

TALE OF A TURNING SHIP

JOURNEY TOWARD DEPARTMENT CHAIRS



DR. JOYCE LOVEDAY

MS. MAUREEN SPARKS

MR. JOHN MOYER

CLOVER PARK TECHNICAL COLLEGE, LAKEWOOD WA

Joyce Loveday

Vice President for Student Learning –
with College for 13 years; in current position for 3.

Maureen Sparks

Pharmacy Technician Instructor –
with College for 20 years.

Active nationally in her field by serving on accreditation teams for
the American Society for Health Systems Pharmacists.

President of the faculty union;
chair of the department chair taskforce

John Moyer

Graphic Technologies Instructor –
with the College for 25 years.

Also on the department chair taskforce;

Selected as one of the faculty members to serve as a department
chair during the pilot process.



Approximately 60 percent of Washington’s residents live in the Seattle metropolitan area, the center of transportation, business, and industry along the Puget Sound region of the Salish Sea, an inlet of the Pacific consisting of numerous islands, deep fjords, and bays carved out by glaciers. The remainder of the state consists of deep temperate rainforests in the west, mountain ranges in the west, central, northeast and far southeast, and a semi-arid basin region in the east, central, and south, given over to intensive agriculture.



CLOVER PARK TECHNICAL COLLEGE

A vital member of Washington's higher-education system, Clover Park Technical College offers more than forty programs in aerospace, advanced manufacturing, health sciences, human services, business, hospitality, science, technology, engineering, transportation and trades.

Clover Park Technical College has two campuses: our main campus in Lakewood and our South Hill Campus just south of Puyallup (adjacent to Thun Field), where our aviation programs are located.

Clover Park Technical College offers courses online and on campus for students getting ready for their first career, their next step within their career or new careers. Clover Park Technical College is here to help students redefine education to meet their needs. The College's rich history of professional and technical education dates to the 1940s, when the Clover Park School District established a War Production program training civilians as auto mechanics, aircraft-service mechanics, ship-fitters, welders and blueprint readers.

OUR BRAGGING POINTS

Our Aviation Maintenance Technician students average among the highest pass rates in the nation for FAA certification.

We were the first two-year college in the nation to meet the National Security Administration's training standards in computer security.

HISTORY

In 1941 a program called War Production Training began in shop buildings at Clover Park High School. This training taught area citizens the skills needed to repair and maintain military equipment during World War II. In this program 500 students were trained in auto mechanics and aircraft service mechanics. Out of this training Clover Park Vocational-Technical Institute was founded in 1942. In 1954 Clover Park Vocational-Technical Institute began moving from its home in the Navy Supply Depot to vacant warehouses. In 1957 CPVTI received a small grant to purchase books and other materials to create its first resource center. In the late 1960s the schools started 16 new programs in one year, a record number. By 1970 the school employed 90 full-time instructors. Clover Park Vocational-Technical Institute left the Clover Park School District in the 1990s and became Clover Park Technical College.

TODAY

Accredited by the Northwest Commission on Colleges and Universities

- Enrollment: 7,304 students; 4,509 FTES
- Student body: female: 64%, male 36%
- Students of color: 36%
- Median age: 30
- Students receiving need based financial aid: 60.4%
- Students who work: 45%
- Students with children: 43%
- Employment rate (2011-2012): 71%

UNDERSTANDING THE CONTEXT

THE ENVIRONMENT IN WHICH CHANGE BEGAN

FACULTY PERSPECTIVE

The department chair concept was met with some interest and much skepticism.

Professional Technical instructors are contracted 25 to 30 contact-hours per week, how could they take on more?

Vocational Education is unlike the Academic College and University model, with a pool of qualified adjuncts competing for classes.

Vocational Technical Colleges are Industry-driven. Most programs struggle to find a qualified substitute that can fill in for a day or two.

To paraphrase Wayne Bridges, long-time Automotive Instructor: “..Instructors work very hard to create Programs which are highly respected by Industry. Instructors want Programs neither to flounder with a Industry specialist that has no teaching experience nor a teacher with no Industry experience..”

Others were excited about the opportunity to give successful and respected faculty a much needed voice, a chance for growth and advancement. They could see the advantage of self-governance and wanted to contribute their experience as Faculty, the foundation of the College.

The Department Chair program gives Faculty a chance to make a positive contribution outside of their own classrooms.

ADMINISTRATOR PERSPECTIVE

The department chair concept was met with much skepticism.

From 7 Dean-level administrators to 3.

Growing demands internal and external of the college.

State initiatives adding to the Dean's workload.

Meetings taking our administrators out of the office.

Working long hours to keep up.

How could we make it with fewer administrators?

Just getting to know a new president.

Would he be here long enough to see it through?

Some could see the advantage of a self-governance model.





THE PRESIDENT'S ROLE

“The value of having a Department Chair is to provide a greater share of governance, increase the quality of communication between faculty and administration because Department Chairs bring to the table a wealth of experience in their respective areas of expertise.”

Dr. Lonnie Howard

Identified the need - saw the college from a fresh perspective.

Deans working very hard.

Perhaps a better way?

Still having enrollment challenges.

Deans pulled to priorities outside of the programs.

Set the vision for what could be.

Faculty have greater longevity than Deans.

Faculty providing peer input, knowing what was going on.

Next step in shared governance.

Faculty communicating college priorities.

Identified parameters.

Cost neutral.

Have administrative support for chairs.

Training for chairs.

Pushed the envelope.

Challenge; an instructional model, 2-3 deans and no chairs

Questioned every position.

Gave the responsibility to others.

Respected our knowledge of the situation.

Questioned and pushed everything!

Stayed engaged.

Kept the vision in front of the group.

Encouraged.

Identified what he would do.

Saw the development himself; understood how it came about; someone didn't have to convey it to him afterwards.

Faculty could see what he was willing to do to support the model, (compensation, time, responsibilities).

The faculty needed to see both the possibilities and the commitment of college resources.

KEY FACTORS IMPACTING COLLEGE RECEPTIVITY

Faculty Leadership A Flexible Team Time

Department Chair Task-force is;
Faculty driven.
All divisions represented.

Opportunity for professional technical faculty for leadership.
Most faculty hired from the industry without advanced degrees.

Union buy-in.
Department chairs are 51% Faculty, 49% Administration.
Department chairs do not give up their tenure.

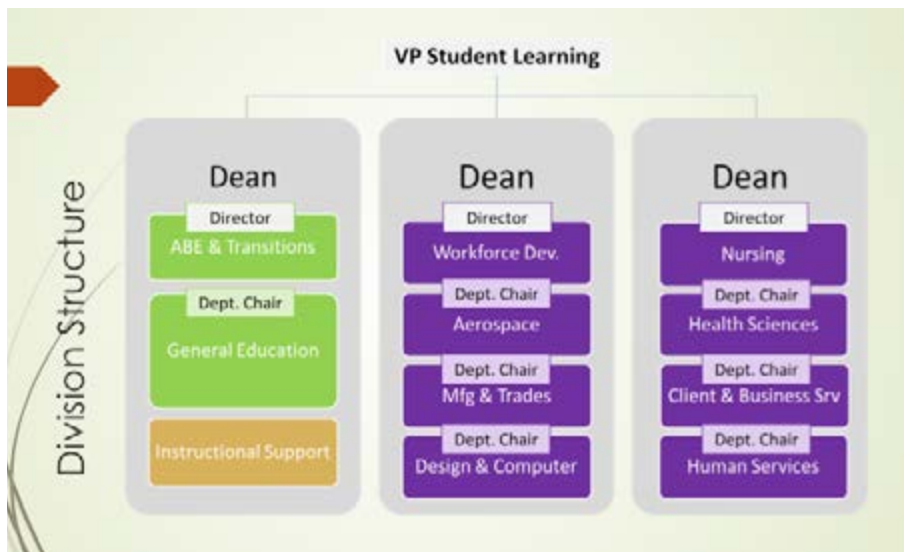
Initially there was 1 year to complete pilot program.
Second year added.
3 positions started, 2 more midyear, 2 more second year.



CPTC'S DEPARTMENT CHAIR MODEL

Support College Goals & Priorities
Lead & Mentor Faculty
Monitor Teaching Assignments & Workloads
Budget Responsibilities
Personnel Responsibilities

Initial department chair task-force considerations;
Program outcomes
Facilitate short & long term planning & goals
Observations
Student assessments & resolve conflicts
Professional development
Support faculty
Course scheduling & catalog updates
Oversee budget
Personnel actions
Supervision of staff
Input on tenure recommendations



The department chair task-force committee studied our existing administrative, instructional and support structure, identifying roles and responsibilities. The committee set five **goals** that are broken down into the **duties** and **responsibilities** of the department chairs.

GOALS

- Create a more positive workplace environment.
- Increase communication between faculty and administration.
- Increase student retention and enrollment.
- Facilitate more effective resolutions to student concerns.
- Improve program continuity.

Positive workplace

Increase communication

Department Chairs have a unique perspective, bridging the gap between Faculty and Administration. Department Chairs are translators, disseminating both Faculties and Administrations points of view.

Retention and Enrollment

Student Concerns

Instructors live in the students world, teaching, mentoring, and guiding. As Instructors, Department Chairs understand the high expectations students have for their education and are aware of the challenges they face. This facilitates more effective resolutions to student concerns.

Program Continuity

Department chairs improve program continuity by reviewing and facilitating the submittal and processing of: work schedules, course outlines, syllabus, scope and sequence, catalog updates, articulation agreements and budget requests.

ROLES AND RESPONSIBILITIES

- Mentoring faculty, monitor teaching assignments and workloads.
- Overview course inventory, scheduling and catalog.
- Student concerns.
- Personnel recommendations to the Dean, hiring, disciplinary.
- Personnel recommendations to the VIP.
- Program review.
- Work with program faculty to maintain program health.
- Oversee department budget.



ESSENTIAL FUNCTIONS

Lead and mentor faculty in the department.

Perform classroom observations and follow-up reviews.

Perform student assessments and resolve student to faculty and faculty to faculty conflicts.

Oversee faculty professional development.

Monitor 5-year certifications.

Facilitate advisory committee meetings.

Support College goals and priorities.

Monitor program outcomes and work with faculty to develop and implement plans for continuous improvement.

Facilitate short and long term planning and goals.

Monitor teaching assignments and workloads.

Support faculty in preparation for program review.

Facilitate timely and accurate course scheduling and catalog updates.

Provide shared supervision of an administrative assistant.

Budget responsibilities.

Oversee department budget and goods & services.

Collaborate to develop instructional budget.

Participate in capital projects.

Oversee student concerns.

After faculty, serve as first point of contact, before Dean.

Follow college policy and procedures to resolve student concerns.

Personnel responsibilities.

Make recommendations to the dean regarding hiring and disciplinary actions for all faculty.

Provide input to tenure committees.

PROGRESS AND NEXT STEPS

We Started with 5 Divisions.

We currently have;

3 Divisions with 11 Departments.

4 Departments have Directors.

5 Have Dept Chairs now;

General Education

Aerospace, Aviation, Composites

Computer, Design & Technology

Manufacturing, Auto & Trades

Client & Business Services

Pilot to be expanded to include last 2 departments;

Health Sciences

Human Services

Task-force continues to meet.

Continuous cycle of evaluation and improvement.

End-of-the-year survey of faculty and staff.

Full implementation of department chair model.



RESULTS FROM END-OF-THE-YEAR SURVEY

87% of the respondents would you like to see the Department Chair model continue.

“The Department Chair model has been invaluable! Our Division Chair has created an environment that bridges the good work the Deans Office staff provide for instruction, while helping spearhead and implement the goals for the College as a whole.”

“The Department Chair has really learned a lot about the administration and has helped us as a department see the other side of things.”

“The Department Chair has given excellent feedback to help improve our program and makes time and is very willing to help or answer any concerns. The Deans are always so busy, it’s nice to have a Department Chair to get a quicker answer from.”

“Department Chairs are a fantastic hybrid between peer advisor and someone who has a direct link to implement change.”



