HCC Faculty Leadership Guide:

A Resource Manual for Division Chairs, Associate Chairs, Program Directors, and Course Coordinators

Howard Community College

Tara Hart, Editor
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Most of this material was compiled by the editor through a process of collaboration with the Vice President of Academic Affairs and VPAA Staff (which includes all division chairs), as well as the Office of Human Resources, during the 2003-2004 academic year and in partial fulfillment of the requirements for a six-month sabbatical project during January-June 2005. It was revised and updated in August 2006.

Original material regarding academic leadership theory was written by the editor (with documentation of cited sources as appropriate) with the approval of the VPAA.

The editor takes responsibility for all errors. The manual will be updated and revised as needed under direction of the VPAA. Suggestions, corrections, information, and concerns should be sent to the editor at thart@howardcc.edu.

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Introduction

Life leaps forward by the sharing of information.
~ Margaret Wheatley and Myron Kellner-Rogers

When the best leader's work is done, the people say, "We did it ourselves."
~Lao-Tzu

Leaders are great learners…. Leadership is not an affair of the head. Leadership is, after all, an affair of the heart.
~ James Kouzes and Barry Posner

How does an institution prepare itself to receive leaders who want to add value and not just do no harm?
~Gary Filan

The instructional areas of Academic Affairs at Howard Community College are largely managed by faculty administrators. In terms of the college's staff classification system, the title "Director" is typically attached to positions classified as levels 14 through 17. These levels are classified as "administrative." Academic Affairs has only six administrative staff out of 94 total. However, there are roughly another 28 staff in grades 9 through 13 that have supervisory/management functions. In comparison, for FY2004, there were 42 faculty that had supervisory/management functions.

While, in the past, our faculty leadership philosophies and administrative practices emerged somewhat organically in response to the more easily communicated needs within a smaller Howard Community College, accelerations in enrollment, programs, and pace have prompted us to capture and articulate what we do and why, and to consider more formal means of orienting, training, and supporting those leaders. While a strong informal support network is already in place, the imminent retirement of a significant number of valued individuals, the metaphorical founders, historians, and architects of the college we know today, reminds us to transcribe some of their knowledge and experience.

Howard Community College currently offers many different kinds of opportunities for academic leadership; indeed, the college relies upon these faculty and their direction at the division, program, and course level, but traditional ideas of the differences between faculty and administrative roles persist to the extent that progressive leadership models have not yet emerged in visible and accessible ways. Many faculty typically enter their new positions at the instructor or assistant professor level with ambitions that stop at the rank of full professor and (perhaps) published scholar, without consideration of or conversation about how that path might also include opportunities beyond classroom teaching and independent research for exemplary leadership, and how to make a significant impact on their discipline at the local, state, national and even international levels. These opportunities do not even require what might currently be perceived as "crossing-over" into a role with formal administrative elements (at Howard Community College, this is at the division chair level).

To quote Shakespeare, "Some are born great, some achieve greatness, *and some have greatness thrust upon 'em*" (emphasis mine), and faculty directors and course coordinators have emerged in this latter way, created out of the essential need for their wisdom and expertise in content and pedagogy to guide growing numbers of new and part-time faculty. In the same way, division chairs often find themselves in those chairs without much forethought and/or without a clear sense of the changes and challenges of this hybrid, faculty/administrator role. Thus, good leaders are emerging when needed, albeit that a significant number may feel their role has been "thrust" upon them, and once in place, they are finding an informal network of support and information, which, in addition to their own intelligence and work ethic, ensures that the jobs get done. However, we could do better.

The Need for Better Faculty Leadership Education

There's good evidence to indicate that Howard Community College is typical in the way it has approached faculty leadership training so far and that informal training through immersion is perceived as successful to a certain degree. A long-time division chair at Howard Community College says, “No amount of academic reading can prepare a Chair for the tasks and responsibilities of their position. Chair candidates need to be familiar with the faculty handbook, the college’s goals and existing budgeting practices. The best school for an aspiring Chair is at the foot of the old Chair. Observe, shadow and study what a Chair actually does. Get their fix on the tasks, responsibilities and expectations of their chairmanship. Each division is different and requires different sets of skills, priorities and expectations” (see “Reflections…” in Appendix).

Pettitt also favors a more holistic approach, but something more strategic than mere shadowing. While he also says that “no one can simply *train* for the position of leadership in a community college; he or she must *do* the job to know the job” (57), he emphasizes the necessity and effectiveness of *situated learning* that would connect training to specific situations, involving close mentoring, action-learning projects, and reality-based case methods:

> To meet the training needs of chairs, colleges may need to consider not only the skills and knowledge that are needed but also how they are to be used to negotiate among sometimes cooperating and sometimes competing forces such as administration, faculty, students, and community. To do this, training may need to be designed that is situated in the context and experiences of the chair and that is problem solving in nature. This approach to training allows what is learned to be holistic and blended with the experiences and work of the learner ….Chairs cannot learn or master the skills they need to further the mission and vision of the college and community if the acquisition of those skills are disconnected from all of the forces and elements [such as accountability to those in power, tools and resources available, physical and emotional environment] that interact in their particular jobs. In addition, they are already masters

> of much of their job and will bring these skills to bear on new areas of interest. Situated learning theory suggests that learning about tracking budgets, motivating faculty, or selecting computer hardware and software have no meaning without taking into account these faculty, especially the political nature of their roles and their relationships with administration, other departments, and the larger community. (62-63)

Thus, while current practices of immersion and informal mentoring are helping produce effective faculty leaders, and we may want to consider the possibilities offered by situated learning or problem-based learning methods, or Paul Hersey's work on "Situational Leadership," other evidence indicates that we could increase faculty leaders' effectiveness and comfort level in their new positions by connecting them with more overt methods of support and assessment within a designated timeframe. Researchers Smith and Stewart used survey techniques to profile new department and division chairpersons appointed in the 1995-1996 academic year at Texas community colleges (a total of 193 new chairs at 163 colleges were surveyed; data is based on 59 responding chairs). They found that "most new chairs receive 'very little formal learning' [and] rely on informal, self-guided activities" (33), and that, for 58% of the chairs, it took six months to "feel comfortable" in their position; for 17%, it took more than two years (32).

Gary Filan, as executive director of the Chair Academy, which evolved from a grassroots movement by the department chairs at Maricopa Community Colleges in Arizona "to identify the support and resources needed to obtain the necessary skills to lead their departments effectively" (47), notes that "few community and technical colleges provide any kind of formalized training to assist either their new or experienced chairs to develop these academic and administrative skills" (48). In 1991, Filan designed and distributed a national survey of chief instructional officers at 1200 national two-year colleges study and examined data based on responses from 426 colleges. He identified nine areas in which leadership training needs were greatest: “faculty evaluation, strategic planning and managing budgets, curriculum planning, conflict management, complexity of academic and administrative roles, communication skills, legal issues, time management, and implementing educational technology” (50).

The Chair Academy evolved from these needs and has received enthusiastic reviews from those new division chairs at Howard Community College who have requested to attend. Program directors and course coordinators would benefit as well. As the newest division chair, I returned from the Academy in 2003 inspired to gather the program coordinators in my area together to share some of the experience. As we ate our lunches together, we talked about transformational leadership. We had a very lively discussion, and I realized that these leaders wanted intellectual, professional exchanges with their peers about *ideas*, ideas not just about teaching but how to support and improve teaching – our division meetings, in contrast, had devolved into a long list of agenda items. These are highly competent individuals, but what can we do to support their desire to know even more, and to lead more efficiently, perhaps, or simply with greater satisfaction?

If, as Smith and Stewart conclude that “if indeed most new two-year college chairs learn how to function in their roles through informal and discovery learning (that is, by consulting colleagues or by doing, watching, and reading), then it appears that institutions should facilitate and support these activities in addition to providing formal training and development opportunities” (29), then sending as many new division chairs, program directors, and course coordinators as possible on a regular basis to a program like the Chair Academy makes sense. HCC’s on-campus EXCEL program and supervisor training sessions, offered through the Office of Human Resources, should also be a formal part of the training plan. As one of the new chairs Smith and Stewart surveyed noted, “’Formal training should be provided by the institution. There are administrative requirements, policies, rules, business procedures, and so on, including budgeting issues that are generic to the institution. Receiving training in these areas and receiving an operations manual will assist tremendously in getting acclimated to the position'" (32).

Some institutions have recognized the need for more formalized training and have responded by creating their leadership institutes within their own state or region. Rosemary Gillett-Karam, president of Louisburg College in North Carolina, describes how North Carolina State University's faculty worked with the state community college system to develop a statewide program involving six hours of credit-earning training in one year (two semesters). Five areas were emphasized: leadership styles, traits, ethics, and models; scholarship, such as major research and theoretical developments in management and supervision, grant-writing and publishing; research-based practices; teamwork and collaboration; and skill development, such as conflict mediation, teambuilding, legal issues, and stress reduction (6). Mary Spangler describes the creation of the Administrative Leadership Institute (ALI) in California to serve the Los Angeles Community College District. The creation of an ALI advisory board, composed of nine volunteer administrators from academic affairs, student services, and administrative services, helped launch the mission and approach. Attendance and participation in each training module is tracked, and participants must complete a certain number of points (i.e. 12/18) within a certain time frame. Thus such programs attempt to provide more local leadership training to cohorts, rather than by sending individuals away for training through programs like the Chair Academy.

A Proposal

What, then, should Howard Community College do *specifically*, as Filan says, to "prepare itself to receive leaders who want to add value and not just do no harm?" If we recognize President Duncan's and the Board of Trustee's interest in and commitment to the concept of servant leadership as an opportunity to articulate faculty leaders' needs for better training and support, we can put things in place that will encourage us, as faculty, to perceive ourselves as leaders, to understand and strengthen the potential for our positive impact on the students, programs, and institution, and thus allow us to work towards achieving greatness as it is part of our own vision of professional success and satisfaction, with more cognizance of our roles and responsibilities and how we fit into the larger vision of teaching, learning, and service through higher education.

The HCC Faculty Leadership Guide is part of a proposed four-fold plan:

- that we maintain written resource materials (such as this manual), to be updated and revised with the ongoing suggestions of faculty leaders and the support of the VPAA, and make them web-accessible;
- that supervisors encourage new faculty leaders to engage in self-guided activities throughout the first year of their appointment (such as building relationships with appropriate mentors; setting goals; reading, journaling and reflection) to help them access necessary support and resources, assess their progress effectively, and think consciously and reflectively about their complex roles as institutional leaders
- that we increase the participation of faculty leaders in our on-site EXCEL program (and collaborate with the Office of Human Resources in the ongoing process of designing EXCEL modules appropriate to faculty leadership needs)
- that we encourage the participation of course coordinators and require the participation of program directors and new division chairs in a national training academy such as the Chair Academy.

What might be the benefits of such a plan?

- To provide a common language and library among faculty leaders. Speaking the same language is a powerful way to try to reduce some of the reflexive suspicion between the two groups, and indeed, to reduce the perception that there are two distinct groups. More active participation in leadership programs, with their opportunities for reading and reflection, may enrich our canon of texts on this topic. A library that emerges from faculty requests for texts that many different faculty want to investigate will be worth much more than one set up by any one individual for their benefit.
- To provide a more meaningful context for our work as it relates to our own professional goals and to the mission, vision, and values of Howard Community College. What motivates us as faculty to do our best? Working for a not-for-profit, public, institution of higher education, we have already aligned our livelihoods with our values, whether we interpret those values to be social, political, philosophical, spiritual, and/or ethical. Such alignment is critical, according to Howard Gardner, for us to feel we are engaged in what he calls "good work." Ann Lucas identifies six motivating factors that we do well to keep in mind whether supervising full-time or part-time faculty, working collaboratively with our peers, or reflecting on our own sense of purpose:

  What motivates faculty?

  - To feel intellectually and emotionally challenged by our work
  - To perceive opportunities for personal and professional growth
  - To participate in decisions affecting our own development
  - To feel part of an important, ongoing enterprise
  - To know we make a [positive] difference
  - To be given recognition and visibility.

(*Strengthening Departmental Leadership* 63)

The suggestions I've outlined would, I hope, provide challenging new ideas, make leadership opportunities more visible and more clearly aligned with our mission, strengthen our voices as we participate together in professional development opportunities that meet our specific needs, and help the institution support our contributions.

For Chairs

Because academic chairs are the leaders most intimately connected with the heart of their institutions, namely the quality of teaching and learning, they have the potential for greatest impact. Their impact is felt in the selection of new faculty, the professional development of current faculty, the creation of a department culture, the setting of department norms, the faculty's formation of departmental goals that identify new directions, and the creation of a quality curriculum, responsive to major changes in the discipline…. even though chairs must perform some management functions, they do not have to become managers. They can become leaders.
~ Ann F. Lucas

The Complex Role

In "College Presidents Examine Midlevel Management in the Community College," six college presidents from across the nation identified the following skills needed for the position of department or division chair:

- Leadership
- Management
- Facilitation
- Mediation
- Communication
- Planning and Organizational
- Evaluative
- Instructional
- Public and Student-Relational
- Supervisory

They also noted that the job regular includes curricula and program review, scheduling, hiring, budgeting, faculty evaluation and professional development, community liaison activities, and supervising staff. Ann Lucas' list in *Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities* adds the following: creating a shared vision, motivating faculty to enhance productivity through creating a climate of support and goal-setting, motivating faculty to teach effectively, motivating faculty towards professional development, motivating faculty to increase service, and developing chair survival skills. We can look to our own HCC Division Chair job description for further evidence that the role, complex and multi-layered, can appear overwhelming.

Role Conflict

Perhaps the most challenging aspect of the division chair and associate chair positions is the inherent and seemingly inevitable sense of role conflict. You are a faculty person, trained in your discipline, who now spends the majority of your time on administrative tasks, and are perceived as the leader, the most visible representative of your division. The transition can certainly seem "abrupt" (Thomas and Schuh 15). The college presidents of Gillett et al's study identified the chair's role as essential to the success of the institution, but they could not provide a consensus on future directions or evolutions of the role. They also agreed with each other that "*the role is inherently subject to conflict as the chair strives to serve both faculty and administration*" (38, emphasis mine): "Usually the chair sees himself as faculty…higher level administrators see the chair as faculty, and faculty see the chair as an administrator. This places the chair in a very vulnerable position. While uncomfortable and difficult, this is an essential role for leaders in community colleges" (42). They also refer to the chair as being in a "front-line position" (45). An HCC division chair envisions the role as "an ombudsman for the faculty and the administration, a person who represents the agendas of both constituencies" (See Appendix). However, the chair is often challenged by what appears to be conflicting agendas from the constituencies they are charged to represent. Gary Filan, executive director of the Chair Academy, explains, "Those chairs who lean toward representing a broad-based institutional perspective are often perceived as selling out to the administration; those who tie their loyalty to the specific interests of department faculty are perceived as incapable of making tough decisions or otherwise advocating improvements or changes in curriculum, teaching methodologies, or related policies" (49).

Other Challenges

The role conflicts are also made more difficult by the increasing interdisciplinarity of “both student interests and faculty behaviors” (Tagg 24). Not only do division chairs have to negotiate the increasingly indeterminate boundaries between faculty and administration, but also experience confusion and conflict when the boundaries of their own divisions blur into another. Team-building across the divisions can be even more challenging, such as when faculty from different disciplines team-teach interdisciplinary courses, or when furthering cross-divisional initiatives such as international education.

Researchers who survey department and division chairs have found other challenges: “Finding a person in whom to confide or seek advice is a challenge for the new chair. Since members of the department cannot provide this kind of ear, relationships have to be developed outside the department. Perhaps this person is another chair, a member of the dean’s staff, or even a trusted colleague at another institution” (Thomas and Schuh 16). Smith and Stewart note that the factors evoking the “greatest shock” for the new chairs were the amount of paperwork required, the amount of time required to attend to administrative tasks, and the constant interruptions (34).

Meeting the Challenges

Ann Lucas calls for a fundamental shift in our perspective regarding our old ideas of ourselves as independent scholars and teachers, working alone. Her ideas are particularly relevant to the community college mission, where faculty tend to be more focused on teaching and learning. In the foreword to Lucas’ *Strengthening Departmental Leadership*, vice president and dean of faculty R. Eugene Rice says,

> The emphasis on the professional autonomy of faculty, misunderstood as being that of scholars who work individually on their disciplinary careers independent of institutional concerns and responsibilities, has been pressed to the limit. Trustees,

> legislators, accrediting associations, and even faculty colleagues are calling for greater accountability toward the institution on the part of the faculty; a new priority is being placed on collective responsibility and faculty leadership. The time has come for us as faculty members to fundamentally reframe how we think about what we do and move from a focus on 'my work' to one on 'our work.' Strengthening department leadership is key to making this critical transition in the faculty role. (xii)

Basically, this means engaging the system, and empowering more leaders within each division, for, as Lucas notes, "Chairs need a better understanding of small group dynamics and team leadership ….[and] must move from the freedom and autonomy of a faculty position to getting work done through others, a task for which new chairs are monumentally unprepared" (xv-xvi). Thus, team-building and evaluation strategies are major components of almost all leadership training programs. Filan indicates the three most difficult aspects of the job are "learning how to shift one's loyalty from a specific discipline to the institution as a whole, developing the skills to resolve conflicts, and *knowing how to build an effective team whose members respect one another and appreciate differences*" (48, emphasis mine).

What skills and resources do chairs require or need to build in order to handle the job? Many agree that "… the most essential trait for success …is superior communication skills" (Gillett et al 38), and again, most formal leadership programs recognize this need. HCC's EXCEL program, for example, includes modules on not only Emotional Intelligence, but also Effective Communication Techniques; participants use diagnostic tools and exercises to assess their skills in such topics as inter- and intrapersonal communication, managing emotions, dynamic listening, giving and receiving criticism, and team communication.

Leadership education can also enlighten chairs to re-envision their complex roles in light of interesting theories about relationships and power. For example, Lucas delineates three kinds of power that chairs might use to motivate faculty: position power, personal power, and expert power. Briefly, position power is that conferred by the institution, the responsibilities given to whoever is the designated division chair, such as the power to allocate resources, determine curriculum and scheduling, hire and evaluate faculty. Personal power is quite different: it refers to more intangible but very real qualities such as your degree of credibility, the respect you've earned from your colleagues, your faculty's perceptions of your influence with higher administration, your standing as a scholar in your discipline. Acknowledging and appreciating what people do, being well-informed, and listening deeply to others can significantly increase personal power. Expert power tends to increase the longer you've been in the chair, and relates to your specific knowledge about how things work, such as resource control and administrative procedures. In Jim Boyd's presentation to HCC leaders in 2004, he explained that good leaders employ personal power 80% of the time, and position power only 20% of the time, to get things done (Boyd did not address expert power). However, it's important to note, he said, that people need to trust their leader to exert position power when necessary, such as in a situation when a colleague's performance is so poor as to necessitate firing. "Sometimes, lightning needs to strike," Boyd said, and people need to know that their leader is not afraid to be the chair and make the call.

Finally, while institutions should support division chairs in their quest to become better leaders through informal and formal professional development, division chairs also must continue to communicate effectively with their supervisors about the tools and resources that the job requires. Lucas quotes Kanter in identifying the "'organizational power tools [that] consist of…**information** (data, technical knowledge, political intelligence, expertise); **resources** (funds, materials, space, time);

and **support** (endorsement, backing, approval, legitimacy).’ ….Department chairs cannot be effective unless they are empowered by administration and supplied with these three basic commodities” (64).

Perhaps the greatest challenge for division chairs is, in light of everything else they must do, to find the time to become exemplary, pro-active leaders. Yet, once we make the commitment to do so, with the college’s support, we’ll find that it is an excellent investment in managing the challenging and mastering the skills needed for these essential and influential positions.

Position Overview: Division Chairs

Faculty administrators at HCC include division chairs, associate chairs, directors, and coordinators. The 12-month position of division chair is clearly defined—with a job description, specific qualifications, and a formal search process. Division chairs are full-time faculty members, recommended by faculty in their division for the position, and appointed by the vice president of academic affairs for a four-year term. Division chairs are eligible to reapply after their four-year terms expire. Division chairs serve as institutional managers responsible for moving forward the college's initiatives as well as advocates for their faculty. Because they are clearly defined as managers, division chairs are expected to participate in management training sessions like all other institutional managers.

The appointment is based on a 12-month faculty contract with 20 vacation days. He or she receives a salary based on the Division Chair Salary Range http://www.howardcc.edu/hr/faculty_salary_schedulefy06.htm. If a current faculty member is appointed as a division chair, he or she would receive a 5% per grade increase or the new minimum, whichever is greater; if an acting appointment, this increase would be in effect for the period of the acting appointment. The Division Chair Salary Range is modified from year to year depending on merit and changes from the Hendricks' periodic review of comparable salaries statewide. Like other faculty, division chairs are subject to the yearly faculty performance evaluation and the impact of distance from the midpoint.

Responsibilities of the Position

Teaching, Division Management, and College-wide Responsibilities

Teaching

The average teaching load is 6-9 credits, or its equivalent in load points, per year (which could be taught in the two regular semesters or during winter or summer sessions). As a full-time faculty holding rank, the division chair is eligible for faculty promotion (significant instructional administrative projects as well as instructional improvement projects may qualify as promotion projects).

- The actual teaching credits could vary depending on the number of full-time faculty, the number of part-time faculty, and the degree of involvement with other administrative responsibilities.
- In addition to time spent in class, it is very important that faculty who are division chairs devote enough time during the normal work week for course preparation and maintaining office hours for students.

Management of the Division

The division chair is responsible for planning, organizing, leading, and evaluating within the division. For those divisions with the position of Associate Chair, the following responsibilities, with the exceptions of the supervision and evaluation of full-time faculty and responsibility for the division budget, may be shared between the chair and associate as determined by the chair and approved by the VPAA.

General Administration

- The division chair works with students, faculty, the Vice President of Academic Affairs and the community.

  - Providing service to students includes dealing with student complaints; dealing with facilities problems; being available during registration (chairperson has signature power for all types of exceptions and course substitutions), and coordinating proficiency exams.
  - In addition to Section B below, working with faculty includes convening and chairing division meetings and dealing with faculty problems.
  - As a member of the VPAA staff, the division chair works with the Vice President of Academic Affairs and the faculty in developing, disseminating and implementing college policies and procedures and is the primary communication link between the faculty and the Vice President of Academic Affairs. These tasks include the following: the completion of letters, reports, forms and other requests for data such as Schedule of Classes and catalogue revisions; participating in learning outcomes assessment efforts; coordinating grant writing; and cooperating with all other college areas. The division chair will assume other duties and responsibilities as assigned by the VPAA.
  - On occasion, the division chair will represent the division and/or the college within the community.

Supervision of Faculty

- The division chairperson encourages excellence in teaching and is responsible for the supervision of both full-time and part-time faculty within the division

  - The supervision of each full-time faculty member includes developing the teaching schedule; developing and monitoring Faculty Annual Plans (colloquially known as MAPs); completing performance appraisals; promoting staff development; facilitating and evaluating program and course instructional development activities; facilitating and making recommendations of requests for special projects, summer grants, sabbatical leaves and promotions; and monitoring the faculty administrative responsibilities, such as monthly attendance reports, committee service, book orders, rosters, and grades.
  - The division chair is responsible, in conjunction with the Office of Human Resources, for the hiring of new full-time faculty by recommending new positions, managing the search process, and recommending to the VPAA which finalists should be hired.
  - The supervision of part-time faculty in the division includes the selecting, hiring, and evaluating of all part-time faculty members, as well as providing initial orientation and on-going curricular and instructional mentoring.
    - *NOTE: When appropriate, another full-time faculty member may assume a significant role in selecting and mentoring part-time faculty members within their specific discipline, but the ultimate supervisory responsibility will remain with the division chair.*

Budget Management

- The division chair is responsible for the cost center budgets within the division; for developing, revising, and monitoring the budget, and has signature authority for purchase requests.

    - Because of changes in technology and processes, budget training sessions occur routinely each academic year. Most of the college administrative and business functions are managed through the Datatel Colleague system, with which chairs need to become fluent. Chairs are also responsible for assuring that they and their staff stay current on any changes in processes.
    - Budget development usually begins at the beginning of October, is completed by December and is presented to the Board of Trustees at their January meeting. All new positions, reclassifications, requests for additional funds, and requests for changes in fees need to be submitted during the budget development process. Reclassifications will rarely be approved outside of the budget cycle.
    - Additional funds for adjunct teaching do not need to be included in budget requests. Adjunct funds are allocated each year based upon anticipated growth. The beginning division adjunct budget each year will be set at the level of the actual expenditure the prior year. Additional adjunct funds will be allocated at the beginning of the spring and summer semesters.
    - New equipment is usually purchased with year-end funds rather than included as part of the budget request. However, the new equipment request list is developed and prioritized during the budget development period.

- When chairs expect to be away from campus for an extended period, they must designate someone to have signature authority for them, such as their associate chair or another division chair. When the VPAA is away, he or she will also make such a designation—either the Associate VPAA or a division chair, beginning with the most senior.

Program & Curriculum Development

- The division chair, working with the appropriate faculty, is responsible for developing new programs and courses and for evaluating and revising existing curricular offerings.

    - Curricular development involves working with a number of different individuals and groups including the C&I Committee; lay advisory committees; county, state, and federal agencies such as DVTE; accrediting agencies; and components of Continuing Education, such as Business and Industry and Weekend College.
    - New program development will be done in conjunction with the person responsible for the coordination of new programs.
    - Course and program assessment activities are conducted by faculty under supervision of the division chair.

College-wide Responsibility

- In addition to administrating the specific division, the division chair will be responsible for supervising and/or coordinating at least one college-wide function.

- Examples of these college-wide responsibilities include the role of catalog major editor; Rouse Scholars program director; facilities and renovation coordinator; co-op education and portfolio development; the promotion and coordination of occupational programs; office staff supervision; faculty development director; theatre director; Salary and Fringe Committee chair; Laurel College Center academic coordinator; and schedule development.
- These responsibilities will be assigned to the division chairs based upon the expertise and interests of the specific division chairs and the needs of the college.

Position Overview: Associate Chairs

GENERAL RESPONSIBILITIES

Like division chairs, associate chairs are full-time faculty members; they are recommended by faculty in their division for the position and appointed by the vice president of academic affairs for a three-year term. Associate chairs are eligible to reapply after their three-year terms expire. Associate chairs work closely with the division chairs as institutional managers responsible for moving forward the college's initiatives as well as advocates for their faculty.

The associate chair will work closely with the division chair to provide division faculty with effective leadership and advocacy. Duties and responsibilities will include oversight of any responsibility delegated by the division chair, with the exception of budget management and full-time faculty evaluation. The associate chair may be a 10-month or a 12-month appointment depending on the needs of the division. Expectations include periodic attendance at VPAA staff meetings and other duties as assigned by chair and VPAA.

WORK PERFORMED

- Assist the division chair in the planning, organizing, and leading of work activities within the division
- Provide excellent service to students including dealing with student complaints; dealing with facilities problems; being available during registration to approve exceptions and course substitutions; and coordinating proficiency exams
- Develop, disseminate and implement college policies and procedures
- Oversee completion of letters, reports, forms and other requests for data such as the schedule of classes and catalogue revisions; participating in student outcome assessment efforts; coordinating grant writing; and cooperating with all other parts of the college
- In consultation with division chair, represent the division and/or the college within the community
- Facilitate and evaluate program and course instructional development activities; facilitate and make recommendations of requests for special projects and summer grants.
- Supervision of part-time faculty
- Assist division chair with the resolution of student, staff, and faculty grievances
- In consultation with division chair, manage the search processes for new full-time faculty
- Develop new programs and courses and evaluate and revise existing curricular offerings
- Manage course and program assessment activities
- In consultation with division chair, manage routine processes like book-ordering and course scheduling
- Assist the chair with college-wide responsibilities; associate chairs may also be assigned specific college-wide responsibilities

- Assist the chair in the development and evaluation of long-range goals and objectives for the division
- Serve as acting division chair in the chair's absence
- Other duties as assigned by the division chair

KNOWLEDGE REQUIRED

- Masters degree in related field required
- Non-probationary full-time faculty appointment within the division
- Evidence of excellent interpersonal and communication skills and the ability to work cooperatively with students, faculty, administrators and other constituents
- Knowledge and demonstrated understanding of HCC's mission and priorities, with emphasis on teaching and learning
- Excellent organizational, planning and administrative skills
- Demonstrated supervisory or leadership ability
- A general understanding of the disciplines within the division
- A working knowledge of curriculum and instructional planning, development, and assessment.
- Regular attendance is an essential function of this job

SUPERVISION

Depending on the division chair's delegated responsibilities, the associate chair may supervise division administrative staff or adjunct faculty.

WORKING CONDITIONS

The associate chair will be a three-year appointment. In addition to administrative duties, the associate chair will teach 6-12 credits per academic year, as arranged with the division chair and the VPAA. Twelve-month teaching faculty are eligible to earn annual leave.

The Role of the Board of Trustees

The Board of Trustees has broad authority for oversight of Howard Community College. The president reports directly to the Board of Trustees, the VPAA reports directly to the president, and the division chairs report directly to the VPAA. Division chairs should contact the President's Office if they are contacted directly by a trustee, and they should only communicate with a trustee, in an official capacity, through the President's Office.

The Board of Trustees approves the budget, all new hires and reclassifications, new fees and changes in fees, new programs and program deletions, sabbaticals, and promotions. In addition, they determine what the college response will be to MHEC Low Productivity designated programs.

It is critical that the division chairs have insight into the operations and the outlook of the Board of Trustees. In addition, questions specific to an area could arise at any board meeting. The division chairs should routinely review the agenda of the board meetings and review the President's Report and be present whenever there is an agenda item or President's Report topic that relates to their area.

Chair (VPAA Staff) Resource List

Terms, Documents, Processes, and Procedures

This list is designed to give quick (alphabetical) access to brief descriptions of common terms and procedures for VPAA staff. More in-depth information is found in other resources, such as the Faculty Handbook, the VPAA Staff timeline, and/or will be provided to new chairs by their mentors and the VPAA.

Academic Information

The Academic Information section of the catalog contains the college policies on placement testing; mandatory college preparatory courses; credit for prior learning, confidentiality of student records, student academic complaint procedures, grading and attendance policies, academic probation, academic suspension, and academic honesty.

Academic Plan

Each year the VPAA and the chairs will review and revise the Academic Plan. Accomplished objectives will be noted and a determination made about the follow-up on unaccomplished. The appropriateness of the overall goals will be reviewed and new objectives will be designed and assigned to the VPAA or individual chairs. Objectives may cover up to three years.

Adjunct Advancement Process

Chairs should familiarize themselves with the advancement procedures as outlined at http://www.howardcc.edu/tli/adjunct_faculty/adjunct_advancement.htm, be ready to advise adjunct faculty on their advancement plan by recommending appropriate professional development and providing meaningful feedback on their teaching through classroom observations and IDEA surveys, and make recommendations for advancement to the Director of Faculty Development and the VPAA.

Adjunct Faculty Development Grants

Proposals for Adjunct Faculty Grants can be brought to the VPAA staff at anytime during the year. Because of the budget cycle, grants to be paid in early summer should be submitted in March. See http://www.howardcc.edu/tli/adjunct_faculty/adjunct_dev_grants.htm.

Baldrige

The Board of Trustees has selected Baldrige as the quality improvement system that the college will use to improve to improve management processes. As the top level of management of the Academic Affairs area, the division chairs are responsible for being up-to-date in and conversant with the Baldrige processes and categories, and for modeling them in division-level process improvement initiatives. Detailed information on Baldrige, including the college's winning Bronze State Award applications, are available at http://www.howardcc.edu/hcc/cqi/baldrigeinfo.htm.

Book Orders

The chairs need to be proactive in the book ordering process to enforce submission deadlines and ensure that all required books are actually used to a significant degree in the courses. Students have identified the cost of books as a larger burden than tuition increases. The book ordering process has been one that has been targeted for process improvement, since incorrect and late book order forms create much extra work for the bookstore and hardship for students. Changes to book orders past the deadlines must be approved by the VPAA.

Budget Cycle

New fiscal years begin July 1st. The VPAA calls for the next year's budget projections (including requests for new faculty and staff) in October; the budget closeout process takes place at the end of April.

Core Work

Core Work is the ongoing work of a unit within the college; it describes its boundaries, identifies the major process that the work group leads, and identifies key performance measures and benchmarks for comparisons of results. It is critical to evaluate and revise core work each spring and early summer. Revisions are posted at the end of the summer. Faculty and staff are involved in establishing unit direction and there is a need to plan, improve and coordinate core work. Core work is used to identify and measure benchmarks, actions are identified to impact and make a difference in the status of student achievement and institutional operational performance, data from multiple sources is analyzed, and results are reported each year in the VPAA Vital Stats. See examples on the S drive under PROD – Planning Documents – Core Work.

FES

Faculty Evaluation System components include adherence with college responsibilities, instructional improvement activities, and professional development. The evaluation process includes a self-evaluation, supervisor and student evaluation. To ensure that teaching excellence occurs, each faculty member strives to improve teaching and learning strategies, and faculty keep abreast of current developments in their discipline and in education. Performance levels have an impact on a continuing contract and merit pay. (Refer to the Faculty Handbook.)

Procedures and time lines for evaluation of faculty are generally as follows:

August-September:	Submission of plan
January-February:	Interim evaluation
April-May:	Submission of annual summary
May-June:	Evaluation completed and conferences held
July:	Contracts issued for following year

Full-Time/Part-Time Faculty Ratio Reports

All division chairs assist in providing the data needed to determine the ratio of full-time to part-time faculty in each designated course for the academic year, as determined by the total number of credit hours taught by each group of faculty. These reports are used to track progress towards the 50/50 benchmark as well as to determine critical areas of need and formulate full-time faculty budget requests.

FYE

The First-Year Experience is a campus-wide initiative to improve student learning, retention and success by strengthening students' sense of connection to the college community. Chairs can learn more at www.howardcc.edu/tli/fye.

Level '4' process

In May, the VPAA brings a list of proposed Level '4' faculty and staff in the area of Academic Affairs to the President's Team for approval. In preparation, each member of the VPAA staff assesses the performances of the faculty and staff in their respective areas and create specific level '4' proposals for any and each of those employees who have greatly exceeded performance expectations for their position in the given year, whose work has clearly and significantly advanced the college's mission and/or has made an extraordinarily positive impact upon student learning, and who model the highest standards of professional and ethical conduct in the workplace. These proposals are shared in a designated VPAA staff session and rigorously compared for validity and consistency by the entire staff according to the above criteria. The VPAA takes the final list to the President's Team.

Outcomes Assessment

Learning outcomes assessment projects, essential in all academic areas and in all areas of each division for evaluating the effectiveness of institutional resources and student learning, are ongoing as directed by each division's Strategic Plan for Outcomes Assessment. Faculty are assisted by the LOA Coordinator to research issues of special importance to student learning. New chairs should work closely with this coordinator in developing assessment programs for their division. Outcomes assessment projects can be included in faculty workload as part of a teaching improvement project or as part of a promotion project. Stipends are available in most situations, depending on the amount of faculty involvement. Outcomes data has been used to set admission standards for programs and to identify areas where content needed to be included or deleted from a program. With external measurements imposed by accrediting and approval bodies in nursing and allied health, the importance of outcome assessment data is particularly helpful and expected.

Outstanding Faculty process

Before March of each academic year, division chairs bring forward the name and present the accomplishments of one full-time division faculty person and one part-time division faculty person to the VPAA and division chairs at the designated VPAA staff meeting. All part-time faculty brought forward at this time are designated the Outstanding Faculty for each respective division and are awarded travel funds to assist them in attending a major professional development conference within the next academic year. One of these outstanding adjunct faculty will help lead the faculty procession at Commencement: the divisions rotate alphabetically so that a different division is represented each year. All full-time faculty brought forward at this time are designated the Outstanding Faculty for each respective division; further, division chairs review the accomplishments and vote on one full-time faculty member to be designated the Outstanding Faculty for that academic year. This faculty person is invited to speak to students at the Dean's List Reception, to be featured in the college catalogue, and to help lead the faculty procession and sit onstage at Commencement.

Outstanding Student process

Before May of each academic year, division chairs, often with the recommendation of their division faculty, submit the name of one Outstanding Student in their discipline to the Student Services area representative in charge of the Student Awards Banquet, along with a short speech highlighting the student's accomplishments, to be presented at the banquet by the chair or designated faculty.

Promotions

Procedures for faculty promotion proposals are, briefly, as follows:

- Spring semester: Preliminary discussions between faculty and chair
- By June 15: Faculty notification to chair of intent to begin process
- September-October: Review of proposals by VPAA staff

Procedures for faculty submission of completed promotion projects are as follows:

- March 1: Submission of promotion project to chair
- March 15: After review, chair forwards to VPAA
- April-May VPAA review

If approved by VPAA, project made available to Board of Trustees

- May Board of Trustees votes on promotions

The division chair presents the project proposal to the VPAA staff. Ideally, chairs send electronic copies to the staff members before the meeting and are prepared to discuss the proposal in detail, especially the amount of work involved, the value to the college and/or division and whether the scope of the project is realistic. Chairs are responsible for communicating to the faculty member any required revisions. Extensive revisions may require the proposal to be resubmitted to the VPAA staff. Proposals with minor revisions are submitted to the VPAA only. The three year (four year for Full Professor) timeline is a minimum time requirement. Projects frequently take longer than this to complete. Progress on the project should be reviewed each year with the faculty member and necessary adjustments to the timeline made.

Sabbatical Leave

The Sabbatical Leave committee consists of one faculty representative from each of the divisions; these representatives are neither probationary nor division chairs. Selection of these representatives should be made at the August division meeting. The committee members generally meet 2-3 times. The first meeting, held in late August/early September, is a training session on committee procedures and the selection process. Applications for sabbatical are due to the VPAA by early September. One division chair serves as an ex-officio representative of the VPAA and as the liaison between the committee and the applicants. After the applications are received by the committee, the VPAA liaison relays questions and responses between the committee and the applicants. In mid-October, the committee meets to discuss and rank the applications.

Requirements for faculty eligibility for a sabbatical leave and the criteria for selection are described in the Faculty Handbook. Faculty should begin consulting with the division chair at least one month before the September deadline. Proposals that involve collaboration with other institutions or divisions should have letters of support. Division chairs have several important roles in the Sabbatical Leave Application Process. First, they should provide realistic advice to the faculty seeking a sabbatical. Second, they should be forthright in their comments about the proposal.

By late October, the committee forwards to the VPAA its recommendations, including a list of strengths and weaknesses for each application. The VPAA forwards his or her recommendations to the college president. Final recommendations must be approved by the Board of Trustees. Unsuccessful applicants are notified by the VPAA as early in the process as possible. Formal announcements of approved sabbaticals are made after the appropriate vote by the Board of Trustees.

Strategic Planning, Strategic Initiatives, and the Planning Council

Strategic planning asks an institution to examine its planning process, which considers issues that are critical to faculty, staff, students, and the community. The college Mission, Vision, and Values Statements serve as guides in the process as representing a shared vision of the future. The Planning Council represents all constituencies in the college community. The division chairperson is usually a member of the Planning Council and can provide a direct communication link to faculty within the division. Strategic Initiatives are reviewed by the Planning Council and modifications are made with opportunity for input from all constituents. Strategic Initiatives have been written to establish the major directions for the college, and resources are aligned with these institutional priorities in the subsequent budget development process. Strategic Initiatives guide the writing of annual Strategic Goals and Objectives, which are the basis for further planning and coordination of activities to accomplish college-wide goals, budget requests, and allocations for new initiatives.

Summer Grants

Summer Grants provide an opportunity for faculty to be paid for curriculum development projects over the summer. Division chairs should verify that this work is not part of promotion project activities and should have a realistic estimate of the time required to complete the project. Copies of the proposed projects should be forwarded to the VPAA staff in mid-March in preparation for the designated meeting, where all grant proposals are reviewed together and resources allocated. If the project is not accepted as submitted, the division chair is responsible for discussing revisions with the faculty member and either withdrawing the proposal or submitting a revised proposal to the VPAA.

VPAA Staff meetings

VPAA staff, which include all division chairs, meet twice a month on Wednesday mornings, starting at 9:30 a.m. and often ending around noon. Chairs can submit agenda items to the VPAA beforehand.

VPAA Vital Stats

HCC's Vital Signs are internal organizational performance measures. The vital signs track indicators for the college's five functional areas (VPSS, VPAA, VPAF, VPIT, President's area) as well as on the unit level. The VPAA staff work together to determine which measures best indicate Academic Affairs progress towards student learning goals, to establish appropriate benchmarks, and to report data regularly.

VPSS

Division chairs need to contact and communicate effectively with the Vice President of Student Services regarding Student Code of Conduct violations such as plagiarism and classroom disruption and follow appropriate procedures as outlined in the student handbook. (See “Guidelines for Handling Student Plagiarism.”)

Common Responsibilities and Activities of Community College Department/Division Chairpersons

Faculty-Oriented Activities

- Plan faculty annual activities (MAPs).
- Evaluate faculty performance (includes visits classes).
- Recruit, screen and interview adjunct faculty.
- Assign faculty to teaching schedules.
- Provide orientation for new faculty and staff.
- Encourage faculty to participate in professional growth.
- Make recommendations for promotion.
- Review division faculty complaints and concerns.
- Assign faculty to college committees and other divisional duties, such as Curriculum and Instruction Committee and Sabbatical Leave Committee, and Faculty Forum representative.
- Mediate conflict among division faculty members or groups.
- Assign work space, office, and facilities.
- Assist faculty to improve teaching.
- Hire and evaluate the division's adjunct faculty.
- Resolve conflict between students and faculty members.
- Anticipate need for additional full-time instructors.
- Supervise the work of all instructors assigned to division.
- Plan outcome assessments.

Student-Oriented Activities

- Assist students, such as with scheduling or placement.
- Recruit students for division programs and courses.
- Resolve conflict between students and division faculty.
- Assign responsibility for student advising and academic counseling.

Business and Financial Activities

- Prepare budget.
- Administer division budget and budget close-out.
- Provide materials, resources and equipment for instructional programs within division.
- Maintain inventory of equipment assigned to division.

Curriculum and Instruction

(See separate instructional booklet, "Unlocking the Mysteries of the Curriculum and Instruction Process.")

- Supervise the designing of new curricular offerings (includes determining needs for such offerings).
- Provide leadership for evaluation and improvement of existing division curricular offerings.
- Coordinate the periodical revision of syllabi for courses within division.
- Articulate courses and programs with four-year colleges or maintains liaison with officials of senior institutions.

General Management

- Prepare core work for division.
- Develop catalog changes for division.

- Develop and evaluate long-range goals and objectives for division, including division equipment and facility needs.

- Perform routine paperwork and take care of routine matters related to division.

- Establish and maintain articulation and communication with other divisions and other components of the college.

- Prepare copy for brochures and other public relations materials pertaining to division.

- Hire, supervise and evaluate non-professional personnel.

- Plan and conduct divisional meetings.

- Approve selection of course textbooks.

- Maintain test files and syllabi for courses within division.

- Plan the divisional course schedule for Summer 1, Summer 1 Extended, Summer 2, Summer 3, Fall, Winter, and Spring semesters.

- Review low-productivity programs from MHEC.

- Review requests for course over-rides.

- Develop renovation plans for facilities as needed.

- Develop full-time/part-time faculty ratios reports for Fall and Spring semesters.

Annual Plan Process: Standards and Guidelines

Chairs need to be alert to the appropriate sessions of supervisor training offered through the Office of Human Resources, as well as sessions offered during designated professional and faculty development periods, that address issues of evaluation, such as giving meaningful feedback and goal-setting, that are appropriate for all of the constituency groups they supervise.

Full-Time Faculty

Planning and Development of Faculty Annual Plans (MAPs)

Formerly called Merit Achievement Plans, and thus MAPs, the faculty annual plan process allows faculty and chairs to determine the faculty member's goals and activities within the given academic year, as distributed among the following areas of responsibility:

Howard Community College Faculty Responsibilities

AREA	HOURS
Class Load	30 units per year
Office Hours	5 hours/week
College Responsibilities (Routine)	60 hours/year
College Responsibilities (Major)	80 hours/year
Instructional Improvement (Teaching Improvement, Professional Development, Program Development)	140 hours/year

I. Teaching

- Class load

  14-16 units per semester

  Over two consecutive years, average is to be 30 units per year

  31 units and beyond is paid as overload

Unit calculation includes preceptorship oversight at .25 units

- Office Hours: at least 5 office hours scheduled over at least 4 days per week
- General teaching responsibilities
- Institutional student outcomes

II. College responsibilities

- Activities such as mentoring adjunct faculty, committee service, and advising.

III. Instructional Improvement

Learning Improvement Project(s)

- Enthusiasm for improving learning in a selected area
- Identification of Problem or Tension
- Question/Hypothesis
- Research/Collection of Data
- Findings/Evaluation
- Recommendations

  Did it work?

  Should it continue?

Professional Development

- Attendance and presentations at education and professional conferences
- Membership and officer positions in education and professional organization
- Attendance at college sponsored workshops and faculty development sessions

Program Development

The MAP form and process also assist in tracking progress in formal outcomes assessment and promotion projects. Meetings in the fall, at midterm and at the end of the year are opportunities for dialogue and to achieve mutual goals of student learning, faculty growth, and achievement of division objectives as defined in Core Work.

Time Line

- MAPs submitted at the beginning of the academic year in consultation and collaboration with the Division Chair
- Mid-year update
- Final summary and evaluation in May

Chairs should consider the following questions during MAP meetings:

- What are the needs of the division and discipline area?
- What are the individual interests and talents of the faculty member?
- How can the faculty person serve the larger goals and needs of the division while engaging in meaningful work that serves his or her own long-term professional goals?
- How do the MAPS activities align with or balance other planned activities, such as promotion and outcomes assessment?

New Full-Time Faculty

Probationary faculty have slightly different responsibilities in each of their three probationary years and a discussion of the process should occur before hiring. See www.howardcc.edu/tli for the Probationary Faculty checklists. The probationary process provides time to gain a solid foundation for teaching through mentoring, peer partnership, teaching assessment and numerous professional development workshops, and to gain experience in curriculum development and to become oriented to the multiple facets of being a faculty member at Howard Community College. Chairs should communicate regularly with the director of faculty development and the new faculty coordinator regarding specific requirements and support for new faculty in years 1, 2, and 3. The probationary process is not a tenure track process, but job security for post-probation faculty is significantly greater than that of “at-will” employees at the non-faculty, administrative level.

Staff

Division chairs are often responsible for the direct supervision of a few staff in their area, perhaps at the professional/technical level or temporary employees, and thus need to familiarize themselves with the format and evaluation schedule of the Annual Plan, which differs significantly from the faculty plans (MAPs).

For Program Directors and Course Coordinators

Position Overview: Credit Faculty

The faculty administrator positions of "director" and "coordinator" are less well-defined than that of "chair," and the selection process varies. Director and coordinators may hire adjuncts or hourly staff, supervise the same, order books, manage enrollment, develop courses or programs, develop web and print resources, organize on-campus meetings, organize external events, and cultivate external partnerships. **Directors** are: 1) faculty whose supervisory responsibilities are extensive enough to warrant a 9-credit or more load reassignment during an academic year, or 2) faculty whose supervisory responsibilities are <u>not</u> extensive enough to warrant a 9-credit or more load reassignment during an academic year, but whose position at other institutions are usually titled "director," i.e. Director, HCC Art Gallery. In the latter case, the title "director" assures that these faculty are on an equal footing when they interact with the public and peers at other institutions.

As noted above, **coordinators** may perform any of the functions of a director. However, in the case of a coordinator, the scope of the work does not warrant a 9-credit or more load reassignment because a lesser number of students or adjunct faculty are involved, because the responsibilities are shared, or some similar factor. Coordinators may receive a load reassignment below 9-credits, perform their responsibilities as a part of their MAPS or be paid separately for their supervisory work.

Director positions that report to the Vice President of Academic Affairs are generally advertised internally or externally and involve a formal search. However, in some cases a position develops because of the initiative of an individual faculty person.

Director and coordinator positions created at the division level are managed by the division chairs, and the process may vary from division to division. In some cases, the management responsibilities may be built into the faculty positions when they are advertised. In some cases, faculty may volunteer for management positions, and in others, the chair may make the selection. In still other cases, faculty seniority or status as the only full-time faculty in a discipline may be the determining factor.

Throughout 2003-2005, the VPAA and division chairs have been reviewing the criteria for directors and coordinators to assure consistency—particularly regarding when a load reduction is appropriate. During the assessment process, the following criteria were applied and compared across all divisions:

Number of…

- course sections offered in area of coordination or direction
- lab sections offered in area of coordination or direction
- adjunct faculty in area of coordination or direction

Degree of responsibility for…

- Hiring of adjunct faculty
- Supervising of adjunct faculty
- Book orders
- Enrollment management
- Developing direction/vision of course or program
- Developing new courses or programs (C&I)
- Developing web and print resources
- Organizing on-campus meetings
- Organizing external events
- Cultivating external partnerships

All of the chairs are using 100 hours as the threshold for when management responsibilities become the equivalent of a three-credit course.

Common Responsibilities of Community College Program Directors and Course Coordinators (Credit Faculty)

Program directors and course coordinators perform a variety of activities like these below, in varying degrees of collaboration with other full-time faculty and/or the division chair. The director or coordinator and the division chair should review together and decide which activities will be completed by whom. The division chair is the official supervisor of all adjunct faculty and retains the ultimate responsibility of ensuring that adjunct faculty in the division are received into a supportive system in which they are correctly hired, adequately trained, and appropriately observed in their teaching duties.

Recruitment and Hiring

- Communicate with the Office of Human Resources regarding online and print advertisements for adjunct faculty
- Review resumes and schedule interviews with faculty (and chair, if appropriate)
- Prepare to conduct tour, and to answer questions regarding the language of the hiring contract, course or program mission and philosophy, payscale, adjunct advancement program, tuition waiver and reimbursement policies, and adjunct development grants
- Check references and hire adjunct faculty [1]or make recommendations to chair for hiring

Orientation and Support of Adjunct Faculty

- Introduce new hires to division office staff to review hiring paperwork, office orientation procedures, copier and print shop, e-mail accounts, phone extensions, and office space
- Direct adjunct faculty to web and print resources for course instruction, as well as the Teaching and Learning Institute site (www.howardcc.edu/tli); provide desk copies of textbooks, instructional calendar, adjunct faculty handbook, and professional development calendar

[1] See “Important Reminders for Hiring and Supervising Adjunct Faculty.”

- Review required orientation sessions such as Access & Responsibility, Sexual Harassment Avoidance, Safety and Emergency Operations
- Introduce faculty to other division faculty (and technical support, if applicable) and facilitate specific training, mentoring and classroom observation arrangements
- Work with lab aide, classroom assistant and/or tutor coordinators in area to train and support aides, assistants, and tutors

Ongoing Communication with Adjunct Faculty

- Schedule and lead meetings, and/or develop an online forum to build a sense of community among course or program faculty
- Send weekly updates for courses taught with a common syllabus
- Remind adjunct faculty to maintain proper student records (such as attendance) and to respect final grade deadlines
- Assist new faculty with IDEA survey administration within deadlines
- Remind adjunct faculty about development grants and advancement opportunities

Ongoing Communication with Division Chair

- Work closely with division chair to handle student concerns or student violations of the Code of Conduct
- Work closely with division chair to handle adjunct faculty concerns or performance issues
- Work closely with division chair regarding course scheduling and staffing, enrollment management, and catalogue updates

- Discuss resource allocation and identify upcoming course or program needs with chair

Ongoing Course or Program Updates

- Revise, print, and distribute course materials
- Develop and revise exams or essay assignments
- Devise exam or essay deadlines
- Prepare semester calendars
- Update instructor resource materials and lessons or presentations
- Review and revise course policies and procedures
- Update book order forms
- Distribute book order forms and ensure deadlines are met
- Preview, select and manage course resources such as textbooks, videos, software, A/V materials
- Update materials kept in Learning Assistance Center, the Composition and Literature Center, the Library, the Test Center, open labs, and division offices
- Review adjunct faculty syllabi at the beginning of each semester
- Maintain course files
- Work with room and lab coordinators to order and maintain necessary classroom supplies
- Manage administration and grading of final exams in standardized courses

Course or Program Development and Assessment

- Help build a shared vision of course or program growth and direction with division chair, full-time and adjunct faculty
- Work closely with the division chair to develop new courses or programs in accordance with C&I procedures, or help identify individuals qualified to do so
- Assist in clarifying and updating courses' or program's place in division's Strategic Assessment Plan
- Prepare for and coordinate external certification, if any

Community Outreach (some programs only)

- Organize external events
- Cultivate external partnerships
- Assist in development of or collaborate with area Advisory Board
- Attend statewide or national meetings

Position Overview: Continuing Education and Workforce Development Directors, Coordinators, and Specialists

Unlike credit faculty, the position of director, coordinator, and specialist in the Division of Continuing Education and Workforce Development is not an additional assignment but rather that person's full responsibility. While they may perform similar duties as a faculty director or coordinator, the scope of their duties is much broader.

They are classified as professional/technical or administrative (directors) employees at these grades: Specialist—12; Coordinator—13; and, Director—14 and 15. The current system, developed in January of 1999, evaluates a position on seven factors (as described in the Compensation Study Final Report):

- Job Complexity—covers the nature, number, variety, and intricacy of tasks, the difficulty in identifying what needs to be done, difficulty and originality involved in performing the word, and judgment needed to apply guidelines, the nature of the guidelines, and authority to depart from and to adopt guides.
- Education and Experience—measures the combination of formal education, training, and practical experience needed to fully perform the requirements of the job.
- Scope and Impact—covers the purpose, breadth, and depth of the assignment and its effect both within and outside the organization.
- Supervision Received—covers the nature and extent of direct or indirect controls exercised by the supervisor, the employee's responsibility, and the review of the completed work.
- Working Relationships—refers to the responsibility to deal with individuals or groups, such as representatives of organizations, legislative bodies, or community groups to accomplish objectives with consideration given to the purpose of the contracts, their difficulty, importance, and level within or outside the College.
- Work Environment—measures the discomforts or unpleasantness of the work environment.
- Physical Demands—covers the requirements and physical demands placed on the employee.

These factors were weighed according to relative importance with these results: Job Complexity, 30%; Education/Experience, 15%; Scope and Impact, 25%; Supervision Received, 10%; Working Relationships, 15%; Working Environment, 3%; and, Physical Demands, 2%. Although some of the duties of each position might be similar, the complexity of the overall job, the impact of the position on the Division and the College and the consequences of not fulfilling those responsibilities, the amount of independent authority required, and the level and sensitivity of the working relationships distinguish between a specialist, coordinator, and director. Specialists may perform some of the functions of a coordinator and a coordinator some of a director's functions; however, the scope of the work is more involved and the overall responsibility greater at each level. In addition, some positions require specific training and education which also impact the level.

Some coordinators in Continuing Education and Workforce Development, such as Continuing Education Marketing Coordinator and the Operations Analyst, are not specifically responsible for course development and instruction but rather support the Division with essential services. The specific duties of these positions can be found on the intranet folder on job descriptions in the VPAA folder.

These positions all follow the College's hiring policies for professional/technical and administrative staff and search committees are required for coordinators and directors and recommended for specialists. The reporting structure for specialists and coordinators varies by unit but directors must report to either the Associate Vice President for Continuing Education and Workforce Development or the Executive Director for Workforce Development.

The duties and responsibilities shared by all three levels involved in instruction include:

- Course development
- Course approval
- Course implementation
- Course evaluation
- Handling student and instructor problems
- Schedule development
- Developing course pricing structure
- Recruiting and hiring of adjunct faculty

- Evaluating adjunct faculty
- Determining faculty pay rates
- Managing classes at off-site locations
- Hiring of temporary employees, both support staff and professional technical
- Supervising the book order process
- Enrollment management
- Developing web and print resources
- Organizing on-campus meetings and faculty in-services
- Organizing external events
- Cultivating external partnerships
- Negotiating and implementing contracts, grants and partnership agreements
- Program marketing
- Generate revenue
- Generate FTE
- Understanding and complying with specific program requirements and external licensing and certification mandates

All three positions are required to have the following knowledge in addition to information specific to their areas:

- Understanding of adult education principles
- Basic understanding of Colleague for course and section entry
- Knowledge of reports produced by Colleague for course management
- Knowledge of MHEC regulations applicable to noncredit Continuing Education courses
- Knowledge of College policies and procedures
- Knowledge of all Continuing Education units' courses and policies
- Understanding of financial reporting and bottom-line and budget implications

In addition, all three positions are required to:

- Participate in the relevant affinity group of the Maryland Community College Association for Continuing Education and Training
- Network within the community
- Keep updated on national and regional trends
- Serve on College committees and assist in college events

Continuing Education specialists, coordinators, and directors work more independently and with less structured guidelines than their credit colleagues. Unlike credit which has specified course hours and tuitions, courses in Continuing Education and Workforce Development can be any length, depending on the objective of the course, and are individually priced. That price varies according to the target market, general public or contracted for a business or organization, length of the course, equipment needed, and faculty expertise. The same fluctuation exists in determining what to pay faculty so Continuing Educations professionals must be knowledgeable about business as well as academic procedures.

For Chairs, Program Directors, and Course Coordinators

Safety

Chairs, directors and coordinators often play leadership roles in crises and should be particularly knowledgeable of safety regulations and how to report on-site injuries at http://www.howardcc.edu/orgdev/generalsafety.htm and procedures for HCC Emergency Operations at http://www.howardcc.edu/orgdev/EOP.htmat.

The Buckley Amendment

The Buckley Amendment assures the privacy of student records by making it illegal to share that information externally. Student records include student grades and information about any academic complaint, student disciplinary action, or student attendance or non-attendance of classes.

Student records may not even be shared with parents or guardians without the permission of the student, regardless of whether or not that parent or guardian is paying for the student's education.

A spoken observation regarding a student's character is not part of a student's record.

If a federal investigator requests student information as part of a security clearance process and has a release form signed by the student, then the college is allowed to provide the investigator with information. Faculty and staff have the option of declining or granting a security clearance interview. Information should only be communicated in person once the signed release form is obtained, not over the phone nor via e-mail. If an employee opts to grant the interview, he or she should review the release and make certain that it states that he or she is allowed to speak to the investigator.

If a student is under investigation for a crime, the college would need a court order or subpoena to release student information to law enforcement personnel, unless the situation were a health or safety emergency.[2]

Academic Complaints

1. The Student Academic Complaint policy requires that the student begin with a discussion of the issue with the involved teacher.
2. If the student and faculty cannot arrive at a resolution, the student's next step is to meet with the division chair to discuss the issue. The division chair will make a preliminary review of the merits of the student's complaint and attempt to effect a resolution.
3. If the chair is unable to resolve the complaint, he or she will compile the results of the review, make a recommendation, and forward the complaint to the VPAA. The chair should inform the student as soon as the complaint has been forwarded to the VPAA, as the student can only meet with the VPAA after he or she has received the complaint and before the VPAA makes a final decision on the complaint.
4. The purpose of the meeting between the VPAA and student is for the student to add any additional support they might have for their complaint and to clarify any issue that needs clarification. The VPAA will only listen at this meeting and ask questions when appropriate but will not debate the merits of the case.
5. The VPAA will review all of the documents and make a final judgment regarding the complaint. The final decision will always be delivered in writing.
6. The Academic Complaint process is an extralegal process—an attempt to resolve complaints without litigation. As such, the college is never represented by legal counsel during the

[2] According to the AACRAO 2001 FERPA Guide.

process, and neither the faculty person, the division chair, nor the VPAA should meet with a student accompanied by legal counsel. A student does not relinquish any of their legal rights by participating in the academic complaint process, and always has the option of litigation. However, the academic complaint process is not designed to be a part of litigation.

7. Students may at times contact the VPAA or the President's Office as a first step in the Academic Complaint process. Whenever that happens, the student will be directed to the correct procedure. The VPAA will not discuss an academic complaint with a student unless he or she has a form signed by the faculty person and the chair.
8. Faculty, particularly adjuncts, need to be cautious regarding claims that a student or faculty person is presenting some direction that he or she has received from a chair or from the VPAA with respect to a student complaint. Neither a chair nor the VPAA will get involved in a student complaint without first contacting the faculty and initiating the appropriate steps of the Academic Complaint process.
9. Faculty do need to be fair and respectful of the dignity of students. However, they should not be intimidated into changing appropriate standards because of the threat of litigation. The college will uphold its academic standards.

Conflict Mediation

Good mediators practice effective listening, which means *listening deeply* to the person, without arguing, explaining, or making any judgments about the situation, and paraphrasing occasionally to make sure to understand what the speaker is saying. Finally, asking the speaker questions (see "Some Good Questions" in Appendix) that are designed to elicit a menu of acceptable options for action can be effective and save time. Sometimes, the speaker is satisfied simply to have been heard and no further action is required.

Guidelines for Handling Student Plagiarism

Instructors, or the course coordinator or program director, should notify the division chair when they suspect student plagiarism. The chair should talk with the instructor about the situation; instructors' judgment regarding the degree of deliberate deception can be useful in deciding how to proceed. The chair then reviews the evidence (such as a turnitin.com report) for accuracy.

The instructor provides the chair with the necessary materials (copies of the student's assignment, turnitin.com report if applicable, assignment sheet) and the instructor informs the student privately (either in person or in a memo) of the allegation and that the material has been forwarded to the chair and will then go to the Vice President of Student Services. The chair usually attaches a cover memo to the packet for the VPSS with his or her assessment of the situation.

The VPSS will send the student a letter about the allegation and invite him or her to contact the office of the VPSS if the student wants to discuss the allegation. The final decision resides with the VPSS. In the meantime, the instructor should assign no credit for the assignment (a zero or 0% 'F'). If the VPSS finds that this is not the first offense or that the allegation is false, there will be further instructions conveyed through the chair regarding the grade. First offense: F for the assignment; second: F for the course; third: disciplinary action.

Hiring and Supervising Faculty

I think that leadership comes down to attracting, encouraging, and retaining the most talented and committed individuals that you can, and then, essentially allowing them to use their professional skills to maximize their own performance and potential. The trick there is that you don't want people who agree with your point of view. In fact, you want people who are quite prepared to stand up and argue their positions and to push different ideas. But you do want people who share a common vision as to where the institution is going, who embrace the values that are important to the institution, and are self starters, who can get things done.

~ Robert Gordon, President of Humber Institute of Technology and Advanced Learning, and the Paul A. Elsner Excellence in Leadership award recipient for 2004

We all want to work with the most qualified and committed faculty, whether full- or part-time. Adjunct faculty coordinators Gadberry and Burnstad at Johnson County Community College advocate the idea of "one faculty," united as a teaching community, and say, "Attention to process and details in hiring and orienting adjunct faculty will reap benefits for the college, the department, and the adjunct faculty member. Hiring for excellence and orienting adjunct faculty into the campus culture with important information, open communication, and effective teaching and learning strategies will facilitate a community of faculty (full-time and part-time) where value, acceptance, and inclusion lead to one faculty dedicated to student learning outcomes and student success" (94). While extensive search guidelines and procedures are available for full-time faculty searches on the Intranet through Employees/Employment/Recruitment Guidelines, the following information should assist with the essentials of hiring part-time faculty[3]:

Important Reminders for Hiring/Supervising Adjunct Faculty

- ✓ Become familiar with the recruitment and selection guidelines on our Human Resources website at http://www.howardcc.edu/hr/. It's particularly helpful to review the anti-discrimination laws at http://www.howardcc.edu/hr/Recruitment/legalframe.htm , as well as the "Issues of Unconscious Discrimination in Evaluation of Candidates."
- ✓ Check at least **three** professional references by phone or email. While adjunct faculty may not have three references who could speak to their classroom teaching, references could include people who have worked with the candidate in a professional capacity and can comment on qualities and experiences such as training large groups with diverse needs, time and workload management, written and oral expression, etc.

[3] See also the "MCHR Guidelines for Pre-Employment Inquiries."

- ✓ Follow up with your new hire and division office staff to see that official copies of transcripts are placed on file in Human Resources.
- ✓ Review the wording of the adjunct faculty contract with your new hire and make sure he or she understands the payment procedures (options and pay dates).
- ✓ Review what kind of evaluation and support he or she will receive before and during the semester, including the classroom observation form and mentoring arrangements.

Maryland Commission on Human Relations (MCHR) Guidelines For Pre-employment Inquiries[4]

Employers desiring to select qualified and capable individuals through effective, fair and lawful screening processes are sometimes confused about the legality or appropriateness of some pre-employment inquiries. Although determining appropriate and non-discriminatory questions to ask when conducting pre-employment interviews is not always an easy task, there are laws, guidelines, and policies which provide guidance in this area.

Generally, an employment interviewer may avoid potential equal employment opportunity problems by keeping in mind that all questions asked and details solicited during an employment interview must be shown to have a direct relationship to an applicant's ability to perform the particular duties of the job and also, that interview questions should be asked uniformly, that is, asked of all candidates interviewed. In its 1981 Pre-Employment Inquiries Guidelines, the Equal Employment Opportunity Commission (EEOC) advised employers that "**To seek information other than that which is essential to effectively evaluate a person's qualifications for employment is to make oneself vulnerable to charges of discrimination and consequent legal proceedings.**"

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[4] To be used for information purposes. For specific application of Maryland Law, please consult an attorney of Article 49B of the Annotated Code.

The goal of the guidelines is to provide to employers and job seekers relevant details and discussions regarding pre-employment inquiries and interview suggestions.

Prohibited/Lawful Information

Item	**Prohibited Information** (Cannot be used to disqualify candidates)	**Lawful Information** (Can be used to disqualify candates)
Age	Age, birth certificate. Any inquiry for purpose of excluding persons based on age. Inquiries as to date of graduation from college or high school to determine age should also be avoided.	Whether candidate meets minimum age requirements. Requirement that candidate submit proof of age after hired. Whether candidate can meet terms and conditions of job.
Arrest Record	Any inquiry relating to arrest.	None.
Conviction Record	Inquiries regarding convictions that do not relate to performing the particular job under consideration.	Inquiries about actual convictions which relate reasonably to performing a particular job.
Credit Rating	Any inquiries concerning charge	Inquiries about credit rating, charge

	accounts, credit rating, etc., that do not relate to performing the particular job under consideration.	accounts, etc. that relate reasonably to performing the particular job in question.
Education	Disqualification of a candidate who does not have a particular degree unless employer has proven that the specific degree is the only way to measure a candidate's ability to perform the job in question.	Inquiries regarding degrees or equivalent experience. Information regarding courses relevant to a particular job.
Handicaps	General inquiries that would elicit information about handicaps or health conditions which do not relate to job performance.	Whether candidate can perform the job.
Marital and Family Status	Childcare problems, unwed motherhood, contraceptive practices.	Whether candidate can meet work schedule or job. Whether candidate has circumstances that would prevent adherence to work schedule or job duties.
Military Record	Discharge status, unless it is the result of a military conviction.	Type of experience and education in services as it relates to a particular job.
Name	Inquiries to determine national origin, ancestry, or prior marital status.	Whether candidate has ever worked under a different name.

National Origin	Lineage, ancestry, descent, mother tongue, birthplace, citizenship. National origin of spouse or parents.	Whether candidate is legally eligible to work in the United States
Organizations	Inquiries about membership to determine the race, color, religion, sex, national origin, or age of candidates.	Inquiries which do not elicit discriminatory information.
Race or Color	Complexion, color of skin. Height or weight where it is not related to the job.	None.
Religion	Religious preference, affiliations, denominations.	Whether candidate can meet work schedules of job with reasonable accommodation by employer if necessary
Sex	Sex of applicant, where sex is not a bona fide occupational qualification (BFOQ).	Sex of applicant, where sex is a BFOQ, i.e., the physical characteristics of one sex are necessary to perform the job, such as sperm donor or wet nurse.
Work Experience	Inquiries of protected class members based on generalizations about that class.	Candidate's previous job-related experience.

Laws Relating to Recruitment and Selection

More information is available via the HCC Intranet.

- Civil Rights Acts of 1964 and 1991

Equal Employment and nondiscrimination required of all employers. Affirmative Action required in some instances:
(1) including court ordered affirmative action as a result of past discrimination (Maryland's desegregation plan);
(2) all employers having federal contracts.

- The Age Discrimination in Employment Act of 1967

- Rehabilitation Act of 1973

- Americans with Disabilities Act

- Vietnam Era Veteran's Readjustment Assistant Act of 1974

- Executive Order 11246 for Government Contractors and Subcontractors Affirmative Action Required of All Agencies Having Federal Contracts

- Maryland Human Relations Law: Article 49B of the Annotated Code

- Maryland Desegregation Plan

Requires all post-secondary institutions in Maryland to have affirmative action plans.

- Howard County Human Rights Act

Prohibits discrimination based on: Race, Creed, Religion, Physical or Mental Handicap, Color, Sex, National Origin, Age, Occupation, Marital Status, Political Opinion, Sexual Orientation, and/or Personal Appearance.

Supporting Good Teaching: The Basics of Faculty Evaluation

Goal Setting

Division chairs, program directors, and course coordinators should strive to provide meaningful feedback to faculty regarding their teaching and help them set realistic, rewarding instructional goals aligned with those of the division and college. Lucas suggests that “setting goals with individuals and providing feedback on performance in a supportive climate are the strongest forces a [leader] can use for motivating faculty. When [leaders] are passive because they feel there is nothing they can do, departments, and often faculty, stagnate” (*Strengthening…* 8). Helping faculty, especially new adjunct faculty with more limited access to a supportive community, to understand HCC student populations, to identify their own teaching strengths and weaknesses, and to make plans to assess and address areas in need of improvement will go a long way towards decreasing turnover and improving the overall quality of instruction at HCC.

Classroom Visits

All full and part-time faculty should be observed, minimally, every three years. Observations of full-time faculty should be done by the division chair. A classroom observation by a fulltime faculty member should be scheduled before mid-semester for each new adjunct instructor. After completing the observation form provided by the college and “normed” by the chairs across divisions (see Appendix), the observer should meet with the faculty member to provide constructive feedback on the session. Resources such as Lucas’ *Strengthening Departmental Leadership* offers many excellent suggestions for ways that faculty leaders can create climates in which teaching effectiveness is understood to be a high priority, in which all faculty know that “teaching effectiveness, like learning, is a lifelong goal,” and in which faculty view visits to each other’s classrooms as opportunities to receive meaningful feedback.

IDEA Surveys

All full- and part-time faculty administer standardized student evaluations, called IDEA surveys, on a regular basis. Survey results can be difficult for faculty to decipher, so division chairs need to take some time with new faculty to discuss and contextualize the reports and their findings. Program directors and coordinators should do the same with adjunct faculty in their area. Student evaluations are one part of the picture; faculty leaders use them as one of a variety of methods to discuss and evaluate teaching effectiveness.

A Divisional Picture of How it all Gets Done: Health Sciences

Merit Achievement Plan

Faculty Load

Health and Exercise Science program courses are theory-based and one credit equals one unit. Two full-time faculty members are in place and have choices for making load of 15 units per semester. One credit courses balance out three credit courses, so it is not unusual to be a little over 15 units one semester and a little under another semester. There is a coordinator for the area to cover the health, HEED; exercise science, EXSC; and lifetime fitness, LFIT courses. The coordination for human services, HUMS and health care, HEAL, is shared with the division chair.

The coordinator receives 3 units of release each semester for a total of 6 units of release during the year. Responsibilities of the coordinator include reviewing the Schedule of Classes and proposing a balanced array of courses and time frames for any given semester. Other responsibilities include catalog revisions, working with adjunct faculty, completing classroom observations and assisting with the All-Faculty Evening. The coordinator is responsible for interviewing and hiring faculty in the area. The coordinator is consulted when a new course, course option, or program is proposed. Program revisions within the area are reviewed with the coordinator. In some situations, the responsibilities are shared with the Division Chair. Human Services is an example of a shared program with options in complementary medicine and gerontology being more in the purview of the health education coordinator. Responsibility for courses in first aid and safety and health care are also shared. The coordinator orders supplies for the life fitness area and maintains communication with the staff in the Athletic Center. The series of nutrition courses have oversight by a second full-time faculty member as that is an area of specialization for the more recent faculty hire and constitutes the majority of the teaching load. The two faculty members teaching in the area are encouraged to work together in the development and revision of program options. It is also essential to work together to build a faculty schedule that addresses the unique talent and interests of each faculty member and considers the workload associated with developing new courses and carrying unique credits. The one-credit life fitness activity courses have two hours of instruction per week. The corresponding faculty load is 1.5 units per class per semester.

Teaching load in the cardiovascular technology program and emergency medical services areas are unique in that both areas use preceptors and clinical coordinators for oversight of clinical activities. Responsibility for both the theory and laboratory curriculum and program outcomes lies with the program directors. Credit toward load is one unit per hour in the classroom but is reduced for time in the clinical setting as the program director relies on preceptors and clinical coordinators for regular contact with the clinical agency personnel. The practice of skills takes place in the classroom or laboratory setting and is facilitated by laboratory staff who may be serving in the role of adjunct faculty if qualified by background and experience or as laboratory instructional assistant if teaching and supervising the practice and evaluation of specific skills in which there is a demonstrated level of expertise.

Nursing load is calculated as one unit for every hour in both the classroom and clinical setting. The campus laboratory activity is directed by faculty and included in faculty load when students are scheduled into the lab during clinical hours. At other times the lab is open for practice and evaluation and oversight is managed by a laboratory manager and laboratory instructional assistants. The on-campus practice and evaluation time for lab skills for students is considered preparation time for clinical activity. Tutors are available for students who need extensive time for learning a skill or who are having difficulty meeting the expected clinical behaviors in the clinical setting. All full-time nursing faculty have load in both the clinical area and classroom setting and must have a masters degree in nursing. Adjunct faculty must a baccalaureate degree in nursing to teach in the clinical setting and must hold a masters degree in nursing to teach in the classroom. The importance of functioning as a team is critical to the overall functioning of the nursing program. Conflicts need to be resolved and communication maintained towards attainment of overall program goals.

Nursing faculty team-teach, and responsibility for classes in any given course is shared. One credit nursing courses may be the responsibility of a single faculty member. In calculating full-time faculty load, the hours faculty are in the classroom are calculated as one credit hour being the same as one unit so that 15 hours over the length of a semester equals one unit. Each exam is counted as the equivalent hours per class period and the theory for that class period is also counted as the same equivalent hours per class period. The rationale for counting the exams as a full class period is the extensive team analysis that is necessary for validating and posting an examination. The nursing program director has a reduced load of 6 units per semester but this has been reduced further when necessary to oversee new curriculum revisions and scheduling options associated with the expansion of the program. With the recent curriculum revisions, nursing course leaders and coordinators have been compensated with a stipend for their additional responsibilities. Unique preparation was extensive in 2004-2005, but faculty were encouraged to select teaching load hours where class content is repeated.

Program directors are each responsible for submitting changes and reviewing initial proofs to the Schedule of Classes and the HCC College Catalogue. The Division Chairperson maintains running notes of changes for subsequent editions, fall and spring only offerings and the final exam schedule.

Office Hours

Five hours over four days and, with full-time nursing faculty, the office hours may be combined with a clinical session, either an hour before or after the commencement of the clinical session. The program director for emergency medical services holds office hours off campus three days of the week when there is direct class contact with students.

College Responsibilities

Faculty are asked their preference for advising opportunities. Nursing faculty group advise within scheduled class time with the assistance of the staff from the Office of Admissions and Advising. Faculty are expected to commit to assisting with Freshman Focus or General Advising each year. Faculty are encouraged to serve on college-wide committees and to rotate committee assignments every three years. Many of the nursing faculty serve on nursing committees but it is important that they be exposed to the college-wide system of governance. Input into the selection of teaching assignments as well as the commitment for inclusion by college wide committee chairpersons is critical for faculty participation. Scheduling is often difficult when faculty have off campus clinical responsibilities.

Instructional Improvement

A teaching and learning improvement project is a point of discussion with the division chairperson. The project is framed as one similar to a research project with the collection and analysis of data. Faculty are encouraged to focus on a project of interest and enthusiasm for improving learning in a selected area. A problem area, tension, or question is identified and a process for data collection and feedback is proposed. The importance of making a recommendation for whether a new improvement project should continue and whether revision is needed is an essential component. In determining the depth and scope of a teaching and learning improvement project, one must differentiate between normal revision expected with teaching and a major revision where new content is introduced or the modality of presenting the content is extensively altered. Projects may vary from an extensive revision of class material, writing extensive new evaluation items or case studies, online course development and the design of booklets for orientation to a program or agency to name a few. 50% of promotion projects may be part of the instructional improvement activity and this is acknowledged by the faculty and chairperson each year when applicable.

Faculty are encouraged to attend professional conferences in addition to college professional development opportunities. The program directors in cardiovascular technology and emergency medical services have attended at least two major conferences each year to maintain professional connections and updates in their fields of expertise. Additional funds for travel for professional development have been secured through Perkins funds.

Faculty are all very involved in program development within the health sciences division. In the process, of team functioning, nursing faculty have extensive meeting requirements to maintain the continuity of the curriculum.

Other

Grant Opportunities-

Perkins grant funds have been available for nursing and allied health. The program directors are responsible for identifying the categories for the improvement of learning outcomes, a specific well defined project with measurable outcomes and a specified amount of funding requested. It is necessary to follow-up to determine the completion of projects with money attached by March 1st each year so that a request for the reallocation of funds may be made as necessary.

Health shortage funds are designated for a specific program. An application is submitted in the fall and eligibility for funding is based upon the number of program graduates in a given year in comparison with a baseline number of graduates. Both certificates and degrees within nursing, cardiovascular technology and emergency medical services may be funded.

Other Resources You Might Need

Teaching and Learning Services Division

What does a Division Chair need to know about the Teaching and Learning Services Division?

- Understand the mission and scope of the college Library
- Be fully aware of the various services provided by the Library to faculty and students
- Understand the Middle States requirements affecting the responsibility of the college Library regarding Information Literacy Guidelines
- Be aware of the various services provided by other departments within the Division including Educational Technology/AV department, Multi-Media creation and support, and Evening Services
- Understand the role of the Division office staff in providing support to faculty in various ways including support to distance learning, the Outcomes Assessment office, the administration of the IDEA Survey and numerous responsibilities of the staff in support of Library operations

Role of Director of Teaching and Learning Services

- Provide information about Library, Educational Technology/AV, and Evening Services support, innovations and needs to Division Chairs
- Gather information from Chairs about Divisional issues and needs
- Provide perspective to group from the teaching and curriculum support area
- Gather information about budgetary issues
- Seek high level of awareness and understanding of both major and minor issues affecting Academic Affairs area

The Division of Continuing Education and Workforce Development

The Division of Continuing Education and Workforce Development (Con Ed) is responsible for all noncredit education and training and runs classes that are either open to the general public or for specific populations such as seniors, elementary and middle school students, and speakers of English as a second language. It also contracts with businesses and organizations to provide classes and training for their employees. This Division handles all contract training, whether credit or noncredit, and is the only area in the College with the authority to make special arrangements with businesses and organizations for any kind of training for their employees.

The Associate Vice President of Continuing Education and Workforce Development reports to the Vice President for Academic Affairs (VPAA) and is included in all VPAA staff meetings. Con Ed had no fulltime faculty but has a dedicated administrative, professional, and support staff and hires adjunct faculty as needed. The main Con Ed offices and classrooms are located in the Hickory Ridge Building, but Con Ed also has staffing and scheduling responsibility for the College's satellite center at Gateway Drive, the Charles I. Ecker Business Training Center. In addition, it also programs at Laurel College Center and has classes in many locations in the county including the public schools, senior centers, and some businesses.

This Division is self-supporting and is viewed as the entrepreneurial and research and development arm of the College. Con Ed is expected to pay all its own expenses, including staff salaries and benefits, equipment, part-time faculty salaries, supplies, etc, and return a profit annually to the college. In addition, it is charged with generating FTE and produces a quarter of HCC's annual FTE and receives significant grant awards, especially in the areas of adult basic education, English as a Second Language, health and child care. On an average, Con Ed has over 20,000 enrollments each year and provides training for 60 businesses and organizations within Howard County and in other locations in Maryland and other states. Frequently, programs begin in Con Ed and after the initial start-up, move to the credit area.

Con Ed administers the CustomClass program which allows students to take any regularly scheduled credit class (except for those in nursing, cardiovascular technology, radiologic technology, and emergency medical services). Unlike audit, CustomClass students are not required to take placement tests, meet prerequisites or complete classroom assignments and they pay a different fee structure. This program has been very successful and CustomClass students have added to rather than detracted from the classroom environment since they tend to be more mature and committed to absorbing the material. Once reassured they can complete the work, they frequently enroll as regular credit students.

Continuing Education and the credit divisions have a collaborative, cooperative partnership. Full-time credit faculty sometimes work with Con Ed to develop or teach courses and participate in special projects. The two areas frequently share instructors. There are a number of joint marketing efforts and Con Ed and credit staff members often develop courses and programs together. An ongoing HCC strategic initiative is to develop pathways for noncredit students to move into credit programs and the staff, especially in the childcare, health, and ESL areas, have worked together to meet that objective. Unlike many community colleges where credit and noncredit are two separate silos, the HCC Continuing Education and credit partnership is strong and enables the two areas to work together for mutual benefit.

Distance and Alternative Learning Information

Functions of the Office of Distance and Alternative Learning

All distance and alternative learning course-related administrative functions are conducted through the Office of Distance Learning.

Specifically, the Office of Distance Learning (ODL):

- Hires and evaluates faculty for all distance and alternative learning courses: online courses, Telecourses, Fast Track, and 2-Way Interactive courses. These hires are usually made, however, in cooperation with division chairs, particularly in the case of assignments of full-time faculty. Re-hiring is based on results of the IDEA survey, adherence to the Standards of Best Practices, responsiveness to student and administrative issues, and other factors such as keeping updated course materials and maintaining student contact.
- Administers course contracts, book orders, and grade rosters. Faculty submit all book orders, grade rosters (both third week NA rosters, and final rosters) to the ODL, including all grade-associated forms, such as Incomplete grade forms. Contracts are distributed to faculty (both full and part-time) in their mail boxes, which are located in their respective division offices, not in the office of DL.
- Processes all student complaints about distance and alternative courses.
- Processes plagiarism cases in DL courses. In cases of plagiarism in distance and alternative courses, faculty send documentation to the Director of Distance Learning, who takes further action according to the policy about student academic honesty. A copy of this documentation should also be sent to the appropriate division chair.
- Processes all student paperwork related to overrides in DL courses.

The Director of Distance Learning also

- Pays faculty salaries in accordance with the regular faculty salary schedule.
- Pays for new online course development and for revisions on a case-by-case basis. Pay for new course development is based on the amount a particular faculty member would be paid for teaching the course once as overload or as an adjunct contract. See the Standards of Best

Practice Guidelines for details about how and when faculty members are paid for course development. TeleWeb course development is paid on a case by case basis.

- Provides training in course platform.
- Evaluates courses according to standards of best practice.

CampusWeb and Weekend College

Weekend College courses and CampusWeb courses are administered through the division offices, not through ODL.

Online Courses

Developing a New Online Course

- Online Course Development —Pay for new course development is based on the amount a particular faculty member would be paid for teaching the course once as overload or as an adjunct contract. See the Standards of Best Practice Guidelines for details about how and when faculty members are paid for course development. TeleWeb course development is paid on a case by case basis. .
- In order to develop an online course, the faculty member must take the entire WebCT training sequence, offered by the Director of Distance Learning.
- Courses must be developed in WebCT unless the faculty member has compelling reasons to develop outside of WebCT. In such cases, faculty member must prove that student confidentiality is maintained and that all copyright issues have been resolved.

Online Course Design and Course Templates

- We encourage faculty to use the course templates that we provide: Orientation, Syllabus, Assignment Sheet, and Course Modules.
- Templates are available in Word or FrontPage format through the Director of Distance Learning.
- These templates can be downloaded from the “S” drive under the Online Course Development folder, or they can be obtained on disk from the ODL.
- Faculty should use the principles of good course design as outlined in the PowerPoint presentation on course design. This PPT is also on the “S” drive.

Standards of Best Practices and Online Course Reviews

- Faculty must submit the Checklist of Minimum Standards for Design and Delivery of Online Courses and have the course reviewed for both content and design before the course development stipend will be paid. The course is reviewed by the Director of Distance Learning and the appropriate Division Chair (or designee). Once a course has passed minimum standards, it is reviewed by the Director of Distance Learning and the division chair no less frequently than every 4th semester it is taught.
- Faculty member may teach the course once before submitting the checklist. If the checklist is not submitted or the course does not meet Minimum Standards for content and design, the course will not be offered.
- Faculty are to send a copy of the Minimum Standards both to the appropriate Division Chair and to the Director of Distance Learning.

Peer Partners

- We encourage new online faculty to work in peer partnership with experienced online faculty.
- Please contact the Director of Distance Learning to make arrangements for a peer partner.
- Fulltime peer partners should make this arrangement part of their MAPS.

Individualized Help with Online Course Development

One-on-one help is available to faculty through the Director of Distance Learning to upload files, attach them to icons, create discussions, student presentations, quizzes, self-tests, etc.

Taking over an Already Developed Online Course

- Faculty who are “taking over” an already-developed course must also have completed WebCT training.
- As a general rule, a faculty member who uses an already developed site is not paid for changes/revisions he or she may choose to make to the site. If the faculty member believes that the revisions he or she wants to make are truly significant, he or she may apply for a grant (see grant application form) to support such revisions. The Director of Distance Learning decides if the grant request is reasonable.

Continued Development/Revisions of Online Courses

- Courses come up for review every 4th semester they are taught.
- Routine revisions and updates are part of the regular teaching load.
- If a faculty member believes that his or her course needs substantial revisions or additions or updates, the faculty member can apply for a grant to make these revisions. There are two

sources for grants: summer grants and online course revision grants funded through the Office of Distance Learning. Major revisions are paid on varying scale depending on magnitude of revision. See guidelines

Class Size and Late Enrollments — Online Courses

- Class size in online courses is limited to 20.
- Additional students may be added to the course with the consent of the instructor. The instructor must phone, email or speak directly with the Office of Distance Learning to give this consent. Students may not relay this information. Students who are admitted on an overload basis must pick up an override form from the ODL.
- A faculty member may choose to let more than 20 students into an online course, up to 30 students. For each student over 20 who completes the course, the instructor will be compensated an additional per student amount. (as of Fall 2003, the amount is $100 per student.)
- After the late registration period, students can be added to an online course <u>with the instructor's permission</u>. Paperwork is handled through the Office of Distance Learning, not the discipline division offices.

Backups of Online Courses

SCS has put in place an automatic backup system. All courses are backed up each night.

Archived Online Courses

At the end of each semester, the Office of Distance Learning archives on CD a copy of all online course(s). This archive is like a “snapshot” of the entire course activity for the semester, including all student interaction, assignments, communications, etc.

When to Call the Office of Distance Learning —

Faculty should call if they

- need a new online course site created
- need to have a course restored to the server (see Backups section above)
- have questions about how to design or structure their course sites
- have questions about WebCT functionality
- need help entering late registrants (students) in courses
- are trying to solve a student access problem
- want a course site created to supplement a F2F course
- want to create a site on the ClassWeb server

WebCT Server Maintenance

The Director of Distance Learning works directly with Student Computer Support for regular maintenance of the WebCT server, platform upgrades, problems with the WebCT platform functionality, platform licensing issues, software compatibility issues, global population, archiving/restoring courses. SCS contacts WebCT to research and solve system problems or glitches.

Online Faculty Meetings

All full-time faculty members who teach online are required to attend the online faculty meetings held during faculty development periods. Part-time faculty are welcome and encouraged to attend, but are not required to do so.

Internet Service Provider Reimbursement

The ODL will pay part of faculty ISP costs on a per semester basis. The college will either provide a Starpower account for their use or will reimburse the equivalent.

IDEA Survey

Each semester online courses are evaluated using the IDEA survey. Faculty are expected to distribute a message from the Office of Distance Learning regarding the IDEA survey and they are expected to encourage students to fill out the survey. The ODL will distribute the survey results during the subsequent semester.

Telecourses

Orientations/Class Meetings

All Telecourse faculty are required to have at least five class meetings with their students. Those meetings include a mandatory orientation session and four other meetings, (two of which must be used for discussion and review). The other two may be used for exams. Faculty members are encouraged to use the Test Center to administer tests and use the other two meetings for additional lecture and discussion. Faculty members should urge students to attend all class sessions.

For courses with lab components, the meeting time will be increased above the two hours to allow for work in the lab.

Maintaining Contact with Students

Faculty are expected to provide students with daytime/evening phone numbers, and/or email address so students can easily reach faculty. This information should include times when faculty are most readily available. Faculty should check their answering machines, voice mail or email regularly for messages. They must notify their students and the Director of Distance Learning in advance if they are going to be out-of-town or otherwise unavailable for an extended period.

Course Materials

Each faculty must submit his or her course materials (course descriptions, syllabus, assignment sheets, significant handouts) to the ODL for our records.

As part of the syllabus, faculty must list due dates for all assignments and indicate when assignments received after those dates will not be accepted for full credit.

Upon request, the ODL will provide word processing and other administrative support to telecourse faculty. This support includes typing and test management such as coordination of tests with printing and the test center.

Salaries

Telecourse faculty will be paid at the same rate as part-time faculty in regular credit divisions because the expectation is that as much (or more) work goes into teaching a Telecourse as a regular credit course. Telecourses differ in delivery, but not content, and students are expected to be as prepared as those participating in a regular credit course.

All Telecourse faculty, whether full-time faculty or new or returning part-time faculty, are required to attend an orientation meeting each session which will be held before one of the functions during the faculty development period.

Course Evaluations/IDEA survey/Outcomes Assessment

All Telecourse faculty members will be evaluated through in-class visits and the IDEA survey, a standard student evaluation form used by all credit divisions.

The college is focusing on outcome assessments for courses in the general education core, and all forms of delivery will be included.

Managing Multiple Sites

HCC frequently offers courses, both credit and noncredit, at a variety of sites. In FY 2004, the credit courses were primarily offered at the Business Training Center on Gateway Drive in Columbia and the Laurel College Center in Laurel. The Division of Continuing Education had courses in 17 different sites within Howard County including three public schools and all senior centers.

In those locations where the College has a regular, daily presence (such as The Business Training Center and the Laurel College Center), there is a site administrator whose duties include scheduling, site supervision, and communication with the HCC administrator whose overall responsibility includes that site. Sometimes that responsibility is shared by more than one HCC administrator as is the case with the Laurel College Center.

In other off-site locations, there may be a person paid by HCC to provide service when HCC classes are offered at that site as is the case with the public schools or the instructor may assume responsibility.

Whether programming or teaching at an off-campus site, it's important to recognize these considerations:

- Room Allocations: Policy of how to reserve rooms and the priority for distribution vary from site to site. Some of the schedules can be viewed through Colleague while in other locations, the site administrator or the HCC contact person may have to make the assignment.
- Schedules and Hours of Operations: The schedules and hours of operation at the off-campus site may differ from those on Main Campus and there may be different inclement weather or emergency closing policies. Faculty and students at these sites should be informed on where to find the information specific to that site.
- Parking: Parking differs at each location. Again, faculty and students should be told where to park or how to get parking stickers if necessary.
- Support Services: Depending on the location, there may not be the same audio-visual and technical support services as are available on main campus. For instance, there is limited AV equipment at the public schools while the Business Training Center has state-of-the-art equipment. Maintenance and plant support also vary and different room configurations may not be available without special arrangements. Access to copying services or the internet may not be available at certain locations, especially those which are not directly managed by an HCC employee.
- Security: While there is usually security at each site, the level may differ. Escort services may not be available.
- Mail and Deliveries: At regular HCC sites, there is a "pony" system so that mail is distributed between main campus and the site on a regular schedule. Those sites also have HCC mailing

addresses. At other locations, it varies and the instructor may have to assume responsibility for any pick-up or delivery that is necessary.

- Insurance and Liability: At sites where HCC has a regular, daily presence, this is not as issue since the administration has already considered these issues. It only becomes a consideration for sites that are managed or owned by other entities.

These sites provide a much-needed addition to available classroom space and have been successfully used by most of the Divisions; however, remember the above considerations when programming at these locations.

Dealing With the News Media

The College welcomes publicity of its events, programs, students, and faculty; however, it's essential to make sure to follow the guidelines of the Office of Public Relations and Marketing.

If a reporter contacts you, you should refer them to the Office of Public Relations and Marketing and also alert that office to expect the call. Frequently, PR and Marketing will call you and let you know that a reporter will be calling you for information. If you take photos and plan to use them publicly, you will need a release form for each person in the picture. They are available from the TV studio and the PR Office.

If you are concerned about releasing sensitive information, always check with the Vice President for Academic Affairs before responding to press inquiries and ask PR and Marketing for guidance. Always follow the guidelines of the Buckley Amendment or check with the Vice President for Student Services before releasing any individual student information.

If you want publicity for an event, course, or program, make sure and contact the Office of Public Relations and Marketing at lease three months before the start date to give them time to schedule staff and discuss arrangements.

Faculty Leadership

What is Good Leadership?

A wise leader grasps humility, and manifests it to all the world. Free from self display, he is conspicuous; free from self-assertion, he is distinguished; free from boasting about himself, he is valued greatly; free from self-complacency, he acquires superiority. Free from striving ambition, he finds none strives against him. Thus a wise leader puts his own person last, and yet it is found in the foremost place; he treats his person as if it were foreign to him, and yet that person is preserved. Is it not because he has no personal and private ends, that such ends are therefore realized? Seize power and try to manipulate people, you will not succeed. People have their own way and cannot be manipulated. What you attempt to seize, you destroy; what you attempt to grab, you lose.
~ Lao-Tzu

We are asking the present-day leadership of community and technical colleges to act as servant-leaders and to plan for the succession and development of future leaders. As servant leaders, we can provide an environment in which faculty, staff, and management can learn and grow as they work and share together.
~ Gary Filan

I don't really use the term "servant leadership": I just call it good leadership.
~ Margaret Wheatley

Good Teachers, Good Leaders

Faculty leaders at HCC may currently think of the work we do outside of the classroom as "administrative" or in terms of management, which might foster a sense of disconnection between this work and the way we first think of ourselves: as teachers. Certainly our presence in the classroom is primary, but does this "other" work inherently conflict with the philosophies, values, and goals that led us to education? Is that inevitable? Division chairs certainly encounter role conflicts in their hybrid position of faculty-administrator; program directors and course coordinator face some different and perhaps just as challenging conflicts when they are charged with responsibilities for a program or courses but no position power to enforce them. Such challenges might lead faculty to throw up their hands and return to the known world of classroom management. However, sharing ideas, experiences, and solutions with colleagues as part of a community engaged in the possibilities of academic leadership may help us not only stay the course, but increase our understanding of how this work can be aligned with our most profound beliefs and values.

The field of academic leadership theory is rich with useful sources of new ideas and perspectives for faculty, such as different modes of leadership, but also as a way of thinking of both our teaching and administrative responsibilities. Faculty may find that much of what we read about effective leadership affirms what we already do in our classrooms. We may not have made that connection previously nor been explicitly encouraged to do so, especially if our experiences have been with dated, traditional, or corporate-based models.

Some of these myths, according to Margaret Wheatley in a 2005 Leadership Institute for Education presentation, are that leaders are smarter and better than other people, only numbers count, high-risk situations require high control, organizational charts automatically make work happen, people do what they are told, fear is a good motivator, speed equals productivity, and telling the truth only depresses people (actually, telling the truth increases people's optimism, even if the news is bad. Trust inspires hope). Instead, she encourages us to think about very different kinds of models, opposite ones that, as the evidence increasingly demonstrates, lead to more sustained organizational success in the long term.

Old ideas about leaders having some kind of innate, unteachable "charisma" have given way as a result of more recent, targeted studies by those such as Wheatley, Daniel Goleman (emotional intelligence), Howard Gardner (the concept of "good work") and Jim Collins (characteristics of "Level 5" leaders), so that we better understand how sharing information about the philosophy and practice of exemplary leaders can help us become more effective ourselves. For example, in contrast to former ideas of "you've got it or you don't," Goleman is much more specific: what he calls "emotional intelligence…[involves] self-awareness, self-regulation, motivation, empathy, and social skills….an emotionally intelligent individual knows what he or she feels and takes responsibility for that feeling, knows what others feel through listening, observation, and empathy; handles his or her own emotions appropriately, and manages relationships effectively" (37). Jim Boyd referenced contemporary brain research to explain how good leaders know the critical importance of our first responses to people, especially in emotionally charged situations, in that we move the level of discourse quickly from a "reptilian-survival" mode to the neocortex, where language and rational thought can prevail, while respecting the other's emotions and nurturing the relationship. Jim Collins' research in *Good to Great* is equally enlightening in its breakdown of the qualities they found in top CEOs (CEOs that we're not even likely to have heard of, paradoxically, even though their organizations are long-term successes). According to Collins, great leaders possess heightened degrees of the following: self-effacement (in that they attribute their success to luck), awareness, ambition (for the organization rather than for themselves), team- building capabilities, a tendency to hire for character and attitude, responsiveness, faith in themselves, questioning spirit, discipline, and creativity.

A variety of sources affirms that the quality we value most in our leaders, what could be called the most important leadership trait, is **honesty**. Kouzes and Posner tell us that "consistently over time and across continents, only four [qualities] have continuously received over 50% of the votes...what people most look for and admire in a leader has been constant….for people to follow someone *willingly*, [they] must believe the leader is honest, forward-looking, competent, and inspiring" (11). They also point out a fascinating fact, that **when they asked students to apply the same criteria to their best teachers, they "found the top four were identical!**" (11, boldface mine). [5]

[5] For more on their research, see the "Guide to the Research" and FAQ's at www.theleadershipchallenge.com.

The Differences between Managing and Leading

If we are to perceive ourselves, then, as institutional leaders, by virtue of our effective teaching, we must first make sure we understand the differences between “management” and “leadership.” Rosemary Gillett-Karam, president of Louisburg College in North Carolina, explains that “successful management does not necessarily constitute effective leadership. Therefore, those who strive to be managerial leaders must provide departmental vision, empower colleagues and staff, and foster shared values in addition to fulfilling their administrative duties” (“Preparing Department Chairs…” 3). Yamasaki thinks the distinguishing characteristic of leadership as opposed to management is a sense of *purpose* (68, emphasis mine). In an interview with Richard Hook, Dr. Robert Gordon says, “I think the two fundamental priorities of a leader should be, first, to shape a team…and second, to give them focus. The latter includes pushing the agenda, stressing the values, discussing the vision, differentiating organizational roles, ensuring respect so that the parts work together, and creating a culture that is conducive to attaining great things.” Kouzes and Posner’s “Five Practices of Exemplary Leadership” are to model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (3).

To foster understanding of the differences between managing and leading, (for all leaders have management responsibilities, but not all managers engage in leadership), the Chair Academy for Leadership Development introduces participants to a continuum of three kinds of leadership: *laissez faire* (leaving well enough alone), transactional leadership (offering things in exchange for the fulfillment of responsibilities, such as pay raises), and transformational leadership, a term coined by Burns (1978), according to Yamasaki. Lucas says **transformational leadership** offers more potential than transactional **–** which is more of a managerial style that maintains the status quo:

> Transformational leaders create a shared vision, energize others by communicating that vision at many levels, stimulate others to think in different ways and to excel, give

> individual consideration to others, and provide an organizational climate that helps others to accomplish activities of value and feel appreciated. In contrast, transactional leaders are managers who plan, organize, lead, staff, and control or monitor progress toward organizational goals. Although department chairs must perform some managerial functions, these functions are not a substitute for transformational leadership. Chairs must learn to be leaders and to view themselves as leaders. Moving the organization toward a shared vision characterizes transformational leaders, that is, their current choices are directed by their future goals. Maintaining the status quo characterizes transactional leaders or managers, that is, their decision making is guided by past practices – "how things are done around here." (*Strengthening…* 47)

According to these descriptions, aren't we, who design and teach our courses according to principles of active learning, who build cohesive classroom communities, who lead students towards a shared vision of mastery in the subject and sustain and motivate them along the way, transformational leaders?

The Power of Language: The Voice of the Leader

What other qualities do we already share with those recognized as good leaders? In order to create shared meaning within a group, we understand the power of language. Phyllis Mindell begins her "complete communication guide for leaders" with this quote from Warren Bennis: "What distinguishes leaders…is that they find a voice that allows them to articulate the common dream." Kouzes and Posner emphasize the importance of clarifying your own values and your voice. Indeed, "you have a responsibility to your [students and colleagues] to express yourself in a singular manner – in a way they would immediately recognize as yours" (22). We should then reach out from this clarified base of strength, they say, to "build and affirm *shared* values…Recognition of the values that faculty share, that the staff share, that everyone on campus shares, serves to provide people with a common language. The research is clear that tremendous energy is generated when individual, group, and institutional values are *aligned*" (23, emphasis mine). Alignment is a continuous process, however, so time needs to be devoted to renewing these shared values. Like Howard Gardner, the authors also emphasize the importance of *storytelling* as a means of modeling and leading, and that leaders must be very deliberate in their language – to mean what they say, and to do what they say they will do. In *A Simpler Way*, Wheatley notes that we are always choosing, like poets, metaphors and images to "convey our experience…to connect what we see. We explore new ways of understanding what seems to be happening and what we think it means" (12). Kouzes and Posner also note that "successful leaders use metaphors":

> Leaders animate the vision and make manifest the purpose so that others can see it, hear it, taste it, touch it, feel it. Leaders make full use of the power of language in communicating a shared identity and giving life to visions. Successful leaders use metaphors and other figures of speech; they make conscious use of metaphorical expressions to give vividness and tangibility to abstract ideas. Leaders draw word pictures, give examples, tell stories, and relate anecdotes. Leaders find ways of giving expression to their hopes for the future. In making the intangible vision tangible, leaders ignite…flames of passion. Leaders bring the vision to life. (42-43)

Leadership is a Relationship

Building shared meaning requires not only a powerful voice but the ability to build and sustain relationships, premised on the understanding that leadership is relational. Spaid and Parsons, agreeing that leaders, as opposed to managers, "create shared meaning, shared understanding, and shared commitment" (14), reference Margaret Wheatley's work in *Leadership and the New Science*: "Her assessment suggests that we reach out to and work with leaders who are committed to creating shared meaning. These people give focus and direction to individuals' search for meaning and help make the organization's mission purposeful…She also extracts from the scientific context the importance of field and ground. 'Leadership is always dependent on the context, but the context is established by the relationships we value. We cannot hope to influence any situation without respect for the complex network of people who contribute to our organizations' (144)" (19). In *A Simpler Way*, Wheatley and Kellner-Rogers say, "There is an innate striving in all forms of matter to organize into relationships. There is a great seeking for connections, a desire to organize into more complex systems that include more relationships, more variety" (30). Kouzes and Posner sum up this concept as a "crucial truth about leadership, one that we've known for a long time and have come to prize even more these days. In talking to leaders and studying their cases, we see a very clear message woven into every situation and every action: *leadership is a relationship*" (2). They quote a study by Astin and Astin (2000) that indicates that "the requirement for any meaningful change is developing positive working relationships" (2).

What is Servant Leadership?

If the concept of transformational leadership offers faculty useful ways to reflect upon the potential impact of their work and upon the degree to which the skills we already use, not just to manage classrooms but, with a higher and longer vision, to inspire students and sustain them with a passion for learning towards achievement of their educational goals, then the concept of servant leadership might offer even more, specifically for Howard Community College. Its essential philosophy and the intellectual framework of its discourse resonate with those whose lives are dedicated to education, and it is the model that most usefully synthesizes what we are coming to know about good leadership: a focus on integrity, emotional intelligence, ambition for the organization rather than the self, an ethical approach to the power of language and persuasion, and an understanding of leadership as relational. Around the world, servant leadership is widely used as an institutional philosophy and model to educate not-for-profit trustees about service, in community leadership organizations, as part of experiential education (service-learning), in leadership education and training, in many of *Fortune* magazine's "100 Best Companies to Work For" (Beazley 1), in faith-based organizations, and in personal growth programs. Parker Palmer's work is a good example of the way servant leadership ideas might be infused into teaching.

What is servant leadership?[6] Coined by Robert Greenleaf in the 1970s, and currently disseminated through the Center for Servant Leadership and Robert K. Greenleaf, Inc. (see www.greenleaf.org), the term means that a servant-first leader makes sure that other people's highest priority needs are being served in pursuit of the goal (in our case, that goal or mission would be student learning), as opposed to a leader who perceives him- or herself as the elevated, isolated hero with the agenda to be served. The "test" of whether a style of leadership is servant-leadership, as articulated by Greenleaf, is thus, loosely paraphrased: whether those served grow as persons, in that while being served they become healthier, wiser, freer, more autonomous, and more likely themselves to serve and lead. Also, do the least privileged in society benefit from such leadership, or at least, are they not further deprived? According to Larry Spears, who clarifies Greenleaf's definitions by pulling out the top ten characteristics of servant-leaders, "it advocates a group-oriented approach to analysis and decision-making as a means of strengthening institutions and improving society. It also emphasizes the power of persuasion and seeking consensus, over the old top-down form of leadership" (20).

[6] While several people, including colleagues at servant leader workshops as well as HCC faculty, have commented on the historically negative connotations of the word "servant" and prefer the term "service leadership," and while I agree that this may be a better term, I will use the conventional term for the purposes of clarity and consistency throughout this discussion.

What are these essential characteristics?

1. **Listens**: A good leader's basic attitude of approaching a problem is wanting to understand, and he or she is willing, if necessary, to cultivate the discipline of learning to listen. Kouzes and Posner call this “listening deeply…Sensitivity to others is no trivial skill; rather, it is a truly precious human ability. But it isn’t *complex*: it requires receptiveness to other people and a willingness to listen. It means being delicately aware of the attitudes and feelings of others and the nuances of their communication” (42-43). Lucas says “active listening demonstrates respect for the speaker, because it conveys that the listener is interested in the speaker and thinks that what he or she feels is important. This is sometimes called being totally present to another person, and it is a rare experience…Active listening also displays respect for the speaker’s thoughts, without trying to change them” (*Strengthening…*176). Mindell notes that “the leader who always listens the same way will run into trouble sooner or later” and that there are a variety of listening styles which may be appropriate in different situations, such as empathetic listening versus precision listening (35).
2. **Demonstrates empathy**: The servant leader accepts the person, but may refuse to accept some of the person's effort or performance as good enough.
3. **Has a holistic approach** to work, knows the importance of the whole person and not just someone's usefulness as a worker
4. **Cultivates a high degree of awareness**. Kouzes and Posner say, “If leaders are going to detect opportunities for change – before those opportunities wither, become demands, or create huge problems – they must use their *outsight*. They must stay sensitive to the external realities. They must go out and talk….They must listen…and stay in touch” (54).
5. **Persuades** others, does not coerce them

6. **Can see and articulate the goals**
7. **Has foresight** and **good judgment** in setting the direction towards the goals
8. **Has a sense of holding something in trust, a sense of stewardship** towards the institution and community. Collins says, "Level 5 leaders channel their ego needs away from themselves and into the larger goal…It's not that Level 5 leaders have no ego or self-interest. Indeed they are incredibly ambitious – but their ambition is first and foremost for the institution, not themselves" (21).
9. **Demonstrates a commitment to growth,** of him- or herself, of those he or she leads, of the program or institution
10. **Builds a sense of community** in the workplace. Collaboration, rather than other processes, builds a sense of "cohesion and high morale": it is a more creative approach that allows for brainstorming, and lets group members openly indicate their needs, that the group searches to satisfy (Lucas 4).

Finally, according to Greenleaf, good leaders have **a sustaining spirit** (*entheos*) that supports the group towards the pursuit of the goals.

What isn't Servant Leadership?

Servant Leadership does not mean that there's no hierarchy in the organization; it assumes that people within an organization hold varying levels of position power. However, it encourages leaders to view power as relational and transformative, something that is increased through sharing, and not as a limited commodity (leadership is a relationship). It does not mean that everyone acts in the same ways, that we will all become suddenly warm, fuzzy, and self-sacrificing personalities. With the organization's highest goals in mind, as well as a fundamentally humane perspective on the value of people as people and not just as workers, servant leaders manifest these principles in ways consistent with their own personality and sense of integrity. Servant leadership is not a religious viewpoint, even though many people find it aligns their work with their spiritual values in a satisfying way. Finally, servant leadership does not replace Baldrige; its principles of inclusion are highly compatible. But servant leadership does articulate the culture of the college in ways that may be more meaningful, especially to faculty, than a corporate-based model, especially in "…a world that is increasingly glutted with information and yet starved for wisdom" (Spears 13).

Host Instead of Hero

Perhaps one of the most interesting ways to understand the differences between servant leadership and more traditional models is the metaphor of the "host," one who gathers and convenes people together after careful planning, so that the environment will evoke and nurture the best from people. Bennett says, "I have come to think of this leadership challenge in terms of promoting and practicing hospitality – the habit of being radically open toward the gifts, talents, and truths of the other" (5). Wheatley is even more explicit: "We need to move from the leader as hero, to leader as host. Can we be as welcoming, congenial, and invitational to the people who work with us as we would be if they were our guests at a party? Can we think of the leader as a convenor of people? I am realizing that we can't do that if we don't have a fundamental and unshakable faith in people" ("The Servant-Leader: From Hero to Host" 3). With Kellner-Rogers, she says,

> …in a systems-seeking, coevolving world, there is no such thing as a hero. Not even a visionary leader. Everything is the result of interdependencies – systems of organization where we support, challenge, and create new combinations with others… We make the world lonelier and less interesting by yearning for heroes. We deny the constant, inclusionary creating that is going on; we deny our own capacity to contribute and expand. No one forges ahead independently, molding the world to his or her

> presence while the rest trail admiringly behind. We tinker ourselves into existence by unobserved interactions with the players who present themselves to us. Environment, enemies, allies – all are affected by our efforts as we are by theirs. The systems we create are chosen together. (44)

The faculty leadership challenge is one we face together – we can choose wise models that serve our sense of ourselves as teachers and that already offer possibilities for a common language across all college areas.

Student Leadership

As faculty discourse about leadership grows, productive and exciting possibilities for classroom discourse may emerge. Already, HCC's Student Leadership Club engages in discussions and activities based upon principles of transformational and servant leadership, as do the Rouse Scholars and Phi Beta Kappa students. Many faculty already enlist FYE peer leaders as positive classroom influences and connections. There are many ways in which faculty leaders and student leaders might share in the process of learning about effective leadership theories and practices together.

Beyond-Survival Strategies

Promoting an Environment of "Psychological Hardiness"

An organization that encourages visionary leadership, innovation and change-readiness needs to offer its leaders support and strategies for managing an atmosphere of change and staying well. Kouzes and Posner's definition of exemplary leadership includes the promotion of an atmosphere of "psychological hardiness," and they note that studies such as Maddi (1999) help us understand the psychological differences between people who become ill frequently in a high-stress environment and those who do not. The latter group, Kouzes and Posner explain, make “three very key assumptions about themselves in interaction with the world. First, they feel a strong sense of *control*, believing that they can beneficially influence the direction and outcome of whatever is going on around them through their own efforts….Second, they are strong in *commitment*, believing that they can find something in whatever they are doing that seems interesting, important, or worthwhile…Third, they feel strong in *challenge*, believing that personal improvement and fulfillment come through the continual process of learning from both negative and positive experiences” (59). They suggest that leaders can “help their [colleagues] cope more effectively by creating a work climate that develops hardiness. For example, by choosing tasks that are challenging but within the person’s skill level, they help build a sense of control. Offering more rewards than punishments to people fosters commitment. Encouraging people to see change as full of possibilities promotes an attitude of challenge” (60).

Practicing to Maintain an Open Heart

Accepting that modern life and American culture fetishizes busy-ness, we need to find ways to counteract the pressures to become closed and cynical in self-protection, and to deny ourselves time for reflection and renewal. Wheatley says, “…even if you start out with a naturally open heart and a generous spirit towards others, there are many, many structures and processes in modern work and modern life that actually close us down. So we do need a practice to maintain an open heart.…any process by which you withdraw from the world and focus on your own inner grounding is useful. For some people, that’s running; for some people, it’s playing tennis. ..Whatever it is, it’s just to notice what it is that revives your sense of feeling grounded, present, and peaceful” (“Servant-Leader: From Hero to Host” 16).

Trusting that Order Will Emerge

In our most panicked or overwhelmed workplace moments, we might imagine that, without our constant vigilance and tight control, all things tend towards chaos. Perhaps there is another perspective. Like Goleman, who says that "each company and each industry has its own emotional ecology" (29), Wheatley and Kellner-Rogers offer an organic view of organizations as "living systems," which, like people, are "intelligent, creative, adaptive, self-organizing, and meaning-seeking" (3). In contrast to a more traditional and mechanistic view of the world as hostile and destructive, they posit a more playful, creative, and albeit messier worldview in which "life uses messes to get to well-ordered solutions…is intent of finding what works, not what's 'right'" (13). The capacity to change and explore, they say, leads to more relationships offering more possibilities, and thus increases our capacity to survive (18). "In a creative organization, everyone in the organization feels compelled to be alert, seeking out new measures, new events to observe. Everyone questions whether there is more to notice. As we measure our measures, we create the conditions for much greater creativity" (26).

Investing Wisely in Leadership

Finding time to become the kind of leader you'd most like to be led by takes a significant commitment of time and thought. Programs like The Chair Academy for Leadership and Development are designed specifically for community college faculty leaders and are a wise investment of your time (one week a year for two years, with practicum activities in between). The Appendix contains sample materials from an Academy experience, including an Individual Professional Development Plan, samples from a reflective journal, and a personal mission statement. Here is a sample list of the topics addressed in Week One workshops:

<u>Overview</u>
Philosophy of Transformational Leadership
Knowing Self, Knowing Others
Empowerment principle

Practice
What’s Working, What’s Not?
Individual Professional Development Plan (IPDP)
Mentorship Program
Reflective Practice: Journaling, Reports

Topics
Core Elements of an Effective Workplace
DISC – Work Styles, Team/Consensus Building, Enrichment through Difference
Strategic Planning: Pre-planning, Effective Meetings
Leaders and Managers
Facilitating Diversity
Delegation Styles: Coaching, Consulting
Change Readiness
Conflict Management

Specific actions you can take to thrive, rather than just survive, as a faculty leader

- Engage regularly in leadership discussions and development opportunities with your colleagues, both those you work with every day and your peers in other areas or institutions.
- Join or create a leadership reading/study group.
- Make time for journaling and reflection.
- Write a personal mission statement.
- Attend a leadership conference.
- If your training or program doesn’t provide one, engage in a self-designed reflective project that assesses your leadership as related to your core work or annual plan.
- Find a mentor or coach to identify opportunities for improvement, assess your progress, ask questions, challenge you to do more.
- Integrate visible reminders of the kind of leader you want to be into your workspace and processes.

- Review and assess frequently – ask for feedback – ask yourself: What’s working? What’s not? What’s possible?
- Assemble a leadership portfolio.
- Invite leaders you admire to talk with you over lunch or coffee.

Appendix

IMPORTANT FACULTY DATES 2005 - 2006

Professional Development

August 17, 2006	August Professional Development Period Begins
August 22, 2006	August All-Faculty Evening
January 18, 2007	January Professional Development Period Begins
January 23, 2007	January All-Faculty Evening
May 22, 2007	May/June Professional Development Period Begins

MAPs

September 15, 2006	MAPs Proposals Due to Division Chair
December 1, 2006	Interim MAPs Conferences Begin
February 15, 2007	Interim MAPs Conferences Conclude
March 1, 2007	MAPs Due to Division Chair for Year 3 Probationary Faculty
April 16, 2007	MAPs Due to Division Chair (unless Spring project ongoing)
April 16, 2007	MAPs Conferences Begin
May 15, 2007	MAPs Due to Division Chair (all faculty)
June 5, 2007	MAPs Conferences Conclude
June 15, 2007	Contracts for Next Year Due to Faculty

Sabbatical Leave

September 1, 2006	Drafts of Sabbatical Leave Applications Due to Division Chair
September 15, 2006	Sabbatical Leave Applications Due to VPAA

Faculty Promotions

September 15, 2006	Drafts of Promotion Projects Due to Division Chair
October 2, 2006	Promotion Project Proposals Due to Division Chair
March 1, 2007	Promotion Projects Due to Division Chair
March 1, 2007	New Faculty TAPs Due to Division Chair
June 15, 2007	New Promotion Project “Notice of Intent” Due to Division Chair

New Full-Time Faculty

August 14, 2006	New First-Year Faculty Report to the College
March 1, 2007	Year 3 Faculty TAPs Due to Division Chair
March 1, 2007	Year 3 Faculty MAPs Due to Division Chair

Faculty Development Grants

August 21, 2006	Summer Grants Due to Stephen Horvath
March 1, 2007	Drafts of Summer Grant Proposals Due to Division Chair
March 15, 2007	Summer Grant Proposals Due to Division Chair

Syllabus Collection

Copy of syllabi due to division office by the end of the 1st week of classes for each term

Book Orders

November 1, 2006	Winter Book Orders Due
November 1, 2006	Spring Book Orders Due – Returning Textbooks
November 30, 2006	Spring Book Orders Due – New Textbooks
April 15, 2007	Summer Book Orders Due
May 1, 2007	Fall Book Orders Due – Returning Textbooks
May 30, 2007	Fall Book Orders Due – New Textbooks

Print Shop (estimated dates)

August 1, 2006	Major copy requests for Fall Semester due to Print Shop
November 20, 2006	Materials that will be sold through the Bookstore for Spring Semester
December 21, 2006	Major copy requests for Spring Semester due to Print Shop
June 30, 2007	Materials that will be sold through the Bookstore for Fall Semester

HOWARD COMMUNITY COLLEGE

OBSERVATION FORM
Credit Faculty

Course: **Section#** **Semester:**
Instructor: **PT ☐ FT☐**

Observer:
Date of Observation: **Time of Observation:**

Brief description of session topic and mode(s) of instruction:

Please check how much you agree with each statement using the following scale:

A=Strongly Agree B=Agree C=Neutral D=Disagree E=Strong Disagree O=Does Not Apply/Can't Judge
These letters indicate only the observer's degree of agreement with each individual item or, in the case of 'O,' the observer's lack of ability to judge or apply the criteria. They do NOT reflect letter "grades" in the academic sense and should not be interpreted nor synthesized as such.

Instructor's Relationship With Students	A	B	C	D	E	O
The instructor created a positive learning environment by: Encouraging, accepting, and responding to students' questions and comments in a supportive manner.	☐	☐	☐	☐	☐	☐
Using direct eye contact	☐	☐	☐	☐	☐	☐
Using the students' names	☐	☐	☐	☐	☐	☐
Showing enthusiasm	☐	☐	☐	☐	☐	☐
Noting and responding to non-verbal student behavior, such as signs of curiosity, confusion, boredom, etc.	☐	☐	☐	☐	☐	☐

Comments:

Content	A	B	C	D	E	O
Content reflected course learning objectives.	☐	☐	☐	☐	☐	☐
The session's content, including responses to student questions, was accurate and appropriate.	☐	☐	☐	☐	☐	☐
The instructor used relevant, up-to-date examples, illustrations, or demonstrations to clarify important, abstract, and/or difficult concepts.	☐	☐	☐	☐	☐	☐
The instructor helped students synthesize the material and understand the relationships between various ideas.	☐	☐	☐	☐	☐	☐
The instructor used strategies to assess student learning.	☐	☐	☐	☐	☐	☐
The instructor used questions and/or activities to stimulate higher levels of learning, such as critical thinking and problem-solving.	☐	☐	☐	☐	☐	☐

Comments:

Presentation	A	B	C	D	E	O
The class was presented in a well-structured and logical manner.	☐	☐	☐	☐	☐	☐
Classroom activities clearly corresponded to the course objectives.	☐	☐	☐	☐	☐	☐
Classroom activities encouraged active and/or collaborative learning to engage all class members.	☐	☐	☐	☐	☐	☐
The instructor's voice could be easily heard and understood.	☐	☐	☐	☐	☐	☐
The instructor moved around the room when appropriate to interact with a variety of students.	☐	☐	☐	☐	☐	☐
The pace was appropriate for this course.	☐	☐	☐	☐	☐	☐
The presentation appealed to a variety of learning styles.	☐	☐	☐	☐	☐	☐
The instructor used technology effectively to enhance student learning.	☐	☐	☐	☐	☐	☐

Comments:

Program-Specific Objectives	A	B	C	D	E	O
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐

Comments:

Additional Comments:

Faculty comments, if any:

I have read the evaluation:

Faculty Signature:

Observer Signature:

Division Chair Signature:

Reflections on the Challenges and Rewards of Leading Your Division

An interview with Dan Friedman, Division Chair of Science/Technology

A division chair needs patience, and to be a good listener, and doing mediation training is important. Student complaints must be handled carefully, for there are a lot of sensitive issues, but the best plan is to follow those academic procedures closely…and keep careful records.

As a chair, you become a mentor to many of your faculty, so it's important that a chairperson has an open door and a team-building approach. Faculty look to chairs as their leaders, so it's our obligation to provide a good and positive model. It's also important – to both of you and to the college -- to maintain a good relationship of mutual respect with the VPAA. Chairs have to have the ability to state their cases effectively, for the good of the division faculty, and that can only happen when the chair and the VPAA have earned each other's respect.

A chair has to develop the ability to sometimes look beyond being chair of his or her specific discipline…sometimes he or she needs to be a chair of HCC, and consider the good of the whole college and the direction we want to move in.

I advise new chairs to always be themselves, because that's the reason their faculty selected them to be chairs, and to hold onto their strengths, for they are the characteristics that the institution valued when they selected them to lead.

Reflections from Bernie Sandruck, Division Chair of Mathematics

Balancing the work load for faculty members

The number one complaint on my predecessor's evaluation form from the division was that the workload within the division was not evenly distributed.

The first year during the September MAPS meetings I tried to get a broad picture of what everyone was doing. At the May division meeting we talked about the jobs that needed doing within the division and how teaching load factored into the equation…..for example, teaching Differential Equations once a year takes a lot more planning time than teaching college algebra or developmental math over and over and over. I also invited others to consider taking over the coordination of a developmental course. There were no volunteers.

At the beginning of the second year I distributed the pages from the faculty handbook about workload and reminded them that workload was a division concern. I think the total number of hours listed in the handbook came as a surprise to some faculty. As they developed their MAPS, they were more conscientious about signing up for committees and advising. Of course, many are also well beyond the hours specified. I have tried to encourage some faculty to share tasks with other faculty and have made some reassignments of responsibility for small courses.

Course coordinators were encouraged to keep a log of the number of hours they actually spent working with adjunct faculty, preparing materials, etc. Most found that the amount of course release being allowed was appropriate.

Differences among divisions

Divisions handle some processes differently. One example is the selection process for outstanding faculty. As the need arises, new chairs should feel comfortable asking about these differences, not necessarily to make a change, but just to be informed. Generally, the group is very willing to share what they are doing, but they don't always remember what you don't already know.

Preparing presentations concerning faculty for VPAA meetings

When presenting information for promotion projects and requests for summer grants, the division chair should thoroughly understand the material being presented. If you disagree with the faculty member's plan, you owe them the courtesy of discussing this with them before the submittal deadline. The goal should be to present a plan that both you and the faculty member agree will benefit the college. This saves the VPAA staff time and the faculty member potential embarrassment.

During the outstanding faculty and level-four selection process, the division chair needs to prepare a bulleted list of the faculty member's accomplishments. Your role is to advocate for your faculty member.

Adjunct faculty

It is difficult to predict from interviews and references who is going to be a great instructor. If you have sufficient applicants, it is usually a good idea to only hire the instructor for one course for the first semester. You need to be prepared for emergencies because in an organization of this size emergencies happen every semester. There will be teachers that notify you the week/day before classes start that they can't take the job after all. Most of the time, the reasons are legitimate – job transfer, medical issues, etc. During the weeks right before the semester begins, I interview a few additional candidates. I am honest with them that they are on the wait list for potential openings and will be included in the process for the following semester.

A bigger challenge is an opening in mid-semester. The adjustment period for students is long past so sending in a rookie instructor could have disastrous results. I usually recruit a seasoned instructor to work the additional section into their schedule.

While most adjunct faculty are honest, hard-working teachers who care about their students, a few view this as just a job. Like any employer, you are responsible for making sure that faculty are holding class sessions for the entire time, not canceling classes, using appropriate assessment measures, etc. Most of the time someone in the class will complain, but not always and frequently not soon enough.

Reflections from Jerry Casway, Division Chair of Social Sciences/Teacher Education

A Chair should be flexible and understanding of the diversity of problems and issues that require their input and decisions. You cannot always respond the same way to every dispute or circumstance. Be consistent, but allow yourself the opportunity to examine the ramifications of your decision and action. Often plain common sense can settle a problem. A Chair's decision doesn't have to be an ordained judgment. Remember you represent the college and are a spokesperson for your divisional faculty and staff. Personal agendas and ego-driven posturing should not play any role in your decision-making process.

The greatest challenge is straddling the line between administration and faculty. A Chair is an ombudsperson for your staff, but there is also the responsibility of representing the larger issues and polices of the college community. One of biggest issues is the temptation to view everything from the point of view of your division. An imperial chairperson, concerned only with the growth and well-being of their curriculum and courses, obscures the collegiality necessary for a cooperatively functioning institution.

The ability to get things done. To instill academic standards and intellectual curiosity to your divisional faculty. To encourage instructional and subject matter growth should be what a college community is all about. College teaching should be focused on inspiring others and inciting dialogue on important issues. The same critical thinking skills we hope to instill in our students should not be allowed to atrophy just because we have finished our formal education and training. Each day a Chair should be trying to create an atmosphere where we are learning from our students and ourselves.

No amount of academic reading can prepare a Chair for the tasks and responsibilities of their position. Chair candidates need to be familiar with the faculty handbook, the college's goals and existing budgeting practices. The best school for an aspiring Chair is at the foot of the old Chair. Observe, shadow and study what a Chair actually does. Get their fix on the tasks, responsibilities and expectations of their chairmanship. Each division is different and requires different sets of skills, priorities and expectations.

Chairs must be familiar with the developments and needs of their divisional disciplines and be alert to what can be done to support the academic and personal development of their staffs. These efforts can be achieved by anticipating the budgetary and personnel constraints of the division. The Chair should compensate, guide and encourage the faculty for successful projects, efforts and contributions. Chairs must be understanding of failure and be able to reassure faculty confidence with constructive suggestions and alternatives. A Chair should schedule periodic meetings to communicate with division faculty. Up to date records and divisional data need to be collected and kept by the Chair for informational and archival purposes. Chairs should also have backup plans and procedures for faculty absences. To promote divisional relationships a Chair should be sensitive to the work environment of their faculty and staff. As supervisors, a Chair also must be aware of family and personal issues of their faculty that may affect their performance.

A Division Chair should be a professional development advocate and model for their faculty. The Chair should be familiar with the various Professional Development criteria, routine and project specific, that are required by the college. This familiarity would include different professional development activities and categories expected from specific professional development projects such as - Sabbatical Leave professional competencies, the Professional Employee Leave expectations, different levels of full time faculty promotion criteria and adjunct faculty professional development experiences for promotion. A Division Chair must also be familiar with professional development guidelines for adjunct faculty development grants, tuition reimbursement eligibility and routine annual MAPS professional development activities. Budgetary planning for these projects is necessary.

A Division Chair should be familiar with the responsibilities of their faculty as cited in the full time and adjunct faculty handbooks. To better lead their instructional staffs, a Chair must be aware of the college's Strategic Priorities and Goals, program competencies and instructional assessment instruments. Chairs should also be willing to serve as an instructional and professional model for their faculty. A Chair must be prepared to disseminate academic information, technological expertise and institutional priorities to their faculty and staffs. Chairs should be vigilant of divisional expenditures and manage budgets in anticipation of the division's instructional and professional needs. As a manager of faculty, a Chair must be alert to the personal and domestic situations of their faculty. Being a responsive manager requires that a Chair practice discretion and observe confidentiality. A Division Chair must also recognize that they are a faculty member with administrative responsibilities. They must act the role of an ombudsman for both constituencies. To be an effective and successful instructional leader, Chairs have to be able to differentiate their institutional roles and identities.

Reflections from JoAnn Hawkins, Associate Vice President of the Division of Continuing Education and Workforce Development

The Chair/CEO/Associate Vice President of the Continuing Education and Workforce Development Division lives in two different worlds—business and academic. On one hand, you are responsible for a variety of academic, career-related courses and are the last of the generalists having to know something about allied health, computers, languages, and child care in addition to the hundreds of other vocational and recreational classes. On the other hand, you are expected to generate enough revenue to pay all your Division expenses including staff, benefits, faculty, marketing, supplies, equipment, and renovations and have a surplus that is turned over to the general college fund.

You succeed in this job if you like challenges, don't mind dealing with the unexpected, can work with people at all levels, are patient and can live with disappointment of contracts falling through at the last minute, and know how to be political.

You must think like an academician without the benefit of confining yourself to a specific discipline and act like an entrepreneur. Since you are part of the VPAA team and count the other Division chairs as colleagues, you have the opportunity to learn about academic issues and ensure that continuing education and workforce development is represented so there is no redundancy of effort. While many of the issues discussed at VPAA don't directly effect you, i.e. the full-time/part-time ratio (you only have part-time faculty), it's important that you are at the table so you can be a voice for noncredit activities. For example, sometimes credit faculty will negotiate contracts to deliver credit courses off-site; however, they simply replicate what is charged on campus. From a business model, this makes no sense since they haven't considered fringe benefits, texts, and administrative costs and they then establish a precedent which is difficult to reverse. For this reason, all contracts, whether credit or noncredit, are administered by Continuing Education and Workforce Development.

In dealing with your credit colleagues, it's important to remember they don't have the latitude you do in hiring faculty, paying salaries, redesigning courses and programs so you need to remember their guidelines differ, especially when dealing with credit courses. The greatest challenge is to maintain a balance between a voice for noncredit and becoming too shrill. You have to be careful to not always emphasize the differences between credit and noncredit but to also stress the similarities—we all want student success, we all deliver a quality product, we all follow guidelines (even if they differ), and we work with each other to give the community what it needs, whether it's credit or noncredit. The greatest joy is when it all comes together—when there is a real synergy between noncredit and credit and a ladder for students to follow is developed (like the Renew program) or when we work together to get a grant or funding that helps many divisions (entrepreneurship).

In order to be successful in Continuing Education, you have to understand a variety of issues specific to our "business"—the MHEC regulations which differ dramatically from credit's, the federal and state legislation regarding workforce development funds, the viewpoints of the Presidents, and a variety of statewide initiatives which require cooperation and the sharing of data. It's imperative that you are an active participant in the monthly meetings of the Maryland Community College Association for Continuing Education and Training (MCCET), the CEO's and senior leaders of the continuing education divisions at each Maryland community college. These are your most valuable resources and help in problem-solving, providing new ideas, giving background and history, and is the network (other than your personal relationships) that sustains you the most.

Reflections from Emily Slunt, Health Sciences Division Chair

In writing my memoirs for the Chair Manual, I found a need to put some structure to the document. My greatest challenge when I assumed the position of Division Chair was to understand how the areas outside my own area of expertise functioned. The load calculations are all so different and it was difficult to maintain some level of consistency and still move forward with the expectations for the position. Although much of what is written is specific to the Health Sciences Division, I believe the specificity is important for the next Division Chairperson to "hit the ground running." This does not mean that I expect the next Division Chair to maintain the status quo but for a new chair to be able to more quickly "see" where changes need to be made and new creative ideas infused into the division.

Throughout the document, I threaded "words of wisdom" from my experiences and reflections. The encouragement of team work among faculty in the division is so important. Interpersonal conflict is part of life but one wants to enjoy the work setting since it consumes a considerable portion of the day. The building of collegial relationships and treating others with respect is of foremost importance in my experience. In terms of respect, it is important to recognize the unique talents of each of the faculty and to help others recognize those talents.

I spend a great deal of time helping faculty to understand the responses of their colleagues and students. I often say that you cannot control what someone else does, but you can control your response to the situation. Often times the problem is not the problem, the problem is the response to the problem. I try to make decisions that are best for the programs and the stakeholders and set aside the internal biases that surface.

Among the division chairs, it is important to recognize the different personalities and how each of us reflects the discipline area we lead. We are all so different and yet come together as leaders of academic areas with a goal to enhance the overall mission of the college. Each division chair has their own set of special talents and contributions. Each discipline area has its own challenges and the chairs need to recognize and respect the diversity among ourselves and our respective divisions. It is important to always be an advocate for the division and faculty you represent. Decisions will not always go your way but you have stated your point of view and sometimes you leave an impression for someone to reflect about at a later point in time.

It is helpful to make decisions in balance with what seems best for both the college and the division faculty and programs. Discussions at VPAA meetings are extremely valuable and important items need to be communicated back to faculty. A distribution list of full and part-time faculty is used for periodic updates. The adjunct faculty list is categorized by discipline area. It is critical to strive for consistency with other division chairs and this comes from dialogue in the VPAA meeting and with a commitment for fairness and equity among all faculty. It is helpful to occasionally share faculty projects at division meetings to keep all informed and to have regular updates from faculty and program areas.

I advise a division chair to find a confidant and to never take the job so seriously that you forget to laugh along the way. Balance in life is a key to success in the long term. It's really important to take time for yourself as you give so much of yourself to the position. You are the direct link often times for faculty concerns, the cheerleader for the accomplishments and the voice for the student and for the fairness and equity of the system. Vacations are renewing and essential for maintaining balance.

I find that engaging in conversations with respected colleagues is renewing for my sense of well-being. I enjoy attending professional conferences and getting away to think and creatively reflect on new possibilities.   It's helpful if you can find someone you trust to carry on the work while you are away so that you don't come back to mounds of unfinished business. It's a wonderful feeling to come back refreshed and ready to engage in new challenges.

Dealing with conflict has been my most difficult challenge as division chair but having the opportunity to be creative and innovative has provided a great sense of satisfaction and reward. Perhaps the greatest benefit of the position is the difference one can make in the lives of students and faculty. The position provides a wonderful opportunity to make a difference.

Some Good Questions

- How am I being influenced by these times?
- Am I turning toward or away from others?
- How often do I engage with people who are different from me?
- How often do I and my colleagues reflect on and learn from our experiences?
- How often do I ask myself and my colleagues what is possible?
- Is trust increasing or decreasing in my area and in my relationships?
- Am I more or less healthy than a week ago? How's my stress level? [7]

What would contribute to your professional development during the next year? What goals would you find intellectually and emotionally stimulating at this point in your career? If this were the best of all possible worlds and you could accomplish whatever goals you wanted, what would they be?[8]

I have missed your active involvement in the [division, program, project, or team]. What would it take to bring you back in?[9]

What would you like to see your [division, program, project, or team] become and what reputation would it have? What values would it embody? How would people work together? How would people handle the good times and the bad? What do you have to do, and what resources do you need to make this happen?[10]

How much access do we have to one another? How much trust exists among us? Who else needs to be in the room? [11]

To what extent…

- do you know what is expected of you at work?
- do you have the materials and equipment you need to do your job well?
- do you have the opportunity to do what you do best every day?
- do you receive recognition or praise for doing good work?
- does your supervisor or someone at work seem to care about you as a person?
- does someone at work encourage your development?
- do your opinions seem to count?
- are your co-workers committed to doing quality work?
- Do you have a best friend at work?
- In the last six months, has someone talked with you about your progress?

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[7] Wheatley, Margaret. Special presentation for the *Leadership Institute for Education (LIFE): Directions in Education.*. Indianapolis, IN: 31 March 2005.
[8] Lucas, *Strengthening Departmental Leadership*…21
[9] Lucas, Strengthening Departmental Leadership…93.
[10] Senge, P.M. et al. qtd in Lucas, *Leading Academic Change…* 17.
[11] Wheatley and Kellner-Rogers 39.

- In this last year, have you had opportunities to learn and grow? [12]

Anticipation
What if that doesn't work? What is your backup plan?
Assessment
How do you feel about it? How would you sum up your views?
Evaluation
What do you think that means? How do you feel about the outcome? How could we have done things differently?
Exploration
What are your other option? What are other ways that this could be handled?
For Instance
If you could do anything you wanted, what would you do? What would be the very best situation? [13]

1. How has your role in your department changed over the last year?

2. What has been the greatest challenge in your role as organizational leader at your college or in your department?

3. What leadership challenge have you overcome this past year that makes you feel most proud of yourself? What leadership traits did you utilize to meet this challenge?

4. What will you need to do to continue your growth as an organizational leader?

5. Did your relationship with your mentor help you in any way to meet your leadership challenges and grow as a leader?[14]

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[12] Based upon the Gallup Organization's "Core Elements of an Effective Workplace" in Buckingham, 1999.
[13] Noble, "Powerful Questions." *Coaching for Maximum Performance* presentation. Columbia, MD: 11 March 2005.
[14] *The Chair Academy for Leadership Development* manual, 2003

Chair Academy Experience

Sample Individual Professional Development Plan

Topic: Complex Roles of an Organizational Leader
Objectives:

1. Complete my personal mission statement
2. Using resources such as Covey, re-prioritize my time to balance work/home life and spend time on more Important (rather than Urgent) things at work.
3. Enhance/model professional development and job satisfaction in my division by focusing on Core Elements of Effective Workplaces.

Topic: Behavioral Styles
Objectives

1. Better management by understanding self.
2. Better management by understanding others.
3. Open Johari window to increase feedback/trust.

Topic: Building Effective Teams
Objectives

1. Focus on building vision of sub-teams: Initiate team-building activities at division meetings/retreats and teach coordinators about team building and new faculty orientation
2. Run more effective meetings through delegation, discussion/conflict/brainstorming, good minutes with action items
3. Move towards Stage 4 leadership: “leader must do little things”

Topic: Strategic/Scenario Planning
Objectives

1. Establish pre-planning process for division.
2. Conduct strategic planning process to develop plan and encourage scenario thinking.
3. Share facilitation process with VPAA team
4. Take time each Monday morning to review progress, plan follow-up.

Topic: Managing Conflict
Objectives

1. Using Emotional Intelligence results, focus on improving “managing emotions” and “self-motivation.”
2. Try the mindful approach to better conflict management.

Topic: Enhancing Self/Team Performance
Objectives
Help full-time and part-time faculty understand different learning styles and reinforce community college mission.

Sample Journaling with References to IPDP and Personal Mission Statement

Entry 1

I am not managing my time, projects, and subsequently, my health and energy, as well as I would like. I spend too much time on short-term, day to day projects and not enough on long-term strategizing. I know that not every idea can be realized nor can everything be done perfectly, but I do think if I knew more about the systems and habits of effective leaders I could get more done and be more of a visionary leader.

Reading over my “What’s Working/What’s Not” pre-materials, I can see that I do spend more time on long-term strategizing than before. I’m conscious of pre-planning, and of delegating more items away.

Entry 2

While initially skeptical of the mission statement idea (the term connoted dreariness to me: images of earnest religious quests or corporate training meetings in blank banquet rooms), I found the entire (ongoing) process to be very rewarding. I’ve revised the statement several times (I even tweaked it again while typing it just now):

I will value and foster learning, a love of language, critical and creative thinking, intellectual rigor, compassion, mutual respect, and health in my home and workplace. I will seek, create and tend spaces in which imagination, creativity, authenticity, hope, accomplishment, and celebration can thrive. I will respect the value of my own time and that of other people by using and finding resources effectively and by setting clear goals and priorities for myself and those I lead. I will strive to inspire others towards excellence and growth through example and articulation.

It’s challenging to think in terms of the big picture, your highest, deepest, longest-term goals. I even had my students in my course create their own mission statements. I also realized that I had been right to try to get my division to create a mission statement (before my Academy experience we tried this), but that I had made the common mistake of offering them a draft instead of guiding them through the process of making their own.

Entry 3

My initial plan to keep a daily log of activities for a few weeks sounded simpler than it is: I imagined filling in a sort of hour-by-hour log. I have such a mechanism in my Outlook calendar, which helps me see how I spend my *scheduled* chunks of time, but what I want to improve is my use of *unstructured* time, to avoid a state of constant reaction to Urgent but not Important tasks. It would take as much time to record the many different things I do in a given hour as it would to do them. After several false starts, I’ve set up a two-log system (one short-term, urgent, disposable, and one long-term and Important) that seems to work for me. I’ve also begun a “mini-retreat” routine that lets me focus on Important/Not Urgent tasks and generates more serenity. The mini-retreat was a recent inspiration (culled from an *Academic Leadership* article by Jeanneine P. Jones, “The Challenges of a New Department Chair: Success Despite Reality,” www.academicleadership.org): once a week, I gather my professional periodicals, articles of interest, catalogues, and my Important/non-Urgent binder, inform the office staff that I’ll be in a nearby conference room if something arises, and I lock myself in there to skim through these materials, take stock of my progress on long-term goals and upcoming deadlines, and make notes and lists. I don't feel guilty, because I know the staff can still reach me if needed, and I always emerge feeling in control and inspired.

Entry 4

The DISC profiles had a profound effect on my understanding of myself and others' work styles. I learned to articulate and appreciate my strengths as a team player and as a leader in my high I/S style, and also to recognize the strengths in both my faculty and the leaders around me. I've been working on increasing my 'D' style to positive effect, such as in recognizing when people really want someone to simply take charge and make a decision, as opposed to delicately negotiating a consensus. I write simpler, bolder email responses to questions that require a yes or no answer.

Entry 5

I was inspired immediately after our Academy week to convene my program directors and course coordinators and share some of what I learned, and they seemed enthusiastic and interested.

I applied some specific Academy strategies, such as having teams create the agenda, trying to keep the meetings to an hour, sending action items/minutes out immediately afterwards, and making good use of retreats for long-term planning and discussions. I'm proud of the changes and progress I've made in all of these strategies; however, I've accepted the fact that the monthly meetings are always going to be 1 hour and 15 minutes: that seems to be what we need and we always cover our entire agenda.

While the retreat plans never sound fun or exciting to the team (re-evaluate our core work document! Develop a divisional strategic plan for learning outcomes assessment!), people later report "good retreat" and a sense of accomplishment. There's a higher degree of involvement across the division in the "big things."

Entry 6

Goleman's work (I've also been reading *Working with Emotional Intelligence)* has been influential in the sense that it has helped me understand what strengths have led me to leadership. My colleagues consistently mention my empathetic skills, the way I listen closely to people and can pick up on emotional cues, the way I can calm people down. I used to feel a bit ashamed of this, as if I "only" became a leader because of these "soft skills" and not because of my expertise/knowledge. I understand better now, through Goleman, that these skills are significantly linked to leadership potential – that experience, knowledge, and a "dominant" personality correlate less significantly to success. I can continue to accrue experience and knowledge, as well as become more comfortable with asserting authority (note above comment on my "harder" email style), as time goes on, and in my "consult-the-experts" approach to managing the faculty and staff, I have that knowledge all around me all the time.

Regarding conflict management, I am particularly indebted to the Reflect mode, for I had not thought to write about the incidents afterwards before and put my mind towards what I would do differently next time. I always feel after a charged encounter as if I had indeed absorbed the negative emotions of the other person or people (the downside of empathy), and it still takes me longer than I would like to "shake it off." Writing helps, more so than talking it over with others had in the past, for there's no one trying to answer me, assure me, or argue with me, no one to add more energy/conflict to the fire in my mind.

Entry 7
My mentor gave me an article by Christine McPhail, Leadership by Culture Management: here are my notes:
Leaders are effective largely by how well they correctly assess and manage the org's culture; they manage culture or culture manages them. Need to navigate through it. Keep their bearings. Five stages of leadership by culture management:

1. preparation: study history, mission, vision, strategic plans, journal about interactions, look at minutes, newspapers and newsletters, catalogs, schedules, reports. Visit incognito.
2. connection: visibility, talking with people. Greet everyone early.
3. involvement: struck the chord. See discussion below on this point.
4. stimulation: learning more motivates change. Vanguard colleges (12) with five project objectives: org culture, staff recruitment and dev, tech, learning outcomes, underprepared students.
5. execution: most problems occur when a leader is new to an institution

I later shared my response to the article on leadership and culture, particularly about the degree of involvement – how challenging it is to empower others to do the work when you really care about the details – with some of my directors and coordinators.

Entry 8

My supervisor shared an article with us, "A Professor Turns Administrator," and I copied the following passage because it struck me as true to my experience:

A colleague taught me the value of mentorship because she was a good mentor to me. A former supervisor taught me good governance because he tried to practice it. A researcher taught me method, a teacher taught me assessment, and an office manager taught me tact. They transformed me from professor to administrator, putting the onus on service and stewardship.

I did a little research on the topic and found a resource on Strategic Planning that addressed the needs of individuals during the process:

Some common needs of individuals should be kept in mind during any planning process: the need to feel important, to be respected, to be informed, to receive recognition and rewards, to know the expectations held for performance, and to have influence (McClenney, 1982). Recognizing these needs and facilitating an environment conducive to trust and communication are imperative. Absence of trust will "short-circuit even the most creative plans for organizational development" (107).

Reviewing this list, perhaps I can do more to demonstrate my trust and to communicate the expectations I have for their performance.

I have been trying to send more "philosophical" messages to both full- and part-time faculty, who seem to appreciate hearing about the thinking that underlies what we do and also the kind of culture we're trying to promote. At the beginning of the fall semester, I sent a message of "good news" (borrowed from the Academy ritual of starting meetings that way), detailing what improvements people would find this fall in their workspaces and classrooms, and ending with a wish that new faculty would seek our support and our resources. People responded positively to my email. One veteran adjunct said, “That’s exactly how it feels here!” and this message from a new adjunct made me especially glad:

I don't think we have met. I am a new adjunct. I just want to tell you that I appreciate your opening day message. It is so upbeat, supportive and welcoming. I teach at a few other schools and this is the first time I have received such a lovely message.
Thanks.

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