Irene: [00:00](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=0.11) Our students aren't all the same, neither are we. That's what equity is about for me. Is not just realizing what's in the room but realizing what's in ourselves. Because then the students meet who's inside of us and just not who's on the outside of us. And if they can learn to interact with us in each of the rooms they go into they'll be ready to go out into the world. I think that's what matters.

Christina: [00:30](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=30.31) Hey we're glad you're still joining us during our special summer series but today I interrupt your regular programming to bring you a very special episode featuring an interview you're not going to want to miss. Stay tuned to find out who it is and enjoy as the podcast will be taking a short break until we come back in the fall with even more compelling content to offer you in the next season.

Liesel: [00:55](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=55.2) Hey everyone it's Liesel and I've got a fun interview for you today. It's with our outgoing vice president of instruction, Irene Malmgren. And at a lot of colleges the professional and organizational development unit is under human resources. But at Mt. SAC and a few other colleges it's in the instruction office and so we've had the leadership of Irene during her tenure at Mt. SAC. And I think it's a special place for a professional development program to be housed. And we'll talk to Irene today and learn a little bit about what her views of professional development are, some formative experiences in her life and also just to get know her a little bit better, someone who will continue to have an impact on the college for many years.

Irene: [01:46](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=106.71) Hi, I'm Irene Malmgren and I'm the Vice President of Instruction and I'm finishing five years and headed into another chapter.

Liesel: [01:55](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=115.43) So, can you tell me a little bit about your background before you were a vice president of instruction? You used to teach, yes?

Irene: [02:01](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=121.21) Oh, absolutely. I have been both a counselor and a teacher. I was a counselor that did outreach. I spent a lot of times in the high schools talking to students about the importance of coming to college, and talking to their parents about why it was important for them to help them get there.

Irene: [02:15](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=135.28) I was a psychology teacher for majority of my teaching career. I taught lots and lots of intro classes and my favorite were the physiological psych classes. Then became a dean of counseling for eight years. I spent eight years at Citrus College as a vice present of instruction before I came here. So about 30 years altogether of full time work and ten years of adjunct before then so I know what it means to be a Freeway Flyer as well.

Liesel: [02:42](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=162.6) This may be a big or loaded question but how did you learn how to teach?

Irene: [02:47](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=167.07) I think I learned how to teach like most people did. At first I taught like my mentor. My favorite teacher, I emulated him. I knew what he did, I knew all his moves, I knew all his jokes, I knew a lot of his stories and that was the most comfortable place. And then I knew I needed to make it my own. The real gift I had was when I taught I had the opportunity to be part of a learning community program and so I taught with two other teachers. It scared me to death because they were the two best teachers on campus and they were in my classroom and I thought sure I'd be found out and never come back again. But it gave us the opportunity to brainstorm, to try new things. If it went well it was great and if it didn't go well we could recover it and come back again.

Irene: [03:29](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=209.78) But we did that in a classroom that held 125 students. So it wasn't like it wasn't a challenge to help students figure out how to interact with each other and talk to each other and break them into groups because it was a theater style. But we still ... I still learned a lot. And really learned to be myself in an environment where I also learned to trust my colleagues and be brave enough to share with my colleagues.

Irene: [03:55](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=235.5) I think that you need to prioritize risk taking to give people permission to take a chance because the worst thing to do is to be stagnant. You've gotta give people permission to take a chance and support. Just like we talk about giving our students ... Setting a high bar with high support we need to do the same thing for our teachers. We need a high bar of expectation but we need a high support behind them so they feel like they can try things and recover if it's not the right idea.

Irene: [04:22](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=262.59) The worst thing to do is to never try.

Liesel: [04:25](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=265.37) What function do you think professional development plays in the role of an ongoing faculty member, someone who has been teaching for awhile and is pretty solid in what they're doing, why do we need to keep coming back?

Irene: [04:38](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=278.4) There's probably multiple answers to that. One is that solid really good teacher is probably one of the best mentors we could have on campus. So if they're engaged they're engaging others. But there also is always a benefit in the conversation. I don't think anybody ever stays put too long and continues to be the best. Our students aren't the same every day and neither can we be. Even if our topic hasn't dramatically changed, what we do with it and how we help students engage with it, that's our challenge. We've got brilliant scholars, but how to engage the current students is different than how to engage the student that they were and that I was.

Liesel: [05:18](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=318.85) You're saying we can never step into the same classroom twice?

Irene: [05:21](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=321.68) That's probably true. That's probably true, as much as we'd like to think we can, absolutely.

Liesel: [05:27](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=327.67) And technology ... You've been teaching during the same sort of window that I've been in this field which is we started with blackboards, we started with maybe a word processor and now we're in a whole new world. How have you seen the role of technology as it's insinuating itself into our institutions effecting faculty and faculty learning?

Irene: [05:50](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=350.2) Well, it's interesting. It really is a generational issue. Our young faculty don't even blink. It's not affecting them. It's how they learn, it's how they interact with their material and it's how they set up to teach their material. And our job is to have the technology available to them. If we don't they'll bring it. So that part's easy. It's for the people like me who need to figure out how to best use it so it doesn't get in the way. I think the fear is will the technology get between me and my students and will it prevent me from being able to teach effectively. For me that's the question I keep thinking about those of us who don't find technology necessarily the first thing we reach for when we think about teaching. Go watch somebody who does and it's just part of them and it's more importantly part of their students.

Liesel: [06:40](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=400.66) And the upcoming next couple of years, what do you think are the things we need to learn about in order to be our best as faculty members?

Irene: [06:50](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=410.73) That's a really good question. I'd love to plant a seed that ... The seed that I tried to plant but I never could get to grow. I think this college should develop a faculty lecturer of the year program where a faculty member is identified as an outstanding lecturer, is invited sometime in the spring to present a lecture, not necessarily from their classroom, but about something that demonstrates and shows their thinking and how they do things and why they're great and probably is supported by the foundation with some stipend to do all the work that it takes to get that done. And as that happens the past lectures could become the committee that selects the next one or takes the nomination in. It could be the time where all of the awards for time spent on campus are given out. All of the kind of faculty awards could occur around the faculty lecture of the year. And that person might be honored at graduation as well. I think that's a very formal but really honored way to demonstrate the campus as a whole, the values of work that are going on in the classroom.

Liesel: [07:55](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=475.21) And I was gonna ask you too about flex day because I think we do a great flex day here and one of the amazing things to me is how many people on campus are just outstanding trainers and teachers and are so great at doing this work and so it's so nice to get them together on that day and see the range of things that we can teach one another about. And the other thing that's really grown is classified professional development. And I just wanted to talk briefly about that. Can you tell me sort of what the impetus was to start expanding and growing classified professional development?

Irene: [08:29](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=509.7) Well I think it's a parallel track to do professional development for faculty and not realize that the classified need that, value it and we need to value them by providing that opportunity. We're not going anywhere without them coming with us. We go together.

Liesel: [08:45](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=525.19) And managers are doing more now too. We had a manager's retreat. I know that there are regular management meetings. Managers are talking about leadership and a lot of times people become managers without any specific training in management.

Irene: [08:58](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=538.3) Well, you're right. Just as most of us became teachers without any training in how to be a teacher, we got a master's degree and then never had a class in how to teach, often times it's the same thing. People are willing to lead, they may be natural leaders, they have charisma and knowledge, but it's a good idea to have a safe space to talk about how do I take on this challenge? How do I do this? Is there a strategy behind it? Can I think ahead of time about how to set something up so it goes well and you're not resolving conflict because you've avoided the conflict.

Liesel: [09:33](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=573.79) Some people listening may not know that faculty and classified and management at this college can all apply for a variety of different sources of conference and travel funding, but one of those is through POD and you can get up to $1800 a year to go to a conference and that is ... It's rare that all employees, especially classified and adjunct faculty have the same opportunities that all the full time faculty do to access that. That doesn't mean that they'll definitely get it, it's a finite amount, but I get to see some of the amazing conference and travel requests that come through and some of the things people are doing. I'm wondering what role you think going to conferences plays in professional development for employees.

Irene: [10:12](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=612.49) I think it provides a variety of opportunities. There's rich exposure to new and different ideas. The challenge is what to do once you've gathered that together. When you go as an individual it impacts you, it impacts your students, but what do you do with it if you believe it's something that others should know about? How do you find that time to share it with others and create an impact beyond that individual.

Liesel: [10:39](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=639.75) Well, I do want to call out Emily Versace who is a great example of someone who went to an event, a conference, was so inspired she got trained, was so inspired, she came back and is now running these trainings on campus and is going to be offering three extended workshops next year. I think she's episode four of our podcast if you want to hear Emily. And you can hear her passion in her presentation. And I think that's a wonderful takeaway if people can bring something back and then sort of infect us with the virus of whatever excitement they got from the experience.

Liesel: [11:14](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=674.97) One other thing that strikes me about conferences is that when I first started going to conferences representing Mt. SAC is I found out that we're a pretty special college. And so one of the benefits of going and representing Mt. SAC is realizing we're really looked up to and some other campuses don't have their act together as much as we do in some areas. Obviously there's a lot of great colleges out there, but it is sort of a source of pride to go out and to hear how well we're doing. How do you feel representing Mt. SAC when you go out and speak?

Irene: [11:46](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=706.17) Oh, it's wonderful. What sometimes happens is well that's Mt. SAC, they don't have the problems the rest of us do, they're already there. But I watch our noncredit team go out and when they go to a conference about noncredit, they don't get to sit in their seats, they're up behind the mic all the time because they're asked to be the speakers. I look at our curriculum people. The curriculum institute is happening right now. Michelle is speaking, Christina is there, Jermona is there. Again, they're not in the audience, they're up front because they're the experts. Michelle even, she was sent her agenda to speak without even any consultation because it was just decided by the academic senate that she's the expert and so she should go. It's wonderful to be able to see us out there but it also is a call to stay on top of things. Mt. SAC has an amazing amount of support for initiatives. I know we all have fatigue around some of that but the flip side is we get to be interested in something and have this support to go after it.

Irene: [12:46](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=766.06) We may need to learn to say no once in a while but for our students it's been a good thing, and that we have to keep remembering. But the level of support to go after these new ideas is unheard of in other places.

Liesel: [12:58](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=778.93) I just have two more areas to go over. One of them that we may not always think about as a professional development topic but certainly has an enormous role in shaping individuals professional development are sabbaticals. What are your hopes for what people accomplish when they do take time outside the classroom?

Irene: [13:14](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=794.09) If I had to come up with one word it would be enrichment because, again, it takes time to do that so it gives you time to either look beyond where you've looked or look deeper in where you are, to explore some thinking. Some do that by writing. There's a lot of writing that goes on. There's a lot of classroom ... Thinking about how their classroom is organized, whether it yields a flipped classroom or just a more Socratic method in the classroom, thinking about the teaching and learning process. A few are scholarly and they're off doing specialized work, almost post doc work. They're valuable in lots of different ways, but it's that enrichment and kind of re energizing time.

Irene: [13:58](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=838.56) It doesn't work for everyone, not everyone can take advantage of it, but the knowing that it's an option is, again a great gift from our board of trustees and the fact that they're able to and willing to support that is not something that I see everywhere.

Liesel: [14:13](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=853.86) Something else that's been implemented under your tenure is the presentation of sabbaticals and I got to participate in one of those. I think it's a wonderful event and I got so much out of, what is it 20 or 30 minutes per person? But I was really excited, it just felt like a rigorous academic setting to be a part of a group of colleagues and know how smart they all are and that they've been spending their time working on something. But also there were takeaways.

Irene: [14:41](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=881.69) The experience of the report back I hope continues, because it just began, it's not yet a tradition, it's just the beginning and it could disappear if we're not careful but I think -

Liesel: [14:53](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=893.84) I'm committed to hosting that event through POD even though we don't oversee sabbaticals, but I think we can make that a professional development activity. I think it's really great.

Irene: [15:03](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=903.34) I would appreciate that because I do see it as a very academic opportunity, it's a colloquium between the faculty. And I also think it's an opportunity for the faculty to really talk about what they did in it's depth and be proud of their own work and let their colleagues celebrate it as well.

Liesel: [15:21](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=921.35) So now I want to kind of get into some more reflection from you and ask you to think about what were the formative moments, events or people that sort of pushed you in new directions.

Irene: [15:33](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=933.11) So an amazing moment was we had a conference or a training couple of days for the counselors when I was at Santa Ana College and the transfer center director came in and said "Have you found a speaker yet?" I said "No." She said "Well, how about if I bring you John Wooden?" And I said "Really? I don't think we can afford it." She said "Well let me call." She was a translator for the Olympics in Spain and had a chance to get to know people who knew him well so she came back in and she said "Well his ... He has two fees. If you have money you pay $10,000. If you don't you bake him three dozen homemade chocolate chip cookies." And I said "We can do that." So he came and spoke for three hours and he told stories about teaching. He was an English teacher and he told magical stories about what it was like to teach and why it was important and how the lessens he learned in the classroom were translated to the court and why that made him a successful coach.

Irene: [16:32](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=992.89) And why the life lessens he taught his students are the ones he's most proud of. We had to provide the transportation so one of the counselors picked him up and drove him back and he said "I bet you want one of those cookies?" And the counselor said "Sure." And he said "But I'm not gonna share because you still have someone in your life who can bake them for you. I lost my wife, I don't have anybody to do that for me anymore." And that was the reason the cookies were something important to him. But that was a magical professional development moment. Who would know that John Wooden would be sitting in a conference room with 30 counselors sharing his life story for three dozen cookies.

Liesel: [17:10](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1030.04) People who love teaching love teaching right?

Irene: [17:10](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1030.04) That's right.

Liesel: [17:13](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1033.41) And that's what happens when we do get in those rooms. You and I are both moved by this visibly and I can attest to that. That when you have even just one of those moments those are key moments that shape your teaching. Are there any books that you would suggest that we read or that have been meaningful to you as an educator or helping to understand the community college?

Liesel: [17:38](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1058.84) She's heading over to the bookshelf. This is good.

Irene: [17:40](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1060.63) I am. I am.

Liesel: [17:41](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1061.6) Alright, she's got ... Oh gosh, this is gonna be a big reading list. You're gonna be able to check the show notes for all of these books. So I'm gonna get all of these titles but let's get a quick rundown of some books that would be recommended here. Great. Okay.

Irene: [17:56](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1076.41) The first one is a text that's called "Teaching with Fire" which is a collection of poems that are about sustaining the courage to teach. And I've used them for lots of different things to begin conversations about why we teach and the feelings that happen during your career, the beginning, in the middle and at the end when you don't want to lose that fire. So I'm actually gonna send one of these poems to the 100 faculty that I've hired while I was here. I feel like that's a legacy that I'll have ... That Mt. SAC will live with for a long, long time and I'm really proud of the opportunity to do that. So they're gonna get this and a little note from me at some ... If you could see the book there's about a dozen placeholders, I haven't quite yet decided which one's gonna go.

Irene: [18:46](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1126.81) Randy Paush, "The Last Lecture." It's just a really wonderful reminder of what we do and why we do it and why it matters every single day. Redesigning America's Community Colleges, that's the Davis Jenkins book that started this whole pathways piece. There are chapters that you might want to tear out, but there's also some really good thought provoking work in there. This was the beginning, there's a lot of data and literature since then, but, again, it makes you think. I've carried these with me a long time. Parker Palmer, "The Heart of Higher Education." "The Courage to Teach." Again, thinking about why we do it. I don't think my place is to tell people what to do, but to provide a place and permission to think about what they do. And, again, to try different things and to not be all the same.

Liesel: [19:41](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1181.54) Could I actually ask you to read a poem for us?

Irene: [19:45](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1185.52) This is one of the short ones. It's called "These Days." Whatever you have to say, leave the roots on, let them dangle, and the dirt, just to make clear where they came from" - Charles Olson. It's been an honor to be at Mt. SAC. I feel like ... Sometimes I think the only thing that was wrong was I didn't get here sooner because I've thoroughly enjoyed my time and getting to know people and to be part of this team has been really fun. It's just been really fun.

Liesel: [20:17](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1217.58) I know there are many thank yous and goodbyes still to come, but on behalf of everybody who's listening that didn't get to say goodbye we'll say goodbye and thank you so much. It's been a joy having you here.

Irene: [20:26](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1226.51) Thank you.

Liesel: [20:31](https://www.rev.com/transcript-editor/Edit?token=xR0ApF_tPkNJmjUoHNSKOkygdIWhBpWjz9ovaqU-Kt_maV2A5vnrHkDEPqNBKOzNrBPTTWi65UJyt9G-6oQ7-iRNXBM&loadFrom=DocumentDeeplink&ts=1231) Hey, thanks so much for joining us for the Magic Mountie Podcast. We love your likes, we love your shares and we love your comments. So please engage with our community, download from wherever you love to get your podcasts, iTunes, Google, Rate My Professor, we're there. We want you to be back with us next week. Remember, any opinions that are expressed in this podcast do not necessarily represent Mount San Antonio College or any of it's agents. We'll see you next time.