THE DEPARTMENT CHAIR AT JCCC

Report requested by the
Johnson County Community College Faculty Senate

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EXECUTIVE SUMMARY

This study examines the responsibilities, effectiveness, and cost of department chairs at Johnson County Community College. It is based on a thorough examination of official college documents, material supplied by the chief academic officer, and a detailed survey of department chairs themselves. It describes the history of the chairs model of organization, the results of an extensive survey of chair responsibilities and perceptions, the relationship of department chairs to the college mission and values statements, and the cost of department chairs compared with assistant deans.

It shows that the college created departments headed by chairs in a 2008 academic reorganization in order to strengthen academic standards, increase faculty cohesion, provide more effective collaboration, and align the college structure with that of other institutions of higher education. In its examination of chair responsibilities, it found that throughout the college, department chairs perform similar functions, but because of the diversity of courses and programs offered by the college, some chair responsibilities vary by department. And the report reveals that department chairs have, in fact, proven adaptable to this wide variety of programs and courses. It also found that the department chair, as an expert in an academic discipline, performs an invaluable role in relations with the department, other parts of the college, outside institutions, and the community.

The study also found that the chairs model is particularly suited to helping the college realize its stated mission and values. This is partly because department chairs, as members of the faculty and administrators, are uniquely qualified to relate to students, fellow faculty members, administrators, and other members of the college community. The study also shows that department chairs perform a vast number of functions directly related to the college values of integrity, collaboration, responsiveness, leadership, and innovation. The chairs model, in fact, aligns with the transformational style of leadership upon which these values are based.

The study also examined the cost of the department chairs and compared it with the cost of replacing department chairs with assistant deans. The additional cost of assistant deans amounted to more than one million dollars per year.

On the basis of all this information, this study recommends retaining the chairs model.

BACKGROUND OF THE FACULTY SENATE
DEPARTMENT CHAIRS REPORT

In the Spring Semester 2015, it came to the attention of several members of the Faculty Senate that the Instructional Deans Council, some members of the Board of Trustees, the Office of the President, and others on campus were curious about the department chairs position. Speculating that some up-coming administrative decisions might lead to yet another reorganization of the college's governance structure, several members of the Faculty Senate urged that the Senate assemble information about the department chairs position in order to inform members of the college community about department chairs, their responsibilities, their cost, the scope of their work, and their effectiveness.

On February 12, 2015, in response to a motion by Professor Jim Leiker, the Faculty Senate requested that the position of department chair at JCCC be studied. A Senate Chairs Committee was formed.

THE DEPARTMENT CHAIRS STUDY

The Faculty Senate Chairs Committee obtained information for this study (1) by researching the college's governance structure from Board Minutes, the campus website, and documents from reorganization committees in 2008; (2) by conducting a survey of department chairs; and (3) by obtaining data from the Office of the Vice President of Academic Instruction.

THE DEPARTMENT CHAIR AT JCCC:
THE HISTORY OF POSITION DESCRIPTIONS

The position of department chair was created during the reorganization of JCCC's instructional branch in 2008. At that time, under the direction of CAO Marilyn Rhinehart, two committees were formed, one to write the position description for academic deans and the other to write the position description for department chairs for both transfer and career programs [See Appendix A & Appendix B].

Before these committees were formed, no official departmental structure existed at JCCC. Instead, faculty members were affiliated by academic disciplines in various program iterations, names, and groupings, and under the leadership of various facilitators, program directors, and assistant deans, and also under ever-changing divisional titles and structures.

However, under the new system, the first work for faculty members in each academic discipline and career program was *to create an actual department* through writing a set of departmental by-laws, even if the department had only one full-time faculty member. Some of the academic disciplines joined with other allied subject areas in order to create large departments, such as Science; some of the departments contained a single full-time faculty member, such as Art History or Journalism; and still others contained a single academic discipline, such as Math or English.

Once the departments were created, the faculty members were to select department chairs. From the beginning, the method for choosing the chair has been the responsibility of each department. Some department chairs are elected, some are chosen by consensus, some are made department chairs by necessity because the departments are small, and some are appointed. However, through whatever means they are chosen, department chairs are experts in and representatives of specific disciplines. For instance, the Department Chair of Fire Science is actually an expert in fire science, and the Department Chair of Fine Art & Photography is actually a fine artist.[1]

The extent of the responsibilities for each of the department chairs has *always* varied from department to department depending on many circumstances. It was generally assumed by the committee that wrote the department chairs position descriptions that the tasks and duties assigned to individual department chairs would vary, given that, say, the Chair of Biotech would have *duties similar to but not identical with* the Chair of Humanities. However, it was also assumed the list of responsibilities for each chair should at least align with the original Chair Position Description and with the by-laws for the department. The department chair's responsibilities should also be organized with the help of the division dean.

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[1] For a list of the department chairs and their credentials, see Appendix E.

Overall, the department chair structure itself was meant to be adaptable to the wide variety of courses, programs, and careers that are offered at JCCC, which is by far the largest community college in the area and one of the largest institutions of higher learning in Kansas.

It should be noted that the designation "Department Chair" is applied almost universally across higher education in the United States. It is a customary term used all the way from community colleges (and even in high schools) up to prestigious private universities in order to designate the leader of an academic discipline or program at an institution. When a department chair identifies himself or herself as such, colleagues outside the JCCC community understand what that means. At the very least, the department chair is point person for that discipline in the college and inquiries from outside the institution can be easily directed to that person, as can inquiries from students, advisors, counselors, faculty and members of other departments inside JCCC itself.

It is the opinion of the Faculty Senate Chairs Committee that the creation of departments and the selection of department chairs gave to the academic disciplines and career programs in the college a much stronger sense of identity and gave faculty members in those disciplines and programs much more investment in the institution. It is a structure that lends itself to inclusion, focus, flexibility, creativity, and innovation, as the following discussion will show.

It should also be noted that faculty members, generally, do not become department chairs out of a desire for power, though it can be a pathway to leadership. As Professor Don Chu notes in his *The Department Chair Primer*:

> Research tells us that very few chairs today agree to take on the job because they want power. It's not a career choice. It's a choice based on the need to serve their students, their colleagues, and the disciplines they represent. There is no one better positioned than the chair to do what is right and necessary. (3)[2]

In Summary:

A department chair is an approved designation in the structure of JCCC's governance, as described in Appendix A and Appendix B.

A department chair is a nationally recognized title in colleges and universities.

Further, a department chair

- Is an expert in an academic discipline or career program and has credentials and extensive teaching experience in that discipline

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[2] Don Chu. *The Department Chair Primer: What Chairs Need to Know to Make a Difference.* 2nd edition. John Wiley & Sons, 2012.

- Works closely with students, faculty members, the division dean, and the public
- Advocates for the students, faculty and the discipline itself within and beyond the college community
- Coordinates and supervises the work of the department.

THE FACULTY SENATE SURVEY:
DEPARTMENT CHAIRS DESCRIBE THEIR WORK

Background

Over the summer of 2015, the Faculty Senate Chairs Committee created a Department Chair Questionnaire. Professor Michael Robertson created a Chairs Listserv for the distribution of the survey. During fall 2015 the questionnaire [Appendix C] was distributed to department chairs. Also, other information about department chairs was assembled.

The Department Chairs Survey contained 11 questions. The second question on the survey requested numerical estimates of time spent on a variety of tasks. The survey included 9 additional questions about the work associated with the position of department chair. The survey thus required department chairs to estimate hours spent on specific tasks per year, to list additional tasks in their roles as department chairs, and to respond to broad questions about the nature and scope of the work as department chairs.

The Survey Participants

Total number of department chairs: Approximately 51

Department chairs responding: 31 (60%)[3]

> Total number of sections for 2014-2015 for which the responding chairs were responsible: 4007

> Total number of full-time and adjunct faculty that the responding chairs represent: 675

Those department chairs responding to the survey include the chairs of the largest departments with the most credit hours offered, along with many of the chairs of small departments, both in transfer and career programs.

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[3] For a list of department chairs along with a list of those who participated in the Department Chairs Survey, see Appendix D. This list also includes each chair's academic rank.

The Survey Results

The Department Chairs Survey asked department chairs to indicate which of the 24 key administrative tasks they routinely perform.

In the survey results, we find that almost all department chairs perform the *same* tasks, with the exception of the career program chairs, who work with advisory boards and with student internships.

The Department Chairs Survey also asked that department chairs estimate the hours per year that they spent on these Key Tasks.

A number of the department chairs maintained that it is difficult to calculate the number of hours a task might take, such as hiring adjuncts or responding to student complaints, because these tasks vary so much from day to day and semester to semester, and individual tasks themselves may be distributed over a number of days or even weeks.

As Professor Jim Leiker, Chair of History & Political Science, remarked:

> It is difficult to estimate precise hours for each activity. Scheduling only happens two or three times a semester, but when it does, it demands that other work be put on hold and addressed immediately. If an adjunct suddenly quits, it may require 40 to 60 hours to hire a new one. Student complaints tend to escalate near the end of the semester as they get worried about grades. I check emails at home in the evenings, worry about cancelling classes in my sleep, or have a bright idea and start making notes about it while I'm on vacation. So I can't say with true accuracy how many hours I do each of these because I rarely distinguish work time from non-work time. More important than the total hours, which are rough estimates, are the weights given to these tasks.

Though the job of a department chair is difficult to parse, a huge majority of the department chairs who returned the Department Chairs Survey attempted to do so.

In the chart below, the results of the Department Chairs Survey list the Key Tasks performed by department chairs and their hourly estimates.[4]

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[4] **S**everal of the department chairs returned their surveys by simply identifying the key tasks they performed but did not submit estimates of the time they spent on these tasks. Also, one of the surveys had time estimates that were too high, so those numbers were removed from totals and averages as they would have skewed the results upward.

Responses to Department Chairs Survey—Question 2: Key Tasks

The Department Chairs Survey chart below shows that many tasks are performed by *all* of the department chairs. For the 24 tasks listed, most department chairs (88%) perform the same tasks at a rate of 70% or higher.

Key Task	Number of Chairs who Identified the Task as Part of Their Work	Percentage of Chairs Performing the Task for 31 Chairs	Average Hours Per Year for 27 Chairs	Total Hours Reported for 27 Chairs
a. **Planning** (preparing for ongoing and new academic and administrative initiatives)	30	98%	52	1392
b. Creating, advocating, and implementing changes in **curriculum**	31	100%	59	1591
c. Representing your department in **committees** and other groups	31	100%	52	1391
d. Representing your department to the **community**	30	98%	42	1164
e. Achieving or maintaining **accreditation** or other recognition of your department	22	71%	27	724
f. **Scheduling classes and labs**	31	100%	56	1502
g. Hiring, supervising, evaluating, and managing the retention of department *full-time* **faculty members**	24	77%	29	791
h. Hiring, supervising, evaluating, and managing the retention of department *adjunct* **faculty members**	28	90%	157	2196
i. Meeting with faculty members in your area for other reasons	29	94%	107	1439
j. Dealing with **student** questions, complaints, and other matters	31	100%	191	2670
k. Conferring with **administrators**	31	100%	89	1246
l. Coordinating and writing **program reviews**	29	94%	67	943
m. Developing, coordinating, and reporting department **assessment**	28	90%	120	730
n. Developing and coordinating **professional development** (including training and retraining, where applicable) of faculty members within your department	25	81%	32	444
o. Organizing **conferences, lectures,** and other **events**	24	77%	60	846

Key Task	Number of Chairs who Identified the Task as Part of Their Work	Percentage of Chairs Performing the Task for 31 Chairs	Average Hours Per Year for 27 Chairs	Total Hours Reported for 27 Chairs
p. **Helping students** acquire employment and internships by mentoring, writing recommendations, and providing additional support	22	71%	40	700
q. Developing, monitoring, and evaluating **internships**	14	45%	34	302
r. Preparing **budgets**	30	98%	20	543
s. Organizing and serving on **advisory boards** and committees	25	81%	23	626
t. **Marketing** department programs	25	81%	21	561
u. **Tracking graduates**	25	81%	10	138
v. Ordering **books, software, supplies, and equipment**	30	98%	89	1247
w. Hiring, supervising and evaluating **lab assistant**s and other employees	13	42%	19	510
x. Coordinating **College Now** instruction	13	42%	16	220
Total Hours Reported on 27 Surveys for 24 Key Tasks: 23,916				

Discussion of Department Chairs Hourly Report of Key Tasks

The accumulated total for all key tasks reported for 27 department chairs is 23,916 hours of work.

Figuring a generous 50-hour work week, how many assistant deans would it take to perform these key tasks?

23,916 hours of work = 478 weeks @ 50 hours each.

Assuming a 49- or 48-week works on an annual calendar, it would require 10 assistant deans to replace the work of 27 department chairs on key tasks alone, much less all the other specialized tasks the department chairs perform in specific disciplines, keeping in mind that the department chairs also teach.

It is obvious, that the resumption of the assistant dean's model would reduce the amount of time the institution spends with students, works on projects, and attends to related professional matters.

Responses to Department Chairs Survey—Questions 2 & 3: Additional Tasks

In addition to all the key tasks that the department chairs perform in common, individual department chairs engage in numerous other activities related to their specific disciplines. These tasks are beneficial to students, the college, the community, and their professions. Below is a list of tasks listed by department chairs as belonging to their positions, all of which keep them busy:

1. Developing and sharing innovative teaching methods
2. Communicating with faculty via email, blogs, listservs
3. Training faculty on new software
4. Reviewing new software
5. Reviewing online teaching resources
6. Being the contact person for the college and students
7. Representing and advocating for faculty to higher administrators regarding departmental issues
8. Leading self-evaluative projects handed down from administrators regarding departmental issues
9. Fielding questions
10. Training in Banner tasks
11. Advising students
12. Learning software so that other college area ask departments to do the work formally done by others
13. Preparing and/or updating program materials
14. Brochures—designing, updating, and maintaining them
15. Creating and overseeing pages on the JCCC website
16. Meeting with book publisher representatives
17. Preparing and planning major conferences
18. Developing new programs and certificates
19. Coordinating placement of students with the testing office
20. Participating in alumni and student club activities and for some programs this is an extensive list
21. Listing ITP requests
22. Requesting remodeling of classrooms
23. Working with the Welcome Center
24. Meeting with prospective students
25. Designing and implementing recruitment activities
26. Conducting exit interviews with students in capstone classes
27. Keeping up with the constantly changing systems across campus: online leave reporting and leave approval; moving from CORS to CIM/PIM (which regular faculty can avoid by not being engaged with curriculum changes...but chairs can't avoid it); moving our own content from ANGEL to D2L and supporting the transition for all of our faculty, both FT

and adjunct; adjusting ourselves AND supporting our faculty in adjusting to electronic course evaluations, in addition to the above-noted new duty of pulling evaluation results from the system for all of our faculty; transitioning to a new system for Document Services requests.

28. Developing articulation agreements (colleges, high schools)
29. Writing grants
30. Checking enrollment continuously and adding classes and staff when needed
31. Locating substitutes
32. Discerning KBOR tasks (realignment, curriculum, and certifications)
33. Working on KBOR and Compass replacement with Accuplacer survey and committee work
34. Complying with credentials requests (submit federal student OSHA)
35. Recruiting (student visits, tours)
36. Locating scholarships and helping students apply
37. Issuing waivers and overrides
38. Vetting software and hardware upgrades
39. Performing Perkins tasks (inventory equipment and requests)
40. Attending KCOG meetings
41. Attending meetings of professional groups in the field
42. In BIOT participating with Kansas Bioscience Organization, KC Stem Alliance, Kansas City Area Life Sciences Institute
43. Working with Science Resource Center – help to hire tutors, assist with science week, assist with campus kick-off etc.
44. Outreaching to high schools, host high schools, judge high school science fairs, work with BV CAPS, Olathe, SMSD, & Lawrence
45. Working with career & tech education, Grant/STEM activities (some applicable to BIOT) – STEM conferences, meet with career & tech ed teachers, and other career & tech ed initiatives
46. Working with Career Center – disseminate job postings, job shadowing
47. Developing transfer programs to UMKC, KU-Edwards, etc. – implement and maintain transfer agreements
48. Outreaching to industry – visiting with area biotechnology industries and scientific staffing agencies for internship opportunities for students
49. Updating, maintenance and collaboration with partners to produce Biotechnology materials (some materials were originally grant funded, others are regular promotional materials) to promote JCCC and biotechnology within the academic and industrial community
50. Taking inventories of equipment
51. Maintaining AWS Library

52. Assessing (and coordinating assessment of) students' preparation for placement in our courses
53. Developing 39 new AWS D15.1 welding code specifications and qualifications for five classes
54. Maintaining the welding lab
55. Maintaining equipment
56. Sending emails, scheduling appointments, trying to find documents on infoshare, speaking with staff to locate someone to help me with a problem, trying to figure out what paperwork to use, waiting for helpdesk to return calls, attending mandatory training, getting faculty to attend mandatory training, filling out surveys like this one.
57. Evaluating transfer credit
58. Organizing in-service sessions for professional development.
59. Performing numerous tasks associated with studios, their equipment, faculty and staff offices, software, dark rooms, etc.
60. Directing and curating the Student Art Gallery in the Student Center which includes: creating student shows, hanging the shows, creating the posters, and doing the publicity for those exhibitions
61. Photographing all the work for the inventory records
62. Attending advisory board meetings, networking with industry, networking with K-State, networking with Gov. Agencies to provide career opportunities, scholarship opportunities
63. Responding to phone calls in chair capacity from community (name on every Science Department web page)
64. Working with Maintenance and/or Risk Manager on issues that arise with eye wash stations, safety showers, equipment, instruments, accommodation issues, hoods, etc.
65. Maintaining the "science office" email account (answering the hundreds of emails that come in every semester).
66. Monitoring department Honors mentors
67. Training/retraining (Banner, XiTracks, Red Carpet Hiring, Class Climate— our new online student evaluation report)
68. Monitoring Portfolio Review (Faculty)

THE DEPARTMENT CHAIRS SURVEY
AND JCCC'S MISSION AND VALUES

According to Shahnaz Aziz, Morell E. Mullins, et al., "The academic department chair occupies a central position within higher education, functioning simultaneously as faculty (i.e. the staff of a department within a university or college devoted to a particular branch of knowledge) and administrator, with responsibility for a wide variety of tasks and activities directed toward multiple constituencies. In describing the importance and nature of the role of the department chair, Leaming (1998) noted that 'The department chair is the glue [of the institution], serving as the link between faculty and administration, between the discipline and the institution, and occasionally between faculty and parents' (p. ix)" (571).[5]

The Faculty Senate Chairs Committee believes that the department chairs position is central to the Mission, Vision and Values of JCCC, which are stated as follows:

MISSION

JCCC inspires learning to transform lives and strengthen communities.

VISION

JCCC will be a national leader through educational excellence and innovation.

VALUES

Integrity - We hold ourselves accountable for decisions and actions.

Collaboration - We respect diversity of thought in building a culture of collaboration.

Responsiveness - We respond to the needs of our students and communities through relevant offerings.

Leadership - We pursue leadership roles in our communities and higher education.[6]

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[5] Shahnaz Aziz, Morell E. Mullins, et al. "Understanding the Training Needs of Department Chairs." *Studies in Higher Education* 30: 5 (2005): 571-593. PDF.

[6] "Mission, Vision & Values." *Johnson County Community College*. Johnson County Community College, 2015. Web.11 Nov. 2015.

DEPARTMENT CHAIRS AND JCCC'S MISSION

Department chairs are central to the Mission of JCCC because they foster a strong sense of community. The role of department chair is above all one that engages with people. **As the survey indicates, department chairs are a nexus for human relationships**

- between faculty members and students
- between department faculty members themselves
- between students and student service members in registration and counseling
- between students and the staff who assist in such areas as scholarships, international opportunities, and the Honors Program
- between faculty members in different departments
- between faculty members and major college-wide committees
- between the department faculty and those who provide textbooks, software training and updates, materials for labs, and those who work in labs and resource centers
- between department faculty who have good ideas or concerns and college administrators
- between department faculty and faculty at transfer institutions
- between department faculty and those community members in relevant professional organizations and careers, and on advisory boards.

Because department chairs are experts and teachers in the fields for the departments in which they work, they can speak with authority on behalf of their faculty and on behalf of the students who take their courses. They can encourage both students and faculty. They can seek and seize opportunities for the betterment of their students, their faculty and their discipline.

The position of department chair, in fact, aligns with the model of "transformational leadership,"[7] a role which also aligns with JCCC's statement of its Mission and Values.

DEPARTMENT CHAIRS AND JCCC'S VALUES

We list here JCCC's stated values and discuss them in terms of written responses to the Department Chairs Survey.[8]

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[7] Charles Nevarez and L. Luke Wood in *Community College Leadership and Administration* (Peter Lang Publishing, 2010), define transformational leadership as "the act of empowering individuals to fulfill their contractual obligations, meet the needs of the organization, and go beyond the 'call of duty' for the betterment of the institution" (59).

[8] For a complete list of all written responses to the Chairs Survey, see Appendix F.

Integrity

Integrity is the first of the College's core values: "Integrity - We hold ourselves accountable for decisions and actions." This description fits in nicely with a more general definition of integrity: Integrity is . . .

> "the quality of being honest and having strong moral principles. Synonyms include honesty, rectitude, honor, sincerity, truthfulness."

So "ourselves" in the JCCC value statement includes not only accountability to the external organization and its constituents but also an internal accountability to one's self.

The survey contains numerous responses that relate to both of these definitions of integrity in their external and internal dimensions. The respondents believe that being a department chair enhances their effectiveness in acting with integrity.

This alignment of a department chair's tasks with the college's values is clearly seen in the responses department chairs made to Question 5: "Describe the ways in which being a faculty member in your department has been valuable in carrying out your administrative responsibilities."

- I provide feedback on technology issues specific to the department.
- I am also very familiar with the different strengths and interests of different faculty and this also helps with scheduling, and also in understanding student complaints.
- I am seen as a coworker, not a supervisor.
- I ensure that the process of mediating conflict between professors and student … happens in a fair, balanced way.
- I coordinate with the bookstore so that our instructors enjoy the academic freedom needed to assign the materials of their choice.
- I put in the time it takes to get the job done whether or not I'm "on the books." That often includes nights and weekends; it is not a 9-5 job.
- Because our faculty members are equals and because knowledge is power, we all now know the same information and thus can make pretty good collaborative decisions.
- I try to remain cognizant that each member of the department, regardless of personality and skill set, has an equal right to participate in the life of the college, not only because of contractual obligations, but out of fairness and justice.
- I have been informed by my adjunct faculty, some of whom have experience teaching in other universities, that employing a department chair or an administrator, who does not have academic credentials in the discipline and intimate knowledge of the program and the day-to-day operations of the facility, would not be looked upon with much respect or validity by the students, faculty, industry or K-State.

- I have the ability to cross boundaries between administration and faculty, creating a "safe" environment for open communication.
- My first question in every situation is, "Is it good for the student?" If I didn't teach, it would be difficult to maintain this perspective.
- I have developed strong/close relationships with my faculty, so I'm in the best position to evaluate/observe them to ensure quality in our program.
- Having my own students helps me better maintain perspective, considering all sides—student, faculty, administrative.

We see the value of Integrity also expressed in the responses to Question 6: "Describe the ways in which you as a faculty chair are valuable to students, faculty members, and the college."

- I have developed strong/close relationships with my faculty, so I'm in the best position to evaluate/observe them to ensure quality in our program.
- The chair, as a faculty member, has existing relationships with students; students know that the chair is also a teacher and is open/welcoming to student questions, discussions etc. Given the wide variety of experiences I've had over almost 40 years of teaching, and now 6 years as a faculty chair as stated above, I feel I have had a lot to offer particularly in handling potentially volatile circumstances successfully, and with solutions where all parties walked away feeling they had been treated fairly.
- Expertise in the subject allows me to answer student questions about the subject in more detail and to evaluate teaching with an eye to content as well as general pedagogy.

Collaboration

Department chairs report that they are the mechanism to build a culture of collaboration between their respective faculties and various on-campus departments and employees. This collaborative culture is at work when department chairs schedule classes and labs each semester working with other departments to ensure no overlaps; meet with deans, directors, faculty, and staff to ensure their departments are operating smoothly and efficiently; and refer students to various resource centers on campus. Department chairs must be well informed and prepared to have an effective and efficient department. This happens as a result of working well with all others departments and services at JCCC. Department chairs report that they are the point of contact for their departments. Input and assistance from department chairs is sought not only from the JCCC community but also from the stakeholders of JCCC—employers and community members. Other activities reported by department chairs that help to build a culture of collaboration include participating in campus-wide committees, working with the International Office, College Now faculty, and planning student events, campus events, department social events, as well as community events.

Responsiveness

The tasks of department chairs related to the value of responsiveness may be grouped into the following categories: administrative; program; faculty; and students. Administrative duties include planning and maintaining program vitality by participating in academic and administrative initiatives. They facilitate program effectiveness by regulating curriculum as it relates to faculty and respond to the needs of students by tracking enrollment and making necessary adjustments to curricula. Department chairs also routinely perform duties traditionally completed by administrative assistants such as ordering books, supplies, equipment and software.

In addition to serving the needs of students on campus, they work with high schools to develop curricula and recruiting students to the campus.

Department chairs are responsive to the needs of the program by marketing the program to external stakeholders such as governmental and industry groups, as well as responding to state and federal mandates regulating funding. Department chairs are also responsive to internal stakeholders, students and faculty. Department chairs respond to a variety of students' needs by acting as a liaison between faculty and administration through communication, academic advising and assisting students with procedural matters such as course substitutions and admission. Other tasks which department chairs perform that respond to the needs of students concern building a bridge between JCCC and various high school students through administration of College Now courses in their department. Another group of internal stakeholders are faculty. Department chairs coordinate professional development for full-time and adjunct faculties as well as ensuring all faculties have the necessary skills to meet students' needs. Finally, department chairs support faculties by promoting recognition of exceptional effort through nomination for awards such as Liebermann and Distinguished Service.

Department chairs are responsive to those they serve, both inside the college and in the larger community; they are responsive to a number of constituents, both internal and external. Department chairs symbolize their programs in a way that a general administrator cannot. They advocate for those they represent by focusing on the department and the students in their program while considering the interests of the entire college community.

Leadership

"Chair" is not a noun; nor is it an honorific title. "Chair" is an action verb of leadership. When the department chairs meet with their academic peers within their respective departments, they help guide and direct that department's deliberations on curriculum and scheduling. They mentor their faculty peers in their Formative Evaluation Process, keeping them on task and on time. Department chairs manage the business of the department, making sure divisional and college-wide goals are met. They take leadership roles in the hiring, supervising, evaluating, and retention of full-time and adjunct faculty, as well as of lab assistants and other support staff.

Department chairs represent their departments and peers in their monthly divisional meetings with their respective deans, advocating for their department's needs and priorities, while mindful of the competing claims of their fellow chairs. As a result, department chairs often have to make tough decisions for the good of the division, or the college as a whole, that may at times adversely affect their own department. Leadership is not boosterism.

Department chairs more often than not are senior faulty with a wealth of experience not only in classroom teaching but also in research and writing in their respective discipline.[9] They are active leaders in their professional associations, delivering papers or moderating sessions at conferences. They bring their knowledge, expertise, and years of experience to bear in all their activities in the classroom, in department or college-wide committees, and especially in their supportive role of shared governance of the college. Department chairs offer the board and college president the kinds of leadership skills that can help the institution as a whole provide the learning environments necessary for student success.

Innovation

Many department chairs value innovation and believe they are uniquely qualified to lead and support innovative activities in their departments. Knowledge of their disciplines allow them to see new ways to present material to students, and they can lead in the creation, advocacy, and implementation of new curriculum, such as additional courses, programs and certificates.

Sometimes these courses are learning communities and general education offerings for students with certain majors. For example, the History Department Chair recently worked with the Nursing Department to create a special topics course in the history of medicine for nursing students. Professors from both departments developed the course and will teach it for the first time in spring 2016.

Department chairs have also supported the development of courses bringing two kinds of learning together. Last year the Chair of the History Department proposed a U.S. history course in which students would create a documentary film along with mastering the course material. A JCCC history professor and a documentary film maker subsequently developed the course and jointly taught it in fall 2015.

Department chairs' knowledge of their disciplines also helps in acquiring grants, developing professional development activities, and organizing campus events. Each year, for example, the English Department Chair puts together professional development activities specifically for the English faculty. Under her direction the department also stages an annual scholarly conference. The History Department similarly has hosted the annual meeting of the Kansas Association of

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[9] For a list of some of the professional associations and activities of the department chairs, see Appendix G.

Historians, which brought historians from across the state to our campus. It also sponsored the regional National History Day event at the college for high school students, their families, and their teachers from throughout the region.

DEPARTMENT CHAIRS AND COSTS

In producing this report, the Faculty Senate Chairs Committee investigated the current cost of department chairs and the cost of replacing them with assistant deans. Based on information supplied by the Office of the Chief Academic Officer, the committee determined the following:

- The cost of department chairs (60 total) for fiscal year 2016 is projected to be $886,379.
- Replacing department chairs where possible with assistant deans would entail the following:
  - In 2007, the last year before the chairs model was implemented, the college had 17 assistant deans and one athletic director.
  - As of 2014, the college employed five assistant deans (including athletics). To replace the department chairs would require an additional 13 assistant deans.
  - With an average salary of $94,090, the cost of 13 assistant deans would be $1,223,107.
  - Benefits amount to 31.5% of salary. The total cost—salary and benefits—for 13 assistant deans would be $1,785,650.
  - In 2007, before the chairs model was implemented, the college employed 22 career program facilitators in addition to the assistant deans. If the chairs who were previously career program facilitators were retained in that role, the total number of chairs replaced would be only 38 (60-22). The cost of replacing these 38 would be $548,669.
  - Thus, the cost of replacing 38 chairs with 13 assistant deans would be $1,236,981.
  - The college is currently considering cutting the chairs' supplemental contracts in half. If that were done, the cost of replacing 38 chairs with 13 assistant deans would be $1,301,523.

RECOMMENDATION OF THE
FACULTY SENATE CHAIRS COMMITTEE

As the previous sections of the Department Chairs Report shows, JCCC should keep the department chairs because of their critical contribution to the effective governance of the college and their benefit to students. In brief, the department chairs

- Help students by providing responsive, current, and knowledgeable information
- Guide students through enrollment, placement, transfer, selective admissions, grade challenges, and other complex tasks
- Work closely with department faculty members to encourage innovative course offerings, updated curriculum, assessment, program reviews, and professional development
- Coordinate the work of the departments with deans and college-wide committees, and in some cases, industry and advisory boards
- Provide leadership experience for faculty and a pathway towards multiple levels of service to the college
- Encourage diversity because of the wide variety of faculty members who fill the department chair roles[10]
- Save money from salaries that would otherwise be spent on assistant deans
- Drive innovation
- Promote JCCC values

Should the department chairs positions be replaced by full-time administrators, the services to and contact with students and faculty members would necessarily be reduced.

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[10] For a discussion of the demographics of the department chairs, see Appendix D.

APPENDIX A

JOHNSON COUNTY COMMUNITY COLLEGE
POSITION DESCRIPTION

POSITION TITLE: **Department Chair – Career Programs**
REPORTS TO: **Assistant Dean**

POSITION DESCRIPTION: Reporting to the Assistant Dean, the Department Chair is a faculty member whose role is to both chair the activities and initiatives of the career program (as detailed in this Department Chair-Career Programs position description) and to fulfill the teaching responsibilities as detailed in JCCC's Instructor position description. The Department Chair responsibilities will represent a minimum of 6 hours reassigned time/semester or 12 hours reassigned time/academic year. The contract for a Department Chair in career programs will have the option of a 10-month contract, at the discretion of each chair. After collaborating with program faculty, the Department Chair position in career programs is appointed by the Assistant Dean. The operation of the department is further guided by the departmental mission statement and bylaws.

RATIONALE: The Department Chair position adds significant value to the career programs at JCCC and, subsequently, to the quality reputation locally, regionally, and nationally of Johnson County Community College. Each of the career programs is designed through its curriculum (courses, certificates, and programs) to prepare its students with marketable skills relevant to that profession. The Department Chair serves as both a skill expert within the field, an informed and involved participant within the industry locally, regionally, and often nationally, and as an advocate for the program and the students in the program. As a result of this structure and commitment, many of JCCC's career programs are recognized as national models.

DEPARTMENT CHAIR RESPONSIBILITIES: The activities and initiatives listed below represent a collection of duties necessary for the effective operation of career programs at JCCC. **While the development of this list of duties was inclusive in its development, it must also be noted that not all duties identified below are applicable to all career programs.** It needs to be acknowledged that certain activities may have significant importance during certain points in time to the successful operation and growth of specific career programs (i.e. based on the evolution of that career program) while other activities may be significantly less important during that same point in time. Also note that, dependent on the career program, certain activities and initiatives may be relevant every semester while others are relevant rotationally.

In order to both acknowledge and celebrate these varying degrees of importance and to maximize the quality growth and improvement of each career program, the Department Chair will (prior to the beginning of the academic year) review the current status of the career program with respect to curriculum, staffing, facilities/equipment, industry status, professional association and/or

regulatory agency requirements and other issues relevant to that program. Data analyzing program enrollments, staff retention, student learning outcomes, student satisfaction, student retention, graduation rates, employer satisfaction, and development/s within the industry and its supporting agencies/associations will be reviewed.

Working with the Assistant Dean, the Department Chair, in conjunction with program faculty, will develop measurable goals and objectives for the upcoming academic year identifying the activities and initiatives which will most significantly impact the career program and its students. Agreement will be reached between the Department Chair and the Assistant Dean as to how each can best work both individually and collectively toward the accomplishment of the agreed upon goals and objectives.

In order to insure accountability, the development and agreement between the Department Chair and the Assistant Dean of annual goals and objectives serves to assist both persons in performing each of their roles at JCCC to a maximum level of efficiency and effectiveness. Additionally, such an agreement will facilitate quality and effective communication between the Department Chair and Assistant Dean and the Department Chair and program faculty. Evaluation of outcomes for the agreed upon goals and objectives becomes the Department Chair portion of the Department Chair/Instructor's scheduled performance appraisal. The remaining portion of the Department Chair/Instructor's scheduled performance appraisal will focus on the instructional responsibilities.

- **Curriculum Activities (includes courses, certificates and programs**): **In order to insure quality programming, the Department Chair will**
  - Regularly review curriculum of leading community colleges and/or baccalaureate institutions.
  - Regularly review currency of curriculum with the needs of the profession.
  - Support the development of content and/or delivery additions, deletions and/or modifications as determined from appropriate review of outcome assessment information.
  - Facilitate the development of new courses, certificates and programs as deemed appropriate.
  - Facilitate modifications of existing courses, certificates and programs when relevant to ensure continuous quality improvement of curriculum.
  - Prepare and present appropriate documentation for curriculum initiatives.
- **Outcomes Assessment: In order to insure student learning, the Department Chair will**
  - Collaborate with the Teaching Learning and Engagement Committee (TLEC) and the Office of Institutional Research (OIR) to analyze assessment data related to student and program outcomes and benchmarks.
  - Identify strategies for measuring student learning outcomes.
  - Develop and implement appropriate measurement tools.
  - Develop and review program competencies.
  - Document competencies achieved by program completers.

- Insure the documentation of all student learning outcomes data required for relevant accrediting agencies, specialized accreditors, and/or state agencies.
- Work with the Assistant Dean to complete the Career Program Review process as rotationally assigned identifying conclusions and recommendations for the future of the program.

- **Student Advising: The Department Chair will**
  - Work with JCCC's Student Services assigned academic advisor liaison, provide relevant information and materials to support new and current student advising that takes place in the Student Services division.
  - Respond to daily inquiries for program information received from both potential and existing students; develop and deliver appropriate responses.
  - Coordinate orientation activities for new program students.
  - Create and coordinate activities or communication formats to advise current students of program opportunities, initiatives and activities.
  - As necessary, create and facilitate distribution of information regarding any curriculum additions, deletions, modifications and/or curriculum rotations.
  - Work with faculty, assisting in counseling students in preparation for relevant industry exams and/or licensures.
  - Work with JCCC's Student Services Career Center advising students of job opportunities available to them as both program students and as program completers.
  - Within institutional guidelines, work with program students to resolve challenges, obstacles and/or conflicts. As necessary, seek involvement of Assistant Dean and/or appropriate Student Services staff members.

- **Full-time and Adjunct Faculty Support: The Department Chair will**
  - Function as a content consultant for all instructors assisting in the development of syllabi, appropriate teaching methods, classroom management strategies, etc...
  - Coordinate policies and procedures across the program.
  - Communicate program, certificate and course objectives.
  - Assist in orientation events for new faculty members.
  - Confirm the availability and accessibility of content information and relevant services needed to enhance effectiveness of teaching.
  - Provide faculty members with support in routine teaching responsibilities.
  - Provide advice and support with problem solving strategies for difficult student and/or curriculum situations.
  - Serve as a mentor if requested.
  - Coordinate daily activities of work study students and lab assistants as relevant.

- **Staffing: The Department Chair will**
  - Analyze staffing needs and advocate for necessary budget approvals.
  - Assist in the development of qualifications required for new hire and replacement positions.
  - Assist in the development and posting of needed positions.
  - Assist in the recruitment, interviewing, recommendation and hiring activities necessary for new position openings seeking diverse, fully qualified faculty members.

- **Scheduling: The Department Chair will**
    - Develop a scheduling pattern for courses during the spring/summer/fall semesters assessing demand for number of sections, defining number and time of section offerings to maximize instructional skills and talents as well as maximizing classroom and equipment utilization.
    - Develop and execute a program scheduling procedure.
    - Coordinate the use of lab spaces on campus as relevant.
    - Coordinate the utilization of off-campus sites such as internship work sites and/or clinical sites as relevant.
    - Coordinate instructors' schedules.
- **Accreditation: In order to assure quality programming, the Department Chair will**
    - Actively participate in scheduled institutional accreditation preparation providing information and recommendations as requested.
    - Stay current with existing accreditation obligations as defined by both institutional and program-specific accrediting agencies.
    - Anticipate future accreditation reporting requirements completing records and documentation that will be necessary.
    - With the Assistant Dean, complete any ongoing reports required of specialized accreditors and/or state agencies, i.e. periodic reports, annual reports, etc.
    - With the Assistant Dean, compile information and author any required re-affirmation/licensing reports.
    - Assist in the planning, organization and implementation of site visits by accrediting agencies.
    - Identify and advocate for opportunities to add value to existing accreditation and future accreditation opportunities.
- **Articulation Agreements: The Department Chair will**
    - Coordinates communication lines with area high school districts' decision makers as appropriate.
    - Coordinates communication lines with area and/or relevant baccalaureate institutions' decision makers as appropriate.
    - Communicate existing programming opportunities to both high school and baccalaureate institution contacts.
    - Identify appropriate opportunities for articulation agreements between local high school districts and targeted baccalaureate institutions.
    - Communicate and promote appropriate articulation agreements.
    - Complete and submit for approval agreed upon articulation agreements.
    - Market articulation agreements in place to relevant high school audiences and program students desiring to pursue additional academic accomplishment beyond completion of the program's associate degree.
- **Facilities, Equipment and Materials: The Department Chair will**
    - Consistently review program facilities, equipment and materials with regard to maximizing student learning relative to professional application of their skills upon completion of program.
    - Assist in the development of the program's operational budget advocating for funds identified as necessary to enhance student learning.

- o Identify necessary repairs of program facilities and equipment; arrange for necessary paperwork to accomplish same.
- o Identify necessary additions to and/or upgrades of program facilities and equipment; assist in preparation of documentation necessary.
- o As necessary, assist in the implementation of new and/or updated equipment of systems.
- o Establish communication strategies to assure all faculty members are aware of any new and/or updated equipment; facilitate the identification of any curriculum modifications necessary to maximize the value of such additions and its potential to enhance student learning.

- **Advisory Committees: The Department Chair will**
  - o Schedule, organize and act as chairperson for a minimum of two advisory committee meetings per academic year.
  - o Prepare content (agenda) and support materials necessary to best facilitate the objectives and outcomes required of the advisory committee.
  - o Encourage active participation and solicit feedback regarding program goals and objectives from advisory committee members.
  - o Prepare official minutes of scheduled advisory committee meetings documenting all agreed upon actions noting activities, person/s responsible and timeline/s for response or completion.
  - o Working with the Assistant Dean, develop strategies to implement agreed upon recommendations within institutional guidelines, systems and procedures.
  - o Identify necessary additions and/or replacements for advisory committee service; provide relevant materials to orient new members to advisory service expectations and procedures.
  - o Demonstrate appreciation for advisory committee service.

- **Outreach/Service – Local: The Department Chair will maintain strong professional and community relationships by**
  - o Positioning self to serve as a program liaison and contact person for the profession in the metropolitan area.
  - o Serving as a host for professional events when appropriate.
  - o Participating in local career fairs, job fairs, employment fairs as relevant.
  - o Creating an awareness of community service opportunities for faculty and students in order to instill a culture of "giving back" when possible.
  - o Creating awareness and encouragement for student participation in professional events as appropriate.

- **Outreach/Service – Regional and National: The Department Chair will**
  - o Participate in regional and national program-specific organizations and associations as JCCC funding permits.
  - o Encourages leadership roles on committees and/or boards for regional and national program-specific organizations and associations as requested and/or as appropriate.
  - o Encourages representation of the program at regional and national program-specific organizations and associations, sharing best practices and lessons learned at JCCC from which other community colleges could benefit.

- o Maintain active communications with specialized accrediting agency or relevant profession-specific agencies to keep current on competencies expected of program completers.
  - o Maintain communications with major regional and national employers/manufacturers.
  - o Encourage program students to participate in regional and national competitions and scholarship opportunities.
- **Marketing – Internal and External to the Institution: The Department Chair will**
  - o Work with the College Information and Publications Office, developing necessary program literature (brochures, flyers, posters, etc.).
  - o Maintain supplies of program literature.
  - o Establish and maintain distribution channels and placement for program literature in order to maximize potential and existing student awareness and involvement.
  - o Identify opportunities for website communication strategies; cooperate with College Information and Publications Office on implementation efforts.
  - o Identify and communicate newsworthy program events, faculty success, student success, etc. to the College Information and Publications Office; assist in the development of advertising strategies to best communicate to the local, regional and/or national community.
  - o Participate in career/job fairs as appropriate.
- **Fundraising/Friendraising: The Department Chair will**
  - o Based on networking activities and professional contacts and awareness, identify sources of external funding for program – in-kind, scholarships, grants, etc..
  - o Communicate with JCCC's Grant Professional to identify grant opportunities relevant to specific program.
  - o Research mission, goals and objectives of potential funding agencies; analyze potential for opportunity if mission of grantor is in agreement with the program mission.
  - o Working with Assistant Dean and Grant Professional, develop a content and financial plan for grant request.
  - o With the Grant Professional, prepare required internal pre-approval documents; process for signature.
  - o Working with the Grant Professional, write the grant proposal; acquire necessary internal signatures; submit grant.
  - o Should grant be approved and received, serve as the project manager for the actions/activities (the deliverables) committed to in the grant proposal.
  - o Document and analyze results of grant funding; determine and advocate for future action plan.
  - o Working with the Grant Professional, prepare and submit any required progress reports, final reports, etc. as agreed to with the grantor.
  - o Express appropriate and timely appreciation for all forms of external funding received.

QUALIFICATIONS:

A Department Chair has

- A Master's degree in an appropriate discipline OR equivalent combination of education and experience required AND any required certification.
- Relevant professional industry experience strongly preferred.
- Teaching experience in a community college setting.
- Excellent oral, written and interpersonal communication skills in order to deal effectively with students, faculty, staff, administrators, governmental agencies, community and business representatives, professional associations, accrediting agencies, and the public.
- A demonstrated commitment to the philosophy and mission of a comprehensive community college.
- Demonstrated supervisory experience, preferred.
- Commitment to collaborative management and consensus building.
- Proven commitment to student assessment and student success.
- Strong organizational, problem solving and conflict resolution skills.
- History of active participation in a plan of individual professional development.
- Commitment to the diversity efforts of the department, division and college.
- Budget preparation and management experience, preferred.

Modifications to the above must be approved by the appropriate administrator and the vice-president of instruction.

APPENDIX B

JOHNSON COUNTY COMMUNITY COLLEGE
POSITION DESCRIPTION

POSITION TITLE: **DEPARTMENT CHAIR – TRANSFER**
REPORTS TO: **DIVISION DEAN**

POSITION DESCRIPTION: A Department Chair is a department faculty member who has additional and distinct representational and administrative responsibilities. In each department, the number of disciplines taught, the number of faculty members (both full-time and part-time), the number of courses offered per semester, the type of labs and other facilities required for those courses, and the manner in which the various disciplines connect to the broader community may vary. Because of the differences among the departments, the Department Chair's description for each department may also be unique. The by-laws for each department should clearly state the chair's responsibilities. In its by-laws, the department may call on administrators, such as an assistant dean, a division dean or a dean's representative, to perform certain tasks, depending upon the size and complexity of the department and the structure of the division.

RATIONALE: According to the work of the Reorganization Task Force, JCCC is establishing new divisions, each of which will house the faculty members of the college's existing academic disciplines, transfer programs, career programs, and certificate programs. The faculty members in each of these new divisions will share allied course content and interests.

The goal of collaborative governance with greater involvement by faculty will be enhanced if faculty members in each new division organize themselves in discipline- based departments. Each department will be responsible for providing, updating and creating courses for students, advocating for new initiatives, and in general coordinating the work of the department.

Each department will then become a fundamental administrative unit in the structure of the college, with each transfer discipline and each program now having a campus address, contact numbers, and a chair who will represent the department to students, to the division, to the college, and to the community. Using this model of shared governance, the college structure will more openly express the variety and diversity of disciplines and programs offered at the college and also more clearly mirror the department structure of surrounding institutions that many JCCC students may transfer to.

A. Departments, Mission Statements and Chairs

1. Forming an academic department as the fundamental administrative unit.

Ideally, a department is composed of those faculty members who teach in the same discipline or program, though disciplines or programs with one or few faculty members may want to join with

allied disciplines or programs in order to create a larger department. However, the question of the minimum size of departments has yet to be settled, so there may be special consideration given to departments in which there is only one full-time faculty member. In the spirit of the move toward faculty governance, the faculty members in each discipline or program should have the primary voice in the formation of their own departments.

2. Writing a mission statement.

After establishing a department, the department faculty should write a mission statement that explains the purpose of their work, the nature of their discipline, and the way in which their discipline(s) or program(s) fits into the framework of the larger college mission.

3. Writing departmental by-laws.

The department should write by-laws in which it describes the selection, term, and responsibilities of the Department Chair.

B. The General Position Description for a Department Chair

TEACHING RESPONSIBILITIES

- The Department Chair must teach, performing the duties of a faculty member as stipulated in the college job description.

Given that the Department Chair's description for each department will be the result of consultation and negotiation among department faculty members and division administrators and may be unique, the responsibilities of a Department Chair may include some or all of the following representational and administrative duties:

REPRESENTATIONAL RESPONSIBILITIES:

- Adhering to and ensuring implementation of the by-laws of the department.
- Advising students, advocating the discipline to students, and fielding student questions and concerns.
- Consulting with department faculty members to develop departmental policies and initiatives.
- Serving as an advocate for the department within the division, the college, and the community.
- Helping department faculty members, staff members, students, and others remain sensitive to the mission of the college on matters of diversity, civility and intercultural awareness.
- Working with counselors to promote the department's curriculum and its discipline(s), and coordinating department efforts to publicize courses, certificates, and programs.
- Encouraging department faculty members to remain current in and contribute to their fields, and negotiating travel budgets.

ADMINISTRATIVE RESPONSIBILITIES

Since the Department Chair will teach, in large departments some of the chair's administrative responsibilities (such as the coordination of adjuncts) may be delegated among other department faculty members, as set forth in the by-laws. The administrative duties of the chair may include:

- Interviewing, hiring, training and evaluating of adjuncts.
- Proposing the departmental budget, including requests for new full-time faculty and staff, new part-time faculty and staff, equipment, facilities, promotional and travel funds.
- Developing the department course schedule.
- Coordinating the development, implementation and evaluation of new or modified curriculum.
- Monitoring and coordinating tasks involved in articulation agreements and accreditation, as applicable.
- Supervising staff.
- Coordinating and supervising teaching and other activities within the department.
- Participating in the evaluation of department staff and full-time faculty members.

C. Compensation for Department Chairs

The reassigned time for a Department Chair should be the product of a negotiation between the chair and the division dean, based on a formula that takes into account the following factors:

- The number of full-time faculty members the chair is responsible to.
- The average number of credit hours the department offers per semester.
- The responsibilities the Department Chair is expected to perform according to the department by-laws.
- The number of adjuncts the Department Chair is responsible for coordinating, if the department by-laws put adjunct coordination in the hands of the chair rather than another department representative (as currently exists under the system of adjunct liaisons or adjunct coordinators).
- The number of outside faculty members included in College Now, if those duties are not assumed by another department representative.
- Other representational duties assigned to the Department Chair, including advisory boards, accreditation, community outreach, as applicable.
- Whether the Department Chair has a 9-month, 10-month or 12-month contract.

Reassigned time may also be distributed among various members of the department for responsibilities, including:

- The overseeing of department inventory and facilities
- The coordination of adjuncts
- The coordination of College Now.

Reassigned time may range from 1 to 12 hours per semester.

<u>Qualifications</u>

The selection of the Department Chair is dependent upon the unique needs of each department and its by-laws.

Thus, the Department Chair's qualifications outlined below may or may not apply to each individual Department Chair.

A Department Chair has

- A Master's degree in an appropriate discipline OR equivalent combination of education and experience required AND any required certification.
- Teaching experience in a community college setting.
- Excellent oral, written and interpersonal communication skills in order to deal effectively with students, faculty, staff, administrators, governmental agencies, community and business representatives, professional associations, accrediting agencies, and the public.
- A demonstrated commitment to the philosophy and mission of a comprehensive community college.
- Demonstrated supervisory experience, preferred.
- Commitment to collaborative management and consensus building.
- Proven commitment to student assessment and student success.
- Strong organizational, problem solving and conflict resolution skills.
- History of active participation in a plan of individual professional development.
- Commitment to the diversity efforts of the department, division and college.
- Budget preparation and management experience, preferred.

Modifications to the above must be approved by the appropriate administrator and the vice-president of instruction.

APPENDIX C

Faculty Chairs Questionnaire—Fall 2015

The JCCC Faculty Senate is working in cooperation with the college administration to produce a comprehensive report on faculty chairs. As members of the committee, we are trying to amass as much information as possible about the responsibilities, time requirements, and other aspects of the chairs' experience. Please respond to the following questions with as much detail as possible.

Members of the Faculty Senate Committee on Faculty Chairs	
Vin Clark	Kay King
Cherie Leiker	Keith Geekie
Paul Decelles	Michael Robertson

1. Please complete the following table:

Your Name	Department Chair for (list all)	Number of full-time faculty for which you are chair (excluding you)	Number of adjunct faculty for which you are chair	How long have you been chair?

2. Please indicate which of the following activities listed in the table below form part of your responsibilities as chair by entering the amount of time you spend on each—by month, semester, and academic year. Do not indicate activities that you delegate to others. That will be addressed in Question 9 below.

AMOUNT OF TIME SPENT IN WORK AS DEPARTMENT CHAIR

Activity	Per Month (Hours)	Per Semester (Hours)	Per Year (Hours)
a. Planning (preparing for ongoing and new academic and administrative initiatives)			
b. Creating, advocating, and implementing changes in curriculum			
c. Representing your department in committees and other groups			
d. Representing your department to the community			
e. Achieving or maintaining accreditation or other recognition of your department			
f. Scheduling classes and labs			
g. Hiring, supervising, evaluating, and managing the retention of department *full-time* faculty members			

Activity	Per Month (Hours)	Per Semester (Hours)	Per Year (Hours)
h. Hiring, supervising, evaluating, and managing the retention of department *adjunct* faculty members			
i. Meeting with faculty members in your area for other reasons			
j. Dealing with student questions, complaints, and other matters			
k. Conferring with administrators			
l. Coordinating and writing program reviews			
m. Developing, coordinating, and reporting department assessment			
n. Developing and coordinating professional development (including training and retraining, where applicable) of faculty members within your department			
o. Organizing conferences, lectures, and other events			
p. Helping students acquire employment and internships by mentoring, writing recommendations, and providing additional support			
q. Developing, monitoring, and evaluating internships			
r. Preparing budgets			
s. Organizing and serving on advisory boards and committees			
t. Marketing department programs			
u. Tracking graduates			
v. Ordering books, software, supplies, and equipment			
w. Hiring, supervising and evaluating lab assistants and other employees			
x. Coordinating College Now instruction			

Feel free to add any comments about the above activities here.

3. In the table below, please add any other activities that you perform as chair and indicate the amount of time (per month, semester, and academic year) you spend on them (for example, advisory board, recruiting, marketing, graduate follow-ups, books and supplies, purchasing lab equipment, software, etc.) Feel free to add additional rows if necessary (press the TAB key in the last cell of the table to add a row to the end of the table or click the plus sign that appears in the lower left corner of the table).

TIME SPENT AS CHAIR ON ADDITIONAL ACTIVITIES

Activity	Per Month (Hours)	Per Semester (Hours)	Per Year (Hours)

Feel free to add any comments about the above activities here.

4. Describe how your expertise as an experienced faculty member and content specialist makes you a more effective department chair.

5. Describe the ways in which being a faculty member in your department has been valuable in carrying out your administrative responsibilities.

6. Describe the ways in which you as a faculty chair are valuable to students, faculty members, and the college.

7. Are there activities you would like to carry out as chair but have been unable to do? Why?

8. Do you have responsibilities that you think a chair should not do? If so, what?

9. Have you delegated some of your responsibilities or recruited help from other faculty members in your department in order to complete tasks and/or meet deadlines?

10. Has your workload as chair increased or decreased over the years? Explain.

11. Is there anything else you wish to add or comment on that would help the committee produce a comprehensive report on faculty chairs?

APPENDIX D

JCCC Department Chairs - 2015

In the department chairs table below, the names and positions were provided by the Vice President of Academic Instruction. The table contains those receiving release time for administrative and other duties and those who are department chairs, which are at some points difficult to differentiate. The Healthcare Division has "directors" and not chairs, and so were not counted.

In general, department chairs are teaching faculty who are on 9-month contracts (formerly 10-month, up to 5/30/15) and who receive a stipend to cover work they do on non-contract days between semesters, which can be substantial.

Demographics:

Gender Distribution of Deans: 10 Divisions: 7 are headed by males and 3 are headed by females.

> At the division dean level there are 30% female leaders, with only two females actually participating as Csilla Duneczky is the dean of 2 divisions.

Gender Distribution of Chairs: 51 Chairs (excludes Health Care)

> At the chair level 21 (41%) female and 30 (59%) male.

Discussion: There is a broader representation of female leaders on the chair level than at the dean level. Additionally, many of the departments with the highest enrollments are chaired by females: Math, English, Science, and Communications. In the AY 2013-2014 the gender distribution of the JCCC student body was 46.6% male and 53.4% female. In Kansas community colleges overall, the distribution is 44% male and nearly 56% female.

Gender Distribution in group that responded to the survey:

> 31 responses overall. 14 (45%) female and 17 (56%) males, which is roughly equivalent to the gender distribution of the set of chairs as a whole.

Academic Rank of Department Chairs, Years of Service, and Institutional Memory:

> 35 Full Professors with at least 11 years of experience, at a minimum of 385 years
> 12 Associate Professors with at least 7 years of experience, at a minimum of 84 years
> 2 Assistant Professors with at least 4 years of experience, at a minimum of 8 years
> 2 BNSF chairs

Discussion: Intrinsic to the department chairs are 477 years of institutional memory, at a minimum. Some chairs have been at JCCC for over 30 years.

Academic Rank of Department Chairs Responding to the Survey:

21 (68%) Full Professors with at least 11 years of experience each
12 (19%) Associate Professors with at least 7 years of experience each
2 Assistant Professor with at least 4 years of experience each
2 BNSF chairs

	Responded	Name	Title/Department	Hours[11]
Business: Mike West, Dean				
1	x	Lisa Cole	Professor/Chair Accounting	1380
2		Tina Crawford	Associate Professor/Chair Business Administration	
3		Donna Duffey	Professor/Chair Entrepreneurship & Business Administration	
4	x	Sheryl Hadley	Professor/Chair Economics	875
5		Mary Hedberg	Professor/Chair Business Office Technology	
6		Pamela Hulen	Associate Professor/Chair Marketing & Management	
7	x	Bobanne Kalkofen	Professor/Chair Interior Design	2148
8		Joan McCrillis	Professor/Chair Fashion Merchandising & Design	
9		Jonathan Miller	Associate Professor/Chair Architecture	
10		Jay Nadlman	Associate Professor/Chair Legal Studies	
11		Ona Ashley	Professor/Director Hospitality Mgmt.	
Arts Humanities and Social Sciences: Jim Lane, Dean				
12	x	Dennis Arjo	Professor/Chair Philosophy & Religion	340
13	x	Kay King	Professor/Chair Administration of Justice	885
14	x	Richard Lehmann	Associate Professor/Chair Fire Science	326
15	x	Jim Leiker	Professor/Chair History/Political Science	1930
16		William McFarlane	Professor/Chair Anthropology	
17	x	Pete Peterson	Professor/Chair Psychology	395
18	x	Allison Smith	Associate Professor/Chair Art History	613
19	x	Larry Thomas	Professor/Chair Fine Arts & Photography	1137
20	x	Ronald Stinson	Professor/Chair Music & Theatre	477

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[11] The "Hours" column contains the rough estimates of time spent on key tasks only and is not a calculation of time spent on campus or in numerous other professional activities.

	Responded	Name	Title/Department	Hours[11]
21	x	Brian Zirkle (for Eve Blobaum)	Associate Professor/Chair Sociology	893
22		Michael Robertson	Professor/Chair Humanities	
Communications: Larry Reynolds, Dean				
23	x	Janette Funaro (Christina Wolff)	Professor/Chair Foreign Languages	792
24		Darryl Luton (Stacey Storme)	Professor/Co-Chair Interpreter Training (Professor/Co-Chair Interpreter Training)	
25	x	Dianna Rottinghaus	Professor/Chair Reading/Academic Achievement Center	289
26	x	Myra Young	Professor/Chair Speech	1160
27		Maggie Ackelson	Professor/Learning Strategies	
English and Journalism: Larry Reynolds, Dean				
28	x	Keith Geekie	Professor/Chair English	890
29	x	Mark Raduziner	Professor/Chair Journalism & Media Communications	1052
Math: Csilla Duneczky, Dean				
30	x	Nancy Carpenter	Professor/Chair Mathematics	630
Science: Csilla Duneczky, Dean				
31	x (not surveyed)	Lori Slavin Marilyn Shopper	Associate Professor/Chair Science Professor/Human Sciences	850
32	x	Lekha Sreedhar	Associate Professor/Chair Horticulture	
33	x	Ellyn Mulcahy	Professor/Chair Biotechnology	660
	(not surveyed)	Jay Antle	Professor/Executive Director SAG	
Technology/Industrial Tech: Mike West, Dean				
34		Chip Cody	Professor/Chair Electronics	
35	x	Robert Dye	Associate Professor/Chair Construction Management	728
36		Howard Hendren	Associate Professor/Chair HVAC	
37		Tom Hughes	Professor/Chair Computer Aided Drafting & Design	
38	x	Jack Ireland	Associate Professor/Chair Automotive Technology	1192
39		Charlie Randazzo	Associate Professor/Chair Electrical Technology	
40	x	Richard Tremain	Assistant Professor/Chair Metal Fabrication	1182
Technology/CSIT: Mike West, Dean				
41		Mazen Akkam	Professor/Chair Information Technology	
42	x	Jeffrey Byers	Associate Professor/Chair Animation	1518
43		Russ Hanna	Professor/Chair Game Development	
44		Barry Hincks	Professor/Chair Desktop Publishing	
45	x	James Hopper	Professor/Chair Web Applications	

	Responded	Name	Title/Department	Hours[11]
46		David Lingerfelt	Assistant Professor/Chair HCIS & MIRM	
47	x	Carol Smith	Professor/Chair Personal Computer/Web Applications	
48		Mark Van Gorp	Associate Professor/Co-Chair Computer Science	
Technology/RR: Mike West, Dean				
49	x	James Donaghy*	NARS/BNSF, Program Facilitator	410
50	x	Jason Mueller*	NARS/BNSF, Chair Railroad Welding	564
				*Salary Reimbursed by BNSF
Healthcare Professions and Wellness: Lenora Cook, Dean				
	(not surveyed)	Karen LaMartina	Director Nursing	
	(not surveyed)	Carrie Hanson	Director Dental Hygiene	
	(not surveyed)	Joe Weis	Professor/Director Health, Physical Education & Recreation	
	(not surveyed)	Jane Zaccardi	Director Practical Nursing & HOC	
	(not surveyed)	Renee Portmann	Director/Respiratory Care & Polysomnography	
	(not surveyed)	Charles Foat	Director Emergency Medical Science	
Academic Support: Lin Knudson, Dean				
51	x	Barry Bailey	Librarian/Chair	575

Appendix E

Department Chairs Academic Credentials

Allison Smith
Associate Professor/Chair Art History
BA University of Kansas
MA American University
PHD University of Minnesota -Twin Cities

Barry Bailey
Associate Professor/Librarian
BA University of Illinois
MS University of Illinois

Barry Hincks
Professor/Chair Desktop Publishing
BA Occidental College
MFA Rochester Institute of Technology

Bobanne Kalkofen
Professor/Chair Interior Design
BS University of Missouri - Columbia
MLA Baker University

Brian Zirkle
Associate Professor/Co-Chair Sociology
BA Wichita State University
MA University of Kansas
PHD University of Kansas
SPC University of Kansas

Carol Smith
Professor/Chair Personal Computer/Web
Applications
BS Emporia State University

Carrie Hanson
Director, Dental Hygiene
BS Northern Arizona University
EDD University of Missouri - Kansas City
MA Northern Arizona University

Charles Foat
Director, Emergency Medical Science
AA Des Moines Area Community College
AS Des Moines Area Community College
BA Simpson College
MA Mid-America Nazarene University
PHD Capella University
SPC Capella University

Charles Randazzo
Associate Professor/Chair Electrical Technology
BA SUNY at New Paltz

Chip Cody
Professor/Chair Electronics
BEE University of Kansas
MS Naval Postgraduate School

Darryl Luton
Professor/Co-Chair Interpreter Training
BA Gallaudet University

David Lingerfelt
Assistant Professor/Chair HCIS & MIRM
BS Kansas State University
MBA Park University

Dennis Arjo
Professor/Chair Philosophy & Religion
BA University of California
MA University of Colorado
PHD University of California

Dianna Rottinghaus
Associate Professor Reading/Academic Achievement
Center
BS Kansas State University
MS University of Kansas

Donna Duffey
Professor/Chair Entrepreneurship & Business
Administration
BS University of Wisconsin
MBA Baker University
MS Baker University
SPC Baker University

Ellyn Mulcahy
Professor/Chair Biotechnology
FOR University College Cork, Ireland
PHD Creighton University

Howard Hendren
Associate Professor/Chair HVAC
EDS Liberty University
MA University of Central Missouri

Jack Ireland
Associate Professor/Chair Automotive Technology
BS University of Central Missouri
MS University of Central Missouri

James Hopper
Professor/Chair Web Applications
BA University of Missouri - Kansas City
MA University of Kansas

James Leiker
Professor/Chair History/Political Science
BBA Fort Hays State University
MA Fort Hays State University
PHD University of Kansas

James Donaghy
RR Welding Trainer
AAS Johnson County Community College

Jane Zaccardi
Director, Practical Nursing & HOC
BS Rutgers State University of New Jersey
MA New York University

Janette Funaro
Professor/Chair Foreign Languages
BA Grinnell College
MA University of Chicago
SPC University of Chicago

Jason Mueller
Professor/Chair Railroad Welding
BED Pittsburg State University
MS Pittsburg State University

Jay Nadlman
Associate Professor/Chair Legal Studies
JD University of Missouri - Kansas City
SPC University of Missouri - Kansas City

Joan McCrillis
Professor/Chair Fashion Merchandising & Design
BS Kansas State University
MS Kansas State University

Joe Weis
Professor/Director, HPER
BS Oklahoma State University
MED Wichita State University

Jonathan Miller
Associate Professor/Chair Architecture
BS University of Nebraska - Lincoln
MA University of Nebraska – Lincoln

Karen LaMartina
Director, Nursing
AA Johnson County Community College
BSN University of Kansas
MSN University of Missouri - Kansas City
PHD University of Missouri - Kansas City

Kay King
Professor/Chair Administration of Justice
BS University of Central Missouri
MS University of Central Missouri

Keith Geekie
Professor/Chair English
BA Murray State University
MA Murray State University
PHD University of Missouri – Columbia

Larry Thomas
Professor/Chair Fine Arts & Photography
BFA Southeast Missouri State University
MA University of Iowa
MFA University of Iowa
SPC University of Iowa

Lekha Sreedhar
Associate Professor/Chair Horticulture
FOR University of Guelph Ontario, Canada

Lisa Cole
Professor/Chair Accounting
BS Missouri State University
MS University of Missouri - Kansas City
PHD St. Louis University
SPC St. Louis University

Lori Slavin
Associate Professor/Chair Science
BS Pittsburg State University
PHD Kent State University Main

Mark Raduziner
Professor/Chair Journalism & Media
Communications
BS University of Nebraska - Omaha
MA University of Missouri - Kansas City

Mark Van Gorp
Associate Professor/Co-Chair Computer Science
MS University of Colorado
PHD Iowa State University

Mary Hedberg
Professor/Chair Business Office Technology
BS Minot State University
MS University of Central Missouri

Margaret Ackelson
Professor Learning Strategies
BA Mid-America Nazarene University
MA University of Missouri - Kansas City

Mazen Akkam
Professor/Chair Information Technology
BS Kansas State University
MS Kansas State University

Michael Robertson
Professor/Chair Humanities
BA Florida State University
MA Florida State University
PHD Florida State University

Myra Young
Professor/Chair Speech
BS Northwest Missouri State University
MA University Northern Colorado
SPC University of Kansas

Nancy Carpenter
Professor/Chair Mathematics
BS Elizabethtown College
MA University of Missouri - Kansas City

Ona Ashley
Professor/Director Hospitality Management
BS Pittsburg State University
MLA Baker University

Pamela Hulen
Associate Professor/Chair Marketing & Management
BS Missouri State University
MBA University of Missouri – St. Louis

Pete Peterson
Professor/Chair Psychology
BA Calif State University - Stanislaus
MS Calif State University - Stanislaus
PHD University of Kansas

Renee Portmann
Director, Respiratory Care/Polysomnography
Program
BS Minnesota State University-Moorhead
MS University of Saint Francis

Richard Lehmann
Associate Professor/Chair Fire Science
BED Truman State University
ME University of Central Missouri

Richard Tremain
Assistant Professor/Chair Metal Fabrication
BS Pittsburg State University
MS Pittsburg State University
SPC Pittsburg State University

Robert Dye
Assistant Professor/Chair Construction Management
BS Kansas State University

Ronald Stinson
Professor/Chair Music & Theatre
BME Wichita State University
MM Yale University

Russell Hanna
Professor/Chair Game Development
BS Missouri University Science & Technology
MS Missouri University Science & Technology

Sheryl Hadley
Professor/Chair Economics
BS University of Central Missouri
MA University of Central Missouri

Stacey Storme
Professor/Co-Chair Interpreter Training
BA University of Denver
MED Northeastern University

Steve Hansen
Professor/Co-Chair Computer Science
AA Metropolitan Community College
BA University of Missouri - Kansas City
MS University of Missouri - Kansas City
SPC University of Missouri - Kansas City

Tina Crawford
Associate Professor Business Administration
BA University of Kansas
JD Washburn University
SPC Washburn University

Tom Hughes
Professor/Chair Computer Aided Drafting & Design
AAS Kalamazoo Valley Community College

William McFarlane
Professor/Chair Anthropology
BA University of Central Florida
MA SUNY College at Buffalo
PHD SUNY College at Buffalo

Responses to the Department Chairs Survey: Questions 4–11

Survey Question 4

Describe how your expertise as an experienced faculty member and content specialist makes you a more effective department chair.

Allison Smith: Art History

My successful experience in the classroom enables me to mentor my department faculty more effectively. I am regularly asked by the instructors in my department questions pertaining to best practices in the classroom, how to handle challenging student issues, grading concerns, etc. Further, in order to create a strong department with returning students, I spend a great deal of time researching innovative teaching methods, employing them myself in the classroom, and then passing on the most successful strategies to the art history faculty. I distribute suggestions / related documents regarding art history pedagogy, etc., via email, through our department Infoshare site, and in department faculty meetings.

Bobanne: Interior and Floral Design

In career programs, my professional contacts and expertise are critical. While I chafe under the basic administrative responsibilities, much of what I do could not be accomplished by someone not intimately connected to the profession.

Brian Zirkle: Sociology

We can evaluate faculty more effectively because we know the content covered in our courses. Additionally, student feedback is often better understood within the context of the subject matter. I am able to respond more effectively to student complaints and other feedback because we understand the material being taught. When necessary, this subject matter knowledge often helps us to mediate between student and instructor. We have a better sense of where a miscommunication or misunderstanding might be taking place in the context of the course material, and we are in a better position to identify and address any such issues.

Carol Smith: CPCA

As a content specialist, I am able to directly answer student's questions. We are also a source for industry and our business partners.

Dennis Arjo: Philosophy and Religion

I am very active in the discipline, continue to do research, and attend multiple conferences every year. As chair, I am an active member of the Kansas Philosophical Society, which has allowed me to get to know a great number of the philosophers in Kansas. This is very valuable when working with departments across the state on outlines for courses tapped for the KCOG process and for working out transfer agreements for philosophy courses. I have also used my knowledge of the discipline to develop courses such as History of Asian Philosophy and Environmental Ethics as well as to make revisions to several of our existing courses to make them more aligned with what other is done at our transfer institutions.

Dianna Rottinghaus: Reading

Planning and supervising new curriculum and bringing forward new ideas to help students.

Ellyn Mulcahy: Biotechnology

a. The chair, as an experienced faculty from over 10 years at JCCC, understands and/or teaches course content and is able to make decisions about what courses are being offered, which courses need or can be updated.

b. The chair, as a content specialist from experience during two post-doctoral fellowships, understands and/or teaches course content and is able to make decisions about what courses are being offered, which courses need or can be update

Jack Ireland: Automotive Technology

I feel that students can come to me with their concerns and questions regarding the program. I also see what is happening day in and day out since I am present in the lab and classroom.

James Hopper: Web

As a content specialist I am able to directly answer students' questions. We are also a source for industry and our business partners.

Jason Mueller: Welding

At this time we have 12 different welding classes in the RRIT welding program and I currently have taught 10 of them. Our programs are very specific and tailored to the needs of BNSF. These experiences give me a feel for what is transpiring at any given time in our RRIT welding department

Jeff Byers: Animation

My expertise in animation and 25+ years of industry experience allows me to foster partnerships with industry and keep current with industry trends. Being a content specialist in Animation allows me to prepare budgets efficiently and stay current in hardware and software. I am also able to direct adjuncts, full-time in a more efficient and purposeful manner, and discuss logical solutions to diverse animation problems.

Jim Leiker: History and Political Science

As a content specialist, I understand the differences between U.S. and European historians, between Marxists and Weberians, between the training of someone who graduated from a public university or a private select-admission school, and so on. I also understand the pedagogical advantages and disadvantages of using monographs over textbooks, novels instead of primary source collections, lectures over discussions, multiple-choice exams over essays, and so forth. Every faculty member employs a variety of these tools, and evolves over the course of their career in how they use them. This helps me to be a better chair by understanding the intellectual backgrounds of the faculty, and so am better prepared to make decisions about hiring, teaching assignments, curriculum revision, etc. than a non-specialist would make. It also helps me know when a professor is using outdated texts or is teaching outdated content material, or is presenting information that has been discredited by recent research.

Kay King: Administration of Justice

Because I am a faculty member, I can relate to the everyday issues that are experienced by students and other faculty. My perspective is entirely different from a chair who does not deal with faculty issues from recent personal experience.

I see myself as an advocate for the students first, then faculty. The college's bottom line is not my primary concern, but that is not to preclude me from understanding the importance of fiscal responsibility.

Being a faculty member has given me the perspective to develop a long-range plan for my department.

Keith Geekie: English

As was the case with the rest of the college, our department was run by administrators before we went to the chair system. It seems that since we went to the chair structure, we have become a "department" instead of a "program." The organization and activities in English are much more professionalized and focused. Individual members of the department are more involved in the committee work within the department and more involved in campus-wide committees. I believe this is in part because the chair of the department is alert to the bearing various campus activities have on the curriculum and faculty of our discipline. Also because English has a chair, there is an actual advocate for students in English classes, for the English faculty, for the discipline of

English, for the liberal arts, for collaboration with other departments than there was when the life of the department was run by an assistant dean. Assistant deans, in my experience, were not advocates for the profession of English, or the faculty, or even the students. One small case in point, would be my work with placement. Since I became chair, I've worked closely with Testing in order to administer and evaluate writing samples from students whose placement scores put them on the bubble between English 106 and English 121. This new system has given students a right of appeal that they didn't have before. It has become a formal process rather than an occasional favor done for a student.

Larry Thomas: Fine Art and Photography

Having taught for almost 40 years, the last 25 at JCCC, I have had some varied and unique experiences teaching at 3 different colleges while maintaining my status as a practicing professional artist.

To begin with I've taught a variety of art classes throughout my career. I've taught, drawing I, II, II, & IV, painting I, II, II, IV, printmaking I & II, digital imaging for artists I & II, beginning photography, advance photography, studio workshop, 2D design, 3D design, illustration, art appreciation, & art history. In addition, I've been director and curator of the student and/or the professional art galleries at each of the schools I've been at. I've literally served on hundreds of academic and community based committees. I've created student permanent art collections at each of three colleges I've been employed, and have inventoried, exhibited and maintained those collections. At the first two colleges I taught at, I was also the staff photographer. I've done talks, demos, lectures, and seminars both on and off campus throughout my career. I have also been a lead facilitator twelve times for the Artist INC Workshops program. Artist INC delivers training and tools for artists to learn entrepreneurial skills specific to fine arts businesses. A program of the UMKC Innovation Center made in collaborative effort with ArtsKC – Regional Arts Council and Charlotte Street Foundation, Artist INC encourages artists not only to live for their art, but also to make art their living.

Lekha Sreedhar: Horticulture

As an experienced faculty member and discipline/content specialist (B.S Agricultural Sciences; M.S. Horticultural Sciences; M.S Horticultural Sciences/Plant Agriculture, Ph.D. Plant Physiology; Post-doctoral research in Ag-Biotechnology), I have spent years developing relationships with K-State Horticultural Sciences (Manhattan and the two campuses in Olathe), green industry professionals, government agencies such as Kansas Department of Agriculture, Missouri Department of Agriculture, US Department of Agriculture, and High Schools in this area. These relationships have enabled me to recruit and hire knowledgeable, highly qualified professors as adjunct faculty members, negotiate internships, seasonal jobs, career opportunities for students, secure scholarships, raise funds for Horticulture scholarships, recruit advisory board members, recruit students from High Schools and industry employees, and has also allowed me

to invite subject matter experts as guest speakers for the various courses we offer. These collaborative partnerships I have established with prominent businesses and K-State also enables us to use their facilities and resources for labs. At JCCC, Horticultural Sciences is both a career program and a transfer program. Several of our courses transfer to K-State at the sophomore and junior level. Overseeing the day-to-day operations of this department and the greenhouse (GH) is possible because of my strong academic credentials in the discipline, and experience and knowledge in developing, enhancing and fine-tuning the curriculum. Although Horticulture is a billion dollar industry in Kansas, at JCCC, Horticultural Sciences, has been overlooked in the past. Not many administrators and faculty understand what this discipline is all about. Since I became the Chair in 2010, I have been a strong advocate for this program, both inside and outside JCCC.

Lisa Cole: Accounting

I had the opportunity to chair (interim) another department of which I was not a specialist in the area. This was extremely ineffective. Decisions were not based on firsthand knowledge of the content area needs or what was necessary to be successful. I now chair a program of which I am a content specialist and an experience faculty of 10 plus years. I enjoy working with the faculty and students. I believe decision about the program are made based of what I believe to be true of the profession and my firsthand experience in the field.

Lori Slavin: Science

Strong familiarity with course structure and content, which enables a "big picture" view when problem solving

Positive working relationship with department faculty and staff aids in strong, positive communication within department

Classroom experiences foster an environment of objectivity and clarity which benefits the department in a multitude of ways

Mark Raduziner: Journalism and Media Communications

Having worked in the journalism and media field and spent several sabbaticals in back-to-work media experiences, no one on campus has the professional knowledge or contacts about the media industry, media businesses, or professional contacts that I have. As a 33 year faculty member at JCCC, I know the college's atmosphere and policies/procedures as they relate to my department, our students, and our faculty.

Myra Young: Speech and Debate

There is definitely a learning curve to the chair role, but being a long-time faculty member has absolutely helped by at least providing the framework for how the college functions, the org

chart (knowing who does what and who to talk with about various issues), and having the experience of having gone through most/many of the processes before (budgeting, assessment, program review, hiring, etc.) Being a content specialist brings the familiarity of our discipline and curriculum. There's a personal connection to the mission of our department and what we're all trying to do as faculty within the department that I cannot imagine would be shared to the same degree nor be as effective if chaired/supervised by someone unrelated (or only remotely related) to our specific field and content.

Nancy Carpenter: Math

Our department has pre-reqs for everything – it is important that the chair knows what is needed for success at every level so students are well placed. They must also be familiar with our transfer institutions as many students come here for a class or two so their transcripts are not entered in the system. That means lots of SFASRPO work. I have worked hard to establish a cooperative with counseling on who should enter permissions – it works extremely well, but does increase the work at my end.

Rich Lehmann: Fire Science

I had been in the fire service for 37 years (16 as chief of a fire department) as well as 47 years in the instructional process at the community college level in fire service programs.

The background in the fire service provides a wealth of information and knowledge concerning the needs of the fire service that can, and is translated into effective programming for the courses. In addition, as a fire chief, my ability to work with personnel, budgets, and outside agencies puts me in good stead to operate as a manager (chairman) of a program.

My background in higher education has allowed me to glean knowledge of the process that provides the wherewithal for the instructional process at that level and deal with various issues that only occur in college setting.

Richard Tremain: Metal Fabrication

An effective department chair holds the respect and trust from his peers, jointly working together developing and communicating on a regular basis the vision of the department.

Robert Dye: Construction Management

My contribution is based largely on my industry experience. I spend a lot of time contacting professionals in the construction industry to encourage them to consider JCCC for interns and new hires. This a proven successful to date, but we have a lot of work to be done in this area.

Ron Stinson: Music and Theater

Know the subject matter extremely well – 44 years as a professional performer and 45 years as a teacher- plus all these years of dealing with many different kinds of situations and people make for being an effective department chair.

Sheryl Hadley: Economics

Faculty who serve in the chair role understand their discipline's content and are better positioned to handle student complaints, faculty questions (*especially* those pertaining to content), textbooks, technology—*Connect Economics*, faculty evaluation/observation, syllabi, etc.

Janette Funaro: Foreign Languages

I know our students' learning outcomes in great detail (from leading the revision of our course outlines), I know best practices in teaching foreign languages (from experience and by remaining current in the field), and I know how to assess students' proficiency and knowledge (also from experience and preparation). All of these things prepare me to advise students, counsel faculty, and recommend appropriate courses of action and changes to our department.

Pete Peterson: Psychology and Early Childhood Education

I am more directly connected to my faculty and our students; "in the trenches," so to speak (versus, say, as would be an assistant dean). I understand the needs of the department and faculty better than if I were another step removed. Because of my "being on the line" communication with full-time faculty and many of the adjuncts is excellent. In addition, I can answer student questions more quickly and more accurately.

Maggie Ackelson: Learning Strategies

To teach in the Learning Strategies Program, faculty are required to train in the teaching and assessing methods used in each learning strategies course. These methods are based on the Effective Teaching and Learning Model developed at the University of Kansas. Included in the model is training in brain-based learning and learning how to learn. I was trained in this model and trained to teach all 5 learning strategies courses. I have many years of experience in using the Effective Teaching and Learning Model, training adjunct faculty and teaching all 5 learning strategies courses. Faculty who are part of the Learning Strategies Program are considered to be learning specialists. As the only full-time faculty member and chair it is imperative that I have the expertise as a trained learning specialist and be an experienced faculty member to maintain the integrity of the Learning Strategies Program. Recent studies done by OIR have shown the efficacy of learning strategies courses in terms of student retention and persistence. A department chair is vital to continue the success of the program and its impact on student success.

Survey Question 5

Describe the ways in which being a faculty member in your department has been valuable in carrying out your administrative responsibilities.

Allison Smith: Art History

We use specific technologies in the art history classroom, and I am routinely requested to provide feedback on such issues as the dual screen projection system in our classroom (the only one of its kind on campus), the online image database from which we show our digital images in the classroom, our textbook offerings (both etext and hard bound), and the various online learning resources available to art history students (virtual architectural tours, online museum sites, et al).

Further, having a solid understanding of the material that is taught is critical in understanding the type of instruction that is needed both in the classroom and online. Teaching art history can be challenging in both venues – face to face classes are frequently held in the dark due to slides, and courses taught online are forced to describe three dimensional art and architecture in a 2-dimensional platform. Having been an art history student myself for more than a decade at the college level, I am able to make key decisions on instructional material that is best suited for our students and instructors.

Bobanne Kalkofen: Interior & Floral Design
While I dislike Banner related tasks, I've become adequately skilled to complete some tasks more efficiently than could be accomplished by assigning them to others. Since student advising is a HUGE part of my job, having the skills and access to complete the tasks needed by students allows me to serve the student better.

Brian Zirkle: Sociology

We are, first and foremost, faculty members. We have a faculty perspective. We are experienced "on the frontlines," in the classroom, in front of students. We have spent years refining our skills and our craft, and we are better able to predict how policy changes made outside the classroom could impact those inside it because of this experience.

Carol Smith: CPCA

I understand the way my own department operates. It also gives students a familiar contact so they know who to ask certificate or degree specific questions.

Dennis Arjo: Philosophy and Religion

I know all the faculty members in the department and am familiar with their circumstances, personal schedules, etc. and so can be very responsive in putting together the schedule. I am also very familiar with the different strengths and interests of different faculty and this also helps with scheduling, and also in understanding student complaints. Having taught at JCCC for 18 years now gives me great familiarity with our students, and this also helps with student complaints and requests. Being active in the academic philosophy world helps when it comes to hiring and evaluating adjuncts and offering advice on syllabi and course materials. Having a single, named contact person in the department is very helpful when addressing student questions about courses in philosophy and religion, requests for waivers and course substitutions, inquiries about employment possibilities, and so on.

Dianna Rottinghaus: Reading

Understanding curriculum
Addressing assessment issues
Negotiating student concerns

Ellyn Mulcahy: Biotechnology

a. The chair, as a peer and faculty member, interacts with other faculty members efficiently.

b. The chair, as a faculty member, understands course content and can design and discuss assessment efficiently.

c. The chair, with experience of being a lead instructor as a faculty member, and project management, grant writing, and personnel supervision from post-doctoral fellowships, understands both the academic and administrative responsibilities of a chair position.

Jack Ireland: Automotive Technology

Students
As an instructor I recognize the need for curriculum changes.
Listen and address their faculty and course concerns.
Recruit degree seekers and encourage degree completion.

Faculty members
Understand what goes on in the classroom.
Seen as a co-worker, not a supervisor.
Mentor new faculty.
Provide classroom and instructional support.

College
Foster relationships with business for internship opportunities.

Represent the college in the community.
Represent the college with an advisory board and participate on numerous advisory boards
Program academic planning that support the overall college goals.

James Hopper: Web

I understand the way my department operates. It also gives students a familiar contact so they know who to ask certificate and degree specific questions.

Jason Mueller: Welding

I know the programs being taught first hand.

Jeff Byers: Animation

I am constantly creating new materials for students and have built strong relationships with my supervisors. I am continually developing strategic plans to support CSIT/department needs that support faculty, adjuncts, and students.

Jim Leiker: History and Political Science

My loyalties run in this order: students, department, division, college. As a faculty member, my colleagues are the first ones to whom I turn for advice on dealing with a troubled student, or teaching a controversial issue. Although I have an exceptional dean, I feel more comfortable having administrative decisions made by someone from my discipline, which is why the chair model—whether I serve in that role or someone else does—works efficiently. Department chairs can be removed by vote of the faculty and so are accountable to them. I learned some of the functions of being chair by participating in department meetings and being part of a collective decision-making process. In this sense, the chair is not so much an administrator as the faculty member who calls meetings and facilitates the process; all significant decisions—from classroom preference, to F2F/online ratio, to adjunct/ft ratio, to prioritizing department needs—are made by the faculty as a whole. This is true shared governance.

Kay King: Administration of Justice

As the program chair, I feel responsible for the well-being of the programs' students and faculty. The success of the program (which benefit the community, students, and JCCC) is a primary concern. As such, I put in the time it takes to get the job done whether or not I'm "on the books". That often includes nights and weekends; it is not a 9-5 job. All additional "duties as required" tasks are added to my workload for the good of the students, the program and the college. My students perform an essential service to the community by keeping it safe. My relationship with other professionals in the field enhances our student's ability to become productive members of society.

Keith Geekie: English

Occasionally, English faculty members will refer to me as a "boss." I correct them and say "I'm not your boss; I'm your colleague. I'm an English teacher too." In my view, English Department members form a group of equals in a partnership relationship, as opposed to a hierarchical one. I think of the English Department as an association of educated and experienced professionals. Like my colleagues, I am an English teacher. I have three degrees in English and over thirty-five years of experience at four different institutions. I know the responsibilities English teaching involve and what those responsibilities mean, so when faculty members talk to me, I know what they are talking about. English Department faculty members don't need a boss, as most of them, by the nature of their educations, are over-achievers. They are educated, talented, and self-reliant, much like the rest of the department. What the English faculty actually needs is support. They need someone to listen to their ideas and figure out ways to help them turn their ideas into reality. They need someone to advocate for English in order for the discipline to remain relevant in the education of our students and relevant to the wider Kansas community. They need someone to help them with difficult students or to help in settling down aggravations between colleagues. They need letters of support. They need help with going to conferences and getting grants. Our department members have lots of ideas and are involved in many professional activities. Because, like them, I am a college English teacher who happens to be the chair, I share their enthusiasms, their skill set, and a common background that makes it easy for us to communicate with each other and work on strategies to solve problems.

Larry Thomas: Fine Arts and Photography

Given the number of different kinds of classes I've taught, and for how many years I've taught them (as sited above in question 4,) I have had an abundance of experiences in a number of situations on several levels. I've worked with a wide range of students in many disparate kinds of situations. I have studio classroom experience, lecture classroom experience, and numerous workshop experiences. I've worked with students, administrators, fellow faculty members, and faculty and staff members at other institutions from large universities to small high schools. Public colleges as well as private, both large and small, have employed me. My classrooms have had enrollments as few as 6 and as large as 40 when I taught at Lincoln College, a private two-year college in Illinois. I've also sponsored countless class trips locally, nationally and abroad. Because I've taught in so many different studios, I have had the experience of teaching in a number of different kinds of workplaces and with an enormous assortment of tools and equipment, from small hand tools to sophisticated professional inkjet printers and everything in between.

Lekha Sreedhar: Horticulture

My interaction with students, both inside and outside the classroom, academic advising, Horticultural Sciences Students Association (HSSA) a.k.a. Hort Club advising, and my

knowledge of student interests and demographics, as well as my relationships with fellow faculty and staff as a peer has provided me with

The knowledge and experience base to guide, develop, and manage this program effectively. We offer 19 different courses through the year. Eighteen of these courses have hands-on labs. We also offer several sections of some courses. Some courses require extensive use of greenhouse space for lab work. I have been informed by my adjunct faculty, some of whom have experience teaching in other Universities, that employing a department chair or an administrator, who does not have academic credentials in the discipline, and intimate knowledge of the program and the day-to-day operations of the facility would not be looked upon with much respect or validity by the students, faculty, industry or K-State, i.e. department will lose credibility if the department chair does not have strong credentials in the discipline, and is not widely respected by industry and K-State.

Lisa Cole: Accounting

Being a faculty member aids in my administrative responsibilities as follows:

Working relationship with full-time and adjunct faculty.

Understanding of the needs of the program.

A relationship with the students – they know I teach, thus they are will to address faculty concerns.

Willingness to address concerns from faculty prospective.

A faculty schedule (less meetings) allows time to manage duties.

Lori Slavin: Science

Organizational skills, combined with detailed mindset, allow for more efficient completion of duties

Ability to cross boundaries between administration and faculty, creating a "safe" environment for open communication

Pre-emptive ability to identify issues before they arise in an academic setting

Mark Raduziner: Journalism and Media Communications

From budgets to program review, to hiring adjuncts, to collaboration with colleagues in my Division and across campus---and communicating with students, I am the best representative between all of those groups, to represent the Journalism and Media Communications

Department…both on and off campus, as its chair. Nobody else on campus knows the department nor the industry as well as I.

Myra Young: Speech and Debate

Existing and ongoing positive working relationships with full-time and adjunct faculty.
By teaching classes myself, I share the experience of other FT and adjunct faculty. This provides a better understanding of the needs of our department and of our faculty.
Having my own students helps be better maintain perspective, considering all sides—student, faculty, administrative.

Nancy Carpenter: Math

My first question in every situation is, "Is it good for the student?" If I didn't teach, it would be difficult to maintain this perspective.

Rich Lehmann: Fire Science

In my specific area of the fire service it is essential that an individual have the requisite back ground and specific knowledge of what the fire service needs in their new hires as well as their officer ranks. Without that information the ability to provide effective instruction is lacking.

Robert Dye: Construction Management

I try to work closely with our students as both a teacher and an advisor. This helps me to maintain perspective when considering administrative questions.

Ron Stinson: Music and Theater

The criteria describe above apply to this question as well. Also, in my situation, I have been doing the duties of a department chair since I started here 20 years ago, just without the recognition as Chair. Basically I have been teaching and Chair all this time, so for me the two have gone hand in hand my whole time here at JCCC.

Sheryl Hadley: Economics

As a faculty member in my department, I am in the best position to advocate for the *needs* of our department (faculty, textbooks, budget, etc.).

I have developed strong/close relationships with my faculty, so I'm in the best position to evaluate/observe them to ensure quality in our program.

Janette Funaro: Foreign Languages

See above. That is, without the knowledge of what goes on in the classroom and how students actually work and learn, I would likely be a poorer scheduler of courses, or poorer at reviewing the department – or planning for the future.

Survey Question 6

Describe the ways in which you as a faculty chair are valuable to students, faculty members, and the college.

Allison Smith: Art History

I am the key representative of our department. When a student in any one of our classes has a question or concern, they have an approachable person they can meet with easily on campus. Having a department which is (unfortunately) almost entirely made up of adjunct instructors, I am the only professor who is physically on campus five days a week. My office is right next door to the classroom and my door is almost always open. I make myself available to students needing any kind of assistance in art history; frequent questions pertain to study techniques for the rather difficult exams which can be challenging to new students, issues surrounding the use of our online image database available to students for home study, the defining and explanation of art historical terminology which is frequently in a foreign language (I have reading ability in five languages, as do many art historians),

Brian Zirkle: Sociology

We are mediators and go-betweens for students and faculty alike, to any number of different levels of administration and many various "arms" of this institution. We bridge any number of gaps on any given day.

Carol Smith: CPCA

We spend a great deal of time making sure our students are on track and on pace to graduate with appropriate technical skills and experiences. We are able to offer specific advice to student on our curriculum and industry practices and opportunities.

Dennis Arjo: Philosophy and Religion

I think as a faculty chair I am able to cultivate and maintain collegial relations with people on behalf of whom I need to make potentially difficult decisions. Being close to classes and the subject allows faculty chairs to be very responsive to particular issues in the department. Expertise in the subject allows me to answer student questions about the subject in more detail and to evaluate teaching with an eye to content as well as general pedagogy. Having substantive contact with philosophers at KU, K-State, and other transfer institutions is beneficial in working towards and maintaining the transferability of our courses. It also increases communication between our department and departments around the state.

Dianna Rottinghaus: Reading

Increased awareness of Developmental Education needs and resources
Provides a "go to" person for the department
First line of defense for dev ed students
Provides contact person for the department
Maintains a presence for the Reading department across campus
Promotes the services of the department.

Ellyn Mulcahy: Biotechnology

a. The chair, as a faculty member, has good working relationships with faculty in other area colleges and universities; this is beneficial to be able to form and implement new transfer agreements, and maintain/re-align existing transfer agreements

b. The chair, as a faculty member, has good working relationships with faculty in area high schools; this is beneficial to be able to encourage and facilitate high school students and their teachers to visit JCCC for a campus tour, to learn about Biot and to participate in a lab session.

c. The chair, as a faculty member, has existing relationships with students; students knows that the chair is also a teacher and is open/welcoming to student questions, discussions etc.

James Hopper: Web

We spend a great deal of time making sure our students are on track and on pace to graduate with the appropriate technical skills and experiences. We offer specific advice to students on our curriculum and industry practices and opportunities.

Jason Mueller: Welding

The chair is the first line of communicate for the department.

Jeff Byers: Animation

As an animation chair it is my responsibility to make sure I am current with industry trends. This allows me to help maintain high standards across the animation department and it's adjunct and full-time faculty. Maintaining the highest possible standards ensures student learning and success and gives them the valuable skills necessary for employment into the animation and games industry.

Jim Leiker: History and Political Science

I feel I am valuable in many ways:

I am the first person students speak to when they have a concern about an instructor, and am often the first person instructors go to when they have problems with a student.

I ensure that the process of mediating conflict between professors and students—which is rare—happens in a fair, balanced way.

I represent the department to the division dean, who oversees many disciplines and must make choices between them as to prioritization of resources.

I work carefully with more than thirty instructors with diverse, complicated schedules to find times when they can teach classes.

I try to encourage professional development opportunities for faculty.

I administer a scholarship fund, in collaboration with Financial Aid and the JCCC Foundation, for deserving students.

I try to encourage co-curricular programs, i.e. student organizations.

I monitor the budget to ensure that there are sufficient funds for innovative projects.

I encourage faculty to research and write articles and books to enhance the prestige of JCCC.

I coordinate with the bookstore so that our instructors enjoy the academic freedom needed to assign the materials of their choice.

I try to schedule classes at times that are convenient for students, and try to be alert to changing scheduling needs in the student population.

I periodically review our course catalog to ensure we are offering curriculum that is current and up to date.

I have shepherded new courses through the curriculum approval process.

I help administer a faculty exchange with KU so that one of our professors teaches an upper-level course there while a mentored graduate student teaches here to gain classroom experience.

Mostly, I try to defend the importance of History and Political Science as needed components of any college education and try to be a fierce advocate that these, and other classes in Liberal Arts and Humanities, are not "dumbed-down" or replaced in the rush toward high enrollments.

Kay King: Administration of Justice

It would be nice to have time to explore ways to improve the curriculum and the program, collaborate with other educators, and research other fields which could be integrated into our program. I would love to have time to assimilate all the information I get at all the training and meetings I attend; all the college committee meetings, etc.

Keith Geekie: English

In my response to question 5, I tried to articulate how the position of chair supports faculty members and students. As to supporting the college, I think the chair position is very valuable. Not to be too mercenary about it, but the English Department and English classes in general generate a lot of income for the rest of the college. A well-run department that publicizes its courses, stays up-to-date on trends in the profession and in Kansas, actively promotes student success and student progress, coordinates relationships with other institutions and maintains a robust enrollment helps the entire college.

Larry Thomas: Fine Arts and Photography

Given the wide variety of experiences I've had over almost 40 years of teaching, and now 6 years as a faculty chair as sited above, I feel I have had a lot to offer particularly in handling potentially volatile circumstances successfully, and with solutions where all parties walked away feeling they had been treated fairly.

Lekha Sreedhar: Horticulture

Responsibilities of the Chair: In addition to 'faculty responsibilities', student, community and industry engagement & serve as an adjunct faculty resource.

Student engagement: As the department chair, I serve as the primary academic advisor to our students. My interaction with students provides me with an understanding of their thoughts, challenges, life aspirations, and much more.

Program development: As the department chair, I am actively involved in student recruitment, adjunct faculty recruitment, GH staff recruitment, management of the Horticultural Sciences curriculum, HSSA advising, and much more.

Community and industry engagement: On the non-student side, I bring an understanding of what it takes to build partnerships with our industry leadership in the geographic area we serve, and knowledge of how to actively engage the community in our programs and activities. With outreach activities such as our annual Horticultural Sciences day, Native Plant Symposium, and Horticultural Sciences Speaker Series, I have increased visibility of this program, collected sponsorship funds for Horticulture scholarships, provided networking/career opportunities for our students, and increased student enrollment significantly.

Adjunct faculty resource: they deal with me on a day-to day basis to guide them with student issues, curriculum issues, GH matters and much more. I serve as the College-Now liaison also.

For more information about JCCC's Horticultural Sciences and our outreach activities, please visit: www.jccc.edu/horticultural-sciences

Are there activities you would like to carry out as chair but have been unable to do? Why?

Yes. I would like to continue to further develop and enhance relationships with industry and community. The greatest restriction, thus far, has been limits on my time and the fact that I am on a nine month school year. I am unemployed during summer months when I would have had more time to enhance industry and community relationships. A 12 month continuous effort is needed to take this program to the next level. Also, an additional full-time faculty member in Landscape Horticulture.

Lisa Cole: Accounting

As a faculty chair I am available to:

Students

- As an instructor I recognize the need for curriculum changes.
- Listen and address their faculty and course concerns.
- Foster relationships with business for internship opportunities.
- Communication
- Recruit degree seekers and encourage degree completion.

Faculty members

- Understand what goes on in the classroom.
- Seen as a co-worker, not superior.
- Support their concerns and issues – because there my concerns and issues.
- Mentor new faculty.
- Provide classroom and instructional support.

College

- Encourage collegiality among faculty in program.
- Represent the college in the community.
- Represent the college with an advisor board.
- Program academic planning

Lori Slavin: Science

Strong ability to empathize with students/parents regarding academic concerns and issues

Familiarity with academic goals allows for comprehensive plans for academic success

Open and approachable communication style aids in increased department understanding of procedures and protocol

Conscientious resource for faculty with the ability to address daily problems, issues and concerns in the academic setting.

Mark Raduziner: Journalism and Media Communications

Scheduling department meetings, coordinating business relationships through internships and collaborative projects in our department, coordinating College Now, scheduling classes, dealing with student issues and classroom issues, coordinating Outcomes Assessment for the department, coordinating professional development for adjunct faculty, serving as the department's content specialist, representing the department on committees and professional/high school boards.

Myra Young: Speech and Debate

Students
    As an instructor, I recognize the need for curriculum changes.
    I'm good at listening and addressing student concerns about faculty or other course issues.
    Since I also teach and have my own students, I think I'm good at relating to their student issues.

 Faculty members
    I can relate to their experiences in classroom, being there myself.
    Relatable as co-worker.
    Support their concerns and issues—because they are my concerns and issues too.
    Mentor new faculty.
    Provide classroom and instructional support. Serve as point person for tech and other issues.

 College
    Encourage collegiality among faculty in program.
    Represent the department on college-wide committees.
    Provide and maintain gen ed coursework supporting overall college goals.

Rich Lehmann: Fire Science

As chair I am quickly able to insure that student questions concerning courses, admission into the program and outlook as to future needs in the fire service can be quickly addressed.

For the faculty I am able to insure that all needed equipment and supplies are available for their classroom use as well as assist in insuring that high quality students are in the program. I am also able to be their surrogate in questions arising in their employment with the college.

Lastly, I am able to assist in drawing students to the college that are interested in the fire service as a vocation, as I am able to answer all of their questions concerning the fire service and the college program.

Richard Tremain: Metal Fabrication

Department chairs are usually the most experienced and most dedicated faculty in their departments, making them valuable to students, faculty members and the college.

Robert Dye: Construction Management

Students

- As an instructor I recognize the need for curriculum changes.
- Listen and address their faculty and course concerns.
- Recruit degree seekers and encourage degree completion.

Faculty members

- Understand what goes on in the classroom.
- Seen as a co-worker, not a supervisor.
- Mentor new faculty.
- Provide classroom and instructional support.

College

- Foster relationships with business for internship opportunities.
- Represent the college in the community.
- Represent the college with an advisory board.
- Program academic planning that support the overall college goals.

Ron Stinson: Music and Theater

The most important way, in my opinion, is the fact that I am here to help the students and Faculty. This involves resolving teaching and learning issues as well as the personal problems that always arise.

Sheryl Hadley: Economics

Having someone in the chair role that is familiar with the discipline is, in my opinion, the best possible solution/situation for the college. I have students in my office every semester wanting to know about our discipline. Faculty consistently rely on me for questions pertaining to D2L, *Connect Economics*, student issues, etc. They also rely on me to communicate college-wide initiatives (KPIs, Assessment, Program Review, etc.) and how our area may be affected.

Janette Funaro: Foreign Languages

Students now have someone to go to speak about studying a foreign language. They can come to my office or phone or e-mail me and I will listen to them and help them decide how to proceed. I

am the person who represents foreign languages to our students. So they no longer need to figure things out on their own. I am also the point person for community members who have a question about foreign languages, and for any of our internal stakeholders who need to contact someone who knows about foreign languages, or our department. (This includes all of our fantastic student service staff members, etc.)

Maggie Ackelson: Learning Strategies

As faculty chair, I assist students with scheduling, classroom concerns, personal issues and navigating and using the college's resources. I mentor new adjunct faculty, oversee their training and provide opportunities for further training. As chair, I provide all syllabi, student packets, assessments and course materials for all 5 learning strategies courses. I work with adjuncts to try and fit their schedule preferences. Due to the pedagogy used in the program, I work closely with adjunct faculty. I collaborate with other departments across campus that include Math, Athletics, and ABE to schedule classes specifically for students in those departments. I oversee the TIPS program that offers learning strategies classes to high school seniors. This involves visiting the high schools and scheduling classes that fits students' needs. I do numerous workshops for students each semester as requested by faculty from various departments.

Survey Question 7

Are there activities you would like to carry out as chair but have been unable to do? Why?

Allison Smith: Art History

Between teaching, my chair duties, committee work, and all of the art outreach activities I do for JCCC I would find it difficult to take on any more activities.

Brian Zirkle: Sociology

Yes, we want to be able to expand our course offerings but there is no institutional support for such an effort, and the current composition of Ed Affairs is somewhat resistant to the addition of courses they view as not directly related to any particular career path.

Dianna Rottinghaus: Reading

Initiate more new curriculum ideas and truly evaluate data. Haven't been able to offer consistent delivery of instruction because of institutional changes.

Jeff Byers: Animation

I would like more release time to work with and develop more industry partnerships and internships.

Jim Leiker: History and Political Science

All areas above on which I marked "zero" are areas I wish I had time for. I would like to be speaking with business leaders, librarians, legislators, and benefactors about the importance of history and political science in producing educated people. I'd like to explore more opportunities for our faculty in non-teaching roles, so they can cultivate their work as true experts and not simply classroom managers. I'd like to invite visiting speakers, i.e. leading historians, military personnel, government officials, to campus and help increase the intellectual life of JCCC. If there was time, I'd like to revive our History internship program so students can learn the basics of museum or archival work. And I'd like to see all of our faculty on editorial, museum and advisory boards.

Kay King: Administration of Justice

Entering information which could be easily complete by an administrative assistant. A great deal of my time is spent on activities that could easily be done (well) by someone without my education and experience. The college is burning me out doing things I'm not trained to do. I'm not an administrative assistant. They can't counsel a student, I can't enter a Banner waiver without wasting an hour. This type of activity I don't do often enough to remember how to do it,

so I have to re-learn it every time. Fighting with infoshare—which everyone admits doesn't work, is EVERYONE'S waste of time!!!

Keith Geekie: English

I would like to spend more of my time working with other departments so that we can develop English courses specific to various disciplines. This task is very time consuming, and I have not been able to spend as much time on it as I would like.

This is never going to matter, but Math and Science Divisions became the responsibility of one dean. Also English/Journalism and Communication Divisions became the responsibility of one dean. Math and English, taken together, include an enormous number of credit hours and take up a good portion of the course schedule each semester. I think the Chairs of English and Math ought to be occasionally present at IDC, since we used to be in attendance until we got combined under umbrella deans. We have been told that we are not welcome in this group, which is unfortunate, since this is where discussions about the budget take place and Math and English might be able to make some meaning contributions to those conversations.

Larry Thomas: Fine Arts and Photography

I think the biggest disappointment in the last 10 years as a faculty member and then ultimately chair, was not getting a building built that would facilitate a deserving art student body and faculty.

Lekha Sreedhar: Horticulture

Yes. I would like to continue to further develop and enhance relationships with industry and community. The greatest restriction, thus far, has been limits on my time and the fact that I am on a 9 month school year. I am unemployed during summer months when I would have had more time to enhance industry and community relationships. A 12 month continuous effort is needed to take this program to the next level. Also, an additional full-time faculty member in Landscape Horticulture.

Lori Slavin: Science

No, the supportive nature of my department has allowed for open thinking, acceptance of new ideas and the ability to implement activities to the benefit of faculty and students.

Do you have responsibilities that you think a chair should not do? If so, what?

No, I feel the duties I attend to daily are fairly assigned.

Mark Raduziner: Journalism and Media Communications

Visit Journalism departments at area colleges
Visit and recruit at Johnson County high schools
Plan a workshop in e-reporting/social media reporting for professionals
NO TIME!

Myra Young: Speech and Debate

No, not really. Get caught up too often with what seem like busywork tasks, and don't spend as much time on long term and creative planning and new ideas.

Nancy Carpenter: Math

I plan to create a workbook for future math chairs to have as a reference – to lessen the learning curve for the next one in line. I'd also like to analyze my own success rates as the chair – have decisions that I have made resulted in student success. Of course, time prevents this …

Rich Lehmann: Fire Science

With the need for specific knowledge of the fire service as a career and as a program at JCCC, I have not been able to travel to the various high schools with this information. I have set up a "trial run" for this fall in this area.

With our program being an AA degree as opposed to an AAS I have visited with 2 community colleges in Kansas but need to visit more in order to gauge the interest in some type of partnerships for the AA degree utilizing our online core fire courses and their general education programs to provide their firefighters with the ability to obtain an AA degree with Fire Service emphasis.

Richard Tremain: Metal Fabrication

If my teaching load was reduced, I would have more time to work with students, faculty, curriculum, budget etc. to move the department forward at a faster pace.

Sheryl Hadley: Economics

A job duty that I would like to have is "locking" classes for adjunct faculty. We used to have paper contracts, and once enrollment reached 10 students, we would let our admin know and a contract would be created. This system was very effective and clearly communicated to adjunct faculty (which are the majority in my department) whether or not a class was at risk of "not making." The technology we use now allows our adjunct to accept their contracts online, and that part is great, but the locking down now requires the dean to physically go in and lock the class so that the contract is created. I would like to see the college come up with a break-even number for

enrollment (especially with Gen Ed classes), so that "locking down" could be completed in a more timely fashion (either automatically, or by the chair of the department). My adjunct faculty were very frustrated by having to wait until the Friday before classes started to know whether or not they were going to be working at JCCC. It's not fair to them as it leaves them little time to prep and prevents them from committing to us, or other colleges, as they piece together their teaching opportunities. Enrollment management is important, but it could be way more efficient with a few small changes to the system.

Janette Funaro: Foreign Languages

I would like to do more coordination with other chairs. That is, I would like to have more regular contact with other chairs to talk about issues and concerns. I think we could really learn from one another. That's probably not what you mean by this question, though.

Survey Question 8

Do you have responsibilities that you think a chair should not do? If so, what?

Allison Smith: Art History

I think my specific duties are appropriate, however logging my time over the summer I realized I was called on to perform over 6 hours of chair duties per week, yet I was compensated for only three hours. I feel that our time spent performing our chair duties should be more widely recognized.

Brian Zirkle: Sociology

We are usually our own administrative assistant. We have to log in to CourseClimate and pull the reports on all of our faculty. That was previously done by an AA, and not to sound elitist, but the college doesn't need to be paying faculty rates for someone to do a task like that. It can be done by anyone making $10/hour. Likewise, we have spent hours preparing, assembling, and distributing assessment packets to all faculty teaching whichever course(s) we were assessing for that semester. Once again, this is work that can be done by someone making far less than faculty, and to that extent, it is not an efficient use of college resources. ITP requests are another example. WHY are we dumping this on chairs?

Carol Smith: CPCA

Chair should not evaluate full-time faculty.

Dianna Rottinghaus: Reading

Peer evaluations

James Hopper: Web

Chair should not evaluate full-time faculty.

Jeff Byers: Animation

Yes, marketing and advertising the animation program. JCCC's responsibility is to set aside a budget to hire advertising agencies to market career programs.

Jim Leiker: History and Political Science

I feel the hiring process is too complicated; there are too many tasks that HR used to perform that have been passed on to the departments. I find collection of outcomes assessment data—which is simply the instructor's grade sheet in different form—to be a redundant and largely useless

activity. Program review and faculty portfolios have their place as an occasional opportunity for faculty and departments to self-assess, but the college is mandating too much of this to the point where we spend more time explaining our jobs than doing our jobs. I believe scheduling and evaluation of faculty is something every chair should be required to do, but since I work in a department where two-thirds of our classes are taught by adjuncts, I have little time or opportunity to do much else. In a normal academic environment, the ratio of full-time faculty would be much higher, which would result in less training time, less time spent on hiring committees, fewer student complaints, more experienced faculty with deeper commitments to the college, and so on.

Kay King: Administration of Justice

Some faculty (FT & PT) must do activities because I am otherwise occupied with endless meetings.

Larry Thomas: Fine Arts and Photography

At times I feel like I do too much data entry work particularly in scheduling. It seems this kind of work would be better suited for the expertise of an administrative assistant as opposed to someone who has graduate degrees in a college discipline.

Lekha Sreedhar: Horticulture

Recently many responsibilities previously performed by administrative assistants in most colleges and Universities have been added on to my responsibilities list. Reminding adjunct members of deadlines, text book ordering, tracking course syllabus submission, grade book submission, completion of mandatory trainings, and more. These should be all be secretarial functions of the Dean's office. Department chairs do not have office professionals reporting directly to them. To further other higher level responsibilities by the department chair, these should be taken off the Chair's responsibility list. As I grow the program, the more I am challenged in dealing with mundane tasks that can be easily handled by office professionals.

Lori Slavin: Science

In my current list of assigned duties, I have not had to delegate duties

Mark Raduziner: Journalism and Media Communications

No, because I can't imagine anyone else doing what I do…and previous Program Directors/Assistant Deans were ineffective, to say the least (and, to say the most, they had no educational or professional background in the journalism/media industry). In light of this, being chair of a department with either no or only 1 additional full-time colleague does NOT indicate that there is little work to be done. In fact, for my department, which is a very active department that provides on and off campus programming, modifies curriculum consistently, collaborates

with other departments, produces an annual journalism day, among other required institutional commitments, <u>IT IS UNFORTUNATE THAT ALL OF THESE 'TASKS' ARE RELEGATED TO THE DEPARTMENT CHAIR. In larger departments, such expectations/activities are delegated to several faculty members.</u>

Nancy Carpenter: Math

Our full-time faculty does not want to be directly evaluated by the chair. Our chair is a peer, not a supervisor – as it should be. I facilitate teaching and learning as a faculty member – I am not an administrator – my loyalties are to students and faculty.

Survey Question 9

Have you delegated some of your responsibilities or recruited help from other faculty members in your department in order to complete tasks and/or meet deadlines?

Allison Smith: Art History

I do not feel that I can ask our adjunct instructors to fulfill any of my duties since they would not be compensated. All of the art history departmental responsibilities fall on my shoulders since I am the only full-time faculty member. For example, I am solely responsible for completing the extensive Program Review packet, whereas other larger departments spread out the tasks among multiple faculty members. I also am solely responsibility for completing and submitting the Assessment reporting. I feel that the system used to provide chairs compensation based on receiving "half credit" for adjuncts in one's department is unfair and unrealistic. Managing adjuncts in a department is at least as time consuming as managing full-time faculty, if not more so, in my opinion. Many adjunct faculty are new teachers who need frequent coaching and advising. They cannot pitch in to assist in ways that full-time faculty can. The more frequent turn over requires more frequent and time consuming interviewing / hiring / training for the chair as well. Once hired, I spend considerable time helping adjunct instructors become comfortable with D2L, Infoshare, the reporting of grades and attendance, mandatory training, and other tasks required of JCCC faculty.

Brian Zirkle: Sociology

We have divided up adjunct faculty observations amongst all full-time faculty (including the chairs) in our department. We have tried to solicit help with assessment efforts and have not been able to delegate much (if any) of that workload. Reviewing our program review submission and discussing revisions took place in a short department meeting, but essentially it was left to the chairs to write all of the text in both the original submission and the revised version.

Carol Smith: CPCA

Yes, we work as a team to complete some departmental projects and tasks. Examples are program review and curriculum modifications.

Dennis Arjo: Philosophy and Religion

We're a small department so it hasn't been necessary to delegate any basic responsibilities. I do solicit help with things like searches for adjuncts and program review.

Diana Rottinghaus: Reading

The department share responsibilities for the program review and assessment. We also share responsibilities in the AAC lab.

Ellyn Mulcahy: Biotechnology

a. Internships are coordinated by Dr. Wolfgram.

b. Contact with local industries and staffing agencies to provide internship opportunities; Dr. Wolfgram, teaches BIOT 265 – Biotechnology Internship, therefore she coordinates internship sites and internships.

c. BIOT faculty attend the semester meetings when possible, Dr. Wolfgram attends every semester (part s in first table)

d. BIOT faculty assist with community outreach when possible, when requested to do so by the chair (part d in first table)

e. All faculty will be involved in contributing to annual review data, when requested to do so by the chair (part l in first table)

f. All faculty will be involved in contributing to annual assessment, when requested to do so by the chair (part m in first table)

g. All BIOT faculty communicate with students when requested to do so by the chair

• Job postings

• Transfer fairs

Jack Ireland: Automotive Technology

I have not been the department chair for very long. However, it seems there is not enough time to do both teaching and chair duties well. Often, my classes are not my best work because of the demands of being chair

James Hopper: Web

Yes, we work as a team to complete some departmental projects and tasks. Examples are program review and curriculum modifications.

Jeff Byers: Animation

The animation department recently acquired a full-time faculty member FY 2015-2016. For the last 8 years as a chair I have single handedly taken the brunt of all the responsibilities as chair. I

will eventually delegate responsibilities to the new full-time when appropriate and he is fully acclimated to the new position.

Jim Leiker: History and Political Science

Yes. All adjuncts are required to be evaluated on a regular basis, and so some faculty members receive department release time, i.e. chair pay, to visit multiple classes each semester and write performance evaluations. In addition, one designated faculty member does the same for the College Now classes taught in the high schools. Program review and outcomes assessment are group activities. I have occasionally asked colleagues to sit in on a committee when I have been too busy to attend, and two professors assist as liaisons in collecting book orders for the campus bookstore.

Kay King: Administration of Justice

Definitely increased. The explanation is contained above

Keith Geekie: English

The English Department has a system of Adjunct Facilitators because we have so many adjuncts. I actually don't work enough with facilitators to have a coordinated effort at working with the adjuncts. Other than that, I get a lot of help from the committees in the department. I don't delegate my responsibilities. I'm elected and so I do as the department asks. However, I have delegated specific sections of the Program Review to faculty members who hare a background in finance and statistics.

Larry Thomas: Fine Arts and Photography

It's been necessary to delegate responsibilities in a department that has only 3 full-time faculty members and does so many outside of class activities.

Lekha Sreedhar: Horticulture

My work load has been tremendous since the day I was hired. I am the only full-time faculty member in this department which offers two certificates and an AAS Horticultural Sciences. We teach 19 different courses over the year (18 courses have labs), and several sections of some. Our program continues to grow. As of today I have 403 students enrolled in various courses. I am the only full-time faculty on a 9-month contract doing student recruitment, curriculum management, department management, industry partnerships, community engagement, University alliances and personal management of multiple adjunct faculty at JCCC and in High Schools. My work load as Chair has increased over the years. With increasing enrollment, more academic advising is required, more class room supplies are needed, more adjunct -interaction time is needed and the list continues.

Lisa Cole: Accounting

Yes, full-time faculty assist in program review, adjunct faculty observations, curriculum development, textbook select, and academic planning.

Lori Slavin: Science

Increased overall

> Changes in the College website now directs all inquiries regarding departments within the Science Division to me, (previously were spread thru the department).

> The new Comprehensive and Annual Program Review process has resulted numerous questions from faculty regarding software and program goals.

> Changes due to the Obama Healthcare Act, contact hour issues have necessitated an increase in adjunct hiring.

> Increase in initiatives have resulted in more committee meetings.

Mark Raduziner: Journalism and Media Communications

Not in the past because there's been no one to delegate to.

Myra Young: Speech and Debate

Full-time faculty shares responsibility for planning and implementing a number of our departmental tasks—assessment, program review, hiring, textbook review and selection, curriculum development and modification, some budgeting—although the initiation, organization, implementation, and finalization tends to remain with the chair.

Nancy Carpenter: Math

- Achieving or maintaining accreditation or other recognition of your department done by the Assistant Chair, monthly visit to KU + KCOG activities
- Coordinating College Now instruction done by College Now coordinators
- Hiring, supervising, evaluating, and managing the retention of department *adjunct* faculty members 6 hours per semester given to adjunct liaisons

Richard Tremain: Metal Fabrication

No, I am the only full-time faculty member in my department!

Sheryl Hadley: Economics

Yes

Program review

Assessment – I write the 20-page assessment report and analyze the data, but we *all* meet during World Café to discuss assessment.

Janette Funaro: Foreign Languages

Two of our full-time faculty members help with adjunct facilitation.

Pete Peterson: Psychology and Early Childhood Education

I have an excellent team in Psychology and Early Childhood Education. Every single full-time faculty member has stepped up and helped in various areas (department outcomes assessment, textbook selection and ordering, organizing conferences, KBOR relations, program development, to name just a few). In so many ways we work as one, for which I am most grateful!

Survey Question 10

Has your workload as chair increased or decreased over the years? Explain.

Allison Smith: Art History

When I was hired 10 ½ years ago I was told by my then assistant dean that I would act as "chair" of art history, even though that was not an official college designation at the time. I was responsible for most of the duties I am now, so I have always had a rather significant work load in that regard. However, now that the chair designation is "official", I do find myself in more meetings (with other chairs or training sessions now required of chairs). Further, I also find myself spending a great deal of time on such projects as Assessment and Program Review.

Brian Zirkle: Sociology

YES. At the time I took over as chair, these were the primary duties:

- facilitate book adoptions for the whole department
- hire adjuncts (and any FT)
- observe/evaluate adjuncts
- regular faculty evaluations (I think this has always been part of the job, but the extent to which chairs are involved and how it is done have changed multiple times)
- build the semester schedules, notify faculty of schedules, and manage enrollment
- handle student complaints
- address faculty issues, liaise with Counseling Center, and liaise with faculty for a variety of other issues
- hire/supervise work study student (if applicable)

Since then, the following duties have been added:

- HR system (SilkRoad - new system – creating job postings, responding to all the prompts for approval and other tasks, babysitting the entire on-boarding process)
- annual program review (ANOTHER new system) + larger review every 3 years
- EVERYTHING to do with assessment (including assembling packets for individual classes)
- pulling class evals for all faculty in department (ANOTHER new system)
- budget development (and now entering it into ANOTHER new system)
- complete and forward ITP requests
- expansion of hiring process for work study (FULL hiring/on-boarding process now required)

In addition, we've all had to keep up with the constantly changing systems across campus. Online leave reporting and leave approval, moving from CORS to CIM/PIM (which regular faculty can avoid by not being engaged with curriculum changes...but chairs can't avoid it), and not only moving our own content from ANGEL to D2L but supporting the transition for all of our faculty, both FT and adjunct. We've also had to adjust ourselves AND support our faculty in adjusting to electronic course evaluations, in addition to the above-noted new duty of pulling evaluation results from the system for all of our faculty. As I understand it, we will soon be supporting the transition to a new system for Document Services requests.

Perhaps the most frustrating thing is the lack of control I have over my time. I can structure my time and plan my day only to have it unravel because a student shows up at my door, or a professor shows up at my door, or I get a phone call and have to put out a fire somewhere. It's like being on-call all the time.

Carol Smith: CPCA

Workload has increased. The largest increase has come from an expansion of our certificate and degree programs. Examples of those increases are Perkins grants, state mandates, developing/maintaining industry partnerships and advisory board leadership/communication/membership/retention.

Dennis Arjo: Philosophy and Religion

It has increased, mostly due to program review and assessment.

Dianna Rottinghaus: Reading

Unsure. The department is in flux because of the loss of the reading mandate and retirements.

Ellyn Mulcahy: Biotechnology

The workload has changed from year to year, however the work to be done has increased annually as the program grows:

a. Between 2001 and 2013: workload changed from 0 hrs/semester with a 9 month contract; to 6 hrs/semester with 10 month contract; to 3 hrs/semester with a 10 month contract to 1hr/semester with 10 month contract (Luanne Wolfgram, Chair during this period)

b. Fall 2014, Spring 2015, Summer 2015 = 2.5 hrs per semester, no summer contract, 10 month contract

c. Fall 2015 = 2.5 hrs per semester, 9 month contract

d. Spring 2016 - has been indicated to decrease to 1 hr per semester

Jack Ireland: Automotive Technology

While I should be keeping my focus on the current students, potential students, and the local business community. There are tasks that take time away from those priorities. We have a full-time lab assistant. However, we lost a full-time position without a significant decrease in enrollment. I do not have the authority to make all existing faculty contribute evenly. That being said, continuing to operate with such a steep FT to PT ratio will continue to affect the total quality and performance of our program.

James Hopper: Web

Workload has increased. The largest increase has come from expansion of degree and certificate programs. Examples of those increases are Perkins grants, state mandates, developing/maintaining industry partnerships and advisory board leadership/communication/membership/retention.

James Mueller: Welding

Yes, seems like there is always something unexpected that comes up and more to do.

Jeff Byers: Animation

My chair workload has increased 200% over the last eight years. The animation department has seen a + 125% growth in enrollment. This increase has forced me to negotiate more chair hours and ask for a full-time position to be considered.

Jim Leiker: History and Political Science

It has definitely increased. We lost two full-time faculty members who were not replaced, which means more time spent hiring, training, scheduling, and evaluating adjuncts. Program review, faculty portfolios, and outcomes assessment were not as time-intensive when we launched the chairs model several years ago. The process of approving curriculum is now more complicated, to the point that I am encouraging independent study and special topics courses to avoid dealing with Ed Affairs and KBOR. Most frustrating is that the processes for implementing these tasks keep changing. Every month or so, administration changes its procedures or dances out a new software program that is supposed to make our work easier, but the time spent learning the new way is greater than if we had done it the old way. We are not allowed the advantage of repetition; if I had the benefit of routine in my more mundane tasks, I'd have more time to devote to higher-level, "big-picture" thinking that produces innovation.

Keith Geekie: English

I usually have a very complex schedule. I'm teaching an overload this semester because I was having trouble finding faculty to fill one of our afternoon courses, so I took it myself, which

added to my load. I also did this last fall. It was better to teach the class myself than cancel it. When I was given responsibility for the English Department schedule of classes last year that increased my responsibilities a lot. So I don't have trouble finding enough to do.

This year, some chairs went from a 10-month to a 9-month contract, which I don't feel helped me very much because I don't know exactly what my responsibilities are or what my time off from work looks like, so I don't ever feel like I'm not at work. I work all the time because I don't want anyone to think that I am not fulfilling the obligations (which are not specific) of the supplemental contract. Since I have to work so much at the beginning and end of each semester because of finding faculty and getting all the courses covered and worrying about enrollments and handing student issues, I liked the 10-month contract better. I felt that it was an institutional recognition of the work I was actually doing. It had built in days off that I would not have to feel guilty for taking. Now I feel as if I am both under contract all year long and also am a volunteer.

Larry Thomas: Fine Arts and Photography

Yes. It seems like over the 6 years I've been chair that we have been delegated more and more responsibilities that other departments use to do. As one example I now have to fill out more of the information for HR than in previous years. Because we hire several different kinds of employees in our department and we do so in no regularly scheduled time frame, I have to re-learn and review what is necessary every time we hire a new employee. It used to be we would give HR what we wanted and they took care of it. This makes sense to me since this is what they are trained to do.

Lekha Sreedhar: Horticulture

My work load has been tremendous since the day I was hired. I am the only full-time faculty member in this department which offers two certificates and an AAS Horticultural Sciences. We teach 19 different courses over the year (18 courses have labs), and several sections of some. Our program continues to grow. As of today, I have 220 students enrolled in various courses.

Lisa Cole: Accounting

Yes, a lot of duties (like actually entering in the waivers) was done by administrative assistance are now done by the chair. In addition, the many task required to post a job, hire faculty, and get them on board are now done by the chair. The fact that retiring admin's are not replace has greatly affected these duties.

Lori Slavin: Science

A "one-size fits all" model for chairs across campus might not work well for every division. I believe there needs to be a consistent, basic set of duties but there also needs to be flexibility within the chair description to allow for differences within the departments. Science is very

different from Math or English, for example, and requires consideration when determining the position description.

Mark Raduziner: Journalism and Media Communications

My workload has totally INCREASED. My dean (or any dean/director that I've had) does not have a journalism background. And, though my current dean is incredibly supportive, I am the content specialist and have been the lone full-time faculty member…and thus all departmental responsibilities and activities have been mine.

Myra Young: Speech and Debate

Perhaps it's somewhat perceptual, but I do believe it has increased. There seem to be more "paperwork" responsibilities with increased reporting in terms of assessment, program review (although this is probably more new/different than added), budgeting.
With more technology in the classrooms, there is more training, troubleshooting, problem-solving, etc., required especially in terms of adjuncts. As chair, I'm often the "go-to" point person (even if I immediately refer to HelpDesk or other appropriate resource.)
There was much additional time this past year spent learning, understanding, explaining, and sometimes resisting, new "more efficient" processes including the Optimizer scheduling program, the FLAC electronic contract system, and online leave reporting.

Nancy Carpenter: Math

I am typically on campus 8 to 9 hours, 5 days-a-week with an additional 8 to 10 hours spent each week while off campus. There is always more that needs to be done.

Rich Lehmann: Fire Science

There has not been a significant increase in workload as chair until this coming year with the emphasis in review of the program.

Finally, I greatly appreciate the time and effort that the committee has put into this questionnaire and feel that it is sorely needed. My hope is that the chair model is seen for what it is-the most effective means of insuring that each program/discipline has leadership that both understands the instructional process (by being current teachers themselves) as well as the needs of the program and the institution.

This is not possible if the individual that would be in charge of a program does not have the requisite background in both the instruction of the program and the knowledge of the needs of the program. Having chairs assuages the need for a Dean to be well versed in several different programs but is able to rely upon chairs for appropriate information to base decisions on.

Richard Tremain: Metal Fabrication

My workload continues to increase with administrative duties like program review, student advising, student recruitment, and program funding to name a few. Items are added to our plate but nothing is ever taken off.

Robert Dye: Construction Management

I have not worked as a full-time faculty or as chair for very many years. It does seem like the workload has increased in the short time I have been the chair.

Ron Stinson: Music and Theater

Increased. Been asked to do more and more administrative type tasks coupled with teaching an overload because of lack of other Faculty to help out.

Sheryl Hadley: Economics

As mentioned above, with all the new training (XiTracks, Banner, Red Carpet, Class Climate, etc.) I'm doing way more now as a chair than I've ever done.

Janette Funaro: Foreign Languages

It has increased because of reports that the administration asks for: Prioritizing the Budget Strategically, Kansas Core Outcomes Group meeting facilitation, Program Review, Annual Program Development, Assessment reports. (I am the one who does the lion's share of writing on these.)

Pete Peterson: Psychology and Early Childhood Education

We incorporated the Early Childhood Education program into Psychology just before the semester started; that had increased workload somewhat. This is more due to some major program changes that occurred during the summer before the transition occurred. The increase in workload will level out after student needs created by the program changes has been resolved.

Survey Question 11

Is there anything else you wish to add or comment on that would help the committee produce a comprehensive report on faculty chairs?

Allison Smith: Art History

I would like the administration to understand that full-time faculty members in small departments like mine often have significant workloads and should not be "penalized" somehow for being the only full-time faculty member in a department. In my case, when a faculty or administrator has an art-related task that needs done, I am the go-to person. I am often contacted for a wide variety of art related questions from faculty and staff across campus, and I am usually very happy to help. However, it can be frustrating when I receive negative feedback for being "in a small department" as if the work load were less than it is for a faculty member in a larger department. I would propose the opposite is true. Being the only full-time art historian puts a rather large burden on me and I find myself juggling many responsibilities of which my colleagues in larger departments aren't aware. Again, I enjoy the diversity of my job responsibilities, and I am happy to do them. I would simply rather those responsibilities be recognized and valued.

Bobanne Kalkofen: Interior & Floral Design

It seems like many college departments are adopting software that will help them to complete their functions and track their work more efficiently, however, these programs are difficult for other to learn (OpenHire and the program review software) for example. The recent introduction of so many new programs and changes in processes to learn is unwieldy at best for chairs. While the rate of change acceleration may have been necessary to "catch up" to the level of automation we need to function at JCCC, I've not had the luxury of adequate time to spend learning the various program requirements and feel that I muddle around in them inefficiently at best. More administrative help with these varied programs would be helpful. And since I tend to work on weekends, extended helpdesk access would be nice at a minimum.

Carol Smith: CPCA

As we are obligated to be more closely tied with our industry partners, this time commitment will continue to increase.

Dianna Rottinghaus: Reading

In the Communications Division all department chairs work together with the support of our dean. It has been a very effective system thus far.

Ellyn Mulcahy: Biotechnology

a. The lack of a summer contract has decreased efficiency for the process of monitoring student progress and working on chair duties from June to mid-August.

b. BIOT has lab intensive coursework which requires ongoing experiment planning and updating, experiment preparation planning with faculty and lab support personnel.

James Hopper: Web

As we are obligated to be more closely tied with our industry partners this time commitment will continue to increase.

Jeff Byers: Animation

I appreciate the opportunity to fill out the survey and hope the upper administration will take the time to collate the data.

Jim Leiker: History and Political Science

I feel quite strongly that all instructors should shoulder some administrative tasks, and all administrators should teach. By no means should the college embrace a model that draws a thick black line between the two. But I will say that balancing teaching and administration is very hard. I can set aside a day for lesson plans and grading, only to have it completely ruined because some issue demanded my attention as chair. I don't feel the amount of reassigned time is quite adequate.

I also believe that the chair model does not necessarily work well in every division. In places where faculty are not interested (or let's face it, incompetent) it may be that a "business style" approach is needed. But to implement that in my department and division, where it has been effective and where every faculty member expects to rotate into chair duties at some point and plans accordingly, would be disastrous. I hope administration and trustees will not impose a "one size fits all" model, and instead take into account that every discipline has a different culture and therefore requires a separate governing style. My department will produce great benefits for the college if we are allowed to be self-governing, as professionals should be.

Lastly, I find it a little insulting that executive leadership has such little knowledge about what department chairs do and why they exist. This model is standard practice in academia. Who will do this work if not chairs? Is a plan afoot to allocate more resources to deans, or to hire professional administrators with no knowledge of academics, to perform these tasks after the chairs are abandoned?

Larry Thomas: Fine Arts and Photography

If the administration decides to do away with the chairs model, please ask them how they are going to do all of the tasks we do.

Lekha Sreedhar: Horticulture

Supervision and management of GH staff. Although the GH manager reports to Csilla, I manage and coordinate the day-to-day activities of the GH and area around HSC for instruction. The performance of GH staff has a direct impact on the quality of the instructional program in my department. However, since they do not report directly to me I fail to get credit for managing them in my reviews.

Mark Raduziner: Journalism and Media Communications

Chair release time hours should be based upon the entirety of work beyond classroom teaching and general committee work as is required of full-time faculty. Just because my department is considered 'smaller', we offer nearly 40 sections of classes each semester, plus internships, plus College Now…and it seems I spend more of my time performing chair duties than teaching classes. As noted, my department does a lot (programming, marketing, outreach to high schools and businesses, articulation agreements) and I do it all. Not bragging here…just stating the facts.

Myra Young: Speech and Debate
I found it difficult to estimate time spent on various tasks; I did the best I could. I just know I work a lot of hours in this role….and try to keep up with my classes at the same time. The "urgencies" that often present themselves to me as chair, sometimes, unfortunately, mean that my preparation for my classes is not the top priority. It gets done, but often not in the "normal" workday hours.

Having identified this initial distribution of time spent, it would be interesting, and perhaps worthwhile, to check again in a year to see how accurate the time estimates actually are in the various categories of activities.

Nancy Carpenter: Math

My dean pulls out a sheet made through the IDC and says here are the duties – doesn't sound like anyone at the upper end of things is waiting for faculty input.

Richard Tremain: Metal Fabrication

Department chairs are overworked and undervalued here at JCCC. I hope that the information provided helps change this perception.

Robert Dye: Construction Management

I try to keep my focus on the current students, potential students, and the local business community. Tasks that take time away from those priorities are difficult for me to justify

Sheryl Hadley: Economics

I think the chair model works, for the most part, but I believe there are inefficiencies.

We have chairs who have little or no faculty.

We have pay inequities.

Adjunct faculty were assigned a lower "point value" in the model, but in reality adjunct faculty require twice the amount of time a FT faculty member requires. (This is probably the biggest complaint I have.)

Pete Peterson: Psychology and Early Childhood Education

I would argue strongly for keeping the chairs model because it gives us more direct (local) control over our professional lives and makes, I think, for much better outcomes for our students and the college.

Mary Hedberg: Business Office Technology

I truly was too busy with my chair and teaching duties to complete the report. However, I would like to add that as a chair of a career program, my duties vary so much it is hard to keep track; and, with only one other full-time faculty member, plus 10 adjuncts, there were too many other items that needed my attention first.

APPENDIX G

Memberships in Professional Associations and Boards, Conference Attendance (In part)

Dennis Arjo

       ASDP East/West Center Alumni Chapter
       American Philosophical Association
       Society for Asian and Comparative Philosophy
       North American Society for Social and Political Philosophy
       American Philosophical Association
       Asian Studies Development Program

Lisa Cole

       Belongs to
       ACBSP
       National Association of Black Accountants (NABA)
       Teachers of Accounting at Two Year Colleges (TACTYC)

       Conference Attendance
       ACBSP regional conferences, Accounting Educators, NABA

Ron Stinson

       National Association of Music Educators
       Kansas Music Educators Association

       International Trumpet Guild

       Jazz Educators Network

       Conference Attendance
       Kansas Music Educators yearly conference
       International Trumpet Guild yearly conference
       Jazz Educators yearly conference

Donna Duffy

       Accreditation Council of Business Schools and Programs (ACBSP) – past service on Board of Directors including President of the Board
       National Association for Community College Entrepreneurship (NACCE) – past service on Board of Advisors
       Accreditation Council of Business Schools and Programs (ACBSP)
       National Association for Community College Entrepreneurship (NACCE)
       Accreditation Council of Business Schools and Programs (ACBSP)
       National Association for Community College Entrepreneurship (NACCE)
       Accreditation Council of Business Schools and Programs (ACBSP)

National Association for Community College Entrepreneurship (NACCE)
American Association of Community Colleges (AACC)
League for Innovation

Bill McFarlane

Society for American Archaeology

Jim Leiker

Kansas Business Hall of Fame
Kansas History editorial board
President - Kansas Association of Historians
Great Plains Quarterly editorial board
Western History Association
American Historical Society of Germans from Russia
Kansas Historical Society

Conference Attendance
Western History Association
Kansas Association of Historians
American Historical Society

Larry Thomas

Olathe Northwest Advisory Board
Plug Projects
Kansas City Artist Coalition (past board member)
College Art Association
Nelson-Atkins Museum of Art
Kemper Museum of Contemporary Art
Kansas City Artist's Coalition

Ona Ashley

7 high school advisory boards (so far this year, every time a high school adds a program I am asked to be on their board)
Hotel/Lodging Assn of Greater Kansas City
Human Resources Committee of the HLA
Educational Foundation of the HLA
Greater Kansas City Chef's Association & Board Member
Greater Kansas City Restaurant Assn
Educational Committee of the GKCRA
Kansas Restaurant & Hospitality Association

Works with
American Culinary Federation (Food & Beverage Management and Chef Apprenticeship programs)
WACS – World Association of Culinary Societies (Chef Apprenticeship program)
ANFP – American Nutrition and Foodservice Professionals (Dietary Manager's program)
American Hotel/Lodging Association

Belongs to
American Hotel/Lodging Association
Greater Kansas City Hotel Association
American Culinary Federation
Greater Kansas City Chef's Association
Missouri Restaurant Association
Kansas Restaurant & Hospitality Association

Conference Attendance
Kansas ProStart
Missouri ProStart
AHLA convention
NRA convention
ACF regional conference
ACF culinary salon
ACF national convention

Myra Young

National Communication Association
Central States Communication Association

Bobanne Kalkofen

Belongs to 4 area High School Advisory Boards for Family and Consumer Sciences programs (Shawnee
Mission, Blue Valley, Gardner Edgerton, DeSoto)

Works with
National Kitchen and Bath Association

Belongs to
National Kitchen and Bath Association NKBA
American Society of Interior Designers ASID
International Interior Design Association IIDA
National Council of Interior Design Qualifications NCIDQ
(all these organizations require passage of examination, verified work, and CEU maintenance)

Conference Attendance
NEOCON (Commercial Furniture International Expo)
KBIS Kitchen and Bath Industry Show
Las Vegas International Furniture Market
High Point International Furniture Market
Dallas Furniture Market
GreenBuild
IBC International Builders Show
Window Fashion EXPO
ReGreen Trained sponsored by ASID and USGBC attained through continuing education and examination
Window Fashion Professional Associate attained through continuing education and examination

Illuminating Engineering Society of North America fundamental Level attained through continuing education and examination

Richard Tremain

Belongs to
Johnson County Community College Metal Fabrication Advisory Board
Olathe Advanced Technical Center – Welding Advisory Board
Johnson County Community College Metal Fabrication Advisory Board
American Welding Society SENSE Program
American Welding Society
American Career and Technical Education Association,
National Education Association

James Hopper

Professional Boards
Blue Valley High School Advisory Board
Lawrence High School Advisory Board
Olathe High School Advisory Board
Olathe NW Advisory Board
Louisburg High School Advisory Board
Digital Storytelling – Mid-America Regional Council
Web Development and Digital Media

Belongs to
Web Design and Development
Social Media Marketing
An Event Apart
KC Online Community
KC Interactive
WordPress Web Design
UXPA KC & KC UX
TEC – Midwest
TEC - KC

Conference Attendance
National Association of Government Web Professionals
An Event Apart

Rich Lehman

Reports to Accrediting Body-International Fire Service Accreditation Congress (IFSAC)

Belong to
IFSAC
Western MO Fire Chiefs
Heart of America Fire Chiefs
Missouri Association of Fire Chiefs (MAFC)
Missouri Valley Division of the International Association of Fire Chiefs (MVD-IAFC)
IAFC

Conference Attendance
MAFC
IFSAC
MVD-IAFC
IAFC

Brian Zirkle

Midwest Sociological Society (MSS)

American Sociological Association (ASA)
Attend their respected annual conferences.

Mark Raduziner

Belongs to
Associated Collegiate Press Advisory Board
E-Communication Advisory Board (Olathe Public Schools)
College Media Association
International Association of Business Communicators (IABC)

Kay King

Past member American Correctional Association

Mary Hedberg

Reports to
Accreditation Council for Business Schools & Programs (ACBSP)

Belongs to
National Business Education Association (NBEA)
Mountain Plains Business Education Association (MPBEA)
International Society of Business Education (ISBE)
and work closely with International Association of Administrative Professionals (IAAP).

Conference Attendance
National Business Education Association (NBEA) National Convention
Mountain Plains Business Education Association's (MPBEA) Regional Conference.

Allison Smith

Belongs to
Nerman Museum Acquisition Committee
Nerman Community Outreach Committee
Art Education Committee
Kansas Studies Institute Advisory Board
Women and Gender Studies Committee
Nelson Atkins Friends of Art
Kemper Museum of Contemporary Art member

Conference Attendance
College Art Association
American Institute of Archaeology
League for Innovation

Jonathan Miller

NCARB National Council of Architectural Registration Board
AIA American Institute of Architects National, AIA Missouri, AIA Kansas, AIA Kansas City

Jeannette Funaro

Belongs to
ACTFL (American Council on the Teaching of Foreign Languages
AATF (American Association of Teachers of French)

Conference Attendance
ACTFL (American Council on the Teaching of Foreign Languages
AATF (American Association of Teachers of French)

Darryl Luton

CCIE - Commission on Collegiate Interpreter Education
Conference of Interpreter Trainers and Registry of the Interpreters for the Deaf

Conference of Interpreter Trainers, Registry of the Interpreters for the Deaf, Missouri Interpreters
Conference, and Kansas Association of the Interpreters.

Pamela Hulen

Belongs to

Overflow Storytelling Telling Labs Board of Directors
Direct Marketing Association and American Marketing Association

Reports to:
ACBSP Accreditation Council for Business Schools and Programs

Conference Attendance
National Retail Federation - Big Show and Shop.org.
American Marketing Associations conferences and workshops.
Direct Marketing conferences and workshops. Teaching Professor Conferences.

Joan McCrillis

Shawnee Mission, Olathe, Blue Valley advisory boards
Fashion Group International

Conference Attendance
Fashion Group International

MAGIC
Global Shop

Barry Bailey

ALA, ACRL, KLA (presented)
League for Innovations

Lori Slavin

Kansas Junior Academy of Science

Kansas Academy of Science
Iota Sigma Pi Honor Society (For women in Chemistry)
Phi Kappa Phi Honor Society
Conference Attendance
Kansas Academy of Science
Regional Community College Assessment Conference;
STEMTech Conference;
NISOD Conferences

Russ Hanna

International Game Developers Association (IGDA)
game education SIG steering committee.
IGDA

Conference Attendance
Game Developers Conference

Mark Van Gorp

Belongs to
Associate of Computing Machinery: Special Interest Group of Computer Science Education

Conference Attendance
SIGCSE Symposium (Special Interest Group Computer Science Education)

Keith Geekie

Modern Language Association
International Society for the Study of Narrative
Two-Year College English Association-Midwest
National Council of Teachers of English
National Legal Aid & Defender Association

Diana Rottinghaus

Belongs to
Kansas Association of Developmental Reading Instructors (KADRI) Board Member
College Reading and Learning Association (CRLA)

National Association of Developmental Education (NADE)
International Reading Association (IRA).

Conference Attendance
NADE National conference, MRADE, CRLA, Heartland CRLA

Jeff Byers

Belongs to
International Game Developers Association (IGDA)
Olathe Northwest High School Advisory Board
Center for Advanced Professional Studies (CAPS)
Broadmoor Technical Center
ASIFA - The International Animated Film Society
AWN – Animation World Network
CG Society – Society of Digital Affairs
SIGGRAPH - The ACM Special Interest Group on Computer GRAPHics and Interactive Techniques
IGDA - International Game Developers Association
Kansas City Interactive
VFX Talk
Visual Effects, Animation and Games Professionals
The Visual Effects Society
Animation Media and Entertainment
Polycount
3D Architectural Visualization
3D Artist
3D Design Professionals
3D Freelance Hub
3D Lighting & Rendering
Animation Army

Conference Attendance
The ACM Special Interest Group on Computer GRAPHics and Interactive Techniques (SIGGRAPH)
Game Developer Conference (GDC)

Pete Peterson

Belongs to
State of Kansas Behavioral Science Regulatory Board in Topeka (Kansas psychology professional licenses).
Early Childhood Advisory committee
Association for Behavior Analysis International (ABAI)

Conference Attendance
ABAI annual conference

Eve Blobaum

Midwest Sociological Society (MSS)
American Sociological Association (ASA)
Because of the costs of joining these associations (especially the national ones, which have high dues and astronomical conference attendance costs), I have prioritized membership in MSS.
I probably belong to ASA one or two of every three years. More rarely I have also been a member of the Rural Sociological Society (RSS)

Conference Attendance
MSS annual meetings regularly (committee chair last year, committee member this year, former exhibits director).
American Anthropological Association annual meetings