PROGRAM EVALUATION and REVIEW

HEALTH TECHNOLOGIES

March 1984

Prepared by Shirley Conklin

CONTENTS

GENERAL SUMMARY

Health Technology Programs
Prepared by: Shirley Conklin

The health of our Health Technology programs is good.

Our successes are these:

1. Excellent self-paced ADN modular program

2. Excellent LVN program, moving to modular approach

3. Increased strength of x-ray program; will be adding a Santa
    Maria affiliate

4. Kellogg grant (ADN) for $101,500 for development of an objective
    tool to be used in clinical evaluation of students. (Test has been developed
    & has been pilot-tested; and is now being tested on our graduating
    students.)

5. Full state accreditation of all three programs

6. Full national accreditation (ADN and X-ray programs)

7. Three members of division are accreditation visitors to other
    colleges.

8. Development of teaching and testing modes (Computer-assisted
    instruction) --developed by LVN teachers

9. Development of video tapes by nursing faculty for student use

10. An excellent program for the Disabled and Learning Disability students;
    a very committed, professional staff.

11. Development of recruitment films--X-ray program

12. Increased enrollment in EMT class (70 students)

13. Increased enrollment in Medical Terminology, fall semester class (60 students)

Other Pertinent Information

1. Although a difficult task, I recommended the closure of the Medical
    Assisting program.

2. Two years ago the Dental Assisting program was placed on "hold" following
    the resignation of the department coordinator. Numerous lengthy
    studies followed, as did many meetings regarding this situation--with
    dentists, representatives of the Dental Assisting Society, and College
    Administration. Various options for revival of the program have been
    explored, and ostensible, a decision will be made soon as to the
    College's stance on this issue.

Because of the above activities and because of activities surrounding my retirement, my five year plan has not been completed. However, it should be ready for dissemination by the end of this week.

RESULTS: DEPARTMENT QUESTIONNAIRES

HEALTH TECHNOLOGY PROGRAMS

Program Evaluation and Review

March 5, 1984

Prepared by: Shirley L. Conklin
              Ass't Dean, Health Technologies

PREFACE

Questionnaires, as submitted by the Instruction Office, were sent to
each faculty member within our regular programs. (ADN, LVN, and R.T.)

Questionnaires were not given to hourly personnel who teach only one
class, or who are on a non-contract basis. For example: E.M.T. (Emergency
Medical Technology), Medical Terminology, hourly substitutes during the
Kellogg project, etc.

I received a 100% response from the Health Technology faculty members.
Therefore, the responses the reader will see are clear evidence of
faculty perceptions.

IMPORTANT

1. Please note that I did not include my responses in any of the above
    tabulations. Instead, I have included a separate form which indicates
    my responses--from my perspective of the entire Division.

2. In my directions to faculty members, I told them to leave questions
    <u>blank</u> if they didn't know the answers. Therefore, the reader will
    know which questions some people couldn't answer. In some instances,
    faculty members used question marks (?) when items were unclear to
    them--or when they didn't know how to respond to an item.

3. <u>Comments</u> made from faculty members are included following this section.

A.D.N.

7 Respondents/Total
F.T.E.

Santa Barbara City College

DEPARTMENT QUESTIONNAIRE

Program Evaluation and Review

Department <u>ADN (Associate Degree</u>   Form: (Mark One) __ Individual xxxSummary
           <u>Nursing --R.N.</u>
Directions: Please place a number 1-5 in the blank space provided. The value
represents the rating assigned to the criterion being measured.

Low		Medium		High
	4	3	2	1

1. <u>Item III.</u> Program Quality Criteria

   <u>1.17</u> 1. To what extent is the department program aligned with the College
           Mission?   No answer (1)

   <u>1.17</u> 2. To what extent is the department program keeping pace with "State of
           the Art"?   No answer (1)

   <u>1</u> 3. Does the department maintain and strive for instructional quality?

   <u>1.14</u> 4. To what extent is the department student oriented? No answer (1)

   <u>1.14</u> 5. To what extent is the department engaged in curriculum review and
           evaluation?

   <u>1.5</u> 6. To what extent does the department evidence college and community
          involvements?

   <u>1</u> 7. Does the department work together as an harmonious team?

   <u>1.14</u> 8. To what extent does the department have effective internal communica-
          tion?

   <u>1.5</u> 9. To what extent does the department evidence cooperation with other
          departments within their division and the college?

   <u>1.3</u> 10. To what extend does the department promote access to non-traditional
           students (i.e. older adults, women, minorities)?

   <u>1</u> .11. Does the department identify and respond to changing conditions
           within its field, the college and/or the community?

   <u>1.4</u> 12. To what extent is the department responsive to changing enrollment
           patterns?

   <u>1</u> 13. Does the department prepare five-year plans in the spirit of coopera-
          tion and in a professional manner?   Question-mark (1)

   <u>1</u> 14. To what extent does the department evaluate its own programs?

   <u>1.8</u> 15. To what extent does the department identify its needs and communicate
           them to the administration?   Question-mark (1)

   <u>2.6</u> 16. To what extent is the college meeting departmental needs for
           equipment, supplies, professional growth and new technological
           developments?   Question-marks (2)

                                                              (OVER ...)

2. Item IV. Institutional Direction Criteria

2.1 Trends in District Demography

   2/5 a. To what extent does the department/program engage in and plan for recruitment programs in the secondary schools aimed at minority students and to what extent does it encourage potential transfer students among them? No answer (1); Question mks. (2)

   1.8 b. To what extent is the department/program aligned with the student college readiness program in terms of assessment, advisement, developmental education and methods of retention? No answer (1)

   1.6 c. To what extent does the department/program identify and meet the needs of the non-traditional (especially older) students?

2.2 Trends in Enrollment

   1.9 a. To what extent does the department/program identify the needs and develops programs specifically aimed at needs and objectives of older students?

   1.9 b. To what extent does the department/program determine the optimum scheduling considerations for a diverse clientele and schedule classes at convenient times and places to more effectively meet the needs of all students?

2.3 Effects of High Technology

   1.2 a. To what extent are faculty in the department/program encouraged to keep abreast of new technology?

   1.6 b. To what extent does the department/program increase programs or offerings which serve the employment needs of local business (e.g. Computer Science, Electronics)?

   1.4 c. Is serious consideration given to the introduction of new programs or expansion of existing programs to train students in new technologies (i.e. automation, holography, solar energy, laser technology, bionics and telecommunications)? No answer (2)

   3.2 d. Does the department/program expand the use of data processing technology in instructional programs? No answer (1) Ques. mk. (1)

   1.7 e. To what extent does the department/program explore agreements with local industry and business to offer worksite training programs related to these technological implications?
   No answer 1)

   3.0 f. To what extent has consideration been given to offering new courses specifically aimed at retraining and upgrading for employees of local firms? No answer (1)

A.D.N. (Continued)

2.4 Educational Deficiences in Society

1.2 a. To what extent does the department/program place emphasis on varied teaching strategies to accommodate a diverse student population?

3.2 b. Does the department/program or faculty in the program contact and work with youth-oriented agencies to encourage college enrollment of more young people? No answer (1) Question mk.(1)

3.2 c. To what extent does the department/program involved increasing the awareness among high school students and dropouts of the consequences related to a lack of education in today's society? No answer (1); Question mark (1)

2.5 Economic and Legislative Implications

1.4 a. To what extent does the department/program exploit methods of increasing productivity including use of CAI and other media, better retention of students, more efficient scheduling?

2.5 b. Does the department/program make use of private business as a source by increased cooperation and coordination, contracting for special classes to meet business needs, and taking programs and classes to the worksite? No answer (2)

2.6 Resource Considerations

2.0 a. To what extent does the department recognize and understand the very real constraints on resources and the need to resort to reallocation of existing resources in effective planning? No answer (2)

2.1 b. Does the department carry on an aggressive program to augment funding sources by outside sources?

2.0 c. To what extent does the department make efficient use of staff and facilities by providing productivity aids and by creative scheduling?   No answer (1)

2.8 d. Are incentives for faculty retraining to fit into a changing curriculum developed within the department? No answer (2)

2.7 Alternative Deliveries of Education

3.5 a. Does the department evaluate alternative deliverers of educational services to determine what advantages they offer and determine whether the department can and should attempt to provide comparable services? No answer (2)   Question mark (1)

2.4 b. To what extent does the department negotiate, where appropriate, with other deliverers to provide programs of instruction that meet their needs and offer the advantages sought by their students? No answer (1); Question mark (1)

2.8 Trend Toward Inter-dependence of Nations

2.8 a. To what extent is the department involved in increasing the numbers and diversity of foreign students by active recruitment? No answer (1)

2.5 b. To what extent does the department explore new programs (both academic and support) and courses to heighten student awareness of multi-culturalism, including a possible faculty and/or exchange program? No answer (1)

(3)

<u>L.V.N.</u>

Santa Barbara City College

2 Respóndents/Total
F.T.E.

DEPARTMENT QUESTIONNAIRE

Program Evaluation and Review

Department <u>LVN (Licensed Vocational</u> Form: (Mark One)   Individual <u>XXX</u> Summary
<u>Nursing)</u>

<u>Directions:</u> Please place a number 1-5 in the blank space provided. The value
represents the rating assigned to the criterion being measured.

<u>Low</u>		<u>Medium</u>		<u>High</u>
5	4	3	2	1

1,   Item III.   <u>Program Quality</u> Criteria

1   1.   To what extent is the department program aligned with the College
Mission?

1   2.   To what extent is the department program keeping pace with "State of
the Art"?

1   3.   Does the department maintain and strive for instructional quality?

1   4.   To what extent is the department student oriented?

1   5.   To what extent is the department engaged in curriculum review and
evaluation?

2   6.   To what extent does the department evidence college and community
involvements?

1   7.   Does the department work together as an harmonious team?

1   8.   To what extent does the department have effective internal communica-
tion?

1   9.   To what extent does the department evidence cooperation with other
departments within their division and the college?

1 10.   To what extend does the department promote access to non-traditional
students (i.e. older adults, women, minorities)?

1 11.   Does the department identify and respond to changing conditions
within its field, the college and/or the community?

1 12.   To what extent is the department responsive to changing enrollment
patterns?

1 13.   Does the department prepare five-year plans in the spirit of coopera-
tion and in a professional manner?

1 14.   To what extent does the department evaluate its own programs?

1.5 15.   To what extent does the department identify its needs and communicate
them to the administration?

4 16.   To what extent is the college meeting departmental needs for
equipment, supplies, professional growth and new technological
developments?

(OVER ...)

2. Item IV.   Institutional Direction Criteria

2.1   Trends in District Demography

  __2__ a.   To what extent does the department/program engage in and plan
              for recruitment programs in the secondary schools aimed at
              minority students and to what extent does it encourage potential
              transfer students among them?

  __1__ b.   To what extent is the department/program aligned with the student
              college readiness program in terms of assessment, advisement,
              developmental education and methods of retention?

  __1__ c.   To what extent does the department/program identify and meet the
              needs of the non-traditional (especially older) students?

2.2   Trends in Enrollment

  1   a.   To what extent does the department/program identify the needs
              and develops programs specifically aimed at needs and objectives
              of older students?

  N/A   b.   To what extent does the department/program determine the optimum
              scheduling considerations for a diverse clientele and schedule
              classes at convenient times and places to more effectively meet
              the needs of all students?

2.3   Effects of High Technology

  1   a.   To what extent are faculty in the department/program encouraged
              to keep abreast of new technology?

  1   b.   To what extent does the department/program increase programs or
              offerings which serve the employment needs of local business
              (e.g. Computer Science, Electronics)?

  1   c.   Is serious consideration given to the introduction of new programs
              or expansion of existing programs to train students in new tech-
              nologies (i.e. automation, holography, solar energy, laser
              technology, bionics and telecommunications)?

  No answer d. Does the department/program expand the use of data processing
              technology in instructional programs?

  1   e.   To what extent does the department/program explore agreements
              with local industry and business to offer worksite training
              programs related to these technological implications?

  No answer f. To what extent has consideration been given to offering new courses
              specifically aimed at retraining and upgrading for employees of
              local firms?

2.4   Educational Deficiences in Society

1   a.   To what extent does the department/program place emphasis on varied teaching strategies to accommodate a diverse student, population?

N/A b.   Does the department/program or faculty in the program contact and work with youth-oriented agencies to encourage college enrollment of more young people?

N/A c.   To what extent does the department/program involved increasing the awareness among high school students and dropouts of the consequences related to a lack of education in today's society?

2.5   Economic and Legislative Implications

1   a.   To what extent does the department/program exploit methods of increasing productivity including use of CAI and other media, better retention of students, more efficient scheduling?

1   b.   Does the department/program make use of private business as a source by increased cooperation and coordination, contracting for special classes to meet business needs, and taking programs and classes to the worksite?

2.6   Resource Considerations

1   a.   To what extent does the department recognize and understand the very real constraints on resources and the need to resort to reallocation of existing resources in effective planning?

No answer b.   Does the department carry on an aggressive program to augment funding sources by outside sources?

____ c.   To what extent does the department make efficient use of staff and facilities by providing productivity aids and by creative scheduling?

____ d.   Are incentives for faculty retraining to fit into a changing curriculum developed within the department?

2.7   Alternative Deliveries of Education

1   a.   Does the department evaluate alternative deliverers of educational services to determine what advantages they offer and determine whether the department can and should attempt to provide comparable services?

1   b.   To what extent does the department negotiate, where appropriate, with other deliverers to provide programs of instruction that meet their needs and offer the advantages sought by their students?

2.8   Trend Toward Inter-dependence of Nations

No answer a.   To what extent is the department involved in increasing the numbers and diversity of foreign students by active recruitment?

1   b.   To what extent does the department explore new programs (both academic and support) and courses to heighten student awareness of multi-culturalism, including a possible faculty and/or exchange program?

(3)

Santa Barbara City College

R.T. (X-ray)
2 Respondents/Total   DEPARTMENT QUESTIONNAIRE
F.T.E.   Program Evaluation and Review

Department   R.T. (Radiologic Tech-   Form: (Mark One) __ Individual XXX Summary
                     nology)
Directions: Please place a number 1-5 in the blank space provided. The value
represents the rating assigned to the criterion being measured.

	Medium		High
4	3	2	1

1. Item III.   Program Quality Criteria

1	1.	To what extent is the department program aligned with the College Mission?
2	2.	To what extent is the department program keeping pace with "State of the Art"?
1	3.	Does the department maintain and strive for instructional quality?
1	4.	To what extent is the department student oriented?
1	5.	To what extent is the department engaged in curriculum review and evaluation?
1	6.	To what extent does the department evidence college and community involvements?
2	7.	Does the department work together as an harmonious team?
2	8.	To what extent does the department have effective internal communication?
2	9.	To what extent does the department evidence cooperation with other departments within their division and the college?
N/A	10.	To what extend does the department promote access to non-traditional students (i.e. older adults, women, minorities)?
1	11.	Does the department identify and respond to changing conditions within its field, the college and/or the community?
1	12.	To what extent is the department responsive to changing enrollment patterns?
1	13.	Does the department prepare five-year plans in the spirit of cooperation and in a professional manner?
1	14.	To what extent does the department evaluate its own programs?
1	15.	To what extent does the department identify its needs and communicate them to the administration?
3	16.	To what extent is the college meeting departmental needs for equipment, supplies, professional growth and new technological developments?

(OVER ...)

Item IV.   Institutional Direction Criteria

2.1   Trends in District Demography

___1___ **a.**   To what extent does the department/program engage in and plan for recruitment programs in the secondary schools aimed at minority students and to what extent does it encourage potential transfer students among them?

___1___ **b.**   To what extent is the department/program aligned with the student college readiness program in terms of assessment, advisement developmental education and methods of retention?

___1___ **c.**   To what extent does the department/program identify and meet the needs of the non-traditional (especially older) students?

2.2   Trends in Enrollment

_____ **a.**   To what extent does the department/program identify the needs and develops programs specifically aimed at needs and objectives of older students?

___N/A___ **b.**   To what extent does the department/program determine the optimum scheduling considerations for a diverse clientele and schedule classes at convenient times and places to more effectively meet the needs of all students?

2.3   Effects of High Technology

_____ **a.**   To what extent are faculty in the department/program encouraged to keep abreast of new technology?

___3___ **b.**   To what extent does the department/program increase programs or offerings which serve the employment needs of local business (e.g. Computer Science, Electronics)?

___1___ **c.**   Is serious consideration given to the introduction of new programs or expansion of existing programs to train students in new technologies (i.e. automation, holography, solar energy, laser technology, bionics and telecommunications)?

___3___ **d.**   Does the department/program expand the use of data processing technology in instructional programs?

___1___ **e.**   To what extent does the department/program explore agreement with local industry and business to offer worksite training programs related to these technological implications?

___3___ **f.**   To what extent has consideration been given to offering new course specifically aimed at retraining and upgrading for employees of local firms?

2.4 Educational Deficiences in Society

    N/A a. To what extent does the department/program place emphasis on varied teaching strategies to accommodate a diverse student population?

    1   b. Does the department/program or faculty in the program contact and work with youth-oriented agencies to encourage college enrollment of more young people?

    1   c. To what extent does the department/program involved increasing the awareness among high school students and dropouts of the consequences related to a lack of education in today's society?

2.5 Economic and Legislative Implications

    1   a. To what extent does the department/program exploit methods of increasing productivity including use of CAI and other media, better retention of students, more efficient scheduling?

    3   b. Does the department/program make use of private business as a source by increased cooperation and coordination, contracting for special classes to meet business needs, and taking programs and classes to the worksite?

2.6 Resource Considerations

    1   a. To what extent does the department recognize and understand the very real constraints on resources and the need to resort to reallocation of existing resources in effective planning?

    1   b. Does the department carry on an aggressive program to augment funding sources by outside sources?

        c. To what extent does the department make efficient use of staff and facilities by providing productivity aids and by creative scheduling?

    2   d. Are incentives for faculty retraining to fit into a changing curriculum developed within the department?

2.7 Alternative Deliveries of Education

    2   a. Does the department evaluate alternative deliverers of educational services to determine what advantages they offer and determine whether the department can and should attempt to provide comparable services?

    2   b. To what extent does the department negotiate, where appropriate, with other deliverers to provide programs of instruction that meet their needs and offer the advantages sought by their students?

2.8 Trend Toward Inter-dependence of Nations

    5   a. To what extent is the department involved in increasing the numbers and diversity of foreign students by active recruitment?

    N/A b. To what extent does the department explore new programs (both academic and support) and courses to heighten student awareness of multi-culturalism, including a possible faculty and/or exchange program?

(3)

Santa Barbara City College

DEPARTMENT QUESTIONNAIRE

TOTAL DIVISION

Program Evaluation and Review

By: Shirley Conklin

Department Health Technologies   Form: (Mark One)   Individual . Summary

Directions: Please place a number 1-5 in the blank space provided. The value represents the rating assigned to the criterion being measured.

Low		Medium		High
5	4	3	2	1

1. Item III.   Program Quality Criteria

    1 1. To what extent is the department program aligned with the College Mission?

    1 ᴄ. To what extent is the department program keeping pace with "State of the Art"?

    2 3. Does the department maintain and strive for instructional quality?

    1 4. To what extent is the department student oriented?

    1.5 5. To what extent is the department engaged in curriculum review and evaluation?

    1 6. To what extent does the department evidence college and community involvements?

    1.2 7. Does the department work together as an harmonious team?

    2 8. To what extent does the department have effective internal communication?

    1.5 9. To what extent does the department evidence cooperation with other departments within their division and the college?

    1 10. To what extend does the department promote access to non-traditional students (i.e. older adults, women, minorities)?

    1 11. Does the department identify and respond to changing conditions within its field, the college and/or the community?

    1 12. To what extent is the department responsive to changing enrollment patterns?

1.5   1 13. Does the department prepare five-year plans in the spirit of cooperation and in a professional manner?

    1.5 14. To what extent does the department evaluate its own programs?

    1 15. To what extent does the department identify its needs and communicate them to the administration?

    3 16. To what extent is the college meeting departmental needs for equipment, supplies, professional growth and new technological developments?

(OVER ...)

2. Item **IV.** Institutional Direction Criteria

2.1 Trends in District Demography

_____ a. To what extent does the department/program engage in and plan for recruitment programs in the secondary schools aimed at minority students and to what extent does it encourage potential transfer students among them?

_____ b. To what extent is the department/program aligned with the student college readiness program in terms of assessment, advisement, developmental education and methods of retention?

_____ c. To what extent does the department/program identify and meet the needs of the non-traditional (especially older) students?

2.2 Trends in Enrollment

_____ a. To what extent does the department/program identify the needs and develops programs specifically aimed at needs and objectives of older students?

_____ b. To what extent does the department/program determine the optimum scheduling considerations for a diverse clientele and schedule classes at convenient times and places to more effectively meet the needs of all students?

2.3 Effects of High Technology

_____ a. To what extent are faculty in the department/program encouraged to keep abreast of new technology?

_____ b. To what extent does the department/program increase programs or offerings which serve the employment needs of local business (e.g. Computer Science, Electronics)?

_____ c. Is serious consideration given to the introduction of new programs or expansion of existing programs to train students in new technologies (i.e. automation, holography, solar energy, laser technology, bionics and telecommunications)?

_____ d. Does the department/program expand the use of data processing technology in instructional programs?

_____ e. To what extent does the department/program explore agreements with local industry and business to offer worksite training programs related to these technological implications?

_____ f. To what extent has consideration been given to offering new courses specifically aimed at retraining and upgrading for employees of local firms?

(MORE

2.4 Educational Deficiences in Society

___1.2a. To what extent does the department/program place emphasis on varied teaching strategies to accommodate a diverse student population?

___3___ b. Does the department/program or faculty in the program contact and work with youth-oriented agencies to encourage college enrollment of more young people?

___4___ c. To what extent does the department/program involved increasing the awareness among high school students and dropouts of the consequences related to a lack of education in today's society?

2.5 Economic and Legislative Implications

___2___ a. To what extent does the department/program exploit methods of increasing productivity including use of CAI and other media, better retention of students, more efficient scheduling?

___3___ b. Does the department/program make use of private business as a source by increased cooperation and coordination, contracting for special classes to meet business needs, and taking programs and classes to the worksite?

2.6 Resource Considerations

___3___ a. To what extent does the department recognize and understand the very real constraints on resources and the need to resort to reallocation of existing resources in effective planning?

___2___ b. Does the department carry on an aggressive program to augment funding sources by outside sources?

___1.5c. To what extent does the department make efficient use of staff and facilities by providing productivity aids and by creative scheduling?

___N/Ad. Are incentives for faculty retraining to fit into a changing curriculum developed within the department?

2.7 Alternative Deliveries of Education

___1___ a. Does the department evaluate alternative deliverers of educational services to determine what advantages they offer and determine whether the department can and should attempt to provide comparable services?

___1.5b. To what extent does the department negotiate, where appropriate, with other deliverers to provide programs of instruction that meet their needs and offer the advantages sought by their students?

2.8 Trend Toward Inter-dependence of Nations

_____ a. To what extent is the department involved in increasing the numbers and diversity of foreign students by active recruitment? By active recruitment--NO   By assisting--YES

___1___ b. To what extent does the department explore new programs (both academic and support) and courses to heighten student awareness of multi-culturalism, including a possible faculty and/or exchange program?

(3)

COMMENTS ON QUESTIONNAIRES (BY FACULTY MEMBERS)

A.D.N.	L.V.N.	R.T.

Questions #s:

2. "All instructors are competent
    practitioners."

    re'keeping pace with "State
    of the Art"--"Yes, relevant
    to nursing."

5. re' curriculum review & evalu-
    ation--"Constantly!"

6. "The community views this depart-
    ment as a constant source of
    assistance with state regulations;
    we also help foreign nurses, etc."

    re' community involvement--
    "HEAVY community involvement"

10. "Each student has individualized
    advice & assistance in the depart-
    ment."

    re' non-traditional students--
    "Yes, minorities and men."

11. re' response to changing condit-
    ions, etc.- "Constantly."

12. "We have an impacted program. We
    would like to enlarge; however,
    we would need additional clinical
    instructors."

    re' changing enrollment pat-
    terns-- "Greater # of teen-
    agers lately." (more diffi-
    cult to teach.)

13. re' five year plans-- "The plans
    seem to be so 'pie in the sky'."

14.

    re' evaluating one's program
    --"community surveys, advisory
    committees, student input."

Comments on Questionnaires--Continued

	A.D.N.	L.V.N.	R.T.
15.	"The communication (with College Administration) seems to be one-way only from us, with no feedback."	"We try."	
16.	"We constantly try to 'make due' with less."	"The College offers us classes in mastery learning..."	
2.1a.	"With an impacted program we do not actively recruit."		
2.1b.	"We use these areas to refer students."		
2.1c.			"We have many older students who do very well."
2.2a.		"We offer a variety of lng. modes so that the older stuent can utilize methods most beneficial for their learning."	
2.2b.	Re' optimum scheduling considerations--"Modular program, day and evening clinical hours, all attuned to student needs."	"Must deal with constraints of SBCC facilities."	
2.3a.	re' keeping abreast--"Workshops, viable state license."		
2.3b.	re' serving employment needs--"Sensitive to community needs."		"The x-ray community does not respond well to inservice or professional growth."
2.3c.	re' new technologies: "Yes, we would like to have a computer for a nurses' course."		

Comments on Questionnaires--Continued

	A.D.N.	L.V.N.	R.T.

2.3d. re' data processing technology in instruction--See above.

"Although we have done considerable work in this area, financial constraints seem to preclude further development."

2.3e. re' off-site work-trng...
"Not feasible when considering patient safety."

2.3f. re' retraining and upgrading of employees--"Refresher courses have been offered, and will be when needed."

"We offer, but the community of X-ray does not respond. We have even districuted a questionnaire to solicit course preferences--with very little response."

2.4b. re' youth oriented agencies--
"High schools, Future nurses' clubs..."
"4H, church youth groups..."

2.4c.

re' high school students, dropouts, etc. "We do this every week in some way; we also co-operate with Counseling Dept. on this project."

2.5b. re'contracting for special classes, etc. "We would be happy to if the need were expressed."

"We don't understand the question but we're sure we do it." --
(A little levity is needed here.)

"Plans are almost completed to provide this in Santa Maria."

2.6b. re' aggressive program to augment funding sources--"We're trying,but this is more time-consuming than we have time available."
"Kellogg grant, Gerontology grant, Capitation grants"

"too busy teaching."

"Yes, from companies and hospitals."

Comments on Questionnaires--Continued

A.D.N.	L.V.N.	R.T.

2.6c. re' productivity aids, creative
       scheduling...--" Seven part-
       timers on staff"

2.6d. re' faculty re-training--   "We do this as part of our pro-
       "Not needed at this time."   fessional responsibility with-
       "We are already cross-trained."   out incentive."

2.8a. re' foreign students--We   "Fine--as long as they read and
       accept foreign students into   write English."
       appropriate modules."

       "We have an R.N. from Holland
       and one from England right now."

STATEMENT REGARDING WSCH FIGURES

I seriously question the validity of the WSCH figures which have
been distributed widely across campus relative to the Health
Technology programs.

This has been a concern of mine for a long time, but I have never
been able to find out:

  --where the original figures were obtained.
  --what kind of formula is used for computation.

However, I have now found, after a great deal of searching--that
there is indeed a problem with the computation of figures for our
programs. Consequently, work is going on in Burt Miller's office
now which should be completed shortly--and will provide the Council
and others with accurate figures. When this work is completed,
I will send corrected computations to the Council and others on
campus.

March 12, 1984

To: Dr. Peter MacDougall

From: Charles Hanson

Re: STATUS REPORT - NEW TELEPHONE SYSTEM

Background

In December, 1983 we met with the General Telephone representatives
Richard Davis and Del Funkhouser to discuss our existing and future phone
system.   It was determined that General Telephone could "spec" the equip-
ment in such a way that it could be bid comparatively without prejudice.

On February 2, 1983 the College received the proposed bid parameters from
GTE which we reviewed in detail with Del Funkhouser. They merely set out
the existing system configurations and did not consider possible savings
(through equipment reductions) inherent with the upgrading to "state of the
art" equipment. Over the next three weeks Ms. Sylvia Schmidt and the GTE
representatives completed an extensive review of telephone functions, uses
and needs.

Equipment Configuration

The technology available with a new system and equipment makes the current
configuration of station equipment unnecessary. The current monthly rental
cost of our existing equipment (vs system costs) is approximately $2,625.00
of which more than half ($1,367.30) is the cost of the numerous multi-line
telephones on campus. These instruments have traditionally been installed
in areas where one person must "cover" another's desk and the inadequacies
of the current system made this impossible without the use of multi-line
phones. With a new system, this function is efficiently handled on a single
line instrument by grouping any number of individual stations in a "call
pick-up group". In this mode, any station in the group can answer a call
to another station by merely punching two digits on the instrument. The call
can then be handled, transferred, put on hold, etc. as necessary.

Since multi-line instruments are approximately three times the cost of single
line instruments, our objective is to delete as many as possible in the
preparation of bid specifications. In the recent survey, time was spent with
each person utilizing a multi-line phone to ascertain user requirements. The
survey resulted in a net decrease in multi-line phones of 82% with no decrease

Equipment Configuration (cont.)

in function or efficiency. The current and proposed equipment configuration
follows:

	Current System	Proposed System
Station lines (extensions)	233	256
Single line telephones	223	277

Multi-Line System

	Current System	Proposed System
6 button instruments	106	17
10 button instruments	2	
18 button instruments		0
20 button instruments	0	

Time Line

The writing and preparing of specifications for bids is under way and should
be completed by the end of March. The following time line is recommended to
meet the various legal bidding and operational requirements of a new system:

	Activity
March 12, 1984	Status Report to Cabinet
April 10	Report to CPC
?	Facilities/Finance Subcommittees
April 22	Conceptual approval - Board of Trustees
April 30	Bidding documents prepared
May 1 - 21	Bidding period
May 22	Bids opened
May 22 - 30	Bid analysis
June 10	Contract awarded
July 1 - Dec. 15	Equipment ordered, installed, tested, etc.
December 17 - 21	New system cutover and test
January 2, 1985	New system on line - operational

Time Line (cont.)

With this plan, the college will continue to have full telephone service
during the installation/changeover process. The new switching equipment will
be installed in the same area as the old and not "cut over" until the
December break. Testing and problem solving will be completed prior to the
Spring Registration impact. Training of the users will occur during the
installation period and following the change over. Vendor personnel will be
available throughout the conversion process.

New Telephone System Features

The new microprocessor switching equipment has tremendous capability. All
calls will be logged automatically to a specific extension, a print out of
which will be produced at the end of each month. It has the capability of
two operators for extraordinary busy periods during the semester. The
software permits the College to restrict/expand and reconfigure the system
without outside service engineers (i.e., we can move a station to another
location and reprogram the software to recognize the move without technical
assistance.) The data retrieval capability is extensive.

The individual station capabilities include:

        Call Forwarding   Add-on Conference
        Call Hold   Automatic camp-on and call-back
        Call Park   Data line security
        Call Waiting   Dictation access
        Dial Call Pick Up   Executive override
        Call Pick up Directed

        For the complete list of features and an explanation, see Attachment A.

GTE OMNI S-II FEATURES/BENEFITS

STATION-RELATED

ADD-ON CONFERENCE - ENABLES A STATION USER TO SET UP A 3-WAY CONFERENCE WITH ONE OUTSIDE AND TWO INSIDE PARTIES OR TWO OUTSIDE PARTIES.

> BENEFIT:
>
> THIS FEATURE CAN SAVE YOU TIME AND IMPROVE YOUR OPERATING EFFICIENCY, SINCE EMPLOYEES DO NOT HAVE TO LEAVE THEIR OFFICES FOR CONFERENCING. THE REDUCTION OF EXPENSIVE MULTI-LINE TELEPHONES IS ALSO ACHIEVED. AND ALL THIS IS DONE WITHOUT THE ATTENDANT.

AUTOMATIC STATION CAMP-ON AND CALL-BACK - ALLOWS A CALLING STATION TO CAMP-ON A BUSY CALLED STATION. WHEN CALLED STATION HANGS UP, BOTH THE CALLING STATION AND THE CALLED STATION RING AUTOMATICALLY.

> BENEFIT:
>
> ANOTHER TIME SAVER - THERE IS NO NEED TO KEEP REDIALING THE BUSY STATION UNTIL IT'S AVAILABLE. THE EMPLOYEES CAN ATTEND TO OTHER MATTERS WHILE WAITING - AND IT'S LESS FRUSTRATING. IT ALSO INSURES THE CALLING PARTY IS STILL AVAILABLE BEFORE AUTOMATICALLY INITIATING THE CALL AFTER THE LINE BECOMES FREE.

CALL FORWARDING - STATION USER CAN ARRANGE TO HAVE THEIR INCOMING CALLS AUTOMATICALLY ROUTED TO ANOTHER PBX NUMBER, TO THE ATTENDANT OR TO A RECORDED MESSAGE.

> BENEFIT:
>
> THIS HELPS AVOID MISSING IMPORTANT CALLS. IT PROVIDES A MORE EFFICIENT HANDLING OF INCOMING CALLS AND PREVENTS THE POSSIBLE LOSS OF SALES OR OTHER OPPORTUNITIES BECAUSE CALLS GO UNANSWERED. THE ATTENDANT OR SECRETARY IS NOT REQUIRED.

CALL HOLD - ENABLES STATION USER WITH A SINGLE LINE TELEPHONE TO PLACE

CALLS ON HOLD. A PROGRAMMED TIMING INTERVAL WILL RETURN THE HELD CALL TO THE ORIGINAL PARTY IF THE CALL REMAINS ON HOLD FOR AN EXTENDED PERIOD OF TIME.

BENEFIT:

THIS ELIMINATES THE NEED FOR MORE EXPENSIVE KEY TELEPHONE INSTRUMENTS AND AVOIDS FRUSTRATION BY INSURING THE CALLER IS NOT KEPT ON HOLD INDEFINITELY.

CALL PARK - IF A TELEPHONE USER NEEDS INFORMATION THAT IS LOCATED ELSEWHERE, THE CALL CAN BE PLACED IN A "CALL PARK" CONDITION, THUS ENABLING THE STATION USER TO GO TO THE FILE OR ANOTHER OFFICE, GET THE INFORMATION NEEDED, AND PICK UP THE CALL FROM ANOTHER INSTRUMENT.

BENEFIT:

CALL PARK IS NOT ONLY CONVENIENT BUT PROVIDES A GREATER UTILIZATION OF YOU TIME.

CALL WAITING - ORIGINATING - IF A STATION USER DIALS A BUSY INSIDE PARTY, THE CALL CAN BE CAMPED ONTO THE BUSY STATION. A DISTINCTIVE TONE ALERTS THE USER OF THE BUSY STATION THAT ANOTHER CALL IS WAITING AND THE CALLING PARTY RECEIVES A RING-BACK TONE. WITH CALL-WAITING - TERMINATING, THE CALL IS CAMPED ONTO THE BUSY STATION AUTOMATICALLY.

BENEFIT:

BY ALERTING THE BUSY STATION THAT ANOTHER CALL IS WAITING, YOU CAN BE ASSURED THAT CALLS ARE HANDLED EFFICIENTLY. STATION USERS CAN MAKE CALLS EVEN THOUGH THEY ARE WAITING FOR IMPORTANT INCOMING CALLS.

DATA LINE SECURITY - PROTECTS LINE FROM INTRUSION WHEN DATA IS BEING TRANSMITTED.

BENEFIT:

THIS PREVENTS THE ACCIDENTAL DESTRUCTION OF DATA BY AN ATTENDANT OR OTHER STATION USERS, AND ELIMINATES THE EXPENSE OF RESENDING THE DATA.

DIAL CALL PICK-UP - ENALBES A TELEPHONE USER IN A PREASSIGNED GROUP
TO ANSWER CALLS MADE TO OTHER TELEPHONES IN THE GROUP. THE CALLS
CAN THEN BE TRANSFERRED TO OTHER STATIONS, IF NECESSARY.

    BENEFITS:

    THE NEED FOR MORE EXPENSIVE MULTI-TELEPHONES IS
    ELIMINATED THEREBY CUTTING YOUR EXPENSE.

CALL PICK-UP DIRECTED - ENABLES SELECTED STATION USERS TO ANSWER
ANY TELEPHONE BY DIALING AN ACCESS CODE AND THE STATION NUMBER OF
THE RINGING PHONE.

    BENEFIT:

    UNATTENDED PHONES CAN BE ANSWERED EFFICIENTLY WITHOUT THE
    NEED OF MORE EXPENSIVE MULTI-LINE EQUIPMENT. THIS PREVENTS
    THE POSSIBLE LOSS OF SALES OR OTHER OPPORTUNITIES BECAUSE OF
    UN-ANSWERED CALLS.

DICTATION ACCESS - ENABLES INDIVIDUALS TO USE CENTRALLY LOCATED DIC-
TATION EQUIPMENT FROM EITHER WITHIN OR OUTSIDE THE SYSTEM IF A TOUCH
CALL INSTRUMENT IS AVAILABLE.

    BENEFIT:

    SECRETARIAL FUNCTIONS CAN BE CENTRALIZED SAVING MONEY AND PRO-
    VIDING BETTER UTILIZATION OF HUMAN RESOURCES. IT ALSO AVOIDS
    UNNECESSARY EXPENSES DUE TO THE NEED FOR INDIVIDUAL DICTATION
    EQUIPMENT.

EXECUTIVE OVERRIDE - ALLOWS AN AUTHORIZED STATION USER TO BREAK
INTO AN ESTABLISHED CONNECTION. IT PROVIDES A WARNING TONE TO THE
ESTAB-LISHED CONVERSATION BEFORE THE BREAK-IN OCCURS.

    BENEFIT:

    THIS SAVES TIME AND PROVIDES MORE FLEXIBILITY TO STATION
    USERS SINCE EXECUTIVES CAN INTERRUPT CALLS IF NEEDED. DATA
    SECURE LINES CANNOT BE OVERRIDDEN.

EXTENDED DIAL CALL PICK-UP - PERMITS SELECTED TELEPHONE USERS TO

ANSWER CALLS MADE TO PHONES IN UP TO FIVE GROUPS.

    BENEFIT:

    PROVIDES A BETTER UTILIZATION OF MANPOWER SINCE IT ALLOWS FOR
    CALLS TO BE ANSWERED WHEN THE STAFF IS REDUCED BY BREAKS OR
    LUNCH.

SPEED CALLING - GROUP - FREQUENTLY CALLED TELEPHONE NUMBERS MAY BE
ACCESSED BY SIMPLY DIALING AN ABBREVIATED CODE.

    BENEFIT:

    SAVES MONEY SINCE THERE IS NO NEED FOR EXTERNAL DIALERS. DIALING
    ERRORS ARE AVOIDED SINCE A NUMBER WITH UP TO 15 DIGITS CAN BE
    ACCESSED BY THE ABBREVIATED CODE. IT'S ALSO A GREAT TIME SAVER.

STATION CONSULTATION AND TRANSFER - ENABLES A STATION USER TO PUT AN
INSIDE OR OUTSIDE PARTY ON HOLD. THE STATION USER CAN THEN CONSULT
PRIVATELY WITH ANOTHER PARTY, ARRANGE A 3-WAY CONFERENCE, OR TRANSFER THE
CALL TO ANOTHER NUMBER.

    BENEFIT:

    SINCE STATION USERS CAN HANDLE THEIR OWN CALLS QUICKLY AND
    EFFICIENTLY, THE ATTENDANT IS FREED FOR OTHER DUTIES. THIS
    SAVES BOTH THE STATION USERS AND ATTENDANT'S TIME AND TIME
    SAVINGS ARE COST SAVINGS.

STATION-TO-STATION CALLING - ENABLES INSIDE TELEPHONE USERS TO CALL
EACH OTHER DIRECTLY, WITHOUT THE ATTENDANT.

    BENEFIT:

    SAVES TIME - PEOPLE GET MORE DONE BY TELEPHONE AND THEY DON'T
    HAVE TO LEAVE THEIR OFFICE FOR CONSULTATIONS.

SWITCHED DIRECT LINE SERVICE (HOTLINE) - PERMITS STATION USERS TO
REACH THE ATTENDANT, OR A PREDETERMINED DESTINATION WITHIN THE PBX
SYSTEM, BY SIMPLY LIFTING THE HANDSET OF A PHONE CLASSMARKED FOR HOT
LINE SERVICE. USUALLY, A NON-DIALING TELEPHONE IS USED, SUCH AS IN
ELEVATORS OR AS HOUSE PHONES IN A HOTEL OR AT AN AIRPORT.

BENEFIT:

THIS PROVIDES A MEANS OF FAST COMMUNICATION AND IMMEDIATE ACCESS
WHILE SAVING TIME AND PREVENTING DELAYS WHEN ASSISTANCE IS NEEDED.
EXCELLENT FOR USE AS AN EMERGENCY OR COURTESY TELEPHONE.

TRUNK CALL QUEUING - OFF-HOOK - WHEN A TELEPHONE USER ATTEMPTS. TO MAKE
A CALL VIA LIMITED FACILITIES (SUCH AS A WATS LINE) AND THE GROUP IS
BUSY, A CALL QUEUING VERIFICATION TONE IS HEARD. IF THE TELEPHONE
USER REMAINS OFF-HOOK, THE SYSTEM AUTOMATICALLY PLACES THE USER IN
A WAITING QUEUE FOR SERVICE. WHEN THE TRUNK IS AVAILABLE, THE TELE-
PHONE USER IS NOTIFIED BY A BURST OF DIAL TONE, FOLLOWED BY A STEADY
DIAL TONE, SO THAT THE NUMBER CAN BE DIALED.

BENEFIT:

SINCE THE STATION USER DOES NOT HAVE TO KEEP DIALING, TIME IS
SAVED AND THE STATION USER CAN DO OTHER WORK. IT ALSO PROVIDES
A MORE EFFICIENT AND EFFECTIVE USE OF TRUNKS.

TRUNK CALL QUEUING - ON-HOOK - INSTEAD OF REMAINING OFF-HOOK, THE
TELEPHONE USER FLASHES AND DIALS THE CALL QUEUING ACCESS CODE AND
HANGS UP. WHEN A TRUNK IS AVAILABLE, THE USER'S PHONE RINGS AUTO-
MATICALLY SO THAT THE CALL CAN BE COMPLETED.

BENEFIT:

EVEN MORE OF A BENEFIT . . . . . STATION USERS CAN DO OTHER
THINGS WHILE WAITING FOR A LINE TO BECOME AVAILABLE.

Santa Barbara City College

March 21, 1984

TO: Division Chair Council

FROM: Pat Huglin, Administrative Dean, Instruction

RE: Instructional Reorganization

Coincidentally, Shirley Conklin will retire and the Academic Senate Committee to evaluate College (Instructional) Reorganization will occur in Spring, 1984. These two events might provide an opportunity to improve our instructional operations. The comments and attachments are for conversational purposes and represent personal thoughts as well as ideas from the Instruction Office staff. Nothing is in concrete, no decisions have been made as to Shirley's replacement. These materials are distributed for discussion purposes only.

I.   GENERAL COMMENTS RELATING TO PRESENT ORGANIZATIONAL STRUCTURE

1.   The present instructional organizational structure can and should be improved in areas such as administrative efficiency (scheduling, catalog, budgeting, resource allocation), communication (both directions), planning instructional evaluation, instructional directions, administration/faculty involvement in all areas, etc.

2.   I seriously question whether the present structure can deal effectively with the tasks noted above. Can we "afford" to stay with an inefficient organizational structure?

3.   We must retain the historical practice and concept of faculty/ administrative cooperation (collegiality) in all matters related to curriculum, instruction as well as in communicating with one another.

4. I am concerned over the constant reference to the concept of "power" when it comes to Division Chair Council matters. This is an administrative committee dealing with matters of curriculum and instruction ... "nuts and bolts" if you will. The political matters, governance, etc. are a function of the Representative Council in their interaction with the Superintendent/President and the Board of Trustees, not subjects of concern to the D.C.C.

5   I favor reducing the number of departments and divisions for three basic reasons:

    a. More efficient

    b. Communication enhancement

    c. There are not that many faculty who are interested or prepared to both teach and administer.

6. I believe that time is an important consideration for a departmental/ Division Chair to manage effectively.

7. Response to Question from the "Committee to Evaluate College Reorganization" ... does the present structure facilitate/encourage

    a. Curriculum development?

    b. Instructional improvement?

    My answers:

    a. Definite improvement on curriculum development

    b. Instructional improvement - we need to do better

8. Departmental Autonomy ... I believe in the concept, this is the arena of "nuts and bolts" ... a revised structure could enhance Instruction Office, Division and Department involvement in all areas.

9. Division Chair Council

    a. Dean of Instruction

    b. Four Assistant Deans

    c. Four Division Chairs

    d. "At Large" Representative from Rep Council (basically the same responsibilities as now)

10. Curriculum Committee

    a. Assistant Dean, Educational Planning and Development

    b. Four Assistant Deans

    c. At Large Rep Council designate

    d. Faculty "at large" (basically the same as now)

11. College Planning Committee

    a. Three representatives from D.C.C.

    b. (same as now)

12. Division Chair Stipend

    a. Released time 1/5-2/5

    b. $500 bonus

    c. "At Large" Representative Council designate ... $500 bonus only (no line responsibilities)

13. Department Chair Stipends

    a. Same as formula now existing

    b. Reduce departments ... no department smaller than 3 members

14. Division Aides

    a. Use 4 currently employed as teacher aides

    b. Not a reclassification, but a working title change

15. Organizational Charts (for discussion purposes)

    a. Attachment #1 - Romo, Sanchez Memo of 1/31/84 ... also supported by Elkins

    b. Attachment #2 - Huglin, basically similar to Romo/Sanchez chart

BUDGET

1. Replacing the Assistant Dean, Health Technology with an Assistant Dean (with added responsibilities) would have no fiscal impact.

2. Replacing the Assistant Dean, Health Technology with an 11 month administrative coordinator with responsibility for Health Technology only would result in savings, but not enough to employ a fourth Assistant Dean. Additional savings under the Instructional umbrella would necessarily be needed to fund such a position. For example, the reduction of Division Chairs from nine to five would result in salary savings that would augment the funding of the 4th Assistant Dean position.

3. Division Chairs would continue to receive released time. I would envision 3-6 TLU's per semester for such a responsibility. The "at large" Division Chair Council members from Rep Council would not need released time consideration (stipend only) since there would be no line responsibilities.

4. Department Chair stipends would be calculated under current formula. Their responsibilities would continue as defined. There is no question, however, that they would be involved in more division meetings with the Assistant Dean for that particular area.

PH/jdm
Instruction Office

Attachments: #1 Memo from John Romo and Richard Sanchez to Pat Huglin
                   dated 1/31/84

              #2 Organizational Chart

MEMORANDUM - January 31, 1984

TO: Pat Huglin, Administrative Dean, Instruction

FROM: John Romo, Asst Dean, Instructional Operations
           Richard Sanchez, Asst Educational Planning and Development

SUBJECT: REQUEST FOR INPUT ON FILLING OF HEALTH TECHNOLOGIES
           ASSISTANT DEAN POSITION

As per your request, the following are our ideas on possibilities for reorganiza-
tion resulting from the vacancy in the Health Technologies Assistant Dean position.

A starting point is that we both feel that the size of the Health Tech program
does not warrant an Assistant Dean position dedicated to those programs only.

Specific options of how the responsibilities might be broadened while maintaining
appropriate leadership for Health Technologies are the following:

Option 1: Reorganize the Instruction Office into a Division structure with a
Division Dean for each Division reporting to the Administrative Dean of Instruc-
tion. Proposed Divisions are the following:

A. DIVISION OF APPLIED SCIENCES, BUSINESS AND HEALTH TECHNOLOGIES

    1. Departments

        a. Administration of Justice   g. Hotel/Restaurant Management
        b. Automotive Services   h. Landscape Horticulture
        c. Drafting   i. Machine Shop/Welding
        d. Early Childhood Education   j. Marine Technology
        e. Electronics   k. Business
        f. Graphics/Photography   l. Health Technologies

    2. Division Dean would have a 1/2 time reassigned-time assistant

    3. Program Coordinator positions would be established in Health Technologies
        (full time split between District and Kellogg funds) and BOE (District
        funded).

    4. Interior Design, Cosmetology, General Work Experience and Fire/Water
        Science would be coordinated through the Division Dean's office.

B. DIVISION OF COMMUNICATION AND FINE ARTS

    1. Departments

        a. English/Journalism/Ess. Skills d. Speech
        b. Art   e. Theatre Arts
        c. Music   f. Computer Science

    2. Essential Skills to maintain 6 TLU reassigned time for Reading/Study
        Skills Center Director and 4 TLU reassigned time for ESL Coordinator.

C. DIVISION OF MATH/SCIENCES/PHYSICAL EDUCATION

   1. Departments

      a. Math
      b. Earth Science
      c. Physical Education
      d. Athletics

      e. Biology
      f. Chemistry
      g. Physics/Engineering

D. DIVISION OF SOCIAL SCIENCES/FOREIGN LANGUAGES

   1. Departments

      a. American Ethnic Studies
      b. Economics/History/Geography
      c. Philosophy
      d. Political Science

      e. Psychology
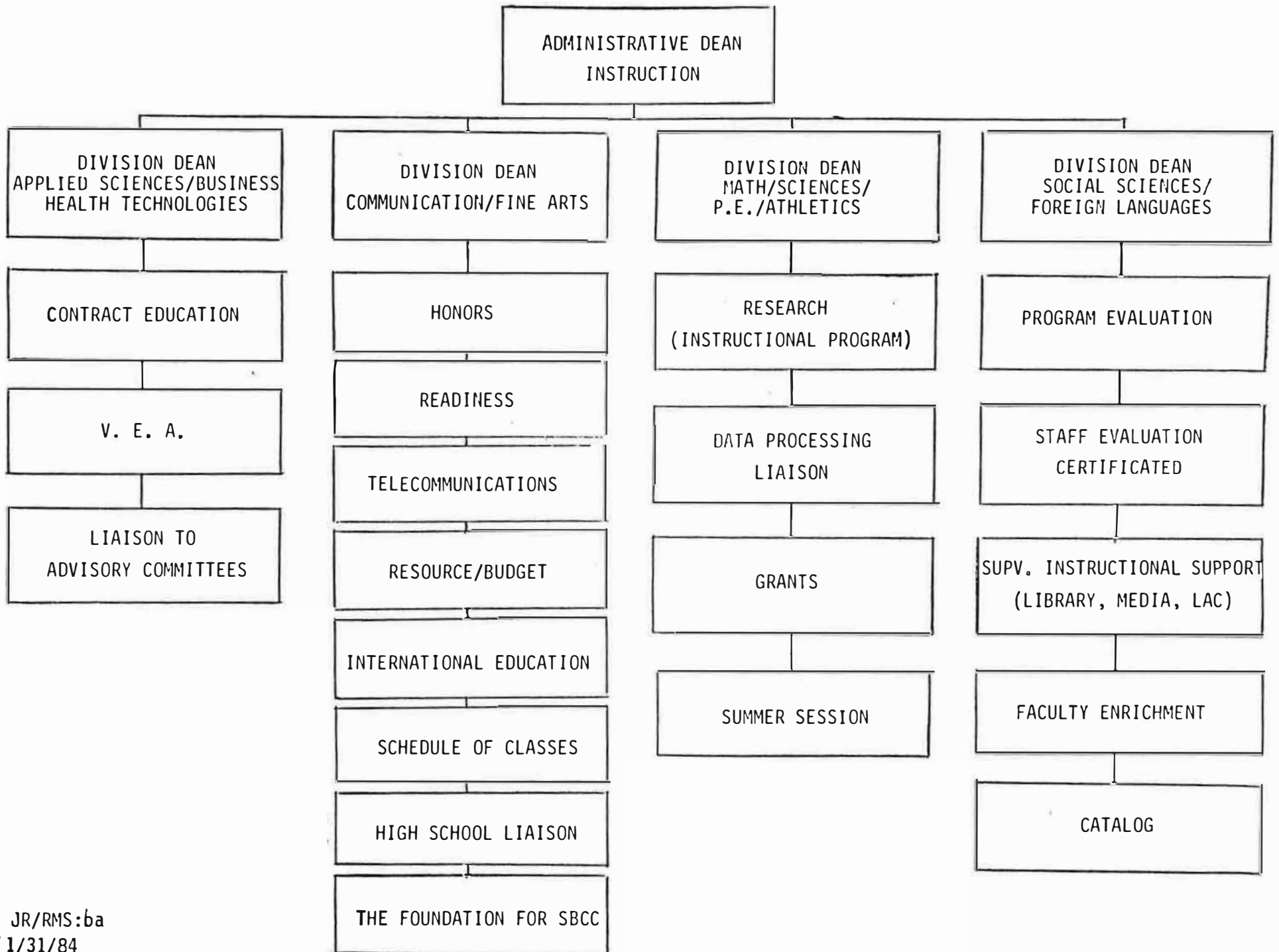   f. Sociology/Anthropology
      g. Foreign Languages

Attached is a chart which delineates the distribution of other college-wide responsibilities which would be assumed by the Division Deans.

Option 2: Move Health Technologies under Applied Sciences with Coordinator for Health Technologies and Division Assistant at current level. Create new position as Coordinator of Learning Assistance Support Services (to supervise LAC, Library, Media, Tutorial).

Option 3: Move Health Technologies under Applied Sciences with Coordinator for Health Technologies and Division Assistant at current level. Reallocate savings from Assistant Dean, Health Technologies, for more reassigned time for Division leadership. This should be tied in with more specific delineation of Division Chairperson responsibilities and more direction and greater expectations from the Instruction Office.

Our recommendation is that Option 1 could have very positive impact on the management of the instructional programs and could significantly improve our effectiveness and efficiency. We feel the idea merits serious consideration.

JR/RMS:ba
Attachments

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                          ┌─────────────────────────┐
                          │   ADMINISTRATIVE DEAN   │
                          │       INSTRUCTION       │
                          └─────────────────────────┘
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DIVISION DEAN APPLIED SCIENCES/BUSINESS HEALTH TECHNOLOGIES	DIVISION DEAN COMMUNICATION/FINE ARTS	DIVISION DEAN MATH/SCIENCES/ P.E./ATHLETICS	DIVISION DEAN SOCIAL SCIENCES/ FOREIGN LANGUAGES
CONTRACT EDUCATION	HONORS	RESEARCH (INSTRUCTIONAL PROGRAM)	PROGRAM EVALUATION
V. E. A.	READINESS	DATA PROCESSING LIAISON	STAFF EVALUATION CERTIFICATED
LIAISON TO ADVISORY COMMITTEES	TELECOMMUNICATIONS	GRANTS	SUPV. INSTRUCTIONAL SUPPORT (LIBRARY, MEDIA, LAC)
	RESOURCE/BUDGET	SUMMER SESSION	FACULTY ENRICHMENT
	INTERNATIONAL EDUCATION		CATALOG
	SCHEDULE OF CLASSES		
	HIGH SCHOOL LIAISON		
	THE FOUNDATION FOR SBCC		

COST FACTORS

Option 1-3

I. Cost Implications

A. Option 1:

		Present Cost	Proposed Cost
1.	Asst Dean, Health Technologies	$ 43,380	$ 43,380*
	a. ADN, Asst Director, 8 hrs/wk	3,200**	3,200
	b. Radiologic Technologies, 1.5 hrs/wk	600**	-0-
	c. LVN, 1.5 hrs/wk	600**	-0-
2.	Applied Science/Technologies Assistant	500	500
3.	Division Chairpersons		
	a. TLU's	19,200**	-0-
	b. Stipend	5,000***	-0-
4.	Department Chairperson Stipend	28,992.80	28,992.80
	TOTAL	$101,472.80	$ 76,072.80
	SAVINGS	$ 25,400	

*Salary would eventually reach top step
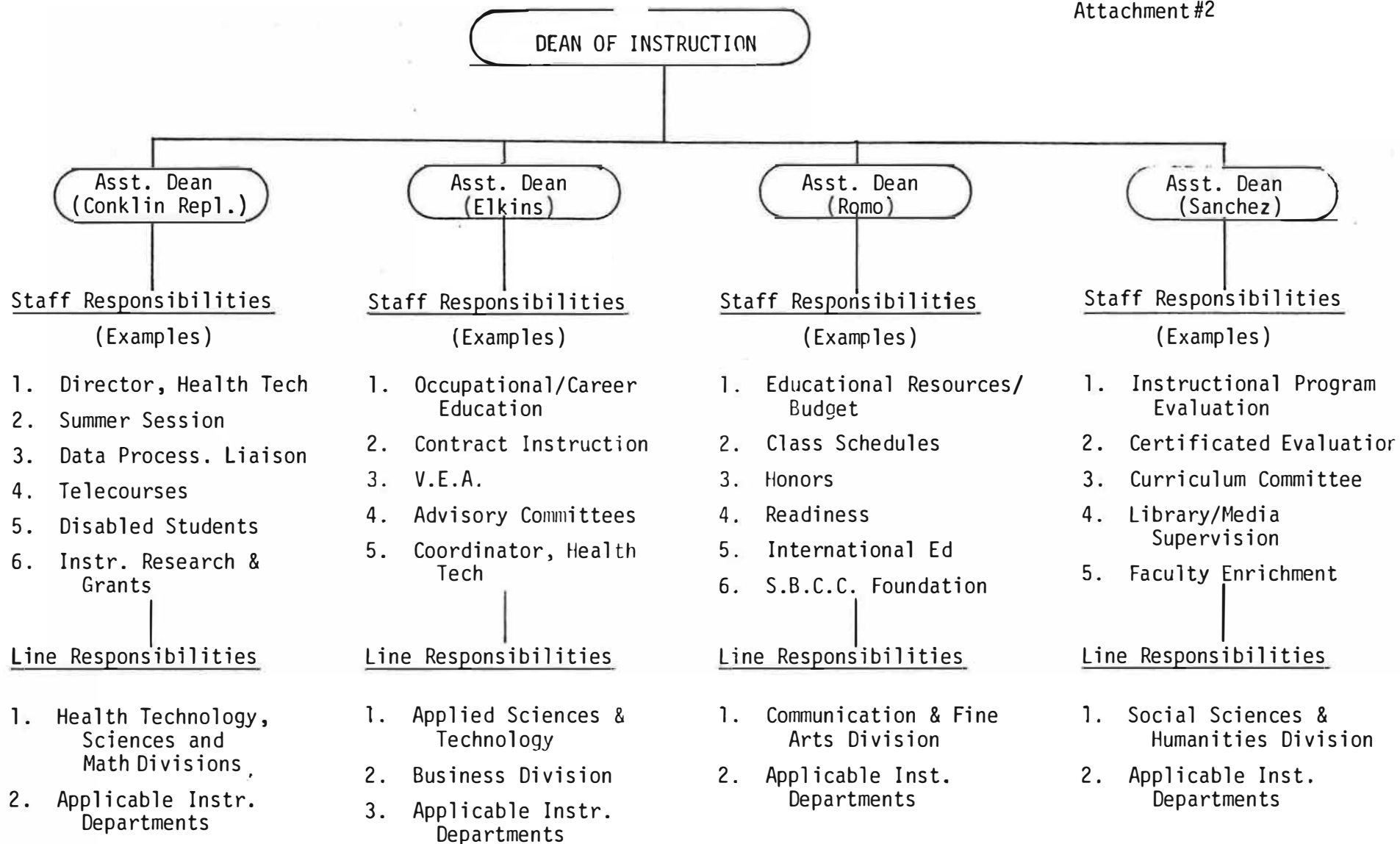**Based on part-time hourly replacement $400 TLU
***Includes stipend for representations to CPC

B. Option 2:
No savings to the $101,472.80 since the Asst Dean, Health Technologies, would be converted to a Director of LASS. There could be a savings of $4,821 if the appointment was made at the Coordinator level and an additional $1,200 from Radiologic Technology and LVN. The total savings will amount to $6,021.

C. Option 3:

		Present Cost $	Proposed Cost $
1.	Asst Dean, Health Technologies		-0-
	a. ADN Asst Director, 8 hrs/wk	43,380 00	3,200
	b. Radiologic Technology, 1.5 hrs/wk	600	-0-
	c. LVN, 1.5 hrs/wk	600	-0-
2.	Applied Science/Technologies	500	500
3.	Assistant Division Chairpersons		
	a. TLU's	19,200	38,400
	b. Stipend	5,000	5,000
4.	Department Chairperson Stipend	28,992.80	28,992.80 $
	TOTAL	$101,472.	76,092.80
	SAVINGS	80 $ 25,380	

JR/RMS:ba
1/31/84

DEAN OF INSTRUCTION

Asst. Dean (Conklin Repl.)	Asst. Dean (Elkins)	Asst. Dean (Romo)	Asst. Dean (Sanchez)

Staff Responsibilities (Examples)

Conklin Repl.
1. Director, Health Tech
2. Summer Session
3. Data Process. Liaison
4. Telecourses
5. Disabled Students
6. Instr. Research & Grants

Elkins
1. Occupational/Career Education
2. Contract Instruction
3. V.E.A.
4. Advisory Committees
5. Coordinator, Health Tech

Romo
1. Educational Resources/ Budget
2. Class Schedules
3. Honors
4. Readiness
5. International Ed
6. S.B.C.C. Foundation

Sanchez
1. Instructional Program Evaluation
2. Certificated Evaluation
3. Curriculum Committee
4. Library/Media Supervision
5. Faculty Enrichment

Line Responsibilities

Conklin Repl.
1. Health Technology, Sciences and Math Divisions
2. Applicable Instr. Departments

Elkins
1. Applied Sciences & Technology
2. Business Division
3. Applicable Instr. Departments

Romo
1. Communication & Fine Arts Division
2. Applicable Inst. Departments

Sanchez
1. Social Sciences & Humanities Division
2. Applicable Inst. Departments

NOTES: (1) The staff responsibilities can be shifted, according to staff interest and strengths

(2) Basically, this is a "status quo" administrative structure with the realignment of staff responsibilities

PH/jdm
Instruction Office
March 21, 1984

EDUCATIONAL LEADER

By Jim Hammons

THIS ARTICLE FOCUSES ON department/division chairpersons, their role within the institution, and then addresses the question of whether or not it is realistic to expect them to be educational leaders.[1]

The question is a crucial one. The success of individual community colleges in the decades ahead will depend upon their ability to respond quickly to the educational needs of their service area with relevant, high-quality instruction furnished via a flexible delivery system—and at a competitive cost. Given this charge and the organizational chart of a typical community college, any beginning student of organizational behavior would quickly point to the first-level supervisor, the department/division head, as a key determinant in the future of the community college.

Unfortunately, as I will show later, serious questions can be asked about whether the performance level of many chairpersons can match these expectations. The position is a difficult and often thankless one, a fact about which earlier authors have often written, sometimes using humorous analogies to make their point. Two of my favorite illustrations follow. The first is from Will McKeachie's now famous *Memo to New Department Chairmen:*

> Although the department chairmen in most colleges and universities are key individuals in determining the educational success of the institution, they are generally ill prepared, inadequately supported, and more to be pitied than censured. In many departments, the attitude of the faculty toward a colleague who accepts the department chairmanship is much like that of nuns toward a sister who moves into a house of prostitution.[2]

The second is by Charles Monroe who, in writing about community college chairpersons, made this observation:

> Department chairmen are in the nebulous and difficult position of being both faculty and administration but belonging completely to neither. Why anyone seeks this position is hard to explain. The job carries little prestige and little extra compensation either in the form of released time or pay. Until one has experienced being a department chairman, one does not realize how literally he is the nut in the nutcracker, the arms of which are the faculty and the administration. His fellow members in the department expect him to give his loyalty to the faculty. The president expects him to choose sides in favor of the administration.[3]

Given the nature of the job, what kind of persons would occupy the position? That is the focus of the following section.

General Profile

Although numerous articles (some 60-plus at last count) and dissertations (almost 50) have been written about the chairperson, we still know very little about the person who occupies the post. Further, while I have worked with more than 2,000 chairpersons during the past ten years, I still have difficulty giving a profile of the typical chairperson, for chairpersons vary considerably in virtually every aspect. While most chairpersons are in their 40s, some are in their early 30s, and there are a few elder statespersons in their 60s. Recently, I have noticed a significant increase in females, although males still outnumber women

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"satisfactory" (on a three-point scale of poor to excellent). The average tenure is three to five years. Few desire to move up the administrative ladder, however, with all but a very small percent of these aiming at the dean/vice president level. They report working a 45- to 50-hour week, including approximately an average of one hour per night at home. When asked to compare themselves with other chairpersons, the vast majority reported they were doing a "better than average job." While most still teach, there are tremendous variations in the amount of teaching they do, and there is very little logic to explain the variance (more on this later). Most are employed under a 12-month contract, either on a faculty salary with supplement or by their placement on a separate administrative salary schedule. In my experience, all but a very few have impressed me as being hard-working, conscientious individuals who are attempting to perform a large number of very important functions.

Roles and Responsibilities

The roles and responsibilities of chairpersons have been more than adequately covered from virtually every perspective in more than 40 doctoral dissertations. Some were national studies contrasting the various views of faculty chairpersons, deans, and presidents; others were studies contrasting chairpersons in dif-

three or four to one. After administering hundreds of personal profiles, I am still unable to generalize about their personality characteristics.

However, based upon results from a questionnaire I administered to the chairpersons with whom I have worked, I have learned a few things that, in a general way, can help us to better understand both the persons who presently occupy the positions and the nature of their positions. Most chairpersons are responsible for anywhere from 5 to 20 full-time faculty and up to double or triple the number of part-time faculty. Almost all have access to secretarial support, with most reporting having a full-time secretary. Not surprisingly, most chairpersons are in colleges with collective bargaining, but less than half of the chairpersons are in the faculty bargaining unit (more about this later). They report primarily to a dean or vice president of instruction and rate their relationship with that person as

I n many departments, the attitude of the faculty toward a colleague who accepts the department chairmanship is much like that of nuns toward a sister who moves into a house of prostitution.
—Wilbert McKeachie

ferent instructional divisions; and one or two examined the role of chairpersons of a particular discipline in a given state.

Carolyn Branch reviewed the 40-plus dissertations and from th e selected 14 that dealt directly with the identification and clarification of the roles and responsibilities of chairpei ons.[4] After performing a content analysis of these studies, she identified 44 different nonteaching functions. She clas ified these under one of five different categories: faculty-oriented activity, general administrative duties, curriculum and instruction, student-oriented activities, and business/financial affairs. The results of her synthesis are shown in Table I. Each activity listed was reported by a minimum of three dissertations and one, "prepare the budget," by all. Approximately half of the 44 activitie were documented in 7 or more of the 14 studies.

The resultant list of activities is an awesome list of responsibilities—and all are functions that must be performed and performed well if today's community college is to remain a viable part of the post-secondary education scene of the future. How well chairpersons perform these functions, in particular those relating to curriculum and instructional improvement, was addressed by Wanda Thomas.

Performance

In 1978 Wanda Thomas completed a national study of the status of the systems used to evaluate department/division chairpersons in public community colleges.[5] Her study contained some surprising findings, including the major one that only two thirds of the colleges evaluated their chairpersons. Chairpersons' responses from the colleges that did evaluate their chairpersons revealed that less than half of the chairpersons rated their evaluation system positively on most statements affecting criteria of a good system; almost half of the chairpersons believed that the procedures used in their evaluation system were inappropriate; over half of the chairperson respondents disagreed with the criteria on which they were evaluated; and almost two thirds wanted the standards against which they were measured changed.

From this it can be concluded that it is virtually impossible to answer the question, "How well do chairpersons perform? However, while we have no conclu ive data about how well chairpersons perform, I do have information about some of the things about their jobs that frustrate them.

Frustrations

In answering the question, "What frustrates chairpersons?" I will draw from two different sources. One is a list completed by 50-plus groups of chairpersons in response to the question, "What are the

Table 1

Chairperson Responsibilities and Activities

General Administrative Responsibilities

Those pertaining to maintaining and improving the relationships of the division or college with its specific public or with the general public.

- Interpret and supervise college philosophy and policies
- Report accomplishments and concerns to administration
- Develop and evaluate division goals and objectives
- Administer the division
- Evaluate division's effectiveness
- Be liaison with relevant community employers and organizations
- Prepare division reports and other paperwork
- Prepare and maintain public relations program
- Participate in community service projects
- Plan and conduct division meetings
- Conduct studies to improve division offerings
- Evaluate college policies for purpose of recommending needed changes

Student-Oriented Responsibilities

Nonteaching contact with students for such purposes as counseling and assisting with educational and employment matters.

- Advise and counsel students
- Resolve conflicts
- Sponsor student groups
- Recruit students
- Place students

Business and Financial Responsibilities

Those required for the financial management and conduct of the office, such as administering allotments for supplies and equipment, revising budgets, keeping records, and initiating and approving requests.

- Prepare budget
- Maintain equipment inventory
- Maintain and repair teaching equipment
- Seek outside funds
- Approve all division expenditures
- Develop specifications and bid lists for equipment and supplies

Faculty-Oriented Responsibilities

Those pertaining to the appointment, supervision, development, evaluation, or dismissal of any faculty person in the division.

- Assign faculty to teaching schedules
- Implement inservice training
- Encourage professional growth
- Be liaison between faculty and administration
- Recruit, screen, and interview prospective faculty
- Recommend promotion, tenure, dismissal
- Evaluate faculty performance
- Resolve conflict
- Involve faculty in decision-making process for division
- Provide orientation for new faculty

Curriculum and Instruction Responsibilities

Those relating directly to the planning and administration of curriculum and instruction including any revision, modification, adaptation, or development of teaching materials or courses of study.

- Articulate courses and programs with other institutions
- Participate in selection of learning materials for division
- Review and supervise instructional practices
- Maintain course syllabi for division
- Keep current on trends with students, occupations, subject matter
- Coordinate division offerings with college objectives
- Plan and develop new courses and programs
- Assist in preparation of division's schedule of course offerings
- Evaluate and revise existing division offerings
- Plan, supervise, and evaluate evening offerings
- Participate in division's admission standards and procedures

problems/obstacles preventing your functioning more effectively?" The other is a list of time wasters identified by these same groups.

The list of problems/obstacles was developed using a group decision-making process known as the nominal group technique. By using it I was able to develop a rank-oriented list of problems/ obstacles from each group of 30 to 50 chairpersons in slightly more than two hours. While the order may have varied, the five top-ranked obstacles almost always headed the list. (The total list includes another 20-plus items, but none of them were stated frequently enough to warrant attention here.) These five provided a good picture of the major obstacles facing chairpersons. Four of the five are self-explanatory, but one—inadequate role definition—requires some discussion.

Inadequate role definition. Despite all the research studies about the roles and responsibilities of chairpersons, the great majority of chairpersons report that role definition is still a major problem area. Its presence is manifested in a number of ways: as an unclear or nonexistent statement of responsibilities; as an imbalance between what chairpersons have authority to do and those activities for which they have responsibility; as ambiguity between their faculty and managerial roles, or as Monroe pointed out so eloquently, differences of opinion between faculty and administration about their role.

As Monroe stated, chairpersons have always been a sort of part-faculty, part-administrator entity with both faculty and administration seeking their loyalty and commitment. With the advent of collective bargaining, many authorities felt that the nature of the position would finally be resolved. Legal issues would force institutions either to classify them as administrators and remove them from the bargaining unit or make them faculty and full members of the unit. In either instance, the dual nature of the position would be resolved; chairpersons would be either faculty or adminstrators but not both. In part, their suppositions were correct.

As collective bargaining was introduced (and in anticipation of its coming), college after college reexamined the status of chairpersons. Reclassifications and reorganization followed. For the most part, the changes took one of two directions. On the one hand, chairpersons were classified as faculty and given release time (or supplemental pay) to perform a specific list of administrative responsibilities that did not involve budgeting and faculty personnel matters. In many instances their titles were changed to coordinator or department head. Where this happened a new level of full-time administrator was added above them (often with titles like Associate Dean). Colleges electing this option

resolved the status of chairpersons but at the cost of adding another level of administrators—with the related higher cost and resultant problems in communications. Additionally, in many instances it meant that faculty lost their spokesperson.

The second pattern was to classify the chairpersons as full-time administrators rather than faculty, a move which usually resulted in a significant number of resignations. These occurred because the chairpersons, who were willing to "serve their term" as chairpersons but had no intention of making it a career, preferred a tenured faculty position to a year-by-year administrative contract. Both options, while effectively resolving the issue of the ambiguity of the chairperson position, did nothing to reduce the conflict felt by first-level administrators. Legally and ethically, they are to be administrators. But who, then, would represent their faculties' views to the administration?

Time. This problem is reflected by expressions like, *I have too many responsibilities and not enough time; My teaching load is too heavy;* and *I have no,*

U ntil one has experienced being a department chairman, one does not realize how literally he is the nut in the nutcracker, the arms of which are the faculty and the administration.
—*Charles Monroe*

or inadequate, *time for professional growth.* All point to the same problem areas—too many responsibilities or not enough time to do them.

Monetary constraint . In all but two cases (one a college in Canada and the other a college in Texas), money has appeared as a top-ranked problem. In several instances the focus was on an inadequate budget to support faculty; in others it was on the lack of secretarial assistance or full-time faculty (expressed as too many part-time faculty). In a few cases the problem was not the *lack* of funds but the lack of flexibility in the *use* of funds, delays in making budget figures known, or a lack of timely financial statements.

Communications. The examples cited in this area were rather typical of those found in most organizations: namely, lack of information, distortion due to the levels of transmission, delayed communication, conflicting information, unclear directions, and lack of feedback.

Administrative Inefficiencies. This serve as a general catchall for complaints about administrative deficiencies, including such examples as, *the failure to provide a calendar of events showing when major recurring events affecting chairpersons would occur; nonconstant/unclear policies/procedures; unnecessary paperwork; too many worthless meetings; lack of decisions; inconsistent expectations;* and *inadequate leadership in problem-solving.*

The second list of frustrations experienced by chairpersons relates to those items they identified as "time wasters." Not surprisingly, the final list of time wasters that has evolved is not that different from similar lists reported by managers in other settings. The list, together with a brief description of examples that chairpersons used to illustrate frustrations, is described below. As with the other lists, this one represents the top-ranked items from a much longer total list.

Lack of, or unclear, objectives or priorities. Often included in this general area were, *changing priorities; lack of policy decisions; crisis management; unanticipated assignments;* and *attempting to do too much at once.*

Lack of personal organization. Statements illustrating this included, *spending too much time on coffee breaks and at lunch; a stacked desk; failure to use my secretary effectively; spending too much time on paperwork;* and *wasting time looking for things.*

Interruptions (visitors and telephone). Comments relative to this area included, *Our open door philosophy is killing me!; an antiquated telephone system; lack of a secretary to screen calls/visitors; the physical arrangement of the office area;* and *We have to be here from 8–5; lack of delegation;* and *inability to say 'no.'*

Meetings. Based upon what chairpersons have told me, they would rate most of the meetings they attend about "D" or "F" on a traditional A-F grading scale. While the reason vary, most complaints relate to item such as, *There is no agenda for most of the meetings I attend; You get there and then find out what it's about; Meetings are used to avoid individuals making decisions; Those conducting the meetings are seldom if ever evaluated; Weekly meeting times are blocked out and held—even if there's no real reason to do so;* and finally, probably most frustrating of all, *Nothing ever really happens as a result of the meeting.*

As one looks over both lists, it is easy to see that some of the items are inter-

nally controllable; that is, if the chairpersons were really good at managing themselves, the item would not be a time waster or a problem. On the other hand, many of the items are external; that i , they are due to events beyond the direct control of chairpersons. Regardless, the two lists, when combined, indicate significant barriers to chairperson ' effectiveness in general and, ultimately, to their functioning as educational leaders. But what is an educational leader?

Faculty Expectations

What would chairpersons need to do to be called educational leaders? Several thousand faculty responses to the question, "What could my institution do to encourage me to be more innovative or experimental?" provide a partial answer. (These responses were collected from faculty participants in workshops I have conducted during the past several years.) While the list is quite extensive, I will limit discussion here to those item that pertain to chairperson . These vary widely. Some are very simple reque ts, such a , *Show interest in what I'm doing* and *Give me occasional encouragement.* Some are predictable faculty requests—*provision of time to develop my courses (reduced or fewer preparations)* and *paid summer tipends for curriculum or instructional development.* Others are not—*assurance regarding which courses I'm to teach so I can concentrate on them.* Other examples include, *guarantee of the right to fail; become more knowledgeable about current developments and practices so you can provide leadership; either merit or promotions to recognize the extra effort educational change requires; nonmonetary rewards such as funding trips to conferences; a letter in my personnel file;* and *assistance in getting materials ready for students (typing duplicating, and visual aids).*

In short, facult seem to want chairper ons w o encourage t em to change; who facilitate their efforts; who recognize and reward them when they make efforts to improve; and who are knowledgeable about curriculum and in tructional matters.

Given what has been presented, is it reasonable? possible? probable? for the typical chairperson to function as an educational leader. How many are now able to function effectively in that role? I have to respond that my observations indicate that it is po sible, but not probable, that more than a few chairpei ons would now be called educational leaders by their faculty. Fortunately, however, I believe change is po sible, provided individual colleges are willing to make some fundamental change in the way they operate.

Table 2
Chairperson Needs Related to Curriculum and Instruction

NEED	Not Applicable %	Not Applicable N	No Need %	No Need N	Low Need %	Low Need N	Medium-High Need %	Medium-High Need N
Selection of book and non-book materials	5	54	30	321	34	366	31	331
Use and misuse of instructional objectives	2	25	17	183	31	330	50	536
Selection and use of media	2	27	18	197	31	328	49	520
Writing instructional objectives	3	32	22	243	31	327	44	468
Effectiveness of various instructional strategies	2	24	12	130	24	253	62	662
Familiarization with non-traditional instructional approaches	2	23	11	116	22	239	65	696
Organizing, conducting, and evaluating feasibility studies of new courses	2	24	9	96	19	205	70	747
Evaluation of instruction	2	17	8	91	17	189	73	782
Familiarity with the curriculum of both high schools and four-year colleges	3	29	19	207	31	335	47	500
Preparation and use of self-instructional materials	3	28	17	183	27	291	53	569
Differentiated staffing	10	102	22	217	32	327	36	365
Writing of test items	7	72	30	326	35	376	28	295
Principles of learning	3	37	28	298	37	382	32	329

Recommendations: Improving Performance

The following recommendations for improving the performance of chairpersons are grouped under the four heading of ability, motivation, opportunity, and climate—four factors that organizational behavior theorists have shown to play a major role in influencing performance.[6]

Ability. What a person *can* do. To influence ability, you lect good people; make sure they are ut in the ri ht ob; ori nt t em to t eir job; and then provide continuous training and developm nt opportuni- ties to ensure they can meet the chang- in demands of their res on ibili ies.

ese simple guideline are very pertinent for chairpersons. If we want chairpersons who are educational leaders, we need to select people who have the basic aptitude to be educational leaders. As one sage remarked, *Giving birth is always easier than resurrection.* To which another re ponded, *Amen. We shouldn't waste valuable sta develo ment nds on peop e w o should never have been hir d in the first place.*

However, it is not enough to make aptitude for educational leadership a criterion for el ction; you must take the next step and apply it to screening of applicants. For example, several questions that potential candidates should be asked are, *Please describe what you have done that represents curriculum and instructional innovation; If you were selected as chairperson, what would you do to improve curriculum and instruction?;* and finally, *What would you recommend the*

college do to facilitate or encourage curriculum and instructional improvement?

Ideally, once chairpersons are selected, their supervisors should take the time to orient them to their responsibilities and to train them. Then, after the chairpersons complete an institutionally conducted preservice program (hopefully involving the former chairpersons and other chairperson colleagues), they should be ready to begin work. Periodic one-to-one meetings with their supervisor and attendance at workshops and conferences, should follow to ensure they keep up to date.

Unfortunately, this is not the case with most chairpersons. Documentation for this is found in a national study of chairpersons that Terry Wallace and I published in 1977.[7] Among many other similarly disturbing findings, the study showed rather clearly that 69 percent of chairpersons received no preservice training by their predecessor, 32 percent received none from their supervisor and 83 percent reported no preservice assistance from colleagues. The situation changed little when we asked them about inservice training they received *after* assuming their roles. Only 32 percent said they got a little help from their colleagues, and only 11 percent reported receiving assistance from the previous incumbent. But did they *need* help? Judging from the chairpersons' responses, the answer was an overwhelming yes! Over half of the respondents indicated medium to high inservice needs in most of the 69 skills surveyed. Nowhere was this need for staff development made more evident than in the area of curriculum and instruction. (See Table 2.) If the chairperson constitutes the grass-roots leadership in any campaign for instructional improvement, then training deficiencies of that level constitute one of the greatest obstacles in efforts at improving instruction.

Motivation. That intangible something, which comes from within, that causes one to use his or her capacity—in short, what a person *will* do. There are various theories of motivation, each with its list of motivations. Unfortunately, motivation is a complex phenomenon that not only varies with each individual but often varies over time. Thus far no one theory or combination of theories has been found effective in predicting what will consistently cause a person to use his or her ability. The one theory that seems to hold the most promise is expectancy theory. In general, this theory suggests that persons consider carefully what they might do, and then elect to do those things they feel they can do well—when they believe the expected rewards will be worthwhile.

Community colleges interested in having their chairpersons exert more educational leadership should 1) make their expectations known by making them a part of their job description (much in the

same way they now include "maintaining their equipment inventory"); 2) provide training on *how* to perform their duties; and 3) use carefully weighed criteria in the chairpersons' evaluation to make performance a an educational leader worthwhile.

Opportunity. Opportunity is defined as those factors beyond a person's direct control that influence whether or not he or she has the *chance* to perform. To ensure that chairpersons have the opportunity to perform as educational leaders, colleges need to reexamine several assumptions and practices. First, they should ask a very basic question: "Do chairpersons have the time to perform?" While part of the reasons for chairpersons' lack of time is internal (gregariousness, stacked desk, etc.), and could be alleviated by greater personal self-discipline, other factors are beyond their direct control.

In discussions with chairpersons over the years, they have consistently told me that their total load of teaching and administrative responsibilities was too great, and have asked that a more rational approach to determining chairperson workload be developed. (The results of a national study—using the delphi process—which developed a means for doing this, will be contained in the spring 1984 issue of *Community College Review*.) Second, colleges should review existing policies and procedures that are found to impede the work of the chairperson. (One caution: Routinize the routine, but don't *rutinize* it!) Third, colleges should make sure that chairpersons (and faculty) have the necessary support systems (secretarial support, print and nonprint media budgeting support, including "risk" capital for curriculum and instructional development) for them to be efficient managers and educational leaders.

Climate. I define climate as individual perceptions of the work environment about such dimensions as the reward systems, workload status differentials, and autonomy. These perceptions are relatively enduring; distinguish each organization from others; serve as the basis for interpreting each situation or happening; and exert a tremendous influence on the behavior of people in the organization. Because of past practices, many institutions will need to make a major effort to restore curriculum and instructional improvement to the primary place it once occupied. In establishing this climate, action speaks where words fail. Staff believe what they see. Feedback and training can change chairperson behavior, but faculty perceptions change slowly and only with time. Once the idea is in place, periodic inventories of staff opinion will be necessary to ensure that the old norms do not creep back in.

Conclusion

This article has focused on the role of

the chairperson in helping achieve curriculum and instructional improvement. Excellence in curriculum and instruction is not just important to the future visibility of the community college idea—it is basic to it. In this regard, no one person is *the* key to achieving that goal. Achievement will demand the joint effort of all who work in the community college, thereby achieving a synergistic effect whereby the sum is greater than the whole. The effective functioning of the department/division chairperson, located in the critical juncture between faculty and administration, is absolutely essential to the functioning of the whole. My experience with more than 2,000 chairpersons over the past ten years indicates that chairpersons are ready and willing. All that is needed is help in making it possible for them to perform and help in making them able. It is hoped this article will stimulate action on the part of those who can act—deans and presidents—and cause the currently unfulfilled potential of the chairperson position as educational leader to be realized.

Notes

[1]The terms *department* or *division head* and *chairperson* are used interchangeably to refer to those persons who are administratively responsible for faculty personnel matters, who have budgeting responsibilities, and who oversee one or more instructional departments. *Educational leader* refers to a person with assigned responsibility for improving curriculum and instruction.

[2]Wilbert McKeachie, "Memo to New Department Chairmen," *Educational Record* 49, no. 2 (Spring 1968): 221.

[3]Charles R. Monroe, *Profile of the Community College* (San Francisco: Jossey-Bass, 1972): 319.

[4]Carolyn M. Branch and James O. Hammons, "Determining Workload of Department/Division Chairpersons," *Community College Review*, Spring 1984 (forthcoming).

[5]Wanda Thomas, "Performance Appraisal of Community College Department Chairpersons," Ph.D. diss., University of Arkansas, 1978.

[6]Melvin Blumberg and Charles D. Pringle, "The Missing Opportunity in Organizational Research—Some Implications for a Theory of Work Performance," *Academy of Management Review* 17, no. 4 (1982): 560-69.

[7]James O. Hammons and Terry H. Smith-Wallace, "Staff Development Needs of Public Community College Department/Division Chairpersons," *Community/Junior College Research Quarterly* 2, no. 1 (October-December 1977): 55-76.

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