behind anybody's back.

It seemed clear that these CIOs believe that "a lot of the authority is also what—based on

the trust that others have in you." Honesty and integrity contribute to the perceived

trustworthiness of the CIO and provide a solid basis for credible interpersonal

relationships and for successful persuasion.

In the course of the interviews, CIOs identified two actions that they thought

would improve or maintain their credibility. One CIO suggested that credibility is

enhanced when bad news is delivered in person while a majority felt that credibility was

increased when credit for accomplishments is given to others. One seasoned CIO

discussed the importance of being direct and personal about bad news within the

organization. "If it's good news, that's fine, send an email or something, but if it's very, very bad news, the communication has to be fast and direct and face to face" whether to a faculty member or to the president. Bad news needs to be faced and dealt with directly and in person.

While bad news should be delivered face to face, CIOs must also find job satisfaction from the success of others. This was an interesting theme that emerged from the data. CIOs are leaders; they have ideas, and they suggest solutions to problems. More often than not the credit for problem solving and initiatives goes to someone else. If you have an ego that requires a lot of stroking or recognition, you will probably not get it from this position.

> And the last thing I'd tell her is that you need to get pleasure—your satisfaction needs to come through working through others and having others achieve things. And knowing that you might have played a role in it, but the credit is—you achieve it when other people feel they've achieved something that might be on your agenda, and they feel it's theirs, not yours. So you need to be able to be comfortable with working extremely hard, knowing that almost everything you do, somebody else is going to get credit for it. And you have to celebrate that and not have your ego caught up in it.

CIOs are problem solvers, but they usually do not get the credit for their work. A CIO "articulates a vision, an initiative and once [the idea] is thrown out it's no longer mine. I might be the champion to start with, an initiator, but after that, I don't own it anymore." Another said, "The other rewarding piece is to have a project that you have developed and worked through with people, and see it come to fruition. Maybe you don't, you know, you don't get to take the credit for it, either. That's the other thing. You always give it to somebody else." When CIOs give the credit to others or allow them to claim

the credit, it helps to build and sustain positive interpersonal relationships.

Key college relationships.

These CIOs believe that success is dependent upon their ability to be people persons and to have the interpersonal skills to build credible and trusting relationships on the campus and especially with campus leaders, whether below or above them. Good chemistry between the CIO and campus leaders can greatly enhance the prospect for success on campus. Building strong interpersonal relationships with faculty is a necessity given the shared governance process, but it is also important to develop positive relationships with others on the campus—especially with the CEO, the deans, vice presidents and a few others. In this section we will explore these relationships and how they are important to CIO success.

The CIO must have a positive working relationship with the CEO if she expects to be successful. The CIOs identify the relationship with the CEO as the key to effectiveness and longevity. "Administration is a tough job. You are dependent upon the person to whom you report" and the relationship with the CEO was described as a "linchpin relationship." It is a "key" to success and when things are not going well between the CEO and the CIO "it just makes it hell!" for the CIO.

Organizationally the CIO is the bridge between the CEO and the faculty. The CIO is often the voice of the CEO to the faculty and the voice of the faculty to the CEO. This is a paradoxical situation for a CIO, but it supports the claim that the relationship between the CIO and the CEO is crucial to CIO success:

> I mentioned that credibility is a very important strength. I think it [the CIO position] is the position that crosses the—in terms of the senior staff level positions; it's one that sort of connects the president and the faculty. So there tends to be a sense that you speak from, at least to some degree, from the faculty's perspective, which as I mentioned, in consultation council, can help. Some messages are much more palatable coming from me than from the chief business officer's organization when we may have exactly the same message to give. If you are in a position in which you basically feel you take orders from the president and just carry them out, you'll never have any credibility with the faculty. If the president thinks you just do whatever the faculty wants, you're not going to have any credibility with him or her either.

These CIOs made it clear that this relationship can be perilous to their careers and having a positive relationship with the CEO is crucial to success.

The CIOs recognize that if the relationship with the CEO is problematic, then they may lose their positions, voluntarily leave their position, or adapt to the demands and style of the president. In the first place, a CEO can replace the CIO if the relationship is ineffective. As one CIO noted, CIOs may have

> a one-or-two year contract that can just be ended [if your relationship with the CEO is bad]. New CEO's are coming in and because that transition is very often very difficult. The more that I talk to my CIO colleagues, the more I find out. Sometimes it works really fine, there's a period of adjustment, if they really want to work—both want to work it out. Sometimes they can work it out. Other times, I'm close enough to retire so I'm going to do that. If the president doesn't feel supported by the team, then they aren't going to keep them and then if the president wants to sweep away the past president's work, then anyone who was a supporter of that or closely related to that is out.

A good working relationship with the president is necessary if the CIO is going to have a chance at being successful in his work.

In the case of these CIOs, they believe that a successful relationship with the CEO requires good chemistry and trust:

There's got to be chemistry between the two and there has to be a philosophically similar belief about how instruction operates; and how the college should operate. There's got to be synergy there, and when it's not there, you know the only choice of the vice president is to adapt or leave.

Mutual trust and loyalty to one another is an essential ingredient for a successful relationship between the CIO and CEO. "I don't think this job works unless you have the president's trust." One CIO points out that

The relationship you have to have with the president is one of trust. And the president has got to trust that you're doing the right thing, and you know what you're doing, and he doesn't have to second-guess what you're doing. And the relationship that I have with the president, I trust what he does, that he does his job and that he will support what I do in my job, I support what he does in his job.

Another CIO puts it this way:

You need the support of the chief executive officer in what you're doing, whether or not that person necessarily agrees with what you're doing, or you need to have that person say, "go do it, and whatever happens, you've got my support." I have that. I know that other people don't, and I don't know how they survive because that to me is the most important thing.

Another CIO says that "The relationship between the CIO and the president is an extraordinarily important position. Gotta be loyal, supportive." Another CIO qualifies this trust and loyalty. The fact that you mutually trust one another:

doesn't mean that he or she may not want to second-guess you sometimes. It doesn't mean that occasionally you are going to be asked to do things that you don't really want to do. But you have to be in a position that when it's the end of the day, you actually can feel comfortable telling the president that you think maybe we're headed the wrong direction. That you could provide the advice and so on and that it's going to be taken in the manner it's intended.

These CIOs clearly believe that without a strong, positive relationship with the CEO, they are not likely to succeed.

Although the interpersonal relationship with the CEO is extremely important to

CIO success, CIOs also identified their own administrative teams as important to their

success. The deans in many ways are extensions of the CIO to the college community--

especially to the faculty. Just as there must be trust between the CIO and the CEO, trust

must also be built between the CIO and the deans. "The second most critical

[relationship] is the relationship between the CIO and the deans. Those are fundamental

and without having those fundamental strong relationships, one's not going to succeed."

The deans and the CIO need to work together as a team. Developing a positive

relationship between the parties is necessary. One CIO notes that:

> You need to be able to develop your deans and develop a sense of trust between
> you and the deans and among the deans. And you need to be able to show the
> deans a role modeling of the kinds of interactions or communication patterns you
> want between the department chairs, which in our case are faculty and the faculty
> themselves. And the other thing that's really important is the relationships that
> exist among the deans, and between the deans and their department chairs—all
> critical.

Another CIO similarly points out the importance of team work between the deans and the

CIO:

> Equally important … is your team of administrators. I feel very strongly that one
> of the things I like about the organization that we have is that it doesn't work
> unless the two or three primary--or however many I happen to have at the
> moment--unless these people are capable of working as a team. They cannot be
> invested in what's mine and what's his or hers.

The deans are very often the eyes and ears for the CIO. "The main thing is

probably in—deans come in and give me a heads-up about something that's happening in

their area that I need to know, and I may have to deal with it." The deans are "the ones

that go forward into the trenches and try to carry things on." Another put it this way,

"The deans are the folks, and I was a dean [for many years], the deans are the folks that

are out there in the field, where the rubber meets the road. They've got very cool jobs,

but they're very difficult jobs." Another CIO said the deans are "conduits" for the CIO.

CIOs are extremely busy so they must learn how to delegate and much of that delegation

goes to the deans:

> And internal factors, I would say, affecting my position would be other people --
> you have to delegate a lot and you have to trust people a lot. And some people --
> sometimes they drop the ball. And then figuring out how you're going to deal
> with that. If I have a dean who is inappropriate and I start getting a lot of reports
> that he said something or did something, or I've asked somebody to do something
> and they don't get it done. You have to sort of look at it; is this a one-time thing,
> and they feel awful, and you just sort of brush it off and say, you know, it's going
> to be okay, and help them fix it. Or is this a chronic thing and it's going to keep
> happening and you have to address it and I have quite a few direct reports, and I
> delegate a lot out to them. And, I mean, I just had to have a little "everybody
> needs to do a better job at this" meeting, on Wednesday. But the CIO is
> represented by deans and associate deans and by my secretary's position. And
> you need to sort of make sure that when you're delegating out, that they're
> representing you the way you want to be represented. So that's probably a little
> trickier because you inherit people. You don't really get to pick most of them. I
> inherited the ones I had at [my previous college] and I inherited the ones I got
> here. I had–turnover in those positions is very slow, and so, in any five-year
> period, maybe you get to pick one. And then the rest of them you've just got to
> live with

CIOs have to "delegate" in order to get the job done:

> What you have to do is try other ways to be effective, to delegate as much as
> possible and then to let go and make sure that the people have clear guidelines of
> what they have to do, but you can't do it all yourself, and so you really have to
> rely on your staff and your administrative team to get things done.

The deans are perhaps the most important extensions of the CIO. They address problems

and they set the tone for the relationship between the faculty, the faculty chairs, and the

CIO. If the CIOs are right about the importance of interpersonal relationships, then the

deans are extremely important to the CIO because they are extensions of the CIO into the campus community and can affect campus perceptions of the CIO. Having a positive working relationship with the deans is important to CIO success.

The CIOs work closely with their fellow vice presidents. It was acknowledged that the effectiveness of the CIO position can be affected by the relationship between the CIO and the other senior level administrators. The vice presidents need to work together to address college concerns. It is necessary to "work with other executive administrators to look at the entire college. You cannot just be isolated with instruction; you have a need to consider the needs of the entire college." It is important that the CIOs and VP's work together as a team. "It works quite well if you have a team, a developed team, working together to solve problems and that can be at the executive level of the vice president and the president." One CIO directly identifies what can happen if the relationship between the CIO and the other vice presidents is not going well. She says, "You better be working really well with the other V.P's, though, or they'll kill you!" This group of CIOs seemed to be working well with their senior administrative colleagues while acknowledging the necessity to maintain good working relationships with the other VP's or face negative consequences.

Clearly the CIOs in this sample found the CEO, the deans, and the faculty working through shared governance as the most important relationships, but "You have to support the classified staff and foster and mentor, but…horrible as it is, the reality is probably classified staff [are last] in terms of [key relationships], but they are still very important and can bring you down." However, that is less likely to happen with the

classified staff in comparison to the CEO and the faculty. Even so, the CIOs

acknowledged the importance of the classified staff and were appreciative of their

classified staffs. One CIO at a very large urban campus provides a vivid example:

> My mentor used to say it's very good to have–to be on good terms with the president's secretary and with the head of maintenance. Those people stay for long periods of time. The senate president comes and goes. But if you can pick up the phone and call your friend who's the head of maintenance, because you need a wall put up, or a door repaired or something, or something done over the summer–Like, I wanted–we have a department chair who's just done a tremendous amount for me, and for my office. And he's gone way beyond anything he had to do. And I wanted to fix his room up over the summer. And it's fixed. You know. I wanted his room painted; I wanted his window coverings fixed and his boards all refreshed and all that stuff. It's done. So it's important to know [and have an excellent relationship with] the head of maintenance!

The key relationships identified by the CIOs were the CEO, their administrative

teams defined as the deans, the faculty working through shared governance, the other

VP's and finally, the classified staff. Interestingly, students were mentioned but were not

considered to be part of the key relationships for these men and women.

Workload Demands

The final factor or structure that was identified as affecting the ability of the CIO

to be effective was workload and specifically the time necessary to get the job done. As

one CIO put it, CIOs work "very long days." In fact all of the CIOs said they work more

than forty-hours a week with the range being from fifty to eighty hours per week. One

CIO said that he has never worked a forty hour week while serving as the CIO and says

that, "You cannot get into this position if you are not willing to give whatever it takes in

order to get the job done. I mean you have to set some limits, obviously, but it is not one

that can be defined in hours." Another CIO echoes that point of view saying you put in

the time that "it takes to get the job done." And getting the job done requires very long

hours. A typical schedule for a CIO was described in this manner:

> I'm going to say [I work] seventy-five to eighty hours on average since I came in. And if I could get it down to sixty or seventy, I think that would be fine. I don't think you can do it in less than that, 'cause a normal day for me in a regular year will start in the summer. I stay later at night, but normally I'll probably roll in here around 6:30 and usually roll out of here around 7:00 to 7:30 and then plus weekends and the work I do at home, 'cause I work out of the house a lot–quite a few hours. I don't think anybody's going to disagree with the seventy to eighty hour workweek.

The heart of the workday is usually spent in meetings of one kind or another. The

significance of attending meetings to time and workload was explained this way:

> I would describe my life as spending all of the time that I am supposed to be working meeting with people. And then spending the hours either before or after that actually doing the things that I have to do in terms of the writing and the various review of documents, issues, requests, and so on. Really, that work almost has to take place outside what would be considered by most the workday.

Not enough desk time.

As a result of being with people most of the day, the CIOs find themselves

working before and after a normal eight-hour day in order to meet the basic demands of

the position. Preparation time and thinking about problems occurs largely before or after

what most people would call the "work day." "Some days I don't sit in this chair;

meetings are back to back elsewhere." Another CIO agrees saying, "I have literally had

weeks where I've hardly seen my office." The workload problem created by the nature

of the position was put this way, "There's not really enough desk time, as far as I'm

concerned. And what desk time there is, it's either early in the morning or it's late in the

evening and that includes reading, so you are on your feet a lot. [Answering] Email and [finding the] time to kind of think things out and be creative." These activities have to take place outside the regular workday. One possible negative consequence of this kind of a schedule was identified:

> I think that there's so much to be done that it's an all consuming job. And there are times when you just don't even feel effective because you are constantly just going to meetings, going to do what needs to be done that day. And there's very little time to think creatively, to plan, to really lead.

CIOs have to fight for the time to be creative.

> What I really love to do is try to come up with, work with people to come up with ideas to constantly make this [college] better. So I try to do as much of that as I can. I do fight for the time to do that. I mean there are so many other demands on time, particularly [in] times like this, that there isn't as much time to give it [creativity], but that is one of [this position's] more creative pieces.

What counts as work.

The issue of workload is also complicated by the all encompassing nature of the job and the time it takes to do it all. What counts as work can be an issue when CIOs try to count the number of hours that they dedicate to the position. The issue was clearly articulated by this CIO:

> It's hard to define what's your job and what's not your job. When I was [at another college], I was very involved in Rotary and planning commissions and all kinds of things in the community. Those all had to go when I came here just to do this job. Now that I've been here five years, every year I track my hours and so I'm probably working about a 50-hour workweek, most of the time. But then it starts, depending on whether you count–if you go to the first football game of the season on a Saturday afternoon, is that work? If you go to the fund raisers on a Sunday night, is that work? So if you go to Sacramento for three nights, how do you count how many hours a week that was?

CIOs are expected to represent the college in the community. They are expected to show support for college programs and activities: athletic events, performing arts events, fund raisers, meetings with business organizations, etc. And more often then not these activities take place "after work." Are they part of the workday for the CIO? These CIOs indicated that those kinds of activities to various degrees are part of the job. One CIO exclaimed that she works "about 180 hours a week, gosh! It's almost a seven-day-a-week responsibility!" These CIOs work long hours with preparation and thinking time taking place usually before or after the heart of their workday. CIOs have to put in these hours if they are going to be successful and the result can be a rewarding and a stressful life.

Balance work and personal life.

CIOs in California community colleges work very long hours and can be under considerable stress, and they recognize the importance of balancing work and their personal lives. One CIO suggested that "balancing your life is important. You have to remember that the college is not everything so that on bad days you can say there are other things and this, too, will pass." A very perceptive CIO strongly believes that before you take on the role of a CIO, you should be very clear about what this will mean in terms of your private life. She says:

> You have to just be really clear about those things going in, I think. And I think, in terms of your personal life. You just have to know where your values are. You've got a marriage and family and mothers and all these other things going on in your life and you have to have figured out, before you get into this job how you're going to handle that and then handle a job like this. I watch people that are–that spin out of control really quickly if it doesn't go well. Or they get very ill 'cause they try to do it all and I think [to do this job] you have to, you have to

have a sense of who you are.

One of the more seasoned CIOs addresses the question of balance between work and personal lives by expecting all of his managers "every single workday to do something for themselves" in order to balance their lives. The job can be very stressful and interpersonally draining. These CIOs indicate that you have to find ways to cope with the stresses of the job. Balancing work and personal life involves learning how to cope. CIOs need to discover ways to relax and handle stress and how that is done will vary between CIOs, but recognizing the importance of finding coping mechanisms was thought important. When asked "how do you cope with stress," one CIO responded:

> What is stress on the job? What causes stress on the job? How does one process stress? How does one develop the mechanisms to deal with the ups and downs that one invariably, inevitably experiences? And how does that–is that learned? Is that something that is–something that the person developed–the coping mechanisms earlier in their lives? Particularly the more leadership roles you take on [the more stress there will be]. How does the president of a college come down after a board meeting? You know? Go home and grab a glass of wine? Same thing in these jobs.

CIOs need to find ways to balance their lives and learn coping skills for the stress inherent in the position if they are going to survive the requirements of the job.

The factors affecting the ability of the CIO to be effective and successful are the shared governance process, the ability to develop and sustain strong interpersonal relationships with key persons on the campus, and coping mechanisms for the workload issues that require long hours of work in order to balance work with personal life.

External Factors Affecting the CIO Effectiveness

Besides the factors that affect the ability of the CIO to be successful, the CIOs

also identified certain key external factors that affect their ability to do their jobs. In these interviews the CIO identified the community college budget, unfunded state mandates, the Chancellor's Office, and the relationship with the local community as external factors that affect their ability to do their jobs well and successfully.

The budget.

California community colleges are dependent upon the legislature for their budgets, and are often forced to plan and manage without knowing what kind of money they will receive year to year from the state. "It's just in the way we're funded. We cannot but help to be dependent upon what happens at the state level" and all of the CIOs expressed frustration with the current system of state budgeting. The problem was succinctly described. Colleges "lack stable resources. The state just monkeys around with us and jerks us around and–and we still don't know our budget!" Another CIO said it this way:

> If we were in business, the state budget–we would have–we would have been bankrupt years ago. The way these colleges operate is–you know, they fight–this year's a really good example, you know? You're promised so much–so many dollars for growth, and then they come back near the end of the year and say well, we're only going to fund you at 55 or 60%. So, it's the uncertainty of the budget from year to year. The way we're funded, it makes this job extremely difficult. And I've been in administration [for 17 years]. There was a period of time, in the last three or four years, where the money was kind of rolling in. We were, you know, like, stashing it in our desks and wheel barrowing it around. But that's unusual. What we're going through now is the other end of the spectrum. But that is–the biggest frustration, administratively, for me, is–one year you'll have a million bucks in capital equipment and the next year you'll have nothing. One year you'll have $100,000 in staff development and the next year you have $20,000. And now–you operate at the whim of the legislature. And community colleges serve the most number of people for the least amount of money. And so that's–that's the biggest frustration. And I think any CIO will tell you that.

Another CIO put her frustration this way:

> We're not going to know our budget 'till January. They're going to continue to
> cut. We've had instructional equipment requests prioritized since spring, and I'm
> sitting here saying I'm not going to release the money until I know I have the
> money. And I don't know if I have the money. And if you go spend it on
> equipment–and I know you need it–we would have liked to have had it in place in
> the classrooms in the fall. But I don't want to spend that money and then have the
> state cut it, and then have to take that out of my spring schedule. So I just can't–I
> mean, that's crazy.

They all identified the uncertainty of the state budget as a continual problem affecting

their ability to do their jobs well.

Unfunded legislative mandates.

The lack of budgetary certainty affected all of the interviewees, but they are also

faced with the problem created by unfunded legislative mandates. CIOs were further

frustrated by having to deal with state directives without the money to meet the

mandates:

> They don't fund growth the way they should and they–we got a list together, the
> other day, of all the ways the state has messed us up in terms of creating
> legislation and then not putting funding behind it. And if you start back with Prop
> 13, they froze the funding levels for FTES where you were at that time. And
> equalization money isn't a sexy idea to them. But we would have $11 million
> more a year to operate if our funding for FTES were brought up to the state
> average. We're that far below the state average. $11 million would go a long
> ways. They put in AB1725, which had all kinds of reforms. It was supposed to
> be funded with program-based funding and program improvement funds. That
> never happened. They gave us Prop 98 money, and they have never funded us to
> the level they said they would on Prop 98. PFE (Partnership for Excellence)
> doesn't have COLA. TECH 2 never happened. So they put these things through
> [legislative mandates] and they get everybody all excited and then they don't fund
> it! And then I wind up trying to explain to faculty, who get very confused, why
> we have bond money to build buildings but we're cutting classes because we're
> over our enrollment cap. So for effectiveness, the lack of stable, understandable
> resources would be–you know, I don't want more than my fair share, but just to

know what this revenue stream was–to be able to predict it!

These CIOs are living with budgetary uncertainties that impede their ability to be effective. The budgets are not stable and are often highly unpredictable depending upon the economic conditions, within the state and upon the whims of the legislature.

Chancellor's office.

In addition to the vagaries of the state budget, CIOs in California live within a highly regulated system. One CIO said that California community colleges do not have a system office. "Rather than a system office, we have a compliance agency, which can be basically diminished at the whim of the governor and the administration." Another CIO said that the budget and "state mandates [have] major, major, major effects upon my leadership." A specific example of the problem with compliance was described in the interviews and was clearly considered bothersome and purely an exercise in bureaucracy. "I don't know if you've been involved in this thing with the Chancellor's Office. The state has sent letters out about class fees [material fees], course fees. We had to answer why we are charging fees for all these courses. I think that this is about the second or third letter I'm writing back about the same issue!" There was a certain resignation evident among the CIOs regarding this type of compliance and the amount of time and frustration it creates on their campuses.

Even while frustrating CIOs with compliance issues, the Chancellor's office is viewed overall as a weak political entity. "I don't think the Chancellor's Office is particularly powerful. I don't think they represent us as nearly as well as the UC's and

CSU's do. I think that that's our weakness. We are not heard in Sacramento." The

Community College Board of Governors, which appoints the Chancellor, is also weak.

"The Board of Governors doesn't have a well established role. I mean they are supposed

to be the regulatory body, but the Department of Finance can veto anything they do and

has vetoed almost everything they've done in recent years." Nonetheless, although the

Chancellor's Office is perceived as weak, it still directs the colleges and the CIOs to

adhere to the mandates of the legislature. These regulations can affect the ability of the

CIO to be effective.

Community relations.

Interestingly many of the CIOs argued that one of the most important factors

affecting their ability to be effective was the larger community in which they serve. The

importance of having support from the community was clearly explained, especially well

by this CIO:

> A community in my service area, that's the people with whom we serve in
> various ways: that's the city fathers of each of our respective areas, the Chambers,
> the various organizations, the high school relations that we have and how well
> we've built those relationships and the respect that they have for what we're
> doing and how we're doing what we're doing. So, therefore, when we go out to
> the community for a 230-million-dollar bond election, they must have felt pretty
> good about this institution to pass it, period, just like that. Okay? So that support
> from the community–we must have been doing something right. And we're
> dependent on that support in many ways.

Another CIO identified the need for strong support from his community:

> The other thing is for us, it's the relationship with the community. The adult
> support. Both in terms of having people want to come to the college, having
> parents want to send their kids here, but also in terms of fund raising. You know,
> we generate several millions of dollars a year from our foundation. And we have

to work hard at that, but that provides what we call the margin of excellence, where we can do things that, with our budget, we otherwise might not be able to do. And the other thing I spend a lot of time with my deans with the high schools. I spend a tremendous amount of time at the high schools. I do that here because we're in a no-growth area. And we've been allowed to grow five, 6% a year–this year. And how do you grow in an area that's shrinking. And so having as many high school graduates come here–we get 70% within a two-year period. You know, those relationships with the principals [are very important]. And also, to a lesser extent, we spend time with UC. But students come here because they want to transfer to UC. So the university too–we spend a lot of time with those relations.

A college can be harmed if the community does not know enough about it. One CIO believed her district was hurt because the relationship between the college and certain constituencies was weak. She explains that

I think externally the lack of the community really knowing what we're doing here at the college [is a problem]. Our programs and a lot of the things that we're still working on that–they think–especially the African-American community, because they have seen the college as being a conservative institution, which it [has been] over the years. And they didn't see a place here for them. So they haven't been coming here in the numbers that they could have come, over the years. And even though the college has a good reputation–'cause when I was at Cal State, we would beg to have students from this institution come to us. So I think that has affected to some degree [our relationship] with the community: the image of not really being relevant to certain groups.

CIOs need to be concerned with the external community because it can provide the support the college needs to be more successful. The college needs to reach out to the entire community.

The CIOs in this study believe that their ability to be effective is tied to internal organizational factors including shared governance, the ability to develop and sustain strong interpersonal relationships with the campus community--especially with key campus leaders, and with the CIO workload. Externally their ability to be successful is

often defined by the vagaries of the state budget, by unfunded state mandates, by the weakness of the Chancellor's Office and its demands for compliance, and by the relationship the college has with the larger community.

<div align="center">CIO Perceptions of Leadership</div>

The third major topic to be explored is the CIO perception of leadership. The CIOs are in positions of leadership and they are asked to assume the role of leader in their job descriptions (see Appendix E). All of those interviewed believed that they were exercising that leadership. Leadership is an important factor that assists the CIOs in their efforts to be successful, and in this section of the paper we'll explore CIO perceptions of leadership. First, CIO leadership is exercised with a purpose in mind. Second, these CIOs indicate the marks of leadership.

Purpose of Leadership

We've already discovered that CIOs exercise leadership in an effort to support the faculty and to improve student learning and success. Supporting the faculty is seen by most of the CIOs as their primary responsibility. They talk about being "servants" and "assisting" and "optimizing" the faculty. CIO leadership in the California community college seems to be clearly focused on helping the faculty to be as successful as they can be in their efforts at teaching and learning.

Marks of Successful Leadership

The CIOs were clearly concerned with effective management of their

organizations, but when they were asked if they were in a leadership position, two themes or conditions for effective leadership emerged from the data. The CIO who is an effective leader must be able to see and plan for the future, and more importantly the CIO who is a leader must be a person who "adds value" to the institution. These two ideas pointed to possible criteria by which a CIO might judge his leadership efforts and also points to questions of preparation for CIO leadership.

Future orientation.

An effective CIO needs to be able to plan for the future and to see what is coming:

> When I address the faculty twice a year, I'm saying you know, my role is to be one or two years ahead of you, in terms of the things I worry about, because you expect that of me in my leadership role. It's not what's happening, 'cause you already know that, it's where–what do I need–what do we need to worry about two or three years down the road. We need that amount of time to prepare for that. So part of leadership is to anticipate and be a year or two or three out...but that's leadership as opposed to being a manager.

Another CIO sees the issue similarly:

> When you're in administration, part of your responsibility is to stand tall enough so you can see over the horizon line. And, you know, so you're always up on the yardarm and you're looking–you're looking over and you can see, theoretically, what's coming at you, that other people can't see, and so sometimes, even though you don't know the answer, you know there is a question. And it's the ability to kind of guide and provide direction, and that's where the leadership comes in.

A CIO needs to be able to see what challenges are coming and stay ahead of them. These CIOs believed that this was an important mark for leadership.

Adding value.

Anticipating the future of the college is a mark of leadership, but one of the most interesting ideas emerging from the data was that a leader has to bring something more to

the discussion of college issues. The exercise of effective leadership requires that you bring something more to the table. A very reflective CIO specifically identified community college leadership as "adding value." He said:

> The other thing I'd say is that your value is based upon the degree to which you add value to every conversation you have with people, whether it's your deans, the faculty, staff, or members of the community. You need to always be adding value. So I judge my performance on whether I'm adding value, as opposed to just being an administrator, just processing things. And that's how I feel I earn my keep.

He went on to explain in more detail what he meant by "adding value":

> Well, adding value, to me, is that–I add value because I read widely. And I'm constantly talking to people and learning about the latest research taking place in learning theory, in student development. I'm listening to ideas that different department chairs, faculty, or deans bring to me. I look at what other colleges are doing. And so when I'm listening to a dean or a department idea of where they want to go, I'm adding value because I'm able to understand what they want to do, but also contribute to helping them achieve their goal in a way that they might [not] have otherwise thought about without the conversation with me. So the difference is between my being able to listen to somebody and saying "That's a great idea; go ahead and do it," or "No, that's not a good idea; you can't do it," versus "I see you, but let me raise you one." And add value. But that value comes from a constant source of input from multiple people that you accumulate, but also constantly keeping up with literature, keeping up with what's going on elsewhere, keeping up with trends taking place in your local community. It's so that when the ideas come in, you have a reservoir to draw [from]. So–when that person leaves, they're leaving better off than when they walked in, no matter what the topic. And that's the difference between a manager and a leader. And that's where you gain your respect and people want to come in, because they know when they leave, they will leave better off than when they came in. And that's what I meant by adding value.

CIOs are naturally asked their opinion and advice. Another CIO pointed out that she "gets called on to come up with ideas, to plan programs, and some of the things I don't get called on to do, I just take the initiative and do them." Part of the CIOs effectiveness is the "use of knowledge that [the CIO has]." The idea that besides being a

good manager, an instructional leader has to bring something more to the table is a mark of leadership. Being able to bring something more to problem solving depends upon reading widely, learning from contemporary research, talking to people and learning from them, listening and being aware of what is happening at other colleges. The CIO needs a "reservoir" to draw from. This notion helps to separate the idea of a manager from that of a leader in the minds of these CIOs.

Enhancing Influence

The ability to anticipate the future and to have a reservoir from which to draw to improve decision making may be marks of a leader, but these CIOs also affirm that leadership is tied to the ability of the CIO to be persuasive–to be able to influence decision makers. In previous sections, CIOs discussed the importance of communication skills to their success, but because these CIOs link this skill to effective leadership, it may be useful to briefly discuss this area again within the context of effective leadership. CIOs are working in an organization where they must primarily rely on their persuasive skills. As one CIO put it, "Almost all of the public part [of exercising authority] is persuasion." And another CIO indicates that "you have to be persuasive enough to get people to move ahead. They may not follow exactly what you want to do, but at least you have them move a little one direction or another." Another CIO said that "unless you can get others to own it, then it's going to be useless." Another CIO agrees when he notes, "it is more influence and cajolery and the persuasion of ideas and the use of knowledge that you have. But the authority that you have is only as a result of people who are willing to buy into your leadership and exercise their authority at their level, in

their role, to accomplish what is necessary." The necessity of being a persuasive CIO was well put this way:

> It's the ability to kind of guide and provide direction, and that's where leadership comes in. I wouldn't say, though, it's leadership of going out, charging out on your white horse, and say, "Follow me; let's go." It's more or less you know, "let's get moving," and then immediately you sort of fall back towards the front of the pack. And you're sort of moving down the road together. It's a guidance position.

Put succinctly by one interviewee, the CIOs "strengths are that you have probably the greatest influence on instruction and student leaning and the programs that the college offers, by how you work with your faculty and staff and administration" and your ability to be persuasive is essential to your success.

Trust and Respect

As previously discussed, the CIOs believe that their power and authority is positional, but more importantly it flows from being respected and trusted. One CIO says, "My main power and authority is through personal influence. And to the degree that people respect the person in the position, then a direction, a pronouncement takes on a lot more weight and comes with a lot more authority than technically I really have power–to do." You need to be respected and you need to be honest says another CIO.

Modeling Qualities of Leadership

These CIOs believe that they need to model behaviors that will increase their credibility, influence and set the example for others. An important theme that emerged from the research is that the CIOs must model the kinds of behaviors they expect from

others. One CIO said, "I think that you are a role model. You set a tenor for meetings and how conflict is resolved and you set standards for honesty, and you set standards for academic excellence and what will be tolerated and what won't be tolerated." In other words, the CIO has to model the kinds of behaviors that he expects from others. The modeling, in turn, reinforces the credibility and trustworthiness of the CIO making her more credible and persuasive. Of course, a CIO could model behavior that would have the opposite effect upon his credibility. One CIO illustrates this modeling:

> If colleges get bogged down in adversarial relationships, people will feel that it's we-they, us-them. And until you can change, and you work on the culture and the environment every month–I have asked each dean and each person–when I came here–'cause it was a very pronounced we-they, us-them, I said "now, I want to know every month what you have done to erode the we-they, us-them characteristic–or character of this culture." And so if everybody does that one thing once a month, whatever it is, it has affect over the years.

The CIOs need to model the kind of behaviors they want from those who report to them and to the larger community. Effective modeling may help the CIO to enhance his credibility and trust and improve his ability to influence others. Sometimes it is essential for the CIO to take her time in order to develop trust:

> I think the wisest manager is the one who takes the time to set up the initial trust, and who's willing to talk a couple of issues completely to death, until you've got some kind of resolution. And you set a pattern that people–not just expect, but feel confident will be there. And then, generally speaking, they get busy doing their own thing, and they're perfectly content to leave a lot of stuff up to you to decide. You know, once you have that trust, but if you don't have it, then they're going to be watching your every movement trying to catch you up and make you look bad.

The ability to be a successful persuader is linked to personal credibility. Persuasion and effective leadership also depends upon possessing, as we've already seen, strong communication skills, especially strong interpersonal communication skills, and

excellent facilitator skills.

CIOs' Perceptions of Student Learning and Instruction

The fourth major finding affirms that there is a reform movement in higher education that appears to be having an effect upon community colleges. We see evidence in the new accreditation standards which require the assessment of student learning outcomes. In this research project, CIOs were asked how they view themselves as influencing the enhancement of student learning and instruction at their institutions. The intent of this question was to see whether or not they believed that a fundamental shift of emphasis from "instruction" to "learning" was occurring. Furthermore, the question asked them to identify changes that they participated in or made that improved student learning. The answers were revealing and can be divided into two major areas for discussion. First, the CIOs' perceptions regarding a shift from an emphasis on instruction to an emphasis on student learning will be explored. Secondly, CIOs universally believe and affirm that they can affect student learning and this section will give examples of how they believe they have improved student learning and instruction.

CIOs' Perceptions Regarding a Shift from Instruction to Learning

The data indicates that all nine of the CIOs generally support the proposition that "learning" is moving into a more prominent position vis-à-vis "instruction." A number of California community colleges have displaced "instruction" in the position title and replaced it with some phrase emphasizing "learning" (see Appendix A for a listing of all titles in California). Even when the title has not been changed, "learning" seems to be

displacing "instruction" as the key term that describes the primary purpose of these

community colleges. The change in emphasis was described and reasons were given for

the change in title by one CIO. He says:

> So changing the title is just simply something to connote an emphasis that the
> college is trying to convey. Let me just put it differently. I would say in one neat
> capsule, if I were to address an audience or give a speech, I would say that each
> college has to identify, "what is its key process, its key core process?" Like re-
> engineering the corporation, each corporation has its own key core process or
> core processes, and I would say that our key core process is learning. That's the
> key process and everything else spins off it or supports it, and I mean by that, that
> the technology agenda should be designed to support the key core part. It doesn't
> mean that technology is not a key process, but it is not the key core process.

Many of the CIOs pointed out the symbolic significance of both the title change

and the emphasis placed on learning:

> I think student learning is central to the position, and probably the one advantage
> of changing the name is it's a constant reminder to yourself and to others that
> that's what you represent. It is symbolic of something that is important and I
> think needs to be remembered. I think it needs to be remembered for the simple
> fact that there are so many external factors which tend to move our focus away
> from that. In this state, it is the craziness of the budget. That we are often, you
> know, although I like to think that I keep students central to my thoughts at all
> times, sometimes it's central to my thoughts, within these parameters that I've
> been given, that are absolutely impossible! How am I going to best not harm
> students?

One CIO explained what happens when learning is put center stage, even though

she doesn't especially like the change in title. She explains that

> The rationale for the change is that–it came out of Palomar College, essentially–a
> learning college and the theory is that you don't teach students; students learn,
> and the focus is on that [learning]. They learn in different modalities. And while
> I understand the theory and I'm working to reinforce the theory, I don't like the
> title change. 'Cause I know student learning happens in the library, and student
> learning happens with tutors, and student learning happens all kinds of places
> other than a traditional classroom. So it doesn't, when you come out of that

tradition [student services], there's no change in mind set. None at all! It's about student learning and varying kinds of instruction that assists that [learning] and facilitates it.

Another CIO summarizes the point, reiterating his position on the importance of emphasizing "learning." He says, "I think it makes a difference. I think that our emphasis has always been and should be on learning. We are in the business of learning."

Besides the evidence that learning is the key process of the college and that learning can occur anywhere, there was also evidence to suggest that the idea of becoming a "learning organization" is having an effect upon the thinking of these CIOs. Many of the CIOs see their colleges as "learning organizations." One CIO explains his views this way:

> The CIO position is a leadership position, but it's learning not just for students; it's learning for the whole institution, including myself. For staff, for the CIO, for the administration, we all should be engaged in learning. My office staff, likewise. So it's not just learning for students, it's not instruction just for teaching. It's the engagement of everything we do; everything is related to learning and the growth and the development of all of us in the institution.

There is a sense that learning and the promotion of learning is something that the institution does. One Southern California CIO described an event where the custodians were asked to help improve the institution with the goal of positively affecting the learning environment. She said, "By getting people to see, I like for everybody to be included and feel that they contribute something to the learning process, no matter what your actual position is at the institution. So I try to do that across the board and not just with the academic people." The emphasis on learning as a key or core process seems to

be evident with these CIOs.

Although these CIOs recognize the importance of being learning centered, they also still see instruction as a necessary partner to the learning process. They do not discount instruction as being important. One CIO explains the link between learning and instruction:

> Yes, I think the outcome–that's what we're looking at–and learning is that outcome. I know instruction is important and I think that learning is to a large extent dependent on the instruction, but I like the idea of having the learning part in. [If] you just say instruction it puts you into just the teaching mode or just instruction. Learning brings in the other part and I think where they have put the responsibilities closer together it has strengthened the whole process rather than to have the student learning over here and the instruction over here.

Another CIO puts it more strongly. "Well, they are not mutually exclusive. It's about both. You know, instruction is how to deliver so that students learn most effectively. So I mean it depends on which way you want to look at it. It's all the same stuff." Another CIO also sees the strong link between learning and instruction even though he sees differences between the two ideas. He says, "One of the themes of the idea here is that students are going to have to learn to take more responsibility and optimize that human resource, the students themselves, for their learning. I don't believe you can separate it; it's the teaching/learning process and I think that's what we're all about." Nonetheless, it appears that these college CIOs, on the whole, see "learning" as their key responsibility and "instruction" as one tool towards promoting student learning. The evidence suggests that the CIOs support this new emphasis on learning while at the same time supporting instruction. It appears to be a genuine change in emphasis that these CIOs seem on the whole to support.

How CIOs Affect Student Learning & Systemic Change

All Of the CIOs believe that they have been able to positively affect their institutions while also acknowledging the difficulty of change. Innovating within the community college can be difficult:

> There's very little place, even in the better times in the community colleges for innovation. I mean in our better funding years, we're basically able to finally pay for the basic things we need to do. It's not a matter of having an opportunity to do something that is a little bit different and get people involved in that.

Change is difficult. Institutions often fight against it. "I think that the barrier of people not wanting to change and feeling threatened by the changes you may suggest, that it is, and some, they're personally threatened that it's going to leave them out and what have you." One CIO talked about his efforts to affect change. He has tried to focus campus discussion on important issues with the hope that the discussion might produce change:

> I think it's the inability to, the frustration is to get the institution to really focus more on student learning at the point of, beyond doing the best you can in your teaching, but trying to think fundamentally differently about how one thinks about student learning. And that's been [a source] of frustration, 'cause I don't walk home saying "oh gosh, I'm so frustrated." It's frustrating because it's such a hard process to initiate and change an institutional culture. But also "cause there you're changing fundamental behavior.

Even while recognizing the difficulty of change, most of the CIOs believe that they have been responsible for important systemic change. They acknowledge that they primarily affect change through the influence that they can bring to bear on issues confronting the college. They cited several examples of change that they often identified as systemic. The CIOs were asked what they've done to improve student learning. They all believe that they have positively affected student learning. One CIO said that she does

that, "by providing the resources and the tools and the opportunities that faculty need to do their jobs effectively." Another similarly responded:

> Well with student learning I do quite a bit to facilitate the environment for them; whether it's a facility issue, choosing the right faculty, setting the–getting them the equipment that they need or helping a dean to secure whatever resources are necessary. That's one of my jobs that I have to do every day to make sure the students have the right environment to learn. When it comes to support of the curriculum and developing things like learning outcomes and in assessments and that sort of thing, I do have a stake in that, too–that's part of the discussions that I have with faculty when it comes on the curriculum committee or with individual faculty and talking about courses that they're developing.

A reflective CIO links the improvement of student learning and the effect he has on student learning to his idea of "adding value" to the institution. He says, "I think I affect instruction and student learning primarily by introducing new ideas, new initiatives that others might embrace. If they embraced them, [they can be] turned into programs that improve student learning." As we've heard before, one CIO said that you positively affect learning and instruction "through others." He describes his influence on learning in this way:

> I'll articulate an initiative, and once I throw out an idea, it's no longer mine. And the idea is now for those who pick it up and think it has value. And my job is to help facilitate it, or get the resources to support that initiative, if others are willing to help champion it.

Another CIO describes the way he influences decisions about instruction:

> I probably feel better about the [initiatives or recommended changes] that would not necessarily be attributed to me. But behind the scenes, I was able to make the pieces fit, because I think it's really important that the faculty have the central role in all of this, but they also need the support and guidance to get there. In other words, to know what choices to make, and what will work and what will not work. So I love all that. But the one thing at the end of the day or the end of the year or whatever you want to do, I can look back and there are some very specific things. I have to say, some of them are tiny things, things that have been here,

going on since the beginning of time, and somehow I've managed to get past them and where that source of irritation is gone. Those kinds of things sometimes are more rewarding than some that might be perceived as bigger, if you are looking overall.

The chief tool used by CIOs to effect positive change is through their ability to influence others and gain enough buy-in within the organization to make the change possible. These CIOs believe that they have significantly changed their organizations and thus student learning. They cited a wide range of examples to demonstrate the way they have altered the learning environment of their institutions. The phrase "systemic change" was not defined for the CIOs, but they were asked for examples that would illustrate significant change in their institutions. Although all of the changes are ultimately aimed at improving what happens in the classroom, these changes can be classified as efforts to improve classroom teaching directly and initiatives to improve campus processes.

These CIOs mentioned several initiatives that they introduced to the campus and which the campus embraced. The *Writing Across the Curriculum* initiative was introduced at one of the Southern California colleges and this was identified as an important change that the CIO helped to bring about on the campus. It was felt that this initiative was having a positive effect upon students. One CIO introduced collaborative learning to his campus encouraging the faculty to integrate more collaboration into the classroom setting. He explains what happened:

> A number of years ago, I thought collaborative learning/cooperative learning was very important. As a result of that vision, it led to a large amount of training [about] methods of working in groups–setting students more engaged in learning as opposed to lecture. [This] has permeated the institution. It's now part of our

culture and how most classes are taught. We put out a call that we needed to look at our instructional practices to make sure students were much more actively engaged in their learning, and we questioned a strict lecture format. This [discussion] permeated the institution through our staff development, our training and evaluation process. So I walk around, and when I read evaluations, when I observe classes, I can see that fundamental change of how instruction is delivered at the college.

A CIO mentioned the positive change that they encouraged when "critical thinking" was addressed by the curriculum committee. The initial change was simply of the language in the official Course Outlines of Record but resulted in a serious discussion leading to a new emphasis on critical thinking across the college curriculum. The CIO responsible for spearheading this initiative describes the process as an example of systemic change:

> When we first started looking at course objectives–we started with talking, just changing the vocabulary of what we were looking for. And we gave all the people–all the faculty and the deans and we worked from, you know, moving from memorization to critical thinking. And, I mean, there was a large discussion about what–what is critical thinking. I mean, there really was and if you looked at the course outlines from that time–before that time, it was, learn this, learn that, learn this thing. There was nothing indicating critical thinking there. And so we handed out those charts that–that showed the different levels of thinking, from just a little memorization to critical analysis and development. And, you know, a lot of people objected. And they said well, this is just words. So we did change the words here. And they did. But that got them thinking about what it was. And, again, many people who weren't resistant did start thinking about it and talking about it and saying okay, well, you know, maybe the big thing, of course, we do critical thinking. That's our whole process. But it didn't get reflected in what we wrote or what–how we were asking the students to do something. So I think that whole thing, which was certainly statewide and I think nationwide, changed the way we started thinking about how we were teaching our courses, what we were asking of our students. And I think as you get–we got more and more technology and–and the tremendous change in the–the weight of change of knowledge, you realized that you can't memorize everything. That you have to start thinking about concepts and how this can carry on. So, I think that's a systemic change that's occurred.

Other CIOs mentioned their commitment to technology and how they supported faculty

by purchasing computers and encouraging their use for the classroom in order to move towards distance education via the Web. One CIO identified his commitment to increasing the use of computer technology by developing a system whereby all students would receive college email addresses and access to the Web. These examples were directed primarily to improving teaching and student learning rather directly.

The CIOs also mentioned initiatives or steps they took to improve campus processes as examples of systemic change. One CIO cited reorganizing the campus faculty hiring committee. A committee that had been unfair to smaller departments and highly politicized was reorganized so that the interests of the whole campus were represented. The committee became a collegial group that recommended new faculty hires based on data for the best interest of students and the college.

A number of other examples were identified by this group of CIOs. CIOs mentioned that they improved their program review process. Program review is intended as a means to evaluate a program's effectiveness and to make recommendations that would result in its improvement. Improving the schedule of classes was mentioned as a positive systemic change. Schedules were examined to guarantee that student needs were being addressed and that facilities were being efficiently used. Job descriptions for new faculty were rewritten to prominently recruit faculty who were committed to student learning. A commitment to active learning was prominently promoted in the job descriptions and interview questions that were developed to help identify faculty who were committed to active learning and to improving student learning. In addition, one college made a major commitment to improving basic skills for students. Another

college supported an initiative that hired students to work directly with the faculty, and another campus made a commitment to students who excelled in extra curricular activities. These last three initiatives largely depended upon money from the Partnership for Excellence Program. These were the examples cited to illustrate CIO effectiveness in helping to bring about systemic change.

The CIOs in this study affirm that there is a philosophical change occurring that emphasizes student learning as the primary goal of the institution. They believe that the emphasis is important, but do not believe that learning has to be set up against instruction. Rather they see learning and instruction as a part of the whole learning process. In addition, these CIOs believe that they bring about systemic change in their colleges. They believe they have had positive effects on improving student learning. These CIOs identified changes that they believed improved classroom teaching directly and initiatives that improved campus processes.

Suggestions for Structural Change

Reliable and Equitable Funding

The fifth section of this chapter seeks to identify changes that these CIOs believe would allow them to be more successful in their jobs. This section addresses the last research question. The recommendation made most often by all nine of the CIOs in response to this question was for the state to provide the community colleges with reliable funding. As was noted earlier, the ability of CIOs to plan and to respond to the needs of their colleges is seriously impaired by a budget process that is highly

unpredictable. One CIO summarized the problem this way, "we don't even know cyclically [what our budget is going to be], and so [if we knew what the budget was going to be, it] would help planning–that would help a whole series of things." This one change would result in better institutional planning and reduce CIO frustration.

Besides reliable funding, the CIOs supported the equalization of funding between the colleges. All California community colleges are not funded the same dollar amount per Full Time Equivalent Student (FTES). This creates funding inequities across the state. Equalization would make a significant difference to those districts that are under-funded. Equalizing funding would provide needed revenue to districts, but there is also a movement to utilize the colleges more efficiently throughout the year. Funding three terms equally would help the colleges financially and help to utilize the facilities more efficiently:

> I think that the way the funding mechanism works, where you have to provide–you basically are compensated for two primary terms and the third term's funding mechanism is different. That's problematic. If they really wanted to go to year-round, which is where the push is, and these–you're going to [get] compressed calendars, then you'd better change the funding mechanism. Just say you've got three primary terms. Fund them all the same.

Another CIO suggested that funding *seat time* no longer makes much sense and that the state should consider the new realities of distance learning:

> I think the whole issue with funding–the whole funding by seat count and head count and all the formulas that we deal with have very little to do with what happens today. Distance learning is one thing that really blows all of that out of the water. Now it's still a fairly small portion of our offering and so on, but you really are there, dealing very specifically, you're not dealing with time, students–seat time for students. You are dealing with whether students actually accomplish the objectives of the class with the learning outcomes–which is the term of the day. But, I mean that really is the case. That really needs to be the focus

[of funding]. Recommended changes in funding were most often mentioned by these CIOs.

Strengthen the Community College System

There was a strong consensus that the California Board of Governors and the Chancellor's Office need to be strengthened. They were criticized for being weak and ineffectual for the system. A stronger system might provide the colleges with more power as they try to compete against the other systems of education in the state. These CIOs suggested that the weakness of the Chancellor's Office may be part of the reason colleges are not adequately funded by the legislature. "I don't think the Chancellor's Office is particularly powerful. I don't think they represent us as–nearly as well as the UCs' and the CSUs' do. I think that that's–that's our weakness. You know, we're not heard in Sacramento. We're under-funded–incredibly. We're not even funded equally." The Chancellor works for the Board of Governors and that institution is week. One CIO points out that "The Board of Governors doesn't even have the authority to appoint the senior staff of the chancellor. If they don't reappoint the chancellor, the senior staff is appointed by the governor." The Board of Governors is weak, perhaps because the colleges are largely independent. One CIO explains that "108 colleges all have different organizations representing different employee groups, students, etc. It's still a very, very confusing system." The system is not centralized and does not speak with one voice in Sacramento. Its powers are limited. Strengthening the power of the Board of Governors and the Chancellor's Office might be helpful to the colleges as a whole.

Strengthen the CIO Organization and Voice

As a group, the CIOs would like to have a stronger voice at the state level. There are 109 CIOs. They have not been speaking with one voice and that has limited their influence. One CIO mentioned that it would be helpful if

> the CIOs [had] more clout in what's happening on the larger scale within the system. I think that would be helpful. If we are the Chief Instructional Officers, then how much input do we really give? How [are our recommendations] responded to by the Chancellor's Office, or even with the legislature? The strength of, the clout of, the CIOs is just not there.

The feedback the CIOs receive from the Chancellor's Office has not been sufficient. Many of them feel that they have a voice that is not heard:

> I know we all are supposed to be together and go through the Chancellor's Office and everything, but what we really say and think, what difference does it make when we're talking about budgets or we're talking about making other decisions. You know, we're trying to do what we call the actual cost of education. And that's a little project that's going on. But of all the things we do and say, we have little input, but nobody really–you don't get the feeling that you can really make a difference at that point–of really making changes. You're just kind of giving input. We gather information. And I think that it will eventually–maybe we will [help]. But the strength of–the clout of the CIOs is just not there.

Strengthening the influence of the CIOs at the state level was clearly a stated change that would help improve their jobs.

Eliminate Local Boards

The presence of local boards may also hinder the power and influence of the community colleges on the state level because they do not speak with a unified voice. The reason for local boards was broached in these interviews:

> Property taxes no longer determine the funding of the college. Almost all of the funding comes from the state. So what we're doing in Sacramento is far more

important than what is happening here [in the local district]. We were very instrumental in this–the introduction of free-flow means that students may attend colleges in any district. So in this district, 70% of the students do not even live in [the district], in the communities that elect the [local] Board of Trustees. So they [the Board of Trustees] are left with the role that is smaller, from the policy level.

Local boards distract and dilute the power of the community colleges in Sacramento. The system has a weak centralized authority and is also locally weak by the very nature of what the local boards cannot do. Local boards cannot raise taxes to support the colleges. Strengthening the State Board of Governors might increase community college power in the state.

CIO Mentors

There are new CIOs assuming that position every year and the statewide organization of CIOs needs to be able to provide mentors to those who are assuming the position for the first time or for the first time in California:

> One of the things our organization needs to do is be a training ground and really help mentor new CIOs. In any given year, we have 15 to 20 new people and increasingly people coming from other states. California is a total mystery to most people when they first arrive here. I mean, having had a president who came from another state, a very seasoned president and administrator, who just couldn't believe some of the stuff here. I hear that all the time. I think our organization and the system needs to be sure that we are providing appropriate training and mentorship for new people.

Learn How to Use Governance Process

Shared governance is a fact of life in the California community colleges. Although it can slow things down, the challenge is to move the process of decision making forward. One CIO said, "You need to understand and embrace the shared governance process. Learn how to move new initiatives and decisions along in a timely manner, but doing so within the framework of shared governance." You can use shared

governance as a vehicle of asking the faculty to "help you get your work done." Another

CIO says, "I think I do have a strong knack for respecting the governance processes of

the institution. The least decisions you have to make [alone], the better administrator you

are. If decisions can be made at the area, at the level which is closest to the activity, then

respect that. The work and the homework has gone into it; people have put themselves

out." All of the CIOs believed that better decisions resulted when the key stakeholders

were allowed to participate in the decision making process. Respecting the shared

governance process is very important to the success of a CIO. Getting people to

participate in shared governance was discussed earlier in the paper. Although no clear

solution to the problem was presented, CIOs should work to find ways to encourage

greater participation in shared governance.

<div align="center">Summary</div>

It is worthwhile to remember that the purpose has been to understand, from the

CIOs' perspective, the work performed by the CIO as well as organizational factors or

structures which support or impede that work. Four questions were asked and answered

based on the data. First, what is the role of the CIOs and what do they actually do? I

outlined the activities engaged in by the CIOs as leaders and managers as they enter the

twenty-first century. Second, what are the factors or structures which support or impede

the ability of the CIOs to be effective? In this question, CIOs identified organizational

structures and processes that positively and negatively affect their ability to be effective.

Third, how do the CIOs view themselves as influencing the enhancement of student

learning and instruction at their institutions? The data revealed that the CIOs tend to

believe that there is a shift in emphasis from "instruction" to "student learning" occurring

in California community colleges. All the CIOs believe that they have improved student learning during their tenures on the job. Finally, what changes would the CIOs suggest to help them become more responsive and effective as instructional leaders? In this question CIOs identified ways to improve the colleges and to improve the position of CIOs in California community colleges.

CHAPTER FIVE: SUMMARY AND DISCUSSION

Statement of Purpose

In this chapter the results of the research regarding each of the six major divisions will be discussed and then recommendations for further research will be made that may help us to better understand the CIOs and California community colleges. The Chief Instructional Officer (CIO) bears leadership and management responsibility for the academic and instructional program in California community colleges, yet little is known about the nature of the position. The purpose of this study was to investigate, from CIOs' perspectives, the work performed by a CIO and the organizational factors or structures which support or impede that work. In order to accomplish the purpose of this study four questions guided the research. Those questions were:

1.   What is the role of the CIO and what do they actually do? The purpose of this question was to develop a snapshot of the activities engaged in by the CIOs as leaders and managers as they enter the twenty-first century.

2.   What are the organizational factors or structures which support or impede the ability of the CIO to be effective? The reason for this question was to allow the CIOs to identify organizational structures or processes that positively or negatively affect their ability to be effective.

3.   How do the CIOs view themselves as influencing the enhancement of student learning, teaching, and instruction at their institutions? The intent of this question was to see whether or not they believed that a fundamental shift of

emphasis from instruction to learning is occurring. Furthermore, the question asks them to identify changes that they participated in or made that may have improved student learning.

4.   What changes would the CIOs suggest to help them become more responsive and effective instructional leaders? This question sought to identify changes that they believe would allow them to be more successful as instructional leaders.

Methodology

A detailed description of the research design used for this study was provided in Chapter 3 and is briefly reviewed here. The method chosen was driven by both personal preference for qualitative design and the exploratory nature of the problem (Cresswell, 1994). The study utilized basic qualitative standards of research and followed the coding practices of data recommended by grounded theory practitioners. With that perspective in mind, I initially identified fifteen CIOs to interview. Nine CIOs agreed to be interviewed. The design relied upon extensive interviews from nine CIOs, the literature review, and job descriptions. The process of qualitative design used here was emergent, inductive, and concerned with the creation of meaning as perceived by the participants (Bogdan and Biklen, 1998; Cresswell, 1994). Collected data was coded and analyzed using NVIVO, a software program designed for such purposes. From the analysis, a meaningful picture of the phenomena emerged (Bogdan and Biklen, 1998).

Findings and Discussion

The findings fell into six major divisions: the perceived roles, duties, responsibilities, and skills of the CIO; CIOs' perceptions of leadership; CIOs and shared governance; CIOs' perceptions of factors affecting their ability to be successful; CIOs' perceptions of student learning and instruction; and CIOs' suggestions for structural change to improve their effectiveness.

Roles and Responsibilities

After analyzing the data, a picture emerged of the CIOs in California community colleges. The research suggests that the Chief Instructional Officer in a California community college is responsible for the heart of the institution. They are responsible for instruction, student learning, planning, budgeting, curriculum development, hiring and evaluation of faculty, among other administrative tasks. Nearly every issue affects instruction and therefore involves the CIO in some capacity. The CIOs are expected to be good managers, but more importantly, they are expected to be educational leaders. Those interviewed defined their primary role as being one of supporting the faculty in its efforts to help students succeed.

This research supports the contention that CIOs must have strong communication skills and be especially adept at interpersonal communication. They must be able to work collaboratively and facilitate effective collaboration with others. Although not clearly defined by the CIOs, people skills were identified as being crucial to their success. Although I'm not sure how much of a difference it would make, given the importance CIOs and the literature place on being a people person, we ought to attempt to teach those skills that would help CIOs to work with groups and individuals on a

campus. In addition, CIOs work very long hours; they need to be organized, employ effective time management skills, and be able to multi-task and juggle multiple issues. The CIOs need to understand instruction and have a grasp of the technical skills necessary to do the job. For example, they should know how to read budgets, calculate faculty load, build a schedule of classes, etc. They must accept and embrace shared governance knowing that it may slow down the decision making process. They must be willing to work in an atmosphere where others more often than not receive the credit for their work.

The snapshot that emerges regarding the roles, duties, responsibilities, and work done by the CIOs is consistent with earlier research (Gould, 1968; Vaughan, 1990; O'Brien, 1996; Townsend & Bassoppo-Moyo 1997; Teague, 2000). This research is largely in agreement with earlier studies regarding the roles and responsibilities of the CIO. However, these CIOs bring insights to issues from a uniquely California community college point of view, whereas virtually all of the aforementioned studies focus on roles and responsibilities that are national in scope. California's uniqueness is missing from those studies. One major difference was the emphasis and importance of being able to work through shared governance which is emphasized in this study as being especially important to California CIOs.

Leadership

All nine CIOs defined themselves as leaders. The ability to lead is a key element in CIOs' efforts to be successful. CIO leadership is exercised mostly in an effort to support faculty and to improve student learning and success. These CIOs believe that successful leadership depends upon the degree to which they are respected and trusted by

their constituencies. Effective leadership requires respect and trust. This respect and trust seems to flow from being an effective communicator. When CIOs model the behaviors of trust and respect, they forge effective interpersonal relationships. Respect and trust also stem from the CIOs' ability to work within a shared governance environment.

The CIOs believe their credibility is dependent upon their ability to be persuasive. They argue that they have some positional power, but that it is limited. Most of their authority and power stems from their persuasive skills. CIOs must be excellent facilitators when working with others, helping them to reach mutual, acceptable decisions. Eight of the nine CIOs strongly believed that exercising arbitrary power is a ticket to failure and their real power comes through the relationships that they cultivate. The data shows that these CIOs believe that those who develop strong interpersonal relationships are gaining the respect and trust necessary to provide effective leadership.

Maintaining trust and integrity were seen as foundational to successful leadership. These CIOs described a paradox in that they have limited power and that any decision they make can be changed by the CEO or the board and that making a decision based only on authority and power reduces goodwill, respect, and trustworthiness of the CIO. Building relationships requires that CIOs have the communication skills needed to sustain those relationships. Even more interesting, the CIO may be dependent upon the surrogates who represent them to the college community. In this case, the deans are especially important to the CIO. Power and authority may be positional, but the CIOs believe that the only real power they have comes through their positive relationships. Being a person of integrity and honesty and being a person who can build positive relationships create greater trust in the CIO. When the deans have strong interpersonal

relationships with the faculty, the goodwill that they gain positively resonates back to the CIO and strengthens the perception of the CIOs' trustworthiness on the campus. The more decisions that are made consensually, the better, and because of shared governance making a decision outside of or contrary to a shared governance recommendation can be harmful to the CIO.

Aside from respect and trust, two additional characteristics of effective leadership were identified. First, effective leaders look to the future. They see what is most likely coming and help their colleges prepare for the challenges ahead. Secondly, an effective leader tries to add value to the organization. Adding value, or bringing a reservoir of knowledge to problem solving, is an idea that may be implied in some of the earlier research on CIOs, but it does not stand out as a prominent characteristic of leadership. This concept is not new, but I did not see the idea reflected in earlier community college research in any obvious way; however, adding value is an idea that stood out in this research as being worthy of further attention. A manager can do the technical work required of a CIO, but a leader brings a reservoir of knowledge to bear on problem solving. An effective CIO leader is well read in contemporary research, listens to the ideas of others, knows what is happening at other colleges, and looks for new ideas and approaches to problem solving that might serve the institution. As a result, the CIOs build greater credibility and respect within the institution as they bring this knowledge to bear on problems confronting the colleges.

The CIOs seem to agree with research which identified integrity as a key component of leadership (Vaughan, 1990). Without "integrity and sound judgment" (Vaughan, 1990, p. 143) a CIO cannot succeed. Vaughan, as well as other researchers

(O'Brien, 1996) identifies communication skills as key to successful leadership

(Anderson, 2000; O'Brien, 1996; Townsend & Bassoppo-Moyo, 1997; Vaughan, 1990).

Friendly persuasion–the need for excellent interpersonal skills–is clearly present in

earlier research and supported by the views of these California CIOs.

Shared Governance

CIOs in California exercise their leadership abilities within the context of

legislatively mandated shared governance. All nine of the CIOs spoke extensively about

shared governance. They all indicated that shared governance can either support or

impede the ability of the CIO to be effective. All of these CIOs strongly support the idea

of participatory management and nearly all strongly support shared governance,

recognizing the power of participatory management in problem solving. They believe

that consulting those affected by decisions makes for constituency buy-in and better

decision making. When utilized effectively, shared governance can strengthen the

credibility and authority of the CIO.

Most of the CIOs also agreed that shared governance can be frustrating. The

frustration stems mainly from the amount of time it takes to make decisions. Lengthy

discussions and multiple constituencies can significantly slow down the decision making

process. Sometimes getting all of the stakeholders together can be difficult and time

consuming. In addition, the meaning of shared governance perceived by the various

constituencies remains too often ambiguous. Even though the law identifies the areas

where the shared governance process must be followed, misunderstandings still occur.

CIOs spoke about how shared governance can be used as a political tool against the

administration when a group argues that the process has not been followed. A key

leadership challenge for the CIO is to find ways to move initiatives along in a timely manner and to help clarify the meaning of shared governance.

Shared governance is a legislative mandate in California. Prior research suggests a growing failure of shared governance (Nussbaum, 1998; Nussbaum, 1995; Association of Governing Boards, 1996; de Russy, 1996; Trani, 1997; Wishart, 1998; The Little Hoover Commission, 2000; White, 1998). Shared governance was not the primary focus of this study, but significantly and in opposition to much of the previous research, many CIOs see shared governance as a positive tool for conducting the business of the college, even when voicing their frustrations with the time it takes to make decisions.

Factors Affecting the Ability to be Successful

The CIOs identified several factors that affect their ability to be successful: budgeting, funding, funding mandates, and the relationships with their communities. Of these, the budgeting process presents the greatest challenge; it makes it nearly impossible for them to do effective planning. Funding is inadequate and usually uncertain. The colleges go through periods of feast or famine that harm their ability to meet college needs. In addition, the legislature has passed mandates without providing proper support in funding for them. The California community colleges are organizationally weak in comparison to the CSU and UC Systems. The Chancellor's Office is primarily a compliance office with very little political clout. Also, the colleges are dependent upon the relationships that they nurture with their local communities including with local businesses, high schools, colleges and universities, and cities and counties within the districts.

The participants in this study also indicated that they are dependent upon certain

key relationships within their organizations. Every one of the CIOs identified their relationship with the CEO as crucial to their success. They suggest that it is very important to have a trusting relationship with the CEO. The CEO and CIO need to be loyal to one another. All of the CIOs recognize that if they are unable to work with the CEO, they may have to leave or lose their position. It is a crucial relationship.

After the CEO, the CIOs identified the importance of having good relationships with their deans, with other vice presidents, and with classified staff. The deans are seen as extensions of the CIO into the organization and especially to the faculty. There must be trust between the CIO and the deans. They must work as a team. The deans are the "eyes and ears" of the CIO; they help set the tone for the relationship of the faculty chairs with the CIO. The deans help to establish interpersonal relationships necessary to successful leadership. Furthermore, the CIO needs to have solid working relationships with fellow vice presidents and to a lesser degree with the classified staff. The ability to solve college problems is made more difficult if the administrative team is not working well together. Having a solid relationship with the classified staff was also noted as important to the CIOs success but on a much less significant scale when measured against the other mentioned relationships. The data revealed that relationships with students were perhaps the least important in terms of having an effect upon the success or failure of the CIO. The new emphasis on learning and student success as opposed to instruction has not had an effect on the influence that students have with the CIO.

This study and the research conducted by, Brooks (1984), Wolverton (1984) and Vaughan (1990) affirm the importance CEOs and deans play in the success of CIOs. The literature also notes the importance of vice presidents and classified staff. However,

classified staff and students are perceived as less important to the survival and success of the CIO; this is supported by the research from Brooks (1984), Wolverton (1984) and Vaughan (1990). The CIOs success strongly depends on the ability to work with the administrative team and faculty. The relationship between the CIO and CEO is especially crucial. If the relationship is not good, the CIOs position is in danger and that is confirmed in the literature.

All of these CIOs identified time as a factor affecting their ability to be successful. CIOs work long days. A normal workday involves almost continual meetings--regularly scheduled meetings or unscheduled meetings with individuals or groups which need to see the CIO. Preparation and planning for the work day takes place before or after normal working hours. CIOs complain about not having enough "desk time" to think, plan, and be innovative. The ability to manage their time is a crucial issue for CIOs. Marchese (1989) and Moden (1987) describe the major functions performed by CIOs and the amount of time the tasks take. Marchese's discussion with Richard Miller concluded that CIOs spend 32 hours a week in meetings, 7 hours on mail and correspondence, 6 hours on social and ceremonial functions, and 2.5 hours on planning and reading. Moden (1987) found that CIOs spend 16.43 hours in group meetings, 17.27 hours in individual meetings, 13.76 hours in individual activities, and 5.93 hours in official social events. Moden's research indicates that nationally CIOs work an average of 50 hours per week. However, previous research does not explore, in any significant detail, the way time affects the ability of CIOs to be effective, and we do not know how many hours CIOs in California spend on particular tasks.

Instruction and Learning

CIOs are very concerned with instruction and learning. All of the CIOs acknowledged that there appears to be a shift in emphasis occurring from instruction to student learning. Although some of the CIOs were skeptical about the shift and its significance, most acknowledged that there is a new emphasis on learning and that learning is the key concept defining the purpose of community colleges. In addition, they all believed that they had brought about significant changes which improved instruction and learning. They cited a wide range of examples to demonstrate how they altered their institutions to improve processes and to improve student success. The phrase "systemic change" was not defined for the CIOs, but they were asked for examples that would illustrate significant changes in their institutions. They mentioned initiatives like Writing Across the Curriculum, integration of critical thinking into course outlines of record, and their commitment to disseminating technology throughout the campus. Some of the CIOs mentioned improvements they made to the decision making processes (e.g., improving the program review process). Finally, three examples of change were cited that stood out from the others. One initiative made a major commitment to improving basic skills for under-prepared students. A second provided significant dollars to allow more students to work on campus. Third, a fund was established to support students who excelled in extra curricular activities. These initiatives were all financed by PFE (Partnership for Excellence) dollars or by other special funding. All of these CIOs believed that the change in emphasis from instruction to learning was taking place and that they had made significant and important changes that improved structures, and some of them believed they improved student learning.

The evidence seems to suggest that CIOs in California are responding to the shift in emphasis from instruction to student learning. The evidence that a shift has occurred is most evident in the changes to accreditation standards which now require colleges to assess and document student learning (Accrediting Commission for Community and Junior Colleges, 2005). Advocates for this change in emphasis include Barr and Tagg (1995), O'Banion (1997), and Tagg (2003). With the exception of the new accreditation standards, no academic research was found that explores whether or not this shift has resulted in any significant change and, in fact, whether it has affected these colleges, and if so, if the effect has been positive.

CIO Suggestions for Improving Success

The CIOs were asked to identify changes that they believed would permit more success in their jobs. Many of the recommendations were made by all nine of the CIOs, but some of them were made by only one or two. Since the goal of this study was to hear those recommendations, they were all reported in this study. Not surprisingly, the CIOs all recommended that community colleges be reliably and consistently funded. Reliable funding, which is currently missing, would result in better planning and provide a degree of stability that is currently impossible. They all argued for equalized funding throughout the system so that distribution of funds would be fair and equitable among colleges. One CIO suggested that summer sessions should be funded as an equal term thus encouraging year-round instruction. Another believed that the formula for funding should recognize the new reality of distance education and learning outcomes and recommended that the system move away from funding based on seat time to funding based on meeting learning objectives.

These nine CIOs believe that the California community college system is weak in comparison to the California State University and the University of California systems. They recommended that the California Community College Board of Governors and the Chancellor's Office be strengthened to increase power and influence in Sacramento. Another one of the CIOs argued that the voice of the CIOs within the system also needs to grow and CIOs should exert more influence over policy decisions made at the state level. The CIOs have the sense that they are not listened to in Sacramento. One of the more interesting proposals made by a CIO was to eliminate local governing boards because they no longer have the power to tax. Finally, new CIOs should be provided with mentors who will help them to adjust to their new jobs. These were the suggested changes CIOs felt would strengthen the community college system in California.

Recommendations for Further Research

Because this study was exploratory in nature it has raised many more questions than it has answered, providing future researchers with a wealth of issues to explore. In this section, some of those unanswered questions will be discussed with recommendations for further research. At the beginning of this section, it is important to point out that the 109 colleges in the California system are not all alike. The current research limited itself to large, urban, single-college districts. Studies about the CIO and California community colleges should be designed recognizing the fact that there are small, large, rural, urban, single-college and multi-college districts. The differences and similarities between these colleges should be recognized as studies are designed.

Recommendation 1

All 109 CIOs in California should be surveyed regarding their roles,

responsibilities, and duties. The roles and responsibilities of CIOs described in the literature, interview and job descriptions are fairly consistent with one another, but survey results might confirm and clarify the roles and responsibilities of these leaders. The survey would help to address differences between roles and responsibilities in small, large, rural, urban, and single college districts versus multi-college districts. This type of research might also help to identify the roles and responsibilities that are unique to California CIOs. Duplicating Vaughan's (1990) national study of CIOs using his survey instrument might provide more specific information about the role of the CIO in California.

Recommendation 2

A study should be designed that asks campus constituencies how they understand the leadership role of the CIO and to ask them to identify the qualities and traits of CIO leadership. All of the interviewed CIOs see themselves as leaders rather than merely managers. This self identification was not surprising. It would be interesting to know if others at the institution would also identify the CIO as a leader and to know what criteria the others would use to make that judgment. Such a comparison might be of value to practitioners and would help to clarify the meaning of CIO leadership. Administrators, faculty, and staff should be asked to identify traits of CIO leadership. This information might provide practitioner and researchers with a better understanding of how CIO leadership is understood and exercised in California.

Recommendation 3

The apparent causal link between trustworthiness and building positive relationships should be explored in an effort to understand how being a people person is a

requirement for successful leadership. More specifically, I recommend that an attempt be made to define what the term being a people person actually means in practice. Is this merely a personality characteristic or an acquired skill? How does being a people person affect trustworthiness, and does it significantly strengthen the perception that the CIO is trustworthy? Can these skills be taught? What happens when someone is in the job without people skills? Are these skills currently taught in leadership programs? Should they be part of a comprehensive curriculum in community college leadership?

Recommendation 4

The idea that leadership is linked to adding value is an idea worth further exploration. Only one CIO used the term adding value but the other CIOs made the same point without labeling what they were doing as adding value. Somehow leadership includes the ability to bring ideas and solutions to problems to the table. Is adding value a necessary condition for exercising leadership? Do CIOs actually have this reservoir of knowledge that allows them to add value? Could adding value be a way to distinguish between leadership and management? Would community college constituencies recognize the ability to add value as a leadership trait? If CIOs are going to add value, then they will need to be knowledgeable about issues and trends that affect community colleges in terms of management, instruction, and learning. An effective CIO, according to this adding value theory will be well read, aware of literature in the field, and know what other institutions are currently doing to solve problems. CIOs would need to constantly update and replenish the reservoir through reading, listening, and professional development activities. Professional development activities for CIOs should be studied to determine if they are adequate and if they are effective in addressing the leadership needs

of CIOs. Furthermore, research surrounding adding value and the CIO might prove to be of value in understanding leadership and the CIOs' preparation for the job.

Recommendation 5

As mentioned earlier, all of the CIOs embraced participatory management. Problems were recognized within the shared governance model, including the time it takes to make decisions and a lingering ambiguity about the meaning of shared governance which allows claims of violating the governance process as a political tactic. Interestingly, none of the interviewed CIOs advocated the elimination of shared governance. They accept shared governance and work with it as best they can. I believe they see it as a "given" that isn't going to go away. The CIOs work within a shared governance environment, so we should know how that environment affects their ability to lead and manage.

Based on my own professional experience, I thought that the CIOs might have been more critical than they were of shared governance. Some important questions should be addressed in future research. Does shared governance enhance or impede the ability of the CIOs to be successful? If these colleges didn't have shared governance, would CIOs be in favor of the current system or an alternative system? Do they see any serious harm as a result of the delays in decision making caused by shared governance? If the key problem is time, then how can a CIO manage the time it takes to move an idea or proposal through the shared governance process? Can we identify the means they currently use to move a problem along in a timely manner? What works and doesn't work? Can we identify and teach these skills?

The failures of shared governance should be studied. Researchers should look for

colleges where CEOs and/or CIOs have received votes of "no-confidence" from faculty senates and attempt to study those cases to determine the cause and the link, if any, to shared governance. Retired CEOs and CIOs should be interviewed regarding their views of shared governance. Since their careers are no longer affected, they might be able to shed light on what works and what doesn't and why. Are the failures personal, structural, or both? Is there agreement between the parties on what shared governance means in practice? If cases were studied where the process was followed compared to cases where one side charges a violation, then perhaps ambiguities in shared governance could be identified and steps towards clarifying the meaning could be taken.

It was suggested by some of the CIOs that most faculty do not significantly participate in shared governance and that only small groups of faculty seem to be involved. Is this true, and is it harmful? Is shared governance dependent upon the disposition of faculty and administrative leaders? How are CIOs affected when faculty involvement is minimal? What is the effect of continual change in faculty leadership to the process? Is successful shared governance dependent upon the characteristics of a specific person holding a leadership position at a particular time? Is there a justification for saying that the system has too many part-time full-time faculty members limiting the effectiveness of shared governance?

Recommendation 6

The relationship between the CIO and the CEO, the deans, Vice Presidents, and the classified staff in California community colleges should be studied to determine the effects of these relationship on CIO leadership and management. The turnover in the CEO and CIO positions suggests that a study of the relationship between the CIO and

CEO could produce insights for prospective CIOs. CIOs have left positions with the arrival of a new president; however these CIOs could be a rich source of information in explaining why that happens and whether it can be avoided. CIOs that were not replaced with the advent of a new president could also provide interesting information in understanding the dynamics between the CIO and CEO. It would be interesting to know if the reason why a CEO left a position affects the ability of the CIO to survive. For example, if a CEO leaves with a vote of "no confidence," does that increase the likelihood that the CIO will go with the selection of a new CEO? Why do CEOs replace CIOs would be a good question to ask CEOs to gain a better understanding of the dynamics between these positions.

The relationship between the deans and the CIO should also be studied to determine how the deans contribute to the managerial and leadership success of CIOs. The deans are "out in the trenches" and act as liaisons from the departments and disciplines to the CIOs. What roles do the deans play vis-à-vis the CIO? How can they help or hinder a CIO's effectiveness?

The CIO and the relationship with Vice Presidents should be studied in order to determine what factors contribute to success or failure. If the administrative team is not working well together, it will have an adverse effect on the college. These relationships should be studied. Also, the CIO and his relationship with the classified staff should be explored to determine how it contributes to the success of the CIO. One CIO said the classified could "bring you down," but others reflected that staff members were not crucial to their survival. Which position is more correct and how does the classified staff affect CIO leadership?

Recommendation 7

The relationship between CIOs within California should be studied to understand how well they work together. Strengthening mentors and support for one another was mentioned by these CIOs as something that should be done. The way they help or do not help one another should be considered as a topic of research and expanded to the question of professional development opportunities for CIOs.

Recommendation 8

The amount of time a person has to give to the position is overwhelming and deserves further study. I recommend that the following questions be investigated in an attempt to understand how time impacts California CIOs; how does time affect the ability of the CIO to be effective? Is the time commitment different for different types of community colleges in California? How can CIOs stay current and continue to add value if they are consumed by the operational duties of their position? Are they consumed with the operational duties of their positions? Is there too much work expected of CIOs? Researchers should also try to determine if CIOs have enough help to do the job effectively? What kind of impact does the time commitment have on their personal lives and health? What would have to be done to allow CIOs to work a normal work week and have enough time to stay current, creative, and innovative? Also, researchers should attempt to define what the job actually entails and how to count those hours? The hours involved in doing the job of a CIO seems so important that exploring this topic may prove to be a significant focus of research.

Recommendation 9

I recommend that researchers try to find out if learning has become the chief

focus of the community colleges and determine how we would know this to be the case.

The CIOs have in some sense accepted the term learning over that of instruction, but it

seems to me they haven't moved much beyond that point. The examples of systemic

change given in this study were real changes, but really did not touch the essential

structures of the way community colleges in California operate. Furthermore, whether or

not those changes significantly improve student learning will probably never be known

because the changes were not set up to be assessed. In my professional experience, the

mandates of the instructional paradigm prevent significant structural changes from

occurring that would directly challenge the essential structures in the way colleges

deliver and pay for instruction and learning. As a result, systemic changes are extremely

difficult to make. Several questions should be investigated: how is this apparent shift in

emphasis affecting the colleges? Is it even happening? Do major initiatives and

planning objectives support the proposition that learning is the key process in these

colleges? Have there been any real structural changes that alter significantly the

instructional paradigm? How does that response manifest itself? Do CIOs respond to

research on learning? What does that response look like? Are they structurally

prevented from significantly responding to the evidence regarding student learning?

Recommendation 10

California community colleges are unique. Most of the preparation for these

positions is learned while doing other administrative jobs; however, there appear to be

many aspects of the job that the CIOs were not taught in their earlier positions? The

pathway to the CIO position should be studied with the intention to discover the skills and knowledge that should be possessed before becoming a CIO. Researchers agree on the usual path to the CIO position (Teague, 2000; Vaughan, 1990), but zeroing in specifically on the skills, practices, and attitudes would be valuable. In addition, should certain technical skills be taught by graduate schools for those preparing for leadership positions within California community colleges? Is it necessary for a CIO to have experience at multiple schools before becoming a CIO? What kind of academic preparation for the position would CIOs recommend? I recommend that those questions be explored with special attention to the curriculum for graduate students who are preparing to work within a California community college. In addition to the technical skills, it would also be helpful to know whether technical and communications skills should be taught in those graduate programs. Department chairs, deans, and CIOs should be asked to identify what skills should be taught in graduate programs aimed at training community college administrators in California.

Recommendation 11

The Chancellor's Office should be studied for ways to make it more powerful and successful. Can the California Board of Governors for the community colleges be strengthened? Can the system be strengthened? The CIOs tend to see the Chancellor's Office as a compliance agency only. What could be done to make it a powerful voice for community colleges? Would the elimination of local boards result in a stronger Chancellor's Office? Local governing boards should be studied. Their usefulness to the colleges should be evaluated. Do we need local boards? The relationship between local boards and the CIO would be worth exploring as a topic for study.

Recommendation 12

A comprehensive study of the effects of the state budgeting process on California community colleges should be conducted. Every CIO was hampered by current practices, and such a study might be useful in finding solutions to this problem. Alternative funding mechanisms and the effect they would have on CIO leadership should also be explored, including funding the college based on something other than seat time.

Summary

California community colleges enroll one out of ten public college students in the United States. The Chief Instructional Officer (CIO) serves as a leader within each California community college. Research examining the position is limited and does not significantly address the CIO in California. The purpose of this study was to begin to investigate the work performed by a CIO and the organizational factors or structures which support or impede that work. Four questions guided this study. What is the role of the CIO and what do they actually do? What are the organizational factors or structures which support or impede the ability of the CIO to be effective? How do the CIOs view themselves as influencing the enhancement of student learning and instruction? What changes would the CIOs suggest to help them become more effective instructional leaders? This qualitative study relied upon interviews, the literature review, and an analysis of job descriptions to answer the questions.

CIOs in California define their roles and responsibilities similarly to CIOs in national studies. Unlike their national colleagues, CIOs in California work within a

legislatively mandated system of participatory management called shared governance. CIOs working in shared governance experience both the benefits of mutual decision making and the frustrations stemming from a slow decision making process and the harms that flow from an inability to address problems quickly. CIOs work in a system where budgets are uncertain and funding is inequitable, inhibiting their ability to effectively plan. Advocacy for California community colleges is hindered by a weak and ineffectual Chancellor's Office and Board of Governors. California CIOs have had little influence in policy debates and support strengthening their own organizational influence.

CIOs within and outside of California affirm the central importance of communication skills. The ability to be persuasive and to possess strong interpersonal communication skills were linked to leadership. Effective persuasion requires honesty, integrity, and trustworthiness, and these attributes are enhanced when CIOs build strong interpersonal relationships with faculty, the CEO, the deans, the Vice Presidents, and staff. Good relationships enhance authority, and paradoxically the exercise of authority may diminish the influence of a CIO. Besides possessing good "people skills," leadership requires the ability to add value in problem solving, that is, to be knowledgeable about community colleges and to share that information. Adding value and being able to anticipate and plan for the future are leadership traits identified by the CIOs.

Finally, California CIOs believe a philosophical shift emphasizing learning over instruction is occurring. This change is reflected in the new accreditation standards emphasizing the assessment of student learning. It is too soon to know the eventual impact of this new emphasis on learning and whether it will make significant differences,

but these CIOs believe that they have made significant systemic changes and are responding to the new emphasis on learning.

The CIOs in California community colleges are leaders within a system that offers the hope of a better future to anyone seeking a college education for transfer or for the world of work. Perhaps we know a little more about them and their importance to California's system of public higher education. This exploratory study may have provided some insights and raised some questions for future research and study of CIOs nationally and in California.

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APPENDICES

Appendix A: CIO Position Titles

CIO Position Tiles

			Title	College		
			Associate Superintendent/Vice President	Allan Hancock College		
			Vice President of Instruction	American River College		
			Interim Vice President, Academic Affairs	Antelope Valley College		
			Vice President, Student Learning	Bakersfield		
			Vice President of Academic Affairs	Barstow College		
			Vice President/Education/Student Programs & Services	Butte College		
			Vice President, Instruction	Cabrillo College		
			Interim Vice President, Instruction	Cañada College		
			Vice President, Academic Affairs/Provost	Cerritos College		
			Vice President of Student Learning	Cerro Coso Community College		
			Vice President for Academic Services	Chabot College		
			Vice Chancellor, Educational Services	Chabot-Las Positas Community College District		
			Vice President of Instruction	Chaffey College		
			Interim Vice President of Instruction	Citrus College		
			Vice Chancellor of Academic Affairs (Provost)	City College of San		

				Francisco		
			Vice President, Instruction	Coastline Community College		
			Vice President of Instruction	College of Alameda		
			Interim Vice President of Academic Affairs	College of Marin		
			Vice President, Instruction	College of San Mateo		
			Interim Vice President of Instruction	College of the Canyons		
			Vice President of Instruction	College of the Desert		
			Vice President for Academic Affairs	College of the Redwoods		
			Vice President of Academic Services	College of the Sequoias		
			Vice President of Instruction	College of the Siskiyous		
			Interim Dean of Learning Support Services	Columbia College		
			Interim Vice President, Academic Affairs	Compton Community College		
			Vice President, Academic and Student Affairs	Contra Costa College		
			Vice Chancellor	Contra Costa Community College District		
			Chief Instructional Officer/Dean of Educational Services	Copper Mountain College		
			Vice President of Instruction & Student Learning	Cosumnes River College		
			Vice President of Instruction	Crafton Hills College		
			Vice President, Instructional	Cuesta		

			Services	College		
			Vice President, Instruction	Cuyamaca College		
			Executive Vice President, Educ. Programs & Stud. Services	Cypress College		
			Vice President, Instruction	De Anza College		
			Vice President of Academic Affairs	Diablo Valley College		
			Vice President, Workforce and Contract Education	East Los Angeles College		
			Vice President, Academic Affairs	East Los Angeles College		
			Interim Vice President, Academic Affairs	El Camino College		
			Dean of Business and Technology	Evergreen Valley College		
			Dean of Instruction	Feather River College		
			Vice President of Instruction	Folsom Lake College		
			VP, Student Development & Instruction	Foothill College		
			Dean of Instruction	Fresno City College		
			Interim Executive Vice President	Fullerton College		
			Vice President, Instructional Services	Gavilan College		
			Vice President of Instructional Services	Glendale Community College		
			Vice President, Instruction	Golden West College		
			Vice President, Academic Affiars	Grossmont College		
			Vice President, Instruction	Hartnell College		

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			Vice President, Academic Services	Imperial Valley College		
			Vice President, Instruction	Irvine Valley College		
			Interim Assistant Chancellor, Educational Services	Kern CCD		
			Vice President, Academic Affairs & Student Services	Lake Tahoe Community College		
			Vice President of Instruction	Laney College		
			Vice President of Academic Services	Las Positas College		
			Dean of Liberal Arts and Science	Lassen College		
			Interim Vice President, Academic Affairs	Long Beach City College		
			Associate Vice Chancellor, Instructional and Student Services	Los Angeles CCD		
			Vice President, Academic Affairs	Los Angeles City College		
			Vice President, Academic Affairs	Los Angeles Harbor College		
			Vice President, Academic Affairs	Los Angeles Mission College		
			Interim Vice President, Academic Affairs	Los Angeles Pierce College		
			Vice President, Academic Affairs	Los Angeles Southwest College		
			Acting Vice President for Academic Affairs	Los Angeles Trade/Technical College		
			Acting Vice President, Academic Affairs	Los Angeles Valley College		
			Vice President	Los Medanos		
			Vice Chancellor, Education	Los Rios		

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			and Technology	Community College District	
			Vice President of Academic Affairs	Mendocino College	
			Vice President of Instruction	Merced College	
			Vice President of Instruction	Merritt College	
			Vice President, Instruction	MiraCosta College	
			Vice President, Instruction	Mission College	
			Interim Vice President of Instruction	Modesto Junior College	
			Vice President, Academic Affairs	Monterey Peninsula College	
			Executive Vice President, Student Learning	Moorpark College	
			Vice President of Instruction	Mt. San Antonio College	
			Vice President of Instruction	Mt. San Jacinto College	
			Vice President, Instruction	Napa Valley College	
			Vice President of Instruction	Ohlone College	
			Vice President, Instruction	Orange Coast College	
			Executive Vice President, Student Learning	Oxnard College	
			Vice President of Instruction	Palo Verde College	
			Asst. Supt./Vice President	Palomar	

			for Instruction	College	
			Vice President, Instruction	Pasadena City College	
			Vice President of Student Learning	Porterville College	
			Dean of Instruction	Reedley College	
			Vice President, Student & Academic Services	Rio Hondo College	
			Vice President of Academic Affairs	Riverside Community College	
			Vice President, Instruction	Sacramento City College	
			Vice President for Instruction	Saddleback College	
			Vice President of Instruction	San Bernardino Valley College	
			Vice President	San Diego Centers for Ed/Tech	
			Interim Vice President, Instruction	San Diego City College	
			Interim Assistant Chancellor, Instructional Services and Economic Development	San Diego Community College District	
			Vice President of Instruction	San Diego Mesa College	
			Vice President, Instruction	San Diego Miramar College	
			Asst. Supt./Vice President of Instruction	San Joaquin Delta College	
			Dean of Applied Sciences	San Jose City College	
			Vice Chancellor, Educational Services	San Jose-Evergreen CCD	
			Interim Vice President, Academic Affairs	Santa Ana College	
			Executive Vice President, Educational Programs	Santa Barbara City	

				College		
			Vice President, Academic Affairs	Santa Monica College		
			Vice President Academic Affairs	Santa Rosa Junior College		
			Vice President, Academic Affairs	Santiago Canyon College		
			Interim Vice President of Academic Affairs	Shasta College		
			Vice President of Educational Programs and Services	Sierra College		
			Vice President, Instruction	Skyline College		
			Interim Vice President, Academic Affairs	Solano College		
			Vice President, Academic Affairs	Southwestern College		
			Interim Dean of Instruction/Student Services	State Center CCD North Centers		
			Vice Chancellor, Educational Services & Planning	State Center Community College District		
			Vice President of Instruction	Taft College		
			Executive Vice President, Student Learning	Ventura College		
			Vice President of Student Learning	Victor Valley Community College		
			Vice President of Instruction	Vista Community College		
			Dean of Educational Services	West Hills College Coalinga		
			Dean of Educational Services	West Hills College Lemoore		

		Vice President, Academic Affairs	West Los Angeles College		
		Vice President, Instruction	West Valley College		
		Interim Vice Chancellor of Educational Services	Yosemite Community College District		
		Vice President of Instruction/Asst. Supt.	Yuba College		

Appendix B: Letter of Introduction: Requesting Permission to Conduct Study

Letter of Introduction: Requesting Permission to Conduct Study

Patrick M. Schwerdtfeger
13802 Blue Sage Lane
Valley Center, CA 92082
March 4, 2001

Dr. Jane Doe
Vice President of Instruction
Superior Community College
11111 Superior Blvd
Superior, CA 97899

Dear Dr. Doe:
I am a doctoral student at the University of San Diego conducting a qualitative dissertation study entitled "The Leadership Role of the Chief Instructional Officer in California Community Colleges." I have chosen this topic because the position of CIO within the California system has not been widely studied. Furthermore, from my own experience as an instructor and administrator, I believe that the CIO position is pivotal in meeting the challenges of instruction—teaching and learning that confront the system in this new century. An abstract of the study is enclosed with this letter.
I am requesting an hour to conduct an interview with you regarding the role of the CIO in a California community college at a time and place that is convenient to you. A prepared list of interview questions can be made available to you in advance should you wish to see them. The interview will be audio taped and all information will be held in the strictest confidence. Enclosed is a consent form that I will collect from you at the time of the interview should you agree to participate in this study.
This letter will be followed by a telephone call from me within a week's time to confirm your agreement to the interview and to arrange an appointment convenient to your schedule. In the interim you may reach me at (760)749-6771 or via e-mail at if you have any questions related to this interview.

Thank you for considering participating in this study.

Sincerely yours,

Patrick M. Schwerdtfeger
Doctoral Student

Appendix C: Consent Form
University of San Diego, School of Education

University of San Diego, School of Education
Consent Form

Patrick M. Schwerdtfeger, a doctoral student in the School of Education at the University of San Diego, is conducting a study in partial fulfillment for the degree of Doctor of Education. The purpose of this research study is to explore the role of the Chief Instructional Officer within California community colleges and to determine the extent to which CIOs believe that the structure and demands of the position allow them to be effective leaders. Specifically, to what extent do they believe that what they do fosters or has resulted in a significant systemic improvement in instruction and student learning? This research will provide data for Mr. Schwerdtfeger's doctoral dissertation.

As a respondent in this study, I understand that I will participate in one individual interview that should last 60 minutes in duration. There may be a follow-up interview that will take no more than 30 minutes and may be handled by email or the telephone. My participation in this study is entirely voluntary and I understand I may refuse to participate or withdraw at any time without penalty. There are no expenses associated with this study.

I understand that these interviews will be audio taped and transcribed for analysis and that my identity and the identity of my college will remain confidential. I will be given an opportunity to review the transcribed version of the interviews in order to make corrections or to clarify my thoughts. I understand that upon the completion of this research project the audio tapes will be erased and the transcripts will be destroyed.

There are no other agreements, written or verbal, related to this study beyond that expressed in this consent form. Patrick M. Schwerdtfeger has explained the research project to me and answered my questions. I understand that if I have further questions I may contact Mr. Schwerdtfeger at any time at (760)744-1150, extension 2408 or by e-mail at pschwerdtfeger@palomar.edu. I may also contact the dissertation committee chair, Dr. Edward DeRoche at (619)260-2259 or by email at deroche@acusd.edu.

I the undersigned, understand the above explanations and on that basis, consent to voluntary participation in this research.

Signature of Participant   Date and Location

Signature of Researcher   Date

Appendix D: Interview Questions

Interview Questions

The interview process will be semi structured and the answers will dictate to a large degree the direction of the questions once the interview is in process. The interview questions are simply listed in an order that might make sense during an actual interview. Each question is linked to at least one of the four research questions and is noted accordingly.

Interview Questions Listed in Order

1. A friend of yours is considering pursuing the positions of CIO in a California Community College and has asked you to describe the position. She wants to know what her duties and responsibilities would be. What would you tell her? (R1, 2)

2. What are the demands and requirements of your positions? (R1, 2)

3. What are the major areas of responsibility? (R1, 2)

4. What issues most engage the CIO? Where do you spend most of your time? (R2, 1)

5. What do you consider the (3 to 5) most important things done by a CIO? (R3, 2, 1)

6. What barriers can you identify which negatively impact your ability to be effective? (R3, 4)

7. Is your position a leadership position? How so? (R2, 3)

8. In what way or ways do you affect Instruction? Affect student learning? (R3)

9. What relationships are most important to your position? Faculty, Administrators? (R2)

10. What power and authority do you possess? (R3, 2)

11. What are the internal factors affecting your position? External factors? (R2)

12. How does "shared governance" affect your ability to lead? (R2)

13. What are the strengths of your C.I.O. position? Weaknesses? (R2, 3, 4)

14. What are the current issues facing the CCC system? What do you believe will be the issues in ten years? (R3, 1, 2)

15. What do you find most rewarding and most frustrating about the position? (R4, 2, 3)

16. Why did you decide to become a CIO? Why would you leave the position? (R3, 4)

17. What changes would improve the role and effectiveness of the CIO? (R4, 2)

18. Anything else you would like to add or comment upon?

Appendix E: Job Descriptions for CIOs

Job Descriptions
For CIOs

College 1

POSITION DESCRIPTION

Under the direction of the Superintendent/President, plan, organize, coordinate, evaluate and direct the District's education programs and services.

Scope of Assignment

Line responsibility for educational services. Responsible for the leadership, direction, general supervision, and evaluation of the district's educational programs and services in accordance with district policies and procedures and in compliance with applicable federal and state laws, codes, and regulations.

Responsible for providing sound advice and counsel for administering educational programs and related support services for the college in order to ensure the fiscal resources of the college are expended prudently in accordance with the mission of the college.

Responsible for providing for the effective and efficient management of Educational Services.

Responsible for planning for all functional areas within the area of Educational Services.

Representative Duties

- Plan, organize, coordinate and direct a variety of programs, projects and activities related to the district's overall instructional program and support services.

- Provide technical expertise regarding assigned functions; formulate and develop policies and procedures; represent the district to national, state and local agencies.

- Develop and implement long- and short-term plans and activities for instructional services functions as well as the district as a whole.

- Supervise and evaluate the performance of assigned staff; evaluate faculty and approve requests for tenure; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training.

- Develop and prepare the annual budget for instruction and support services areas; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

- Provide coordination for preparation and development of class schedules, college catalog, and other necessary publications.

- Assist the Superintendent/President in the development and management of the district's overall budget.

- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files.

- Serve as the district's chief instructional services officer.

- Serve as chief executive in charge of the district in the absence of the president, as assigned.

- Serve as primary liaison administrative officer with the Faculty Association and Faculty Senate.

- Provide for and conduct staff development and training programs.

- Assist in collective bargaining with Chaffey College Faculty Association (CCFA) and California School Employees Association (CSEA).

- Provide leadership for contract administration and faculty grievance management.

- Serve as accreditation district liaison officer with the Accreditation Commission for Community and Junior Colleges, as assigned.

- Prepare and present Board reports; attend Board meetings.

- Establish and provide leadership for appropriate college-wide councils, committees and task forces.

- Communicate with other administrators, district personnel to coordinate activities and programs, resolve issues and conflicts and exchange information.

- Perform related duties as assigned.

Minimum Qualifications

- Master's Degree in an academic discipline or in a related field, OR

- A California Community College Chief Administrative Officers Credential.

- Clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

- Knowledge of:

- o Higher education, community college missions, learning theory, learning styles, education technology, alternative methods of delivery systems of instruction.

- o Planning, organization and direction of education and services function.

- o Schedule preparation and control.

- o Budget preparation and control.

- o Oral and written communication skills.

- o Principles and practices of management.

- o Applicable laws, codes, regulations, policies and procedures.

- o Education programs and curriculum.

- o Strategic planning techniques.

- o Principles and practices of collective bargaining and employer/employee relations.

- Ability to:

  - o Plan, organize and administer a comprehensive educational services program.

  - o Communicate effectively both orally and in writing.

  - o Interpret, apply and explain rules, regulations, policies and procedures.

  - o Analyze situations accurately and adopt an effective course of action.

  - o Meet schedules and timelines.

  - o Work independently with little direction.

  - o Plan and organize work.

  - o Prepare comprehensive narrative and statistical reports.

  - o Supervise, train and evaluate the performance of assigned staff.

  - o Develop innovative approaches to the delivery of instruction and services.

Desirable Qualifications

- Earned doctorate in a related field.

- Significant management experience in a community college.

- Successful experience in teaching or direct service to students.

College 2

Overview:
The VP, Student Learning, as the chief instructional officer, leads the planning, development and implementation of credit instructional programs focused on quality student learning and in support of the college's Vision, Mission and Values.
The VP, Student learning is responsible for developing and implementing student instructional plans, goals and priorities which respond to the needs of and expectations of students.

Duties & Responsibilities:

Reporting directly to the President, the VP of Student Learning

Serves as a member of the Executive management team and team leader of the student learning team.

Trains, coaches, supervises and evaluates Student learning managers and staff

Represents the College in the community and with Business, schools, government and other partnerships.

Advises and consult with the VP, Student services on the matters related to instructor/student problems, curriculum development, and articulation with schools, colleges and employers. I
Interprets and recommends Student Learning Policies and administrative regulations and procedures.

Develops, with assistance from the Chief Information Officer, a student learning information system to assist in the planning, management and evaluation of studn65 learning.

Conduces research related to Student Learning and develops new and revised programs to reflect changing needs.
Oversees the development of college publications such as the college catalog, class schedule and related publications.

Coordinates Student Learning Programs with Learning Support Services, including Learning Resources, Learning Assistance, tutoring and Child Development.

Develops and oversees the College's Enrollment Management Plan and Educational Master Plan.

Desirable Qualifications:

Demonstrated knowledge/experience working with quality improvement principles and tools.

Documented abili6ty to enhance student recruitment and retention through appropriate programs, practices, and policies.

Demonstrated excellence in written, oral presentation, and interpersonal communication skills.

Demonstrated ability to creatively plan and implement new programs within tight fiscal constraints.

Demonstrated understanding of the personal and social issues confronting today's students and the challenges faced in enrollment management and student development.

College 3

Title: VICE PRESIDENT OF INSTRUCTION

Rationale: To provide leadership for faculty in presenting a high quality and
              comprehensive instructional program at the community college level.

Reporting: To the Superintendent/President.
Coordinating: Program Approval and Evaluation unit of Chancellor's Office
              Vice Presidents of [the] College (2)
              Deans of Instruction
              Deans and Directors of Student and Personnel Services and Business
              Department
              Business and industry training officers
              Chief instructional officers of neighboring districts
              Academic Senate President
              AFT President
              Taxpayers

Responsibilities	Authority
1. To recommend agenda items for Board of Trustees' approval.	A. To attend regular meetings and closed sessions, if invited, of the Board of Trustees B. To prepare instructional Board agenda and supporting material for the Superintendent. C. To submit any instructional staffing Board agenda items to the Personnel Office in a timely manner. D. To recommend new policies or amendments to existing policy to the Superintendent. E. To provide information and data requested by the Board when it concerns instruction.
2. To develop plans and policies for the improvement of instruction, the development of new curricula, and the evaluation of existing programs.	A. To evaluate all curricula from educational and cost perspective. B. To evaluate curricula from the manpower needs of the District and the State. C. To assure involvement of faculty in curriculum evaluation and development

	D. To recommend changes in instruction and curricula to the Superintendent.
3. To administer the Instruction Department budget	A. To recommend to the Superintendent budget requests for each succeeding year. B. To assess the propriety of spending requests for all Instructional Department offices. C. To assess the propriety of budget transfers for all instruction Department offices.
4. To assure the proper administration of the District and Federation agreement.	A. To know and interpret the agreement to faculty. B. To recommend changes in the agreement
5. To assure involvement of the Academic Senate on educational and professional matters.	A. To act as a conduit assuring Academic Senate access to the governance process. B. To serve as communication link with the Academic Council. C. To provide budget for the Academic Senate costs of serving the faculty and District.
6. To recommend personnel actions in the Instruction Department to the Superintendent.	A. To assure the selection procedures will result in the highest quality personnel. B. To assure compliance with District, State and Federal affirmative action regulations. C. To assure the evaluation of all instructional personnel. D. To recommend appointments, reappointments, terminations and awards of tenured appointments to the Superintendent.
7. To assure the smooth operation of the instructional program.	A. To delegate specific tasks to appropriate personnel. B. To evaluate the adequacy of the completion of tasks by the personnel to whom implementation is delegated. C. To provide adequate freedom for Deans of Instruction to effectively supervise their respective divisions while maintaining enough control to assure equal and fair treatment for all staff and students.

	D. To coordinate instructional needs with service areas such as registration, financial aids, publications, data processing, physical facilities maintenance, etc. E. To adjudicate differences which may arise between staff or staff and students.
8. To plan the future of instruction...	A. To develop a long-range planning process that will match the process of the Superintendent and will involve all constituencies. B. To assure identification of data on the District and College operations that will support instructional planning. C. To recommend approval and annual revision of the instructional long-range plan by the Superintendent.
9, To represent the Superintendent, the Board and the College on instructional matters befoe all constituencies and funding sources.	A. To solicit supplementary funds for the College's instructional programs from public and private donors. B. To develop liaison for the College with four-year college representatives, two-year college representatives, and high school representatives. C. To assure development of a College catalog and schedule of classes. D. To periodically assess community needs as they would relate to instruction. E. To assure citizens advisory committees are appointed and meeting for each occupational program.
10. To assure appropriate accreditation for the college and special instructional Programs.	A. To act as College liaison with the Accrediting Commission for California Community Colleges. B. To assure self-studies are conducted periodically with appropriate constituency involvement. C. To recommend the process for and procedures for institutional self-study and the College visitation to the Superintendent.
11. To assure accountability for external funding.	A. To provide for audit trails for categorical funds. B. To assure a process for budgeting and

	expenditure of external funding that will meet the intended purposes.

College 4

Duties: Under the directions of the Superintendent/President, the VP for Academic Affairs will provide administrative leadership for the total instructional program of the district. A single-campus District, [this] College serves a multicultural...

Duties of the VP for Academic Affairs

Under the direction of the Super/Pres

1.   Provides administrative leadership for the total instructional program of the College and supervises implementation of the College's objectives and operational goals related to the instructional program.

2.   Provides administrative leadership and coordination to the School Deans.

3.   Directs continuous research, review and appraisal of curriculum adequacy and effectiveness; assists School Deans in the development of new curse proposals and curriculum changes; initiates feasibility studies in new curriculum areas.

4.   Directs continuous research, review and appraisal of the methods and tools of instruction; recommends changes as appropriate; advises and assists Schools in implementing desired innovations.

5.   Plans and directs the development and implementation of traditional curriculum as well as distance learning.

6.   Reviews School budget requests, recommends capital outlay equipment purchases and other needs for the instructional program; establishes divisional budgets within the overall budget parameters established for the college.

7.   Supervises the evaluation program for Instructional Academic Personnel.

8.   Recommends in-service training for the faculty and orientation programs for new faculty members.

9.   Recommends needed instructional staff; recommends the hiring of new contract faculty members and reviews the employment of part-time instructors.

10.   Allocates instructional facilities and offices and maintains utilization records.

11.   Directs and coordinates master planning for the instructional program and for instructional facilities. Recommends conversions, construction or acquisition of instructional facilities as needed.

12.   Directs and approves the college participation in special funded projects for instructional programs and reviews and recommends all instructional project proposals.

13.   Reviews and recommends technological applications in order to enhance student success and mediated learning.

14.   Coordinates instructional participation in community service programs.

15.   Directs and coordinates instructional program articulation with high schools, colleges, agencies and groups.

16.   Plans and directs the preparation of instructional reports and studies.

17.   Reviews the need for instructional brochures and makes recommendations as appropriate. Approves the development, publication and distribution of instructional brochures.

18.   Maintains a file of all approved course outlines.

19.   Reviews and approves leave requests in accordance with established policy.

20.   Approves all program offerings and class schedules and directs the development and modification of the Fall, Spring and summer course offerings and schedules.

21.   Responsible for the administration of a substitute system for the college.

22.   Coordinates the course and program approval process between the Chancellor's Office and the College.

23.   Directs the preparation and publication of the college catalog.

24.   Serves on College committees as appropriate.

25.   Performs other duties as assigned.

College 5

Deputy Superintendent/VP of Student Learning and Success

The Deputy Superintendent/VP of Student6 Learning and Success under the direct supervision of the Superintendent/President provides leadership and vision for the academic and student support programs and services of the college.

The Deputy Sup/VP of SL and Success provides leadership and commitment to institutional goals and objectives and makes recommendations concerning the operational and management patterns of the College community; solicits recommendations for improvement of programs and services provided by the area supervised.

Specific duties include but are not limited to:

Provides leadership and supervision in the development and delivery of programs and services within the assigned area

In conjunction with the Super/Pres implements innovative and student-centered instructional and student support programs and services.

Provides leadership and supervision for the development, implementation and continuous refinement of the College's instructional offerings.

Provides leadership and supervision for th3 development, implementation and continuo8s refinement of the college's student-support programs and services.

With input from area personnel, is responsible for the development and implementation of annual area goals and objectives and supports the college mission , Board of Trustee's objectives and Planning Council priorities.

Develops and implements the budget for the area and effectively manages the approved area budget

Following District guidelines, is involved in the recruitment and selection, and responsible for the evaluation and professional development of area faculty and staff.

Promotes College programs and services and encourages collaboration, teamwork and positive working relationships among faculty and staff.

Develops plans and procedures for the area within District guidelines. Implements policies for the area and District

Promotes creativity and innovation in the development and delivery of instructional

programs.

Utilizes all resources in an efficient and effective manner. Serves on local civic and/or community organizations as a college representative and may serve as a liaison with professional organizations as appropriate.

Responsible for developing, implementing and updating a personal professional development plan.

Participates on a variety of campus committees as assigned

Prepares appropriate District, state, federal or other formal reports as required.

Maintains all area files in an accurate and efficient manner

Coordinates all area activities with the appropriate office responsible for the college master calendar of events/activities.

Promotes affirmative action, student and gender equity as part of a College-wide recognition of diversity

Assists with grant development activities as appropriate.

Assumes the duties of the Sup/Pres in his/her absence

Performs other duties as assigned.

College 6

ASSISTANT SUPERINTENDENT/ VICE PRESIDENT OF INSTRUCTION

The Position

The Assistant Superintendent/Vice President of Instruction administers and supervises all instructional services and programs of the College, which include the Divisions of Arts & Languages; Career & Technical Education; Human Arts & Sciences; Mathematics, Natural & Health Sciences; Media, Business & Community Services; and Library & Media Center. The Vice President is responsible for Faculty Professional Development.

As Chief Instructional Officer, the Vice President provides educational leadership to all faculty and instructional staff and is responsible for supporting the values and implementing the mission of the College. With a focus on quality student learning and a commitment to student success, the Vice President promotes collegial decision-making in instructional planning and in developing systems, policies, and procedures.

Qualifications

- A master's degree from an accredited institution and five years of full time administrative experience in higher education, preferably in instruction, is required. An earned doctorate from an accredited institution is preferred.
- Five years of full time teaching experience in an institution of higher education which has included the responsibilities beyond classroom instruction such as curriculum development, student learning outcomes, institutional effectiveness measures, and working with diverse students.
- Demonstrated commitment to quality student learning and student success.
- Demonstrated ability in communicating, facilitating, and leading successfully within an institution of higher education.
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Demonstrated ability to lead and represent a diverse faculty.
- Demonstrated ability to lead instructional planning and implement plans.
- Experience in curriculum development, program design, and instructional innovation including learning technologies.
- Experience using information systems data and research for class schedule development, program review, standard performance reports, student learning outcomes, and institutional effectiveness measures.

- Experience in working collaboratively with student services staff and programs to achieve student success.
- Demonstrated ability in the processes and procedures for budgeting and projecting Full Time Equivalent Student (FTES) enrollment using class scheduling models.
- Experience in contract management.

College 7

Position Description:

The VP of Academic Affairs develops and recommends to the President policy relating to instructional programs and interprets educational laws, regulations and procedures. The VP supervises and coordinates curriculum planning and development, including new programs and certificates; reviews curricular additions, deletions and revisions; recommends to the President the appointment of new instructional faculty and staff and projects future staffing needs congruent with the Educational Master Plan. The VP of Academic Affairs provides leadership for the improvement of instruction and for staff development; and cooperates in the preparation of annual budgets for instructional programs. Because Riverside CC is in a planned multi-year transition, the VP of Academic Affairs must provide leadership in moving the system from a single college on three campuses to three separately accredited colleges in one system. The VP of Academic Affairs serves as a member of the President's Cabinet and with the VP of Student Services, provides staff support to the Board of Trustees Academic Affairs-Student Services Committee.

Skip

Duties and Responsibilities:

Develop and recommend to the President policy relating to instructional programs, administer procedures for implementation of policy, and interpret educational laws, regulations and procedures.

Supervise and coordinate curriculum planning and development including new programs and certificates; review curricular additions, deletions and revisions and present faculty recommendations to the President o and Board of Trustees.

Coordinate with the VP of Planning and Development, the development of new degree or certificate programs, grants and contracts.

Recommend to the President the appointment of new instructional faculty and staff and project future staffing needs.

In cooperation with the VP of Administration and Finance, develop the annual budget for instructional programs, including recommendations regarding staffing needs.

Assist the VP of Planning and Development and the President's Cabinet in the development of the master plan and the development of long-range objectives. Develop, implement and evaluate action plans related to objectives.

Supervise the preparation of publications pertaining to the academic program of the District. Maintain records of required course approvals and a master file of current outlines of all District courses. Supervise preparation of the master schedule of classes, college catalog, teaching assignments, and classroom utilization, in accordance with established District policy.

Provide leadership for improvement of instruction and staff development.

Provide support to the President and the chief negotiator in collective bargaining negotiations with the faculty, and carry out contract agreements on a regular basis.

Work with Deans of Instruction and the District staff to promote the utilization of institutional research and planning as a means of evaluation and improving instructional programs and services to students.

Prepare Board reports pertaining to Academic Affairs with appropriate supporting material for the President's review and approval.

Assist in interpreting College programs to the general public.

In concert with the VP of Student Services, provide staff support to the Board of Trustees, Academic affairs and Student services Committee.

Provide liaison between the President and the Academic Senate, and serve as a resource to the Academic Senate.

Serve the District as liaison officer for accreditation.

Prepare appropriate reports and correspondences for the Chancellor's Office and Board of Governors.

Maintain an understanding of current ideas, trends and practices pertaining to the area of responsibility for this position.

Participate in local, regional, and state activities to promote the Riverside CCDistrict.

Conduct performance evaluations of assigned staff.

Participate in District sponsored in-service programs.

Carry out other duties as assigned by the President.

College 8

The positions:

The VP for Instruction provides leadership in the implementation of instructional strategies – both traditional and innovative – which are the most effective in promoting successful student learning. As the instructional leader at a learning-focused college, the VPI serves as the catalyst and advocate for those throughout the institution who are committed to improving student success while maintaining the high academic standards for which PCC is justifiably proud.

The Responsibilities of the VP for Instruction

Envisions, and encourages support for, the goals and strategies of a learning-centered instructional program.

Manages the resources of the college's instructional program in such a way as to maintain the institution's high academic standards while encouraging greater student success

Promotes the development of an instructional curriculum and schedule of class offerings that are clearly derived from student and community needs

Provides leadership and support for faculty members and others to explore innovative and alternative approaches to facilitating student success

Embraces, and works effectively within, a broad-based collegial decision-making process

Insists on the application of the principles of fairness and equity in decisions affecting students or the individuals who work in the instructional area.

Encourages the appropriate use of technology in both the teaching-learning process and in support of the management of the instructional area of the college

Provides leader5ship in the effort to ensure diversity and cultural inclusiveness in the instructional programs and staff of the college

Maintains effective communication and articulation with the college's K 12 and four-year college partners.

Articulates clearly the achievements and challenges of the instructional programs to the other areas of the college, as well as to the civic an professional groups with the colleges service community.

The ideal VPI for PC has

Demonstrated experience in leading a college-level instructional program within a learning-centered environment

Demonstrated ability to foster and apply the principles of shared governance, reflecting the use of strong collaborative decision making skills, including the ability to listen

Sensitivity to the multicultural diversity of the college service community, with demonstrated commitment to the development of a diverse faculty , staff and student body and to meeting the education needs arising from the change in demographics of the San Gabriel Valley

Capacity to analyze complex issues and recommend appropriate alternative

Experience n managing a large staff and complex budget

Evidence of effective communication with internal and external constituencies.

Demonstrated interest and ability in building strong relationships between the college and the communities it serves.

Understanding of the importance of technology as it relates to all areas of the institution, as well as personal expertise and comfort in using technology in support of management responsibilities.

Integrity, a commitment to continuous improvement, and a good sense of humor

Excellent written and oral communication skills

Experience as a faculty member, preferably at the higher educational level

Substantial leadership and management experience in an instructional position with significant decision-making responsibility, preferably at a community college.