

VII BOARD OF TRUSTEES

Membership on the board of trustees underwent gradual change in the decade following 1967. When the first four-year terms of board members ended in 1967, three of the original board members bowed out. Robert Coate, (District 3), who had been selected to a state-level post in the Democratic Party organization, was succeeded by Robert Cummings, a local attorney. Edward Martins, (District 5), relinquished his position in line with his conviction that board positions should circulate periodically among the local citizenry. His place was taken over by another attorney, Fred Duman. Fredrick Sullivan and William Tenney ran against each other for District 6 (Hayward area) and Sullivan won, retaining his position on the board. This contest was the result of a reorganization of Trustee areas which had been finalized in November of the previous year, creating District 7 (Livermore-Amador Valley area), for which Dorothy Hudgins successfully ran, winning her seat on the board. The other board members, Charles Stone (District 1), E. J. "Jay" Chinn (District 2), and L. Arthur Van Etten (District 4), were reelected.

The only other change in board personnel in these years was the selection of James Martin, an attorney, to replace Robert Cummings after his untimely demise in 1969. In accordance with board custom, each member took a turn with the presidential gavel: Stone (1967-68), Chinn (1968-69), Hudgins (1969-70), and Duman (1970-71). The position of the original members as the board majority contributed to the continuity and relative stability of the top leadership of the Chabot College district for the first decade of college operations.

Board membership underwent a basic shift in personnel in the second decade. In the 1971 board election, Ann Duncan, the Employee Relations Director for the City of Livermore, took the place of retiring Fredrick Sullivan. When James Martin resigned for personal reasons in 1975, Lawrence Jarvis, an attorney, was elected for the remainder of Martin's term. When the venerable Charles Stone died in the same year, his place was taken over briefly by Charles Matzen, an insurance agent (1976-77), and later by Margaret Rose Wiedman.



Ann Duncan

The board presidency passed from Van Etten (1971-72), to Martin (1972-73), Hudgins (1973-74, 1977-78), Duncan (1974-75, 1978-79), Duman (1975-76), Chinn (1976-77), Jarvis (1978-79), Duncan (1979-80) and Wiedman (1980-81). The board majority had passed into the hands of the "newcomers" by 1971. The women members gained increasing prominence in board affairs by their growing numbers and activist roles.



SWEARING IN. Taking their oath of office (from left) are Trustees Fred Duman, Frederick T. Sullivan, and Robert J. Cummings.



FIRST WOMAN TRUSTEE. Mrs. Dorothy Hudgins of Livermore, first woman to serve as a trustee of the (then) South County Joint Junior College District, is sworn in by Trustee Charles W. Stone. At left is Trustee E. J. "Jay" Chinn.

Personalities

The board's personality reflected the shift in trustees and the changes in college problems and issues. New members brought moderate and liberal views that tempered but did not replace the strong conservative character of the original board. Each had a distinctive style.

Fredrick Duman was the dynamic lawyer, Ann Duncan was an enthusiast of educational causes, Margaret Wiedman a trenchant commentator. As Robert Coate had played the moderator's role in the 1960's, so Dorothy Hudgins in her more quietly persuasive and modest way played a similar role in the 1970's. The original members, specially "Jay" Chinn and L. Arthur Van Etten, continued to play important roles in board deliberations. Close observers of board meetings over these years generally singled out "Jay" Chinn as the most influential figure in shaping the board's position on the issues.



Margaret Rose Wiedman

Relationships

The board's relations with Reed Buffington inevitably experienced a reassessment and change. As Superintendent-President he continued to follow scrupulously the dictum that the board made policy while he, as chief administrator, saw to its implementation.

Only on rare occasions usually dictated by special circumstances - would he play a direct role in guiding board deliberations. Observers familiar with the Board - Superintendent-President relations among community colleges generally have commented on Buffington's "low profile" before the board, compared with the high visibility of some flamboyant superintendents in other districts. His consistency and thoroughness in preparing the "homework" for the trustees in dealing with matters before the board was particularly praised.



James Martin



THE BOARD IN 1976, Posing for an informal picture are (seated, from left) Trustees L. Arthur Van Etten, Fred Duman and E. J. "Jay" Chinn. Standing, from left, are Trustee Lawrence Jarvis, Dr. Reed L. Buffington, and Trustees Dorothy Hudgins, Ann Duncan and Charles Matzen.

New board members began to assume a different stance on matters of policy. Whereas the original board in the 1960's carefully confined their actions to policy-making, the board of the 1970's entered into the heretofore traditional sphere of the chief administrator in examining and acting on policy implementation. Ann Duncan, who was involved in management in her professional position, represented this new stance by expressing the belief that the board should follow up on its decisions, be more familiar with college operations and in a better position to influence the achievement of college objectives. The board became more involved with specific aspects and greater details of college programs and operations as the decade progressed.

In two areas board-superintendent relations experienced little or no change. The board was unwavering in its full support of its chief administrator. When Reed Buffington's contract periodically came up for reconsideration, board members were unanimous in expressing their high regard for his competence and integrity, and their deep appreciation of his valuable services. The Board and the Superintendent-President were united in their commitment to quality education. There were, of course, occasions in board deliberations that reflected differences in interpretation of this commitment.

But there was never any question that each trustee and the Superintendent-President were dedicated to providing the college community with the best educational program possible for its constituents.

Changing Times

In governing college affairs, the board faced a series of formidable challenges over the years that made its responsibilities and tasks increasingly more difficult. On the old campus, the Board was primarily involved in constructive matters, like building up a permanent campus at Hayward and developing the educational program for the expanding college.

After the move to the new campus, the Board had to deal with a vast array of issues and problems that were subject to the fluctuations of changing times - as will be described in our remaining story. The Board handled unforeseen problems in purchasing the Lake Chabot site and in building the Livermore campus. It confronted complex issues arising from different types of students and new forms of faculty activism. It met the uncertain prospects of the future by long-range and comprehensive master plans for campus construction and curriculum development. It dealt with unpredictable financial problems that greatly complicated its budget operations. College finances underwent a fundamental change: Chabot in 1965 drew 80 percent of its revenues from local sources, like the property tax, but in 1980 relied on the state government for 80 percent of its income. The constant element in the board picture over these first two decades was the strong commitment of the trustees to carry out their responsibilities to the community.



LAKE CHABOT SITE: Among the Board of Trustees' activities in the early years was consideration of a future campus site to serve the San Leandro-Castro Valley area. The site ultimately selected consisted of 147 acres located above Lake Chabot midway between the two communities. It was this site the Associated Students had hoped to put focus on when they voted to recommend the name, Chabot College, for the new institution on the first temporary' campus. This photo was taken September 12, 1964 when the Board, members of the San Leandro Site Selection Committee, officials of the East Bay Municipal Utility District, owner of the land, architects and others toured the proposed location. Architect Delp W. Johnson points out features of a contour model of the site.



Reed L. Buffington

Superintendent - President

As Superintendent-President, Reed Buffington presided over an ever-developing administrative leadership team. The college move from San Leandro to the Hayward campus in 1965-1966 brought on the first major expansion in administrative staff. This leveled off by the time of the new campus dedication in May 1967. Between 1969 and 1975, the administrative staff underwent steady although modest expansion as college programs were developed and extended to meet the specialized needs of new student groups. The opening of the Valley campus in Livermore in 1975 added a new segment of administrative staff to operate the new campus.

Additional committees were formed to meet needs imposed by the changing conditions of the 1970's. Among them were the College Committees for Affirmative Action, Community Services, Faculty Development, Sabbatical Leave, Personnel Exchange, Career Advancement Awards Committee (classified), Student Personnel, Equivalent Credit and Food Services. While these committees varied greatly in performance and achievement over this decade, they were occasionally the source of imaginative ideas and innovative methods that were incorporated into college policies and programs. .

Throughout these years of change, Reed Buffington maintained a firm grip on the administrative hierarchy. He placed great reliance on the traditional administrative or management team concept by which councils of managers are established as administrative units are added to carry out expanded programs or activities. The present organizational system works as follows: Senior Staff Council, in which the Superintendent-President meets with the Business Manager and the Deans of Administrative Services, Instruction, Student Personnel and Valley Campus, makes the key decisions for college management; Management Council, consisting of the Superintendent-President, Business Manager, Deans, and the Associate Deans, and Management Staff, which is comprised of all designated managers, including Division Chairmen and Classified Management people, acts as a general forum for discussion of management concerns of interest to all.

Management Staff meetings have been characterized as orderly, business-like affairs, generally conducted in a congenial atmosphere that encourages an open exchange of ideas and information. The meetings very much reflect the personal and professional style of Reed Buffington. They insure a blending of the decision-making and policy implementation processes that have made possible the effective coordination of the many programs, operations, and other activities that are a part of the management of a two-campus institution.

Dr. Buffington also maintained close contact with other segments of the college. Most important of these in the activity area were the many college committees which were composed of appropriate management, faculty, staff, and student representatives to develop policy and programs in their respective areas. The original committees, which include Curriculum, Student Personnel, Bookstore, and Library Services (now Learning Resources), have gained greater prominence over the years due to the expanding scope of their activities.

Reed Buffington also maintained direct communication with the faculty and student governing bodies. He kept the Faculty Senate and Associated students abreast of developments affecting them, not only by routing appropriate documents to them but also through periodical conferences with their top officers. He also used the two organizations to solicit ideas and recommendations for the resolution of pressing problems of the moment. At one point, early on for example, the Faculty Senate invited Dr. Buffington to meet and discuss areas of friction. Out of the frank discussion which ensued, emerged the practice of the two annual meetings for open jaw-boning sessions. When student unrest surfaced on campus in 1967-1968, Dr. Buffington visited the Faculty Senate to discuss ways of handling the situation.

Reed Buffington's personal style is reflected in the open door policy of his office, begun on Old Campus and continued at the Hayward site. People passing by could see him working at his desk, and if the time was appropriate, they could drop in to discuss a matter or just "shoot the breeze." Despite a busy schedule which imposed constrictions on his time, he was always accessible. Visitors to other college institutions in the Bay Area would see closed doors to the offices of top managers, a negative image bound to have its affect. Reed Buffington has never allowed this to happen at Chabot College. He has always made sure that the door to his office was open and the welcome mat out.

Profile of a Leader

Campus opinion of the Superintendent-President varies according to individual perspective. Knowledgeable faculty and students see Reed Buffington as a first-rate administrator who had managed the college with great skill and widespread involvement. One faculty member with an earlier career in the business world thought of him as an excellent businessman who would excel as a top executive in a large corporation. Others saw him as an arbitrary leader and an authoritarian personality. They recalled his hard-line attitude and uncompromising ways on faculty collective bargaining and other matters that came near the sphere of his authority. In his relations with faculty and staff, he is



seen as firm on certain principles and one who places a premium on loyalty. One thing is clear: beyond the board room, the power center of Chabot College is in the office of the Superintendent-President.

In view of Reed Buffington's vital role as the key figure in the remarkable development of Chabot College, the nature of that leadership deserves examination. One aspect has to do with the concept which underlies the college program and activities - quality education. Chabot from its inception has been deeply committed to quality education. Over the years, the commitment was reflected in the actions of the Board, the Superintendent-President, management staff and the faculty.

In the early years of college operations, the administration and faculty were in general agreement on the meaning of quality education, which emphasized a broad curriculum of varied courses adapted to specific needs of students and taught by well-qualified teachers, and a well-managed institution that provided high-grade facilities and equipment

operated by experienced administrators and a competent classified staff. As Superintendent-President, Dr. Buffington was persistent in upholding that concept and had a relatively easier task in gaining support from all segments of the college in supporting the idea.

Over the years, however, the concept of quality education took on a broader meaning that was subject to different interpretations and a myriad of definitions. By the 1970's, the college had grown into a large complex institution serving the needs of different student groups and extending college programs into the community at large. It was to Reed Buffington's credit that he was consistent in maintaining the precepts of quality education but flexible enough to adapt to a broader version of the concept in response to the changing times. He continued to emphasize ability and experience in employing management staff as well as professionalism and diversity in selecting faculty. He sought managers and teachers with potential for enterprise and innovation.

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Reed Buffington's success in maintaining quality education at Chabot College owes much to the high caliber of his administrators and faculty, and the classified staff which provided support services. Proof of the pudding is in the excellent curricula, outstanding facilities, and state-of-the-art equipment available throughout the institution. Nevertheless, it was the Superintendent-President who was the guiding instrument in putting it all together.

Another feature of Reed Buffington's leadership is his version of the management concept, in this instance an application of the broader concept of governance - delicately balancing authority in such a way as to insure positive development of faculty and student potentials while keeping the focus on the institution rather than individual interests. Dr. Buffington sought to strike such a balance by carefully distributing policy-making responsibility among various divisions, departments and sections while retaining the power of decision in his office. He achieved this balance by judicious delegation of responsibility and through the establishment of clear lines of authority throughout the administrative hierarchy. By so doing, he achieved a remarkable balance of centralized management for orderly development, and decentralized policymaking, allowing both management staff and faculty the freedom to carry out assigned functions in their way, while at the same time providing, in a very real sense, the opportunity for all to influence Dr. Buffington and his decisions. Here is the key to Chabot College's widespread reputation as a well-managed institution noted for its innovation and enterprise.

There are implications in Reed Buffington's version of the management concept that have been manifest in the Superintendent-President's leadership. According to a prevailing maxim of society, where groups share ideas, they exist in harmony, but where groups have opposing ideas, there is inevitable clash. Given the differences of opinion and competing ideas, it was inevitable that individuals and groups would take issue with the Superintendent-President from time to time. Reed Buffington showed a keen sensitivity to group pressure and had a capacity for flexible response enabling him to deal with it effectively. In such situations, he would take a firm stand, but when his position became untenable, he would shift ground to retain the upper hand. He had an instinct for working out a compromise or making concessions to resolve such situations.

Perhaps the key to Reed Buffington's leadership lies in his executive abilities coupled with his educational insights. Among the types of college leaders, he is primarily an educator as compared to the businessman, the public relations man or the builder of a campus plant, although he has more than a touch of the latter three qualities. His loyalties and commitments are still rooted in the classroom, where stu-

dents and teachers interact. He has the attributes of a sound chief executive in that he has a clear conception of his goals and objectives. As a state-level observer commented, he has a good idea of what he is doing and why he does it. Reed Buffington has an artful manner for resolving problems and manages difficult situations in a straightforward way. He has a well-known reputation for retaining a firm grip on Chabot College affairs and rarely has been caught off-guard by unpredictable events. The college community has a high regard for Reed Buffington - a respect for his ability and integrity and appreciation for his effective management of college affairs during the troublesome years of the past decade.

The Administrative Staff

As the college staff increased, the administrative structure was expanded, extended and revised. The upper structure was altered by periodic expansions of college operations and programs. After the college moved to the Hayward campus, the Dean/Assistant Dean structure was replaced by the Dean/Associate Dean/Assistant Dean scheme in the areas of Instruction and Student Personnel. The deanship for Planning and Development established in 1967 was made inactive in 1972 upon failure of the tax override election. Dr. Richard Yeo moved from that position to become Dean of Instruction, replacing Dean John McKinley who assumed a new role as Dean of Administrative Services. This new office gave the District the leadership and resources needed to centralize personnel operations and prepare for collective bargaining, which was on the horizon. By the mid-1970's, the upper structure had been rounded out with the additions of a dean to serve as executive officer of the new Valley Campus (Dr. Barbara Mertes) and an associate dean for Community Services (initially Dr. Lee Hinckley, then Santiago Garza).



John McKinley

Each area underwent transformation in size and numbers that did not substantially alter the lower structure. New divisions, departments and sections were organized from time to time in the course of making adjustments to new programs and changing operations. Management and classified staff were employed, promoted, reassigned and released

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according to their ability and other factors. Their functions and responsibilities, as well as their performance, were subject to periodic review and evaluation. This continuous process of administrative examination that is so important to effective management, and not always practiced by colleges, was a trademark at Chabot College. In this way, the college management kept up with the pace of changing conditions.



FIRST ASSOCIATE DEAN FOR COMMUNITY SERVICES. Dr. Ira Lee Hinckley, second from left, became the first Associate Dean for Community Services. Shown with Dr. Hinckley (from left) are Dr. Arthur Hudgins, Mrs. Betty Davis, Secretary to the Superintendent-President, and trustee Dorothy Hudgins. Photo had been taken earlier at the dedication ceremonies for the opening of the Chabot College Community Auditorium.



Walter Robie

Out of this process of organization and reorganization emerged the present administrative or management structure of this institution. The Business Manager, who plays a vital role in college management, assumes responsibility for the institution's finances and campus physical operations. The first Business Manager, Peter Barthelme, did a masterful job of directing business operations during the period when the college experienced its greatest growth. When Mr. Barthelme retired in 1975, the position was assumed by Walter Robie. Under the Business Manager is the Business Assistant, Dan Bokuvka, and the Manager of

Accounting Operations, at the time of this writing Robert Curry; the Purchasing Agent, Sharon Trethan, and Manager of Maintenance and Operations, Joseph Morris. The latter oversees the Security Supervisor, Randolph Pate, who operates the campus patrol.

The Dean of Instruction, second in line of authority to the President, has charge of a large segment of college operations that covers the whole range of instructional services and curriculum. Richard Yeo, who took over the deanship from John McKinley in 1972, has been an astute and enterprising manager in supervising a complex office. In response to the increasing number of students attending Chabot College on different schedules, Dean Yeo in 1978 instituted a major reorganization of the Office of Instruction as he put it, to make a positive statement of equal institutional commitment to all students: day, evening, Saturday, part-time and full-time." The plan realigned the Associate and Assistant Deans by instructional divisions rather than "by the clock or calendar."



DICKENS. Richard Yeo on television reading excerpts from Charles Dickens, a seasonal program which has become a perennial favorite of Channel 28 viewers.

The instructional divisions are now organized into four units. The Associate Dean (Lee Hinckley) and Assistant Dean (Clyde Allen) for Creative and Applied Arts supervise the chairmen of the Humanities Division (Elliott Charnow), Language Arts Division (Leland Kent) and Physical Education Division (John Wagoner). The Associate Dean (Robert Hunter) and Assistant Dean (Gabriela Pisano) for Natural and Applied Sciences work with the chairmen of the Health Sciences division (Kaye Kennett), Science-Mathematics Division (Juliette Bryson) and Technology and Engineering Division (Robert Brown). The responsibilities of the Associate Dean (Shanon Christiansen) and Assistant Dean (Debra Wilkerson) for Social and Applied Sciences include the Business Division (Harold Fraser), Public Services Division (Robert Wood) and Social Sciences Division (Albert Lewis). The Associate Dean (Warren Hicks) and Assistant Dean (Donald Mayo) for Learning Resources supervise a wide range of LRC facilities and services, including library, audio-visual media, television and audio production, printing, graphics, A V maintenance and repair, and related activities, in addition to the Independent Study Center and several areas of instructional design and related activity supporting the whole district. On the Hayward campus, Dennis Steele is Media Operations Manager. At Valley campus, Linda Lucas is Assistant Dean of Instruction

for Learning Resources. A resourceful and indefatigable professional, Ms. Lucas has full responsibility for the LRC at Valley campus.

The 1978 reorganization of the Office of Instruction also pointed to the passing of traditional concepts and familiar faces. The name change from Library to Learning Resources Center, which was made in 1974, is an example of the shift in concept from the traditional, which sees the librarian as a custodian of books, to one which sees him or her as an active partner in the whole educational process.



Arthur L. Larson

Director of Counseling and Guidance, and Gene Wellman, Director of Intercollegiate Athletics.

Student Personnel Services, including a wide range of responsibilities related directly to the students themselves, is headed by Dr. Arthur L. Larson, Dean of Student Personnel, a dynamic administrator much loved and respected by students. Like Reed Buffington, Dr. Larson maintains an "open door," and when students and staff reporting to him are not in his office, he is among them wherever they are, contributing to the positive and vital experiences which constitute college life, and leading, by example, in the dedicated work of preparing young people (and others) for the future.

Carlo Vecchiarelli is Director of Admissions and Records, and Betty Giblin is Registrar, Wilhelm Dickhuth is

Director of Counseling and Guidance, and Gene Wellman, Director of Intercollegiate Athletics.

As Director of Special Student Services, Fred Sims oversees several critical student support areas and administrators. Ruben Hernandez, Student Services Officer, carries the major responsibility for financial aids and veterans' services. Ruth Corbett, Manager of Employment Services, supervises the programs for job placement and student work study. Melinda Matsuda, Student Services Officer, organizes and operates the K.O.P.S. and Tutorials programs. K.J. Simpson, Director of Student Activities, watches over the affairs of student government and the operation of the Bookstore, managed by Karen Filipas. Assistant Dean Richard Moore oversees student services in the evening program and the Disabled Student Center.

Two more segments round out the management structure. The Dean of Administrative Services serves as the district personnel officer and supervises personnel operations with the aid of Lawrence Sizar, Personnel Assistant. Other functions of Administrative Services which come within the purview of Dean McKinley include overall supervision of Management Information

Services, headed by Raymond Jablonn, the Affirmative Action program, Accreditation, Employee Relations, and varied other assignments given by the Superintendent President. Mr. McKinley, a mainstay in college operations, assumed the position when it was created in 1972 after serving in other key administrative capacities, including many years as Dean of Instruction.

Community Services is headed by Associate Dean Santiago Garza.

The Classified Staff

The classified staff are the support personnel who are distinguished from the faculty in that they are not required to have a state credential to perform their job. Yet they are an integral part of the success story of Chabot College. They are the foundation which undergirds the work of the teacher, counselor, librarian and administrator.

From a small core of twenty-four who provided secretarial, records, reception, custodial, library, maintenance, business and bookstore services in 1961, the classified staff has grown to nearly 200 in 1981. This growth has occurred not only in numbers but also in the diversity and complexity of services provided. Technicians in instructional television, electronics, audiovisual repair and maintenance, radio operations, biological sciences, chemistry, technical-vocational technology, nursing and athletic equipment upkeep, all provide essential support services the college could not do without. Instructional aides assist in operating instructional centers and in tutoring (reading, writing, mathematics, learning skills, speech, business skills and computer centers). There are counselor aides who assist students and counselors, computer operators, programmers, analysts and keypunch operators. Others are security officers, accounting assistants and specialized clerks in Admissions and Records, Payroll, Purchasing, and the Learning Resources Center.

Not only do the classified staff members provide those services associated with their daily work, however, they also provide leadership in college committees (Gene Houck and Gay Connor, for example, serve on the Career Advancement Awards Committee), in accreditation work (Elaine Crouse served as Chairman of the 1980 Accreditation Steering Committee), and collective bargaining activities (Leslie R. "Bob" Ence is the enduring president of the college C.S.E.A. Chapter), to mention only a few examples.

Also included in the classified staff are several key managers and supervising personnel: Walter Robie (Business Manager), Raymond Jablonn (Manager of Management Information Services), Sharon Trethan (Purchasing Agent), Joseph Morris (Manager of Maintenance and Operations), to mention a few. Betty Giblin is Manager of Admissions and Records and College Registrar; others include Ruth Corbett (Manager, Employment Services), Karen Filipas (Bookstore Manager), Dennis Steele (Manager of Media Operations)

and Melinda Matsuda and Rubin Hernandez (Student Services Officers). And there are more: Arthur Vargas (Public Information Officer), Lawrence Sizar (Personnel Assistant), Robert Curry (Manager of Accounting Operations) and Dan Bokuvka (Business Assistant). Perhaps there are some we have left out here in the pressure of finalizing this informal history of Chabot College for the anniversary of its 20th year. But we have tried to include everyone. Just a listing of these titles provides a better picture of the breadth and significance of the many areas of classified service. Grounds, maintenance, custodial and security, computer and auditorium operations are all given leadership by other classified personnel designated as supervisors.

As an example of the varied and extensive service given by classified staff members is Mrs. Betty Giblin. Beginning as a Secretary to the President, Betty moved to the position of Secretary to the Dean of Instruction (later Dean of Administrative Services) then to the Admissions and Records Office where she became first Manager. During her career of more than 15 years with the college she has served in many advisory roles, been a member of public and community councils and contributed to the beauty of the campus through her interest in the arts. Major service contributions by Marion McSweeney



Betty Giblin

(Library Media Technician) and Francis "Sue" Wood (Counselor Aide), both original members of the college staff since 1961, and others, have also been noted. But in so brief a history, one further must suffice. Since 1962, Texas-raised Mrs. Betty Davis has provided dedicated service to the District. Now secretary to the President-Superintendent, she has demonstrated her loyalty to Dr. Buffington and her devotion to the Board of Trustees in many ways. Her completion of the Associate in Arts Degree in 1980 is an example not only of her own determination but also the enriching interaction which occurs frequently between the staff and the college.



Betty Davis

The respect given to all of the classified staff by faculty and administration alike has been earned and has contributed to the interchange of ideas and good working relationships that have helped the college become known as a friendly and open, yet businesslike institution. Chabot College owes much to the character and dedication of its classified staff.