CIO NEWS AND VIEWS

The Newsletter of the CCCCIO

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January 2008 Volume III, Number 2

A Message from CCCCIO President Lori Gaskin

The Power of One

Like many of you, I tend to go into a somewhat reflective mood as each new calendar year comes upon us. Quite often, my introspection quickly takes me to my role in education and inevitably leads me to affirm something that I strongly believe in: the *power of one*!

In education – one cannot help but be impacted by the notion that each of us, as an educator, has enormous influence upon the lives of our students. I see this embodied in the phrase - the *power of one*. In my vision, this "power" is not negative – but rather has the potential to cultivate incredible outcomes such as:

- The *power of one* to make a difference!
- The *power of one* to foster a dream!
- The *power of one* to believe in students!
- The *power of one* to show students that they can believe in themselves!
- The *power of one* to cultivate in students a passion for a discipline!
- The *power of one* to encourage students to follow their heart!
- The *power of one* to help educate students!
- The *power of one* to guide students along the pathway of learning!

Through your efforts individually and the collective efforts of everyone on our campuses (the *power of one* and the *power of the whole*) – we create environments which allow our students to grow, explore, discover, question, analyze, reason, take risks, and expand their minds. Our chosen profession is both humbling and altruistic and it is immensely gratifying to pause for a moment (particularly at the beginning of a new year) and reflect upon all we do to make a difference!

I know our CIO plate is full with such things as the basic skills initiative, restructuring our non-compliant "transfer" AA degrees so that they are compliant, making sure our certificates are defined correctly and are in order, implementing all the other changes to Title 5, aligning our colleges with regional collaboratives for CTE funding, keeping track of what's going on statewide with assessment, implementing SLOs across the institution, cultivating potential academic leaders to fill our dean positions, hiring new faculty, handling the daily crises which tend to appear out of nowhere, and carrying out the innumerable other responsibilities which go hand-in-hand with being a CIO. However, we must carve out time amidst all these work responsibilities to celebrate the core of our professional lives – educating students. Working with your faculty, your colleagues, your peers, and everyone at your colleges – each of you have that special *power of one* to enrich the lives of our students. You truly make a difference!

HERE'S TO A WONDERFUL AND MEANINGFUL 2008!!

– Lori Gaskin

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Fall Conference, October 30-November 2, 2007

CIO BEACH BASH—A SURF-FIRE SUCCESS

Opening Session

One hundred and one CIOs and other instructional administrators hummed Beach Boy songs and ignored foggy weather as they rode the waves of change at the CCCCIO Fall Conference in Monterey. The highlights:

Tuesday afternoon/Wednesday morning

Twenty-three people attended the pre-conference *411 CIO Academy,* which began with **Randy Lawson's** intensive review of enrollment management, including the planning and mechanics of scheduling classes, marketing and enrollment services, student retention and persistence, and reporting and compliance. **Pam Deegan** discussed the many roles CIOs must play—with the faculty, with the instructional team, with the president, and with the board of trustees. **Dona Boatright** talked about the hierarchy of authority of the Education Code, the Title 5 regulations and local Board policies, and then discussed the role of the CIO in managing contracts, grievances and faculty hiring and evaluation, and mentoring people inside the college in collaboration with faculty and other administrators.

Wednesday

The opening luncheon featured new girl in town **Diane Woodruff**, interim CCCCO Chancellor. The first female chancellor of the system, Chancellor Woodruff noted that Ginger Rodgers did everything that Fred Astaire did, only backwards; and that "the rooster crows, but the hen delivers."

The Chancellor believes our biggest challenge right now is to improve the success rates of our students. "We have been criticized by several statewide studies recently and [student success] comes up in every newspaper interview that I have had since I was appointed and in every legislative hearing…. One of our biggest problems is that more than 70 percent of the students who come to us cannot read, write and do math at the college level." The system has responded with the Student Success/Basic Skills Initiative, which was collaboratively developed by the Academic Senate, the CIOs and the CSSOs. "Because this is such a critical year for implementing the Student Success/Basic Skills Initiative, I have made it my top priority and I hope you will make it yours…. For the first time, we have been given $33 million to focus in on basic skills and help our most vulnerable students be successful. That means that we now have the money to help fund the things we know are desperately needed."

She concluded her remarks with a plea for CIOs to consider CEO positions: "If you are a successful CIO it means that you are able to handle the politics of working with faculty. It is not a big stretch to handle the politics of working with a board. So let me know if any of you want to move up. I love to mentor good people and I think it is particularly important to have people with experience as CIOs in these top positions."

Vice Chancellor **Carole Bogue-Feinour** followed her new boss with a presentation outlining the history and development of the ESL/Basic Skills initiative, its funding, and the tasks now before the colleges. She noted how much the system office values the CIOs—and reminded us to get the BS/ESL surveys in….

Ronald Berk, a biostatistician from John Hopkins University, followed with a variety show entitled *"I Can Hear Music": Multimedia Teaching for the Net Generation*. Dr. Berk believes that the "Net Generation" is tech-savvy and image-oriented rather than text-oriented, and craves interaction, likes to work in teams, learns experientially, shifts attention and multi-tasks, and has the attention span of goat cheese [sic]. He believes one has to incorporate multiple strategies for incorporating humor, music, videos and games into teaching, and utilized all these strategies in his presentation…. Wednesday's dinner speaker was UC Santa Cruz Chancellor **George Blumenthal**, who expressed support for the community college mission and admiration for the work the colleges do and the students who transfer to his institution.

Thursday

Breakfast included what the program called *Focused Regional Group Meetings*, all of them productive, some more focused than others…. There followed the CCCCIO Business Meeting, during which CIO Prexy **Lori Gaskin** generously lobbed valuable gifts more or less randomly into the audience, causing only one or two minor injuries. CIOs gave warm thanks to **Randy Lawson** for the very productive work he accomplished during his presidency, Lori presented the organizations goals for the year, and **Barry Russell** provided an update on Tech III. New Title 5 language defining certificates sparked extended discussion that included, as the diplomats say, a frank exchange of views….**Pegi Ard** (CFO, Cabrillo) joined **Judy Minor** (Foothill) in a productive, interactive session on the CIO role in collective bargaining. The luncheon speaker was **Theresa Tenna**, CCLC Director of Fiscal Policy, whose thankless assignment was to explain how uncertain, how volatile, and how just plain bad California's fiscal situation is. She encouraged support of the efforts of *Californians for Improving Community Colleges* to protect our colleges from reductions in revenue.

After lunch **Dr. E Jan Kehoe**, Chair of ACCJC, spoke about the "national discussions" that are impacting the Accrediting Commission. Criticism of higher education has morphed into criticism of the bodies responsible for assuring quality—the accrediting commissions. Margaret Spellings, Secretary of the Department of Education, has been pushing the effort for "bright line indicators" of quality and more uniform assessment standards that do not take into account the uniqueness and diversity of the institutions. Accreditors are working with congressional leaders to resist these moves, but they also recognize the need to respond affirmatively to the public's call for more accountability. It is in this context that ACCJC is emphasizing the need for our colleges to make progress beyond "awareness" and towards "proficiency" and "sustainable continuous quality improvement" in the development of program review, planning, student learning outcomes.

The afternoon concluded with an exercise in decision-making led by **Pam Deegan** (Mira Costa), **Bob Deegan** (President, Palomar) and **Eva Conrad** (President, Moorpark). The panel presented the group with scenarios about board members ordering deans around; the disposal of dead cats; unauthorized children in classrooms; and faculty who demand ideal schedules, accumulate sexual harassment complaints, and/or live in their offices with little attention to personal hygiene. Having just warmed up on collective bargaining, California's fiscal crisis, and institutional effectiveness, the groups handled these challenges with aplomb. A short time later, they continued their deliberations at a reception sponsored by *Governet* and the *Curricunet System*.

Friday

The conference concluded with the CIO Curriculum Academy, conducted by the tag team of **Stephanie Low** (CCCCO Instructional Programs & Services Specialist), **Randy Lawson**, **Lori Gaskin**, and **Pam Eddinger**. Randy and Lori asked us to celebrate revisions in the Title 5 regulations, and explained "what you never knew you needed to know but now you know you need to know." Stephanie Low "busted" several "myths" about program approval and clarified issues associated with low-unit certificate programs, credit and noncredit course approval, and various changes in the Program and Course Approval Handbook. It was clear from the robust dialog that emerged in the course of this session that CIOs have some significant concerns about the regulations and they would like to see them addressed.

(N.B.: There are some exceedingly informative Word documents and Power Point presentations from this conference on the CIO web site. Check them out at http://ccccio.org/.)

Fall Conference Gallery

Wednesday

Lori enjoys a joke

Carole Bogue-Feinour, Pam Deegan, & Randy Lawson at the 411 CIO Academy on Tuesday & Wednesday

Deanne Woodruff at the Opening Luncheon

Dinner Speaker and UC Santa Cruz Chancellor George Blumenthal

Chancellor in Full Regalia with Her Attendants

Ron Berk's Slide Reminds CIOs of Their Heritage

Berk Volunteers

Berk Volunteers

Wednesday Dinner

Thursday

Regional Groupies

CB Gurus Pegi Ard & Judy Minor, with host Dave Bolt.

President Gaskin pitches new goals and airborne gifts.

Pam Eddinger thanks CCLC Fiscal Policy Director Theresa Tenna

Randy Lawson acknowledges CIOs appreciation and thanks.

Thursday

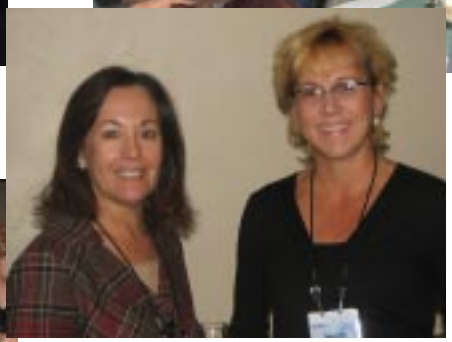
Melinda Nish hands the wine to discussion leaders Bob & Pam Deegan & Eva Conrad

ACCJC Commissioner Jan Kehoe, with Barry Russell

Friday

John Spevak with CCCCO Program Specialist Stephanie Low, after a bracing discussion of Title 5 Regs

At the Reception



In-House Expert #1!

LINDA BERRY on PROGRAM MAPPING

The Executive Board of the CCCCIO asked News & Views to feature "In-house Experts"—chief instructional officers with significant knowledge and experience related to topics of importance to all CIOs. We hope that this series will help us all become better aware of the expertise within our ranks so that we can consult with each other effectively as issues arise.

Board member Linda Berry, Chief Instructional Officer, Merritt College, "volunteered" (was drafted) to kick off the series. We thank Linda—and urge others to step forward!

N&V: What is program mapping?

LB: Program mapping consists of creating the "world" of the program via a large oval, and then populating the oval with all the courses in the program.

N&V: Why do it?

LB: It's a great tool for developing courses and programs. It helps you and your faculty "see" each course in relationship to every other course in the program. It enables you to assure that each program outcome is directly addressed in at least one required course in the program. It exposes content gaps and content redundancies you might otherwise not notice. And by illuminating capstone courses and integrating experiences in the program, it helps students see common themes in their learning experiences.

N&V: Where did you learn about it?

I learned about mapping in my doctoral program at Oregon State University from Dr. Ruth Stiehl, one of our professors. She has written The Outcomes Primer, The Mapping Primer, and her latest book, The Assessment Primer. She taught us to look at the curriculum from the outside in, from the outcomes to the curriculum design. So while the student's journey is from entry to outcomes (from left to right on a map), the actual design of the curriculum flows in the opposite direction, from right to left. This concept makes sense to me, since our journey as we design the curriculum must necessarily be very different than the student's journey as he/she experiences the course and program.

N&V: Can you give me an example of a map of a program and the student journey?

LB: Sure. If you go to page 9 and turn your head sideways, you will see the map of the Nursery Management Specialist Program within Merritt College's Landscape Horticulture Program. It uses certain mapping conventions that anyone familiar with program mapping could read. At the right, outside the program oval, are the program outcomes. At the left, in a large arrow that enters the oval, are the entry skills or prerequisites to the program. The student's journey begins on the left, but the faculty begins building or revising the program over on the right, by articulating the program outcomes, and then constructing the map from right to left. Courses are signified by circles and ovals, and the Nursery Management courses are color-coded pink. Suggested general education courses are arrayed outside the program oval. Various group activities that the students take part in are arrayed in the rectangle in the center.

N&V: How is Merritt College taking to program mapping?

LB: Well, like many colleges we still have a lot of work to do. But we have put in place the Student Learning Outcome and Assessment Coordinating Committee, which has been introducing mapping and assessment tools to our faculty. We are doing a lot of training and the response has been quite positive. In January we will finalize our institutional outcomes. We see it as a five-year process.

N&V: What advice would you give to a CIO who wishes to bring about change in a college culture that is resistant or, shall we say, unenthusiastic about using outcomes assessment to improve its programs and services?

LB: First of all, as the CIO you have to believe in it. A lot of the things I used to read about assessment and learning outcomes made it seem pretty complicated, and some of the rubrics were off-putting. Mapping, for me at least, is a very powerful, practical way to approach the task. Along with Ruth Stiehl, I recommend beginning at the program level—in "the middle," rather than at the course or institutional level. If you start there, you discover what's relevant, what's missing before you look at courses—and you may discover that as you improve your programs you will improve your institutional outcomes.

I don't advise you to begin trying to change your culture by talking to faculty about how to assess students. That just makes people defensive. It's better to talk about really counts: the student's journey through the program.

N&V: What can CIOs expect when they contact you as our first "in-house expert"?

LB: I love to talk about this stuff—it's intellectually challenging and fun to do. So if you call, get ready for a long talk with an enthusiastic cheerleader!

Got more questions? You can reach Linda Berry at lberry@peralta.edu .

NURSERY MANAGEMENT SPECIALIST within LANDSCAPE HORTICULTURE PROGRAM – Snapshot 2/11/03
LANDSCAPE HORTICULTURE PROGRAM
Reading, writing & math skills-Interest in plants-Physical capabilities
Dept. Night
LH206 Business Landsc.
LH 14 Construct.
LH 17 Irrigat.
LH18A,B Design
LH 8 Turf Mgmt.
LH 13 Aborl-culture
LH 20 House plants
Career Night
ROLE: Nursery Owner/ Manager
INTENDED LEARNING OUTCOMES
+Perform basic tasks of a professional nurseryman.
+Run a successful garden-related business.
+Design and plant professional quality gardens for clients.
+Be able to pass advanced horticulture studies.
+Access/assess gardening resources.
+Support efforts to link people more closely with plants.
ELECTIVES
LH 203 Greenhouse Operations
LH 204 Floricul-ture
LH 480J Crops
LH202A -D Soil Lab
Take 3 of 5
LH 1 Intro
LH 23 Plant Term.
LH 26 Pruning
LH 2 Trees
LH 3 Ground Covers
LH 4 Shrub
LH 5 Native Plants
LH 6 Herb. Plants
SHARED ACTIVITIES
LABS FIELD TRIPS PROJECTS VOLUNTEERISM
PLANT SALE INTERNET INTERNSHIPS
LH 24 Propagation
LH 25 Management
Prof. Orgs
LH 10 Insects
LH 11 Diseases
LH12 Weeds
LH 16 Soils
LH 19 Nutrition
General Education Courses
MERRITT COLLEGE – Linda Berry
Area 1 Botany
Area 2 Psychology
Area 3 Spanish
Area 4A English201
Area 4B Math 201
Area 4C CIS 205
Area 4D Bus Comm.

YET MORE NEW CIOs THIS YEAR

Our investigative reports have discovered three more talented individuals who have joined our ranks within the last year. Please take a moment to welcome them, via email, phone call, or skywriting.

[Contact me at ebuckley@sonic.net if you are a new CIO—or if you know of a new CIO—who has not yet been listed in News & Views–E.B.]

Anna Davies
Associate Superintendent/ Vice President, Academic Affairs
Allan Hancock College

Ron Johnson
Vice President, Academic Services
College of the Sequoias

Rachel Rosenthal
Assistant Superintendent/ Vice President, Instruction
Sierra College

Save the date!!

Spring 2008 Joint CIO & CSSO Conference

March 26 - 28, 2008
Holiday Inn on the Bay
1355 North Harbor Drive
San Diego, CA 92101

San Diego's Coronado Bridge

From the System Office

BASIC SKILLS FUNDING: KEY FEATURES, KEY DEADLINES

(Adapted from November 2 Memo from Juan Cruz, Academic Planning and Development, Academic Affairs, CCCCO)

There have been three allocations of Basic Skills funding to date. The following are the particulars on each of the allocations.

I. 2005-06 basic skills overcap funds allocated at the beginning of the 06-07

- $750,000 to conduct a review and analysis of the literature ($50,000 contract) and for professional development efforts ($700,000 grant)

- Balance of $29,974,000 allocated to colleges with minimum of $50,000 per district to be spent in the following areas or categories:
  - Research
  - Curriculum Development
  - Professional Development
  - Articulation
  - Student Academic Assessment
  - Other Student Needs
  - Student Counseling
  - Basic Skills / ESL Tutoring
  - Instructional Materials
  - Other Activities for the Enhancement of Basic Skills

- **Expenditure reports and Dates:**
  - Midyear Expenditure Report due **January 31, 2007**
  - End of Year Expenditure Report due **July 31, 2007**, to include carry over funds by category into 2007-08
  - 2005-06 Fund Expenditures will continue to be reported separately;
    - 2005-06 Midyear Expenditure Report (carryover funds) due **January 31, 2008**
    - 2005-06 End of Year Expenditure Report (carryover funds) due **July 31, 2008**
    - 2005-06 Midyear Expenditure Report (carryover funds) due **January 31, 2009**
    - 2005-06 End of year and Final Expenditure Report (carryover funds) due **July 31, 2009**

II. 2006-07 basic skills overcap funds allocated at the end of 06-07

- $33,110,000 million on ESL/basic skills FTES basis
  - Areas of allowed expenditure
  - Curriculum Development
  - Course Articulation
  - Research
  - Professional Development
  - Instructional Equipment and Materials
  - Counseling
  - Tutoring
  - Other Activities for the Enhancement of Basic Skills

- **Expenditure Reports and Dates:**
  - Midyear Expenditure Report due **January 31, 2008**
  - End of Year Expenditure Report **July 31, 2008**, which includes carry over funds by category into 2008-09
  - 2006-07 Fund Expenditures will continue to be reported separately;
    - 2006-07 Midyear Expenditure Report (carryover funds) due **January 31, 2009**
    - 2006-07 End of Year and Final Expenditure Report (carryover funds) due **July 31, 2009**

III. 2007-08 basic skills overcap funds allocated at the beginning of the 07-08

- $1.6 million for professional development efforts ($1,600,000 grant)

- Balance of $31,500,000 allocated to colleges with minimum of $100,000 per college to be spent in the following areas or categories:
  - Program and Curriculum Planning and Development
  - Student Assessment
  - Advisement and Counseling Services
  - Supplemental Instruction and Tutoring
  - Articulation
  - Instructional Materials and Equipment
  - Other purpose directly related to the enhancement of basic skills , ESL instruction, and related student programs

- 2007-08 (only) Action and Expenditure Plans due on or before May 1, 2008
  - Subsequent Action and Expenditure plans will be due at the beginning of each academic year.

- **Expenditure reports and Dates:**
  - No Midyear Expenditure Report due!
  - End of Year Expenditure Report **July 31, 2008**, which includes carry over funds by category into 2008-09
  - 2007-08 Funds will continue to be reported separately;
    - 2007-08 Midyear Expenditure Report (carryover funds) due **January 31, 2009**
    - 2007-08 End of Year Expenditure Report (carryover funds) due **July 31, 2009**
    - 2007-08 Midyear Expenditure Report (carryover funds) due **January 31, 2010**
    - 2007-08 End of Year and Final Expenditure Report (carryover funds) due **July 31, 2010**

Q & A —CERTIFICATE OF ACHIEVEMENT

(Our thanks to Carole Bogue-Feinour for providing this information—ed.)

What is a Certificate Achievement?
The Certificate of Achievement designation for a program implies that students who complete the program will be guided through a pattern of learning experiences designed to develop certain capabilities that may be oriented to *either career or general education*.

Do Certificate of Achievement programs require System Office approval?
Yes. Before the recent changes in Title 5, Certificates of Achievement of 18 units or more required System Office. Now, the new Title 5 regulation allows colleges to submit for approval "low-unit" certificates of 12 or more semester units but fewer than 18 semester units as Certificates of Achievement.

Why should I care whether or not a certificate program is designated as a Certificate of Achievement program?
Colleges may want to avail themselves of this opportunity to convert some low-unit certificates to Certificates of Achievement because only Certificates of Achievement may be entered on student transcripts.

Our college has some strong programs of under18 units. How complicated will the approval process be?
A college that is already offering certificates of 12 to under18 semester units with a record of strong enrollments may use existing data to support their program approval request. We all want to work together to facilitate the approval process, especially for the career technical education certificates.

Do all approval requests have to be reviewed by Career Technical Education Regional Consortia?
No. Only those programs that have a career technical education goal need the concurrence of the appropriate Regional Consortium. However, it is not necessary for the consortium to review all the materials required on the CCC-501 application. The consortium should concur that there is no unnecessary duplication of programs and should verify that sufficient labor market information justifies the program.

How do we apply?
Colleges request approval of Certificates of Achievement by submitting the CCC-501 application, which asks for discussion and/or evidence pertaining to 21 critical items. (Please see the accompanying box.) For colleges that are seeking approval of low-unit certificates that have been offered in the past, some of the items (marked with *) will require only brief responses.

I'm still confused!
Should you have questions regarding the process, please contact Stephanie Low at (916) 322-6888 or lows@cccco.edu. Thank you very much.

REQUIRED Items for Approval of a 12-18 Unit Certificate of Achievement

1. Statement of Program Goals and Objectives
2. CatalogDescription
3. Program Requirements
4.* Background and Rationale
5.* Enrollment and Completer Projections
6.* Place of Program in Curriculum/Similar Programs
7.* Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis
11. List of Members of Advisory Committee
12. Recommendation of Advisory Committee (summary only; minutes are not required)

Items 5, 6 and 7 should reflect existing data for the certificate as it has been offered in the past. Items 8, 11 and 12 may reflect data from the most recent program review, which may have been conducted during the past two years for career technical education programs, or current data.

NOT REQUIRED for Approval of Low-Unit Certificates That Have Already Been Offered

9. Employer Survey
10. Explanation of Employer Relationship
15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability
19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

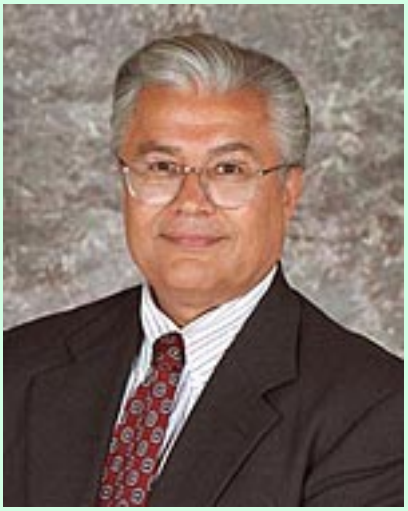
These items **will be required** for applications for approval of all **new** certificates, including new certificates of 12 or more but fewer than 18 semester units.

CIO SPEAKS OUT

Vice President vs. Provost

by
RAY MAGHROORI
&
CHARLES POWERS

(The following article was published in the Chronicle of Higher Education in August 2007)



On many college campuses, the person who is second in command after the president has two titles: vice president for academic affairs and provost. Even on campuses where the second in command has only one job title (vice president or provost), she or he is expected to perform both sets of duties.

The problem is, the two roles entail distinctly different and, at times, even conflicting responsibilities.

The traditional role of a vice president for academic affairs is to promote and maintain a distinctive academic vision. That means leading the intellectual community on the campus, playing the role of visionary, and, when necessary, defending lofty principles.

The vice president's central responsibility is to make sure the institution clarifies and stays true to its mission. A second in command will sometimes be called on to be a prophet and profess deep truths about the institution, its core values, and its commitments. In that role, a second in command is, first and foremost, a faculty member and leader of the campus intelligentsia, and only secondarily the manager of a big bureaucracy.

By contrast, the provost's traditional role is to make sure that administrative and support operations run as they need to on a daily basis. The provost monitors those processes, resolves personnel matters, balances budgets, arbitrates demands for facilities, and oversees the marketing of business operations (such as revenue-generating performing-arts and sports events).

When a second in command is discharging those provost duties, he or she needs to be a grassroots politician, making sure necessary things happen on time. Success requires that the provost operate more as a pragmatic manager than a prophetic visionary.

The differences between the vice president's and the provost's duties are sometimes obscured by the fact that both sets of responsibilities often fall to the same person. But because those responsibilities are distinct, they need to be approached differently. What campuses need is a second in command who can accurately gauge which role is more pertinent in a given situation -someone who can act either as a prophet or a politician depending on what the situation calls for, and then quickly adjust to meet the next crisis dujour.

If you are a second in command with both titles, you may find your job particularly difficult because of the culture of shared governance in academe. That culture limits your authority to operate independently without any significant reduction in your level of accountability.

Of course, you do have some powerful tools at your disposal. You set the agenda. You manage the bulk of the institution's budget and personnel. You normally appoint or approve the appointment of department heads. You hire deans and other top campus administrators. You get to make decisions that others must accommodate —not the other way around.

But that authority comes with a price. It means dealing with a lot of people problems and intracampus rivalries. Every decision you make —whether it is about general priorities or the specific allocation of resources —is a decision some set of people on the campus will want to fire you over.

Even small oversights by invisible people on the campus can turn into systemic issues that wind up on your desk. ("Why are students' names taking so long to migrate

onto class rosters?") And the major mistakes that people make, or the transgressions they commit, can land you in court to represent the institution, which (fairly or not) is expected to exercise oversight responsibilities and (accurately or not) is perceived as having deep pockets.

In all of those various problems, large and small, the competing demands of the vice president's and the provost's duties come into play.

As provost, you are responsible for the dauntingly complicated operations of the institution, so you feel the need to dispense quickly with the barrage of problems that crop up on a daily basis. You want to negotiate compromises that are at least minimally acceptable, in order to get people back to the business of meeting deadlines.

But as vice president for academic affairs —and chief academic visionary —you want to put on the brakes and think about whether a particular solution is in line with the university's mission. You want to take the time to understand and respond thoughtfully to matters of deep principle.

A politician has to be willing to compromise principles to some degree in order to arrive at an agreement that will enjoy enough support (i.e., enough people thinking, ''It may not be perfect, but it is what we have") to keep things functioning.

A politician sees compromise as a good thing, as a way of getting over an obstacle and back on task. Pragmatism is the default decision-making approach associated with the provost part of being second in command.

In a shared-governance environment, that means abiding by the rules to decide everything that can be decided within the rules, and letting committees make most of the rest of the decisions. That approach tends to moderate conflict on a campus.

Issues involving academic integrity, academic freedom, and promotion of core educational values are cases in which the politician (provost) needs to take a back seat to the prophet (vice president for academic affairs). When those issues are at stake, the decision-making process should be guided by adherence to organizational values and mission. You need to be a visionary here, not a manager.

The professional challenge that you face, almost daily, as a second in command is to decide when to adhere to the idealism of the job without entertaining much room for compromise, and when to be a realist and allow some deviation from ideals in order to keep the process from stalling out.

We can't tell you what that point is, since it varies on any given issue. Institutional progress is impossible if the second in command turns too many issues into ideological battles. On the other hand, progress also sputters when a university's programs and operations are out of alignment with its mission and ideals. If you mistakenly start to transform an operational matter into more of an ideological question than it needs to be, work on that matter will slow almost immediately. That makes it easy to detect the point at which you should start asking if you are being "uncompromising" without a compelling reason.

The more common mistake is to overlook genuine and significant matters of principle, dismissing issues without appreciating their underlying significance. Seemingly trivial or personal matters that make their way to the desk of the second in command sometimes fall into that category. They are the issues that "won't seem to go away" because the circumstantial masks a deeper conflict.

Too much of a pragmatic "back to work and look the other way" response can have deep symbolic significance for those involved and affect the way people on the campus think about institutional values. People can read volumes into administrative responses, and many of those volumes were never intended to be written.

To be an effective second in command means developing the instinct to know when to put on which hat.

Ray Maghroori is vice chancellor of academic affairs at the Riverside Community College District and Charles Powers is a professor of sociology at Santa Clara University.

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(Editor's Note: News & Views would like to publish more articles that are written by CIOs and that address issues of interest to CIOs. If you would like to contribute, please contact ebuckley@sonic.net.)