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ACCREDITATION REPORT: APPENDICES

October 1997

Linn-Benton Community College
6500 Pacific Blvd. SW • Albany, OR 97321 • (541)917-4211



Prepared for the
Northwest Association
of Schools and Colleges
Commission on Colleges

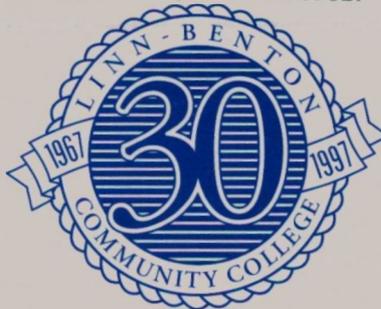
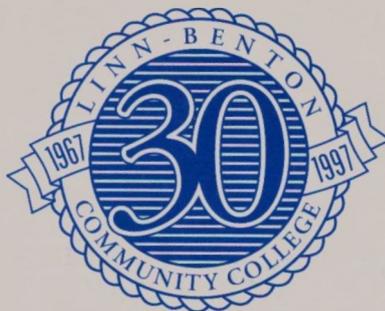


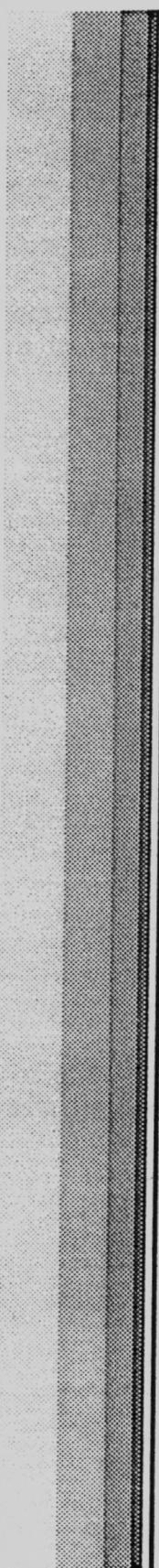
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APPENDIX 0.1

Philosophy, Mission, Values & Vision Toward the 21st Century



Philosophy,
Mission,
Values,

AND

Vision Toward The
21st Century

*Incorporating Revisions and
Approved by The Board Of Education
August 15, 1990*

Linn-Benton Community College, Albany, Oregon

Philosophy

Linn-Benton is a two-year community college, publicly funded and locally governed. It was established to provide fully accessible educational opportunities to members of the community based on following beliefs:

- Individuals have different potentials for growth and self-fulfillment.
- Learning provides the means for men and women to develop their abilities, expand their knowledge and skills and to approach their potentials as contributing members of a free society.
- Learning opportunities should be available to the greatest number of people with minimum restrictions, based on individual and community needs.
- Enrollment should be based on an open door policy, so as to accommodate high school graduates and other adults who are capable of profiting from the instruction offered. Through proper assessment and advising students will be able to select appropriate courses of study.
- Appropriate high standards of performance should be maintained within each course of study.
- The educational scope of college programs should be as broad and flexible as possible, with priorities established on the basis of available resources. Within these limits, the programs should be responsive to local, state, national, and global needs, as well as reflect sound educational standards.
- Tuition and fees should be maintained at a reasonable level.
- Local direction and control of the college should be maintained through the elected board of education, consistent with local, state and federal laws and policies.

Mission

The mission of Linn-Benton Community College is to provide accessible, quality, lifelong learning opportunities to serve the present and future needs of the community. The college works in cooperation with public school systems and other institutions of higher education. The college is community based and is committed to student success through responsive and flexible educational programs designed to meet individual student needs.

The mission will be accomplished by developing, implementing and updating the following comprehensive education programs and services.

- The college shall emphasize its commitment to a high quality teaching and learning environment which fosters creativity, critical thinking skills, leadership skills, and student success.
- The college shall provide students with the opportunity to develop competencies to function as life long learners given the challenges of a changing world society.
- The college shall respond to the needs of business and industry by providing occupational programs for training, retraining and upgrading the skills of those seeking entry-level employment or career advancement.
- The college shall provide lower-division transfer courses for students transferring to four-year colleges and universities, completing associate degree requirements or for broadening their educational base.
- The college shall offer developmental and remedial programs to prepare students to enter occupational or transfer programs of their choice.
- The college shall provide the planning, services, and facilities needed to provide a positive learning environment and to enhance student life.
- The college shall provide opportunities for residents of the district to appreciate and participate in cultural, recreational, civic, and international activities which enhance the quality of life.
- The college and its staff shall support and participate in community service activities.

Values

Our primary goal is to be a quality institution, operated by dedicated people providing educational services and opportunities that meet the needs of our students and our community. We aspire to be recognized in our community as a caring institution, committed to high standards in all our educational programs and services. As a publically supported community college, we make every effort to provide opportunities for the educational development of our students and a fulfilling work environment for our staff. When students enroll in the college and when employees are hired, we expect them to commit themselves to these institutional values.

Our Values Pertaining To Institutional Identity

We believe that the college staff holds the institution in trust for the citizens of Oregon.

- Quality instruction with appropriate and measurable standards will be maintained at all times.
- The college will respond to a dynamic environment through self-evaluation and innovation.
- The viability of the college and its mission will take priority over individual interests while the responsibility to safeguard the rights of staff and students as individuals is maintained.
- Academic freedom and the free exchange of ideas will be essential elements of the college.
- The college is committed to responding to local and regional needs, yet will incorporate state, national, and international issues into its mission.

Our Values Pertaining To Students

We believe that the college exists so that students experience growth opportunities through a college education, prepare for citizenship, the world of work, and develop an appreciation for lifelong learning.

- Students can grow toward their full potential by experiencing the joys of discovery and by participating in the rigors of study.
- Students possess abilities that can be further refined and developed.
- Students have the responsibility to enroll in classes appropriate to their abilities.

- Students will take responsibility for making their educational experiences significant and meaningful.
- Students are "special" and the college will respond in a personal and humane manner.

Our Values Pertaining To Staff Relations

We believe that all college personnel should contribute to and be supportive of the educational mission of the college.

- Staff will develop and maintain a strong interest in the growth of students and the community we serve and the world we inhabit.
- Staff are responsible and accountable for their personal and professional actions as they carry out their assignments.
- Effective communication and cooperation among staff are necessary to fulfill the mission of the college.
- Staff are encouraged to take primary responsibility for professional development opportunities.
- The college will share responsibility for providing professional development activities for staff.

Our Values Pertaining To Leadership and Management

We believe that quality leadership and managerial practices should be provided to create a healthy working environment.

- Positive leadership will be encouraged at all levels within the college.
- An open, team-oriented management style will provide opportunities for staff input to decision-making.
- A constant search to improve the ways staff work together will be supported and recognized.
- A willingness to take risks in an open atmosphere of shared values will be encouraged.
- Staff will be guided by principles of fairness, trust and respect for each other's skills, abilities and contributions to the college in accordance with these value statements.

A Vision Toward The 21st Century

As we plan toward the 21st Century, we should focus on a vision that will provide daily guidance for our activities. Each day in this quest is a step on a path of opportunity. We offer the following conceptional framework to guide the college toward a better tomorrow. We will honor the paradigm as a goal, a responsibility, and as a promise to serve.

- The college will keep its promise as a community-centered institution meeting the individual, local and statewide needs of an educated citizenry within the context of global cultures and issues.
- The college will emphasize and support excellence in teaching and learning environments and processes. Each student will have the best possible opportunity to learn, to grow and to mature. The college will strive for student success and excellence. The primary test for instructional quality will be student achievement within the context of individual student abilities and preparation.
- The college will maintain its comprehensive focus and will provide quality programs and services to the maximum number of individuals possible within our resources.
- The college will provide an environment that encourages knowledge and understanding of cultural diversity. Among other supporting efforts, the college will increase curricular emphasis on international and inter-cultural education.
- As skill requirements of both new and existing jobs change and increase, the college will enhance its curriculum and provide the appropriate training necessary to allow workers to function productively in developing industries. This will be accompanied by an increasing emphasis in the curriculum upon teamwork skills, critical and analytical thinking, and problem solving skills.
- The college will be a partner in the education and business community assisting under-educated students and employees in raising their performance to acceptable skill levels.
- The college will be a pro-active center for industrial training, retraining and economic development in our community.

- The college will continue to offer opportunities and programs at locations and times that meet the needs of those we serve.
- The college will continue to provide educational support to families. The health and economic future of the community derives from the healthy functioning of families. The college is a critical participant in the community dedicated to strengthening families so that they can effectively raise the next generation upon whom we are all dependent.
- The college will make every effort to provide excellent instructional resources.
- The college and its staff will support and participate in community service activities.
- The college will participate in regional planning and provide leadership as the region plans and prepares for the future.
- For the college to remain vital and dynamic, faculty and staff will be interested and active participants in all aspects of college work. Therefore, the continuing development of staff will be broad based and yet focused to help the college fulfill its mission while maintaining its central beliefs and values.

A Promise To Keep

Born in the dream of better tomorrows, Linn-Benton is a community college that will keep its promise to the citizens of Linn and Benton counties. The vision of the college founders lives on in us and we must look anew at the responsibilities and opportunities that lie ahead. We must carry the dream forward as a legacy for generations to come.



**Linn-Benton
Community College**

6500 SW Pacific, Albany, OR 97321. (503) 928-2361

LINN-BENTON COMMUNITY COLLEGE. *PHILOSOPHY, MISSION, VALUES & VISION.* Adopted 8-15-90



APPENDIX 0.2

Governance Document 1991

GOVERNANCE

1991

Linn-Benton Community College
6500 Pacific S.W., Albany, Oregon 97321

College Governance
LINN-BENTON COMMUNITY COLLEGE, ALBANY, OREGON

Shared Governance

By Jon Camahan

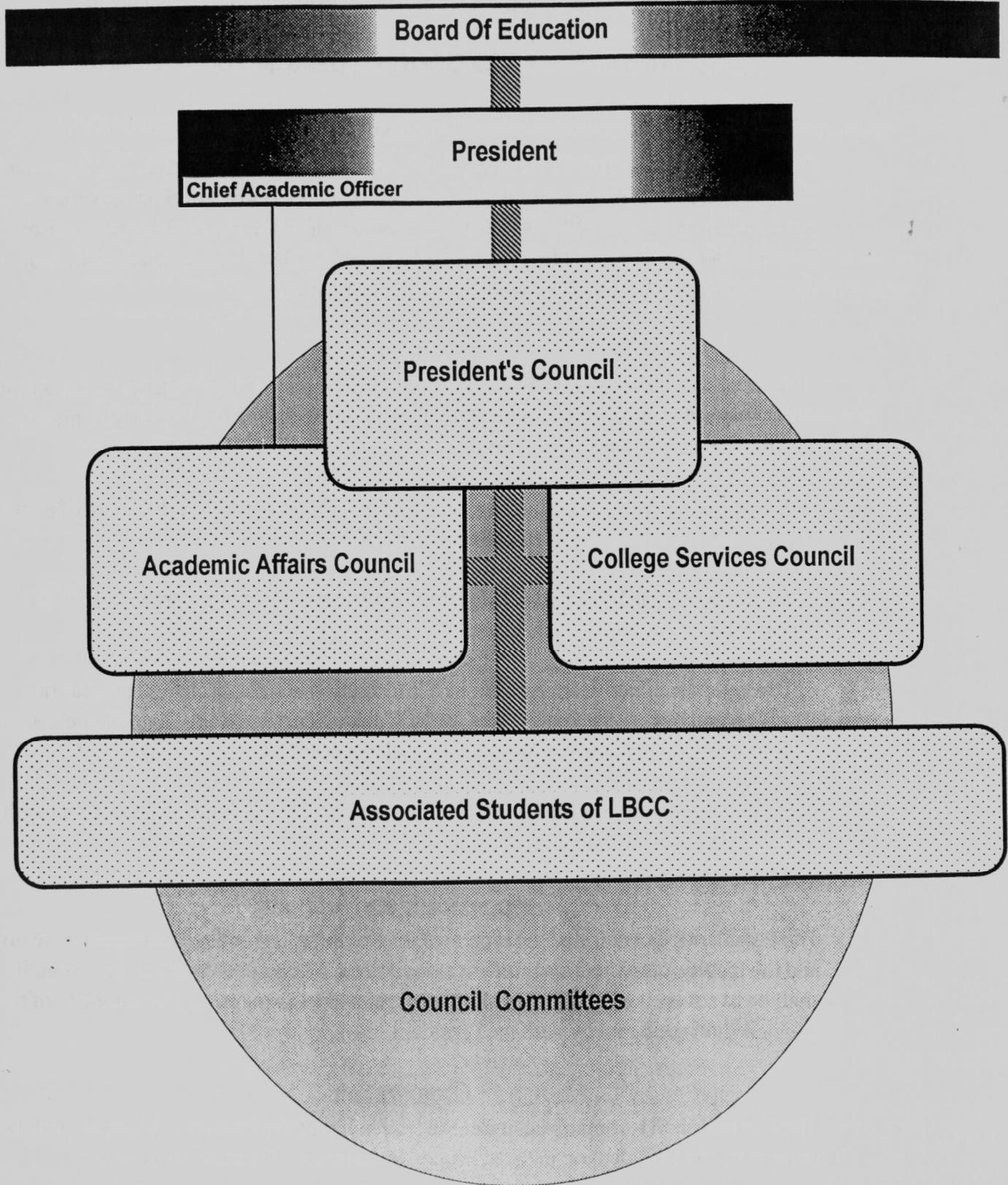
A primary objective in restructuring college organization is to decentralize decision-making processes and empower greater numbers of participants in the operation of the college. The concept of shared governance is simply this: to share involvement in decision-making in a climate of mutual trust among all those who will be affected by the decision, i.e. administrators, faculty, classified staff, and students alike.

Shared governance represents another step forward in Linn-Benton Community College's long tradition of managerial openness and staff participation. The benefits of shared governance include:

- * A greater understanding and acceptance of decisions;
- * A greater identification with decisions and therefore greater commitment to their implementation;
- * A broader perspective of college objectives and of the ways to achieve them;
- * The promotion of cooperation, mutual understanding, team identity, and coordination;
- * Increased opportunities for conflict resolution through consultation and consensus building;
- * The benefits to be gained by the expertise, insight, and analytical skills from a broader base of individuals throughout the organization.

Our goal of shared governance is to reach solutions that are made better through the expertise of the participants and made more acceptable through the shared process. Clearly, the implementation of a shared governance model will not be simple; however, good will, thoughtful people, a willingness to risk new approaches to decision making, and the ability to admit that we can do better will assure its success. Shared governance will create a more positive environment for the board members, administrators, faculty, staff, and students at Linn-Benton Community College.

Functional College Governance Structure
Linn-Benton Community College, Albany, Oregon



College Governance
LINN-BENTON COMMUNITY COLLEGE, ALBANY, OREGON

President's Council

Membership

President, Assistants to the President, Director of Human Resources, Deans, Associate Deans, Vice President of Administrative Services, Directors of Administrative Services, representatives of the Faculty and Classified Associations and ASLBCC. Administrative membership is subject to appointment by the President. Faculty, classified, and student representatives will be selected by their organizations.

Purpose

- 1) To establish and maintain the highest standards of purpose and practice in the administration of Linn-Benton Community College in accord with the College Philosophy, Mission, Values, and Vision.
- 2) To advise the President regarding the existence of needs, the establishment of priorities, and the effectiveness of college operations.
- 3) To propose to the President administrative rules and policy recommendations for Board consideration.
- 4) To assure the effective transmission of information and the exchange of ideas between and among the President's Council, the Academic Affairs Council, the College Services Council, and the Associated Students of LBCC.
- 5) To provide a routine communication link between college administration and faculty, classified staff, and student associations.

Responsibility and Authority

The President's Council shall be representative of the entire college management team and the faculty, classified, and student associations. The responsibility of the Council shall be to advise the President in all matters related to its purpose. The authority of the Council shall reside solely with the President.

Organization

The Council shall be organized under the leadership of the President. Meetings will be chaired by the President or, in his absence, the Director of Human Resources.

Agenda items may be submitted by any council member in writing one week before the scheduled meeting in which discussion is expected to occur. Members submitting agenda items will be responsible for preparing and distributing in advance appropriate background material. Discussion of agenda items will not normally occur until all council members have had reasonable time to review related materials.

The Council may establish, at its discretion, subcommittees or task forces appropriate to the purposes of the Council.

Voting/Consensus Seeking

Voting is not binding in determination of council recommendations; however, it may be useful as a mechanism for identifying opinion. The Council will strive for consensus on all issues brought before it.

Open Chairs

All meetings of the Council will be regularly scheduled with published agendas and open to all college staff. Open chairs will be made available at each meeting. In order to submit an agenda item, guests must contact the President one week in advance of the meeting.

Management Forums

Meetings to be called "Management Forums" may be called at the discretion of the President to encourage among all management and exempt staff discussion of matters relating to the management of the college.

Communications

Minutes of President's Council meetings will be compiled, published, and distributed to staff.

Academic Affairs Council

Membership

Assistant to the President for Academic Affairs, Deans, Associate Deans, Department Chairs, and a representative of the Faculty Association. The Council may recommend others for non-voting membership subject to approval by the President.

Purpose

- 1) To establish and maintain the highest standards of purpose and practice in the academic affairs of Linn-Benton Community College in accord with the College Philosophy, Mission, Values, and Vision.
- 2) To assume responsibility for promoting and preserving a college environment conducive to the highest standards of teaching and learning.
- 3) To initiate and recommend to the chief academic officer academic policies, educational standards, curricula, and academic regulations.
- 4) To propose to the President's Council administrative rules and Board policy recommendations.

Responsibility and Authority

The Academic Affairs Council shall be representative of the entire college professional instructional staff. Its authority shall be to organize itself in such a manner as to fulfill its purpose. Its responsibility shall be to propose to the chief academic officer recommendations relating to academic affairs and educational issues.

Organization

The Council shall be organized under the leadership of administrative and faculty co-chairs. The administrative co-chair shall be the Assistant to the President for Academic Affairs; the faculty co-chair shall be elected by the faculty members of the Council and shall serve for a term to be determined by the Council.

The Council shall establish those subcommittees, standing or ad hoc, that it considers appropriate to accomplish the purposes of the Council. Each standing subcommittee shall be co-chaired by a Dean or Associate Dean (to act as facilitator and recorder) appointed by the chief academic officer and by a faculty member of the Council. The standing subcommittee faculty co-chair may be elected by the faculty council members or appointed by the faculty Council Co-chair. Membership on the various council subcommittees shall be open to non-council members. The Council shall determine subcommittee representation and selection processes.

Among the standing subcommittees the Council may wish to establish are ones dealing with academic standards and regulations, curriculum, academic advising, library, etc. Existing college committees dealing with academic affairs will continue to function until or unless they are reconstituted in the college governance structure by the Academic Affairs Council, but will report to the Council.

Voting / Consensus Seeking

Voting shall be a mechanism for identifying and recording Council opinion. However, the vote of the full Council on recommendations relating to academic rules and regulations from the subcommittees shall be limited to endorse or not to endorse. In either case, recommendations having the support of the subcommittee shall be forwarded to the chief academic officer or to the President's Council. The Council will strive for consensus on all issues brought before it.

Open Chairs

All meetings of the Council will be regularly scheduled with published agendas and open to all college staff. Open chairs will be made available at each meeting. In order to submit an agenda item, guests must contact a council co-chair one week in advance of the meeting.

Academic Affairs Forums

Meetings to be called "Academic Affairs Forums" may be called at the discretion of the Council to encourage among all college faculty discussion of matters relating to the academic affairs of the college.

Communications

Minutes of Academic Affairs Council meetings will be compiled, published, and distributed to all faculty, instructional managers, and available to all staff.

College Governance
LINN-BENTON COMMUNITY COLLEGE, ALBANY, OREGON

College Services Council

Membership

Vice President for Administrative Affairs, Directors, Managers, and Supervisors of college service areas (to be determined). The council may recommend others for membership subject to approval by the President.

Purpose

- 1) To establish and maintain the highest standards of purpose and practice in the services of Linn-Benton Community College in accord with the College Philosophy, Mission, Values, and Vision.
- 2) To advise the President with respect to the development, maintenance, and improvement of college services in response to changing needs.
- 3) To propose to the President's Council administrative rules and policy recommendations relating to college services for Board consideration.

Responsibility and Authority

The College Services Council shall be representative of the entire college staff whose responsibilities span support services. The responsibility of the Council shall be to advise the President in all matters relating to college services. The Council shall have the authority to organize itself in such manner as to fulfill its purpose. The authority of the Council is derived from its participation in the college governance structure and is advisory in nature.

Organization

The Council shall be organized under the leadership of council co-chairs elected by a vote of the membership for a term to be determined by the Council. At least one of the co-chairs will be a member of President's Council. The co-chairs will be responsible for conducting and recording of the meetings. The co-chair who is a member of the President's Council will be responsible for moving recommendations forward to the President's Council.

The Council shall establish those sub-committees, standing or ad hoc, that it considers appropriate to accomplish the purposes of the Council. Sub-committee chairs may be elected by the Council members or appointed by the council co-chairs at the discretion

of the Council. Membership on council sub-committees will be open to staff not members of the Council. The Council shall determine sub-committee representation and selection processes.

Existing college committees dealing with college services will continue to function until or unless they are reconstituted in the college governance structure by the College Services Council, but will report to the Council.

Voting/Consensus Seeking

Voting shall be a mechanism for identifying and recording Council opinion. The College Services Council will record actions of the body and the appropriate co-chair will report regularly to the President's Council. The Council may record votes of the members on issues of broad campus impact. The Council will strive for consensus on all issues brought before it.

Open Chairs

All meetings of the Council will be regularly scheduled with published agendas and open to all college staff. Open chairs will be made available at each meeting. Staff with interest in any agenda item is especially encouraged to attend and participate in the discussion. In order to introduce an item in the proceedings, guests must contact a council co-chair eight working days in advance of the meeting.

College Services Forums

Meetings to be called "College Services Forums" may be called at the discretion of the Council to encourage among all college staff discussion of matters relating to the services of the college.

Communications

Minutes of College Services Council meetings will be compiled, published, and available to all staff.

Council Membership Expectations

General Purpose

Members of a council are selected and appointed to represent their constituencies and work together to:

1. Create a positive and effective working body that makes recommendations to the next level of the governance structure;
2. Resolve problems of the present while developing a vision for the future;
3. Foster a climate of trust and respect based on mutual understanding;
4. Assist the chair person(s) in ensuring that all members of a council are able to express their opinions on all key issues;
5. Communicate accurately and regularly with the entire college staff.

Desirable Qualities

All members of a council will demonstrate the following personal qualities:

1. Commitment to the purpose and process of the council;
2. Eagerness to participate;
3. A positive approach;
4. An institutional perspective;
5. Professional ethics.

Responsibilities

Each member of a council will be expected to:

1. Act as a professional;
2. Participate actively (including being punctual and attending regularly);
3. Prepare well for meetings and complete outside assignments in a timely manner;
4. Make a concerted effort to ensure that the council works effectively and efficiently;
5. Treat other council members with civility, courtesy, and respect;
6. Be open to all views on a subject before reaching a conclusion;
7. Encourage diverse views and opinions;
8. Foster a team or institutional view as opposed to an individual position; however, diverse opinions and opposing viewpoints are welcome and respected;
9. Honor confidentiality where the council has agreed it is appropriate;
10. Ensure accurate communication with the organization responsible for one's selection;
11. Advocate the council externally to all staff.

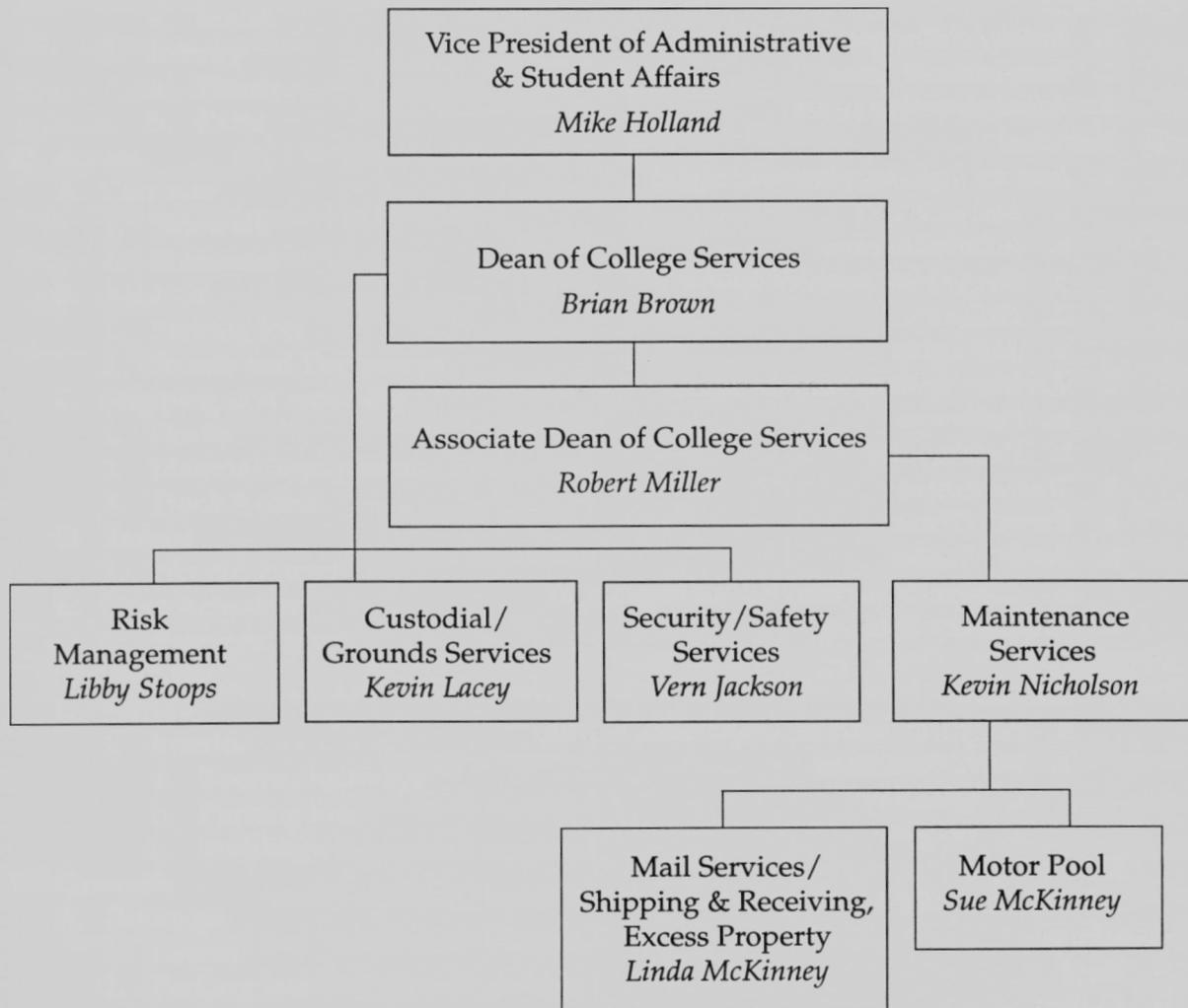


APPENDIX 3

Physical Plant, Materials & Equipment

Appendix 3.1

Facility Services Organizational Chart



Appendix 3.2

Physical Assessment 'Walk Through'

I. Mechanical

A. HVACR

1. Boiler/chiller plant
2. Instructional areas
3. Administrative areas

B. Electrical

1. Interior lighting (day and night)
 - a. Instructional
 - b. Administrative
 - c. Shop/Maintenance spaces
 - d. Hallways
 - e. Exit lights
2. Exterior lighting (day & night)
 - a. Hallways
 - b. Parking lots
3. Transformers
4. Service/Panel
5. Feeder Cables
 - a. Condition (overhead/underground)
6. Emergency lighting

C. Plumbing

1. Restroom
 - a. Height of fixtures, dispensers, faucets
 - b. Water fountains
 1. Quantity
 2. Height
2. Piping
 - a. Fire sprinklers

II. Structural

A. Roof

B. Ceiling

1. Tile
2. Paint
3. Height

C. Flooring

1. Carpet
2. Tile
3. Concrete

(Continued on next page)

Appendix 3.2 – Continued

- D. Painting/Finish
 - 1. Walls
 - 2. Exterior
 - 3. Interior
 - E. Masonry
 - 1. Spalding
 - 2. Exterior
 - a. Finish
 - 3. Interior
 - a. Finish
 - b. Paint
- III. Access
- A. Concrete
 - 1. Sidewalk
 - 2. Entrances
 - B. Asphalt
 - 1. Parking lots
 - 2. Streets and Driveways
 - C. Shipping and receiving
 - 1. Docks
 - 2. Material/equipment
 - 3. Truck Access
 - D. Ramps
 - 1. Wood/concrete
 - E. Door Actuators
 - 1. Pressure report
 - F. Elevators
 - G. Signage
 - 1. Interior
 - a. Rooms/hallways
 - b. Parking lots
 - c. Buildings
- IV. Grounds
- A. Drainage
 - 1. Lawns
 - 2. Parking lots
 - 3. Wellness trail
 - B. Irrigation
 - C. Lawns
 - D. Trees/Ornamental
 - 1. Trimming
 - E. Wellness trail
 - 1. Surface/finish
- V. Master Plan
- A. Blueprints
 - B. Updates

Appendix 3.3

Locations and Usage of College Facilities

Examples of Campus Groups that Use College Facilities

LBCC Advisory Committee	Graphics Arts Club
LBCC Faculty Committees	Horticulture Club
LBCC Foundation	International Students Club
LBCC Part-time Faculty	PRN
LBCC President's Office	RHAC
LBCC Staff Appreciation	RPM
LBCC Staff Inservice	Spanish Club
LBCC Student Activities	Student Access Club
Culinary Arts Club	Facilities Resource Committee
DECA	Joint Advisory Task Force
Dental Assistants Club	College Council
Equestrian Club	Insurance Advisory Committee

Examples of Class Locations Not Owned by the College

Brownsville Elementary School	Lebanon Jaycees
Central Linn High School	Lebanon Boys and Girls Club
Scio High School	Lebanon Community Hospital
Scio Kindergarten School	Lebanon Christian School
ZCBJ Hall	Lebanon High School and Middle School
Albany Airport	Lebanon Senior Center
Albany Gun Club	Santiam Elementary School
Albany Senior Center	Seventh Day Adventist School
East Linn Christian Center	Sweet Home High School and Junior High
Elks Lodge Sweet Home	Sweet Home Racquetball Court
Evangelical Church Sweet Home	Sweet Home Senior Center
Hilltop Fellowship Methodist Church Sweet Home	Twin Oaks Care Center Sweet Home
	Village Manor Lebanon

(Continued on next page)

Appendix 3.2 – Continued

Examples of State and Local Groups and Businesses that Use College Facilities

City/County Commissions and Boards	Campus Crusade for Christ
Councils of Government	Pottery Guild
In District School District Meetings	Campus Family Coop
Linn-Benton ESD	12 Step Fellowship Organization
OSU Extension Services	Kiwanis
Oregon Community college Association	Central Electric
Councils	Hewlett-Packard
Oregon Consortium	Oregon State University
Oregon State Department of Education	Linfield College
Oregon State Legislative Groups	Wah Chang
South Willamette Research Corridor	Willamette Industries
Albany Chess Club	Department of Fish and Wildlife



APPENDIX 6

Continuing Education & Special Instructional Activities

Appendix 6.1

Pay Scale for Part-time Instructors

PART-TIME NON-CONTRACTED FACULTY SALARY SCHEDULE
EFFECTIVE: FIRST WORKING DAY FOLLOWING THE LAST DAY OF SUMMER TERM, 1996
HUMAN RESOURCES/PAYROLL

Placement	Table I Part-time Credit Rate	Table II Part-time Contact Credit Hour Rate	Table III Part-time Contact Non-credit Hour and Open Lab Rate
No prior experience at LBCC	Step I: 374/Credit Hour 33.02/hr	Step I: 21.50/Contact Hour	Step I: 15.56/Contact Hour
Completion of 1 year equiv. experience at LBCC*	Step II: 385/Credit Hour 33.95/hr	Step II: 22.09/Contact Hour	Step II: 15.99/Contact Hour
Completion of 2 years equiv. experience at LBCC*	Step III: 394/Credit Hour 34.79/hr	Step III: 22.69/Contact Hour	Step III: 16.42/Contact Hour
Completion of 3 years equiv. experience at LBCC*	Step IV: 404/Credit Hour 35.63/hr	Step IV: 23.30/Contact Hour	Step IV: 16.88/Contact Hour
Completion of 4 years equiv. experience at LBCC*	Step V: 416/Credit Hour 36.66/hr	Step V: 23.92/Contact Hour	Step V: 17.32/Contact Hour
Completion of 5 years equiv. experience at LBCC*	Step VI: 427/Credit Hour 37.69/hr	Step VI: 24.57/Contact Hour	Step VI: 17.79/Contact Hour
Completion of 6 years equiv. experience at LBCC*	Step VII: 438/Credit Hour 38.63/hr	Step VII: 25.23/Contact Hour	Step VII: 18.27/Contact Hour
Completion of 7 years equiv. experience at LBCC*	Step VIII: 449/Credit Hour 39.66/hr	Step VIII: 25.90/Contact Hour	Step VIII: 18.75/Contact Hour

* Step advancement requires evidence of meritorious professional work and satisfactory attendance at available in-service training. An instructor must have taught and accumulated no less than 18 credit hours or 180 contact hours (or equivalent combination) since last increase or initial hire to qualify for step advancement. Credit and/or contact hours in excess of 18/180 should be carried over and accumulated.

REV.6/96
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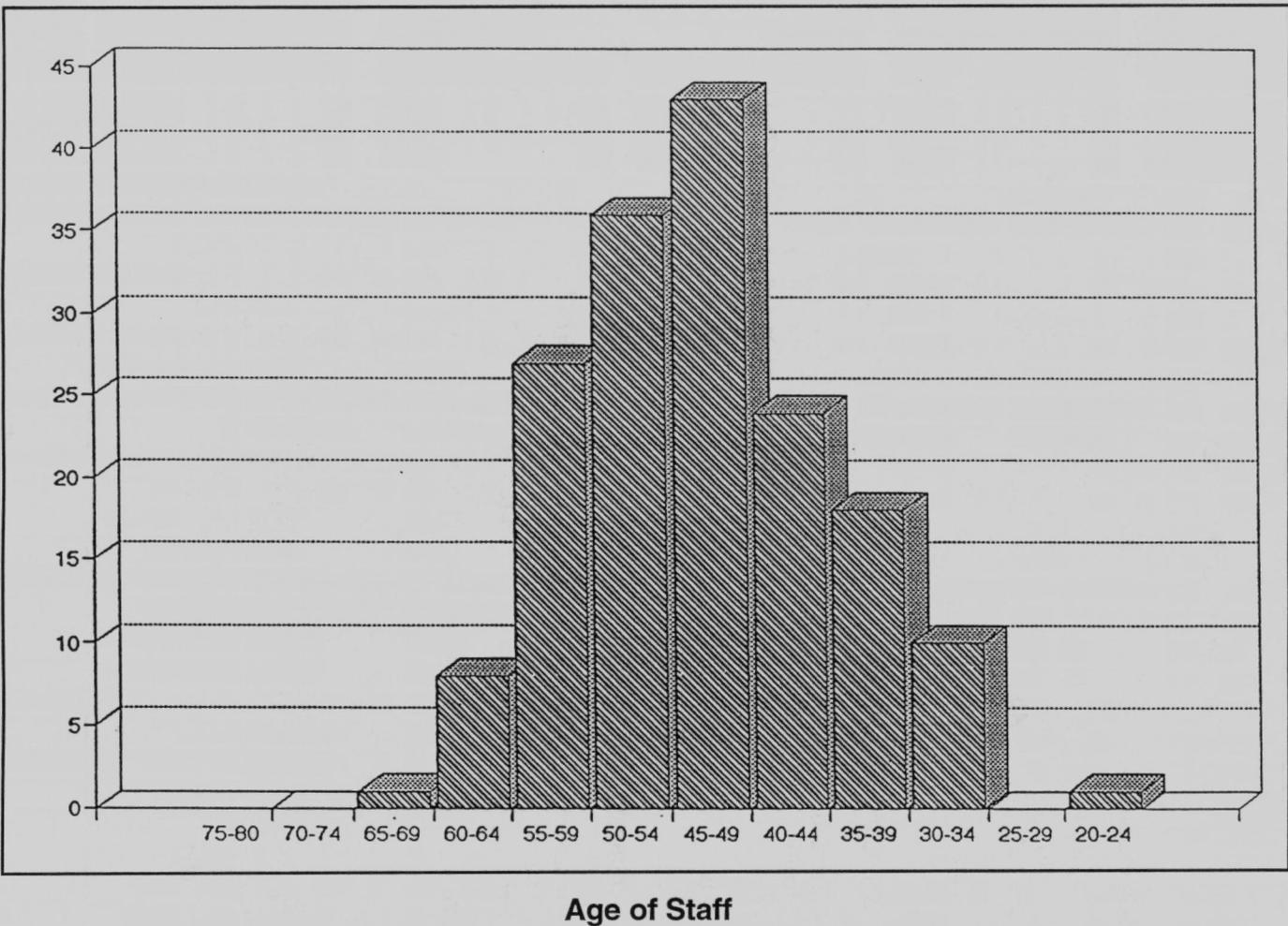
APPENDIX 7

Instructional Staff

Appendix 7.1

Age Distribution of Faculty Staff

September 1995



Appendix 7.2

Cultural and Gender Diversity

Year-end Staff Composition Summary

<u>Contracted Staff 1992/93</u>		<u>Male</u>	<u>Female</u>	<u>Ethnic Minorities</u>
Classified	244	54 (22%)	190 (78%)	9 (4%)
Faculty	164	84 (51%)	80 (49%)	4 (2%)
Exempt	48	25 (52%)	23 (48%)	3 (6%)
Totals	456	163 (36%)	293 (64%)	16 (3.5%)

<u>Contracted Staff 1993/94</u>		<u>Male</u>	<u>Female</u>	<u>Ethnic Minorities</u>
Classified	251	55 (22%)	196 (78%)	9 (4%)
Faculty	166	87 (52%)	79 (48%)	4 (2%)
Exempt	44	23 (52%)	21 (48%)	3 (7%)
Totals	461	165 (36%)	296 (64%)	16 (3.5%)

<u>Contracted Staff 1994/95</u>		<u>Male</u>	<u>Female</u>	<u>Ethnic Minorities</u>
Classified	250	53 (21%)	197 (79%)	13 (5%)
Faculty	174	84 (48%)	90 (52%)	4 (2%)
Exempt	44	24 (55%)	20 (45%)	2 (5%)
Totals	468	161 (34%)	307 (66%)	19 (4%)

<u>Contracted Staff 1995/96</u>		<u>Male</u>	<u>Female</u>	<u>Ethnic Minorities</u>
Classified	245	47 (19%)	198 (81%)	11 (5%)
Faculty	181	85 (47%)	96 (53%)	4 (2%)
Exempt	44	25 (57%)	19 (43%)	3 (7%)
Totals	470	157 (33%)	313 (67%)	18 (3%)

Appendix 7.3

Faculty Salaries and Benefits for the 1995-96 Academic Year

Faculty Salary Survey OCCA (1995-96)

	LBCC	Average Oregon CC	Difference	Chemeketa	Clackamas	Lane	Mt. Hood
Mean Cash Salary	38,475	44,812	(6,337)	45,078	43,343	43,796	47,029
Mean Fringe Benefit	5,797	5,584	213	4,524	4,008	7,601	6,204
Subtotal	44,272	50,396	(6,124)	49,602	47,351	51,397	53,233
Employer Paid PERS?	No			No	Yes	Yes	No
Salary Schedule							
Top Step	48,795	49,810	(1,015)	50,764	48,500	48,259	51,717
Bottom Step	26,052	29,588	(3,536)	29,764	30,717	28,694	29,179
Actual Salaries							
Highest	48795	49,810	(1,015)	50764	48500	48259	51717
Lowest	26052	30,287	(4,235)	31004	30717	30249	29179
Number of Faculty	177	194	(17)	244	150	223	159
Academic Year							
Instructional Days	162	165.5	(3.5)	165	169	165	163
Inservice Days	7	8.5	(1.5)	10	6	8	10
Other Days	1	0.0	1.0	0	0	0	0
Total Days	170	174.0	(4.0)	175	175	173	173

Appendix 7.4

Contracted Staff Turnover Projection 1986-87 through 1994-95

	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
Classified	17% (20)	15% (26)	17% (30)	22% (38)	11% (24)	7% (26)	7% (14)	12% (28)	11% (27)
Faculty	3% (4)	6% (8)	6% (8)	7% (9)	3% (5)	1% (2)	4% (6)	3% (5)	5% (7)
Exempt	4% (2)	2% (1)	11% (5)	9% (4)	9% (4)	0% (1)	7% (3)	8% (4)	4% (2)
Total Staff			11% (43)	13% (51)	8% (33)	8% (28)	6% (23)	9% (37)	8% (36)

Administration/Governance Survey 1996 Report Using Job Classification Results of the April 1996 Survey

Classifications of the 278 people out of 473 distributed who returned surveys: (Return rate = 57%)

A. Division

- 72 Business & Health Occupations (28%)
- 33 College Services (13%)
- 26 Extended Learning & Information Services (10%)
- 27 Liberal Arts & Human Performance (10%)
- 39 Science & Industry (15%)
- 43 Student Services (17%)
- 20 Other (8%)
- 18 No Answer

Total = 278 (100%)

B. Job Classification

- 127 Faculty
- 119 Classified
- 26 Manager/Exempt
- 8 No Answer

Total = 280
(100% with 2 people responding as both faculty & classified)

C. Additional Faculty Responsibility

- 16 Department Chair
- 30 Program Coordinator

Total = 46 (out of 278 respondents or 17% of sample)

FREQUENCY OF RESPONSES (%)

[Percentages may not total 100% due to rounding]

STATEMENTS Rated:

	n	Strongly Agree 1	Agree 2	Neu- tral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at p<=0.05
Sufficient Information								
1. I receive sufficient information regarding decisions being made...								
a. within my specific work unit.								
Responses from -Faculty	267	41%	49%	<1%	8%	2%	1.72	*Group averages for this statement were significantly different
-Classified	125	50%	46%		3%	1%	1.55	
-Exempt/Management	117	29%	51%	1%	15%	4%	1.94	
	25	52%	48%				1.48	
b. within my division.								
Responses from -Faculty	255	15%	61%	1%	19%	4%	2.14	*Group averages for this statement were significantly different
-Classified	121	15%	69%	2%	11%	3%	2.03	
-Exempt/Management	110	9%	55%		30%	6%	2.34	
	24	38%	50%	4%	8%		1.73	
c. within the college as a whole.								
Responses from -Faculty	255	7%	60%	1%	22%	11%	2.37	*Group averages for this statement were significantly different
-Classified	118	8%	73%	1%	14%	4%	2.16	
-Exempt/Management	111	2%	48%		33%	17%	2.66	
	26	23%	54%	4%	8%	12%	2.10	

STATEMENTS Rated:

	n	Strongly Agree 1	Agree 2	Neutral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
Empowering								
2. Information about major decisions facing the college has been made available to me.	257	11%	65%	1%	20%	3%	2.15	*Group averages for this statement were significantly different
Responses from - Faculty	121	12%	70%		16%	3%	2.09	
- Classified	110	5%	65%	1%	26%	4%	2.30	
- Exempt/Management	26	35%	46%	8%	12%		1.81	
3. I understand major decisions facing the college.	253	9%	62%	2%	23%	4%	2.22	*Group averages for this statement were significantly different
Responses from - Faculty	118	7%	69%	3%	19%	3%	2.20	
- Classified	110	6%	56%	2%	32%	4%	2.36	
- Exempt/Management	25	36%	56%		8%		1.72	
4. I feel information and/or opinions I provide are well-received by members of campus-wide committees, councils, task forces, etc.	212	16%	58%	1%	21%	4%	2.14	*Group averages for this statement were significantly different
Responses from - Faculty	106	19%	64%	1%	13%	3%	2.00	
- Classified	82	5%	55%	2%	32%	6%	2.41	
- Exempt/Management	24	38%	42%		21%		1.83	
5. There are ample opportunities available for me to take an active part in the decision-making process.	248	15%	48%	1%	29%	8%	2.29	*Group averages for this statement were significantly different
Responses from - Faculty	117	18%	54%	1%	21%	6%	2.15	
- Classified	106	9%	41%	1%	38%	11%	2.52	
- Exempt/Management	25	28%	48%		24%		1.96	

STATEMENTS Rated:	n	Strongly Agree 1	Agree 2	Neutral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
6. There has been an effort to promote and encourage greater employee participation...								
a. within our department/program unit	256	38%	48%		12%	2%	1.79	*Group averages for this statement were significantly different
<i>Responses from</i>	124	44%	49%		7%	1%	1.65	
- Faculty	112	31%	46%		19%	5%	1.96	
- Classified	20	35%	55%		10%		1.75	
- Exempt/Management								
b. within our division	246	15%	59%	1%	22%	3%	2.14	*Group averages for this statement were significantly different
<i>Responses from</i>	119	17%	62%	1%	19%	2%	2.05	
- Classified	105	11%	54%	2%	29%	4%	2.26	
- Exempt/Management	22	18%	68%		9%	5%	2.00	
c. within the college	239	9%	67%	1%	17%	7%	2.22	*Group averages for this statement were significantly different
<i>Responses from</i>	113	10%	75%		12%	4%	2.09	
- Classified	101	3%	61%	2%	23%	11%	2.43	
- Exempt/Management	25	28%	52%		16%	4%	1.96	
<u>Councils Functioning Effectively</u>								
7. The College Council appears to be functioning effectively.	119	5%	83%	1%	8%	3%	2.09	
<i>Responses from</i>	45	7%	84%		4%	4%	2.07	
- Classified	54		89%		9%	2%	2.13	
- Exempt/Management	20	15%	65%	1%	15%		2.03	
8. College Council brings key leadership together and facilitates open communication with managers and associations.	100	10%	77%	4%	6%	3%	2.04	*Group averages for this statement were significantly different
<i>Responses from</i>	41	15%	81%		2%	2%	1.93	
- Classified	41		83%	5%	7%	5%	2.20	
- Exempt/Management	18	22%	56%	11%	11%		1.94	
9. The Academic Affairs Council appears to be functioning effectively.	138	9%	78%	1%	10%	2%	2.07	
<i>Responses from</i>	79	11%	72%		13%	4%	2.09	
- Classified	41		90%	2%	7%		2.09	
- Exempt/Management	18	17%	72%	6%	6%		1.92	

STATEMENTS Rated:		n	Strongly Agree 1	Agree 2	Neutral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
10. Academic Affairs brings key leadership together and facilitates open communication with faculty.		131	12%	76%	2%	11%	1%	2.02	
<i>Responses from</i> - Faculty		78	13%	74%		12%	1%	2.01	
- Classified		35		86%	3%	11%		2.13	
- Exempt/Management		18	28%	61%	6%	6%		1.81	
Chairs Functioning Effectively									
11. Faculty department chairs appear to be functioning effectively.		190	16%	64%	3%	14%	3%	2.06	
<i>Responses from</i> - Faculty		112	18%	67%	3%	12%	1%	1.97	
- Classified		61	12%	64%	3%	13%	8%	2.20	
- Exempt/Management		17	18%	47%	6%	29%		2.15	
Cooperation, Team Identity, Coordination and Mutual Understanding.									
12. There is a climate of cooperation, team identity, coordination and mutual understanding...									
a. within our department/program unit		261	46%	38%	1%	11%	5%	1.76	
<i>Responses from</i> - Faculty		123	49%	35%	1%	12%	3%	1.70	
- Classified		116	41%	40%	1%	11%	8%	1.87	
- Exempt/Management		22	55%	41%		5%		1.50	
b. within our division		245	17%	54%	1%	24%	5%	2.18	
<i>Responses from</i> - Faculty		115	14%	59%		24%	3%	2.16	
- Classified		107	17%	49%	1%	24%	9%	2.27	
- Exempt/Management		23	30%	48%	4%	17%		1.89	
c. within the college		212	7%	59%	1%	26%	7%	2.33	
<i>Responses from</i> - Faculty		100	8%	67%	1%	21%	3%	2.20	
- Classified		87	3%	53%	1%	31%	12%	2.51	
- Exempt/Management		25	16%	52%		28%	4%	2.20	*Group averages for this statement were significantly different

STATEMENTS Rated:	n	Strongly Agree 1	Agree 2	Neu- tral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
<u>Climate of Mutual Trust Concerning Decisions</u>								
13. A greater climate of mutual trust concerning decisions which are made at LBCC has been promoted ...								
a. within our department/program unit	251	36%	45%	1%	14%	4%	1.86	*Group averages for this statement were significantly different
Responses from - Faculty	121	43%	41%	2%	12%	3%	1.75	
- Classified	110	26%	51%	1%	16%	6%	2.02	
- Exempt/Management	20	45%	45%		10%		1.65	
b. within our division	235	17%	55%	1%	22%	6%	2.16	
Responses from - Faculty	115	15%	63%	2%	18%	3%	2.10	
- Classified	97	16%	47%		27%	10%	2.32	
- Exempt/Management	23	39%	44%		17%		1.78	
c. within the college	210	8%	56%	2%	26%	8%	2.35	*Group averages for this statement were significantly different
Responses from - Faculty	102	8%	63%	2%	25%	3%	2.24	
- Classified	84	4%	55%	1%	27%	13%	2.51	
- Exempt/Management	24	25%	33%	4%	25%	13%	2.27	
<u>Staff Training</u>								
14. Staff need more team-building and organization skills to be able to participate more effectively in the shared governance environment.	245	26%	46%	1%	26%	1%	2.03	*Group averages for this statement were significantly different
Responses from - Faculty	112	21%	44%	1%	33%	2%	2.17	
- Classified	108	28%	48%	2%	21%	1%	1.96	
- Exempt/Management	25	40%	44%		16%		1.76	

STATEMENTS Rated:		n	Strongly Agree 1	Agree 2	Neutral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
10. Academic Affairs brings key leadership together and facilitates open communication with faculty.		131	12%	76%	2%	11%	1%	2.02	
<i>Responses from</i> - Faculty		78	13%	74%		12%	1%	2.01	
- Classified		35		86%	3%	11%		2.13	
- Exempt/Management		18	28%	61%	6%	6%		1.81	
Chairs Functioning Effectively									
11. Faculty department chairs appear to be functioning effectively.		190	16%	64%	3%	14%	3%	2.06	
<i>Responses from</i> - Faculty		112	18%	67%	3%	12%	1%	1.97	
- Classified		61	12%	64%	3%	13%	8%	2.20	
- Exempt/Management		17	18%	47%	6%	29%		2.15	
Cooperation, Team Identity, Coordination and Mutual Understanding.									
12. There is a climate of cooperation, team identity, coordination and mutual understanding...									
a. within our department/program unit		261	46%	38%	1%	11%	5%	1.76	
<i>Responses from</i> - Faculty		123	49%	35%	1%	12%	3%	1.70	
- Classified		116	41%	40%	1%	11%	8%	1.87	
- Exempt/Management		22	55%	41%		5%		1.50	
b. within our division		245	17%	54%	1%	24%	5%	2.18	
<i>Responses from</i> - Faculty		115	14%	59%		24%	3%	2.16	
- Classified		107	17%	49%	1%	24%	9%	2.27	
- Exempt/Management		23	30%	48%	4%	17%		1.89	
c. within the college		212	7%	59%	1%	26%	7%	2.33	
<i>Responses from</i> - Faculty		100	8%	67%	1%	21%	3%	2.20	
- Classified		87	3%	53%	1%	31%	12%	2.51	
- Exempt/Management		25	16%	52%		28%	4%	2.20	*Group averages for this statement were significantly different

STATEMENTS Rated:	n	Strongly Agree 1	Agree 2	Neu- tral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
<u>Climate of Mutual Trust Concerning Decisions</u>								
13. A greater climate of mutual trust concerning decisions which are made at LBCC has been promoted ...								
a. within our department/program unit	251	36%	45%	1%	14%	4%	1.86	*Group averages for this statement were significantly different
Responses from - Faculty	121	43%	41%	2%	12%	3%	1.75	
- Classified	110	26%	51%	1%	16%	6%	2.02	
- Exempt/Management	20	45%	45%		10%		1.65	
b. within our division	235	17%	55%	1%	22%	6%	2.16	*Group averages for this statement were significantly different
Responses from - Faculty	115	15%	63%	2%	18%	3%	2.10	
- Classified	97	16%	47%		27%	10%	2.32	
- Exempt/Management	23	39%	44%		17%		1.78	
c. within the college	210	8%	56%	2%	26%	8%	2.35	*Group averages for this statement were significantly different
Responses from - Faculty	102	8%	63%	2%	25%	3%	2.24	
- Classified	84	4%	55%	1%	27%	13%	2.51	
- Exempt/Management	24	25%	33%	4%	25%	13%	2.27	
<u>Staff Training</u>								
14. Staff need more team-building and organization skills to be able to participate more effectively in the shared governance environment.	245	26%	46%	1%	26%	1%	2.03	*Group averages for this statement were significantly different
Responses from - Faculty	112	21%	44%	1%	33%	2%	2.17	
- Classified	108	28%	48%	2%	21%	1%	1.96	
- Exempt/Management	25	40%	44%		16%		1.76	

STATEMENTS Rated:	n	Strongly Agree 1	Agree 2	Neutral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
Opportunities for Conflict Resolution								
15. Opportunities for conflict resolution have increased ...								
a. within our department/program unit	196	19%	51%		25%	6%	2.17	
Responses from - Faculty	88	21%	48%		27%	5%	2.16	
- Classified	90	16%	51%		26%	8%	2.26	
- Exempt/Management	18	28%	61%		11%		1.83	
b. within our division	173	9%	49%		35%	7%	2.40	
Responses from - Faculty	74	7%	50%		38%	5%	2.42	
- Classified	79	10%	44%		35%	10%	2.46	
- Exempt/Management	20	15%	60%		25%		2.10	
c. within the college	148	5%	53%		37%	5%	2.42	
Responses from - Faculty	65	5%	65%		28%	3%	2.29	
- Classified	62	2%	47%		45%	7%	2.56	
- Exempt/Management	21	14%	38%		43%	5%	2.38	
Opportunities to Share Expertise and Insight								
16. Opportunities to share expertise and insight are available ...								
a. within our department/program unit	259	40%	49%	<1%	8%	2%	1.73	*Group averages for this statement were significantly different
Responses from - Faculty	124	47%	46%		5%	2%	1.63	
- Classified	112	32%	51%	1%	13%	3%	1.87	
- Exempt/Management	23	44%	57%				1.57	
b. within our division	227	19%	56%	1%	21%	4%	2.11	*Group averages for this statement were significantly different
Responses from - Faculty	108	18%	57%		22%	4%	2.12	
- Classified	94	14%	56%	2%	22%	5%	2.20	
- Exempt/Management	25	40%	52%		8%		1.68	
c. within the college	196	9%	62%		24%	6%	2.26	*Group averages for this statement were significantly different
Responses from - Faculty	96	9%	67%		20%	4%	2.19	
- Classified	74	3%	60%		31%	7%	2.42	
- Exempt/Management	26	23%	54%		15%	8%	2.08	

STATEMENTS Rated:	n	Strongly Agree 1	Agree 2	Neu- tral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
Shared Governance								
17. I am personally satisfied with the current shared or decentralized governance system.	209	11%	53%	1%	26%	10%	2.35	
Responses from - Faculty	99	10%	58%		24%	8%	2.30	
- Classified	85	8%	53%	2%	26%	11%	2.40	
- Exempt/Management	25	20%	36%		32%	12%	2.36	
18. The college provides you with enough planning and communication time to meet the expectations of shared governance.								
Responses from - Faculty	101		45%	1%	41%	14%	2.69	
- Classified	67	5%	54%	2%	31%	9%	2.46	
- Exempt/Management	24	4%	42%		25%	29%	2.79	
General Administration								
19. The College Board of Directors understands its role is to set policy and not to administer the college.	142	18%	78%	1%	4%		1.87	*Group averages for this statement were significantly different
Responses from - Faculty	64	20%	72%	2%	6%		1.87	
- Classified	57	9%	88%		4%		1.95	
- Exempt/Management	21	33%	67%				1.67	
20. I feel the LBCC administration is supportive and wants to do the right thing.								
Responses from - Faculty	115	26%	67%	2%	5%	5%	1.80	*Group averages for this statement were significantly different
- Classified	107	14%	68%	5%	8%		2.06	
- Exempt/Management	26	27%	58%		15%		1.87	
	248	21%	66%	3%	8%		1.92	
21. The LBCC administration is doing a good job.								
Responses from - Faculty	114	13%	75%	3%	9%		1.97	*Group averages for this statement were significantly different
- Classified	101	11%	66%	7%	12%	4%	2.12	
- Exempt/Management	26	31%	58%		8%	4%	1.85	
	241	14%	70%	4%	10%	2%	2.02	
22. The administration is doing a good job of building support in the community.								
Responses from - Faculty	98	22%	65%	3%	8%	1%	1.89	
- Classified	93	14%	73%	4%	8%	1%	1.98	
- Exempt/Management	21	33%	57%	5%	5%		1.74	

STATEMENTS Rated:		n	Strongly Agree 1	Agree 2	Neu- tral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p < 0.05$
Open Communication									
23. Representation at the board meetings and College Council has encouraged open communication ...									
a. between student association and administration and board		110	16%	76%		6%	3%	1.95	
Responses from - Faculty		41	15%	78%		7%		1.93	
- Classified		52	14%	75%		6%	6%	2.04	
- Exempt/Management		17	29%	71%				1.71	
b. between classified association and administration and board		122	12%	70%	2%	12%	5%	2.11	*Group averages for this statement were significantly different
Responses from - Faculty		42	14%	74%		10%	2%	2.00	
- Classified		60	5%	70%	3%	13%	8%	2.27	
- Exempt/Management		20	25%	60%		15%		1.90	
c. between faculty association and administration and board		126	18%	76%		4%	2%	1.89	
Responses from - Faculty		70	20%	77%		3%		1.83	
- Classified		36	8%	83%		6%	3%	2.03	
- Exempt/Management		20	30%	60%		5%	5%	1.85	
d. between management association and administration and board		93	14%	75%	10%	1%		1.98	
Responses from - Faculty		37	11%	84%	5%			1.95	
- Classified		34	23%	85%		3%		1.94	
- Exempt/Management		22		46%	32%			2.09	
Equal Opportunities									
24. Fair and non-discriminatory job promotion practices are consistently supported by the college administration.		232	21%	56%	2%	16%	6%	2.28	
Responses from - Faculty		103	24%	66%	2%	6%	2%	1.86	
- Classified		105	15%	51%	2%	23%	10%	2.75	
- Exempt/Management		24	33%	33%		29%	4%	2.04	

STATEMENTS Rated:	n	Strongly Agree 1	Agree 2	Neutral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
College Services								
25. The following administrative units provide timely, quality service in a customer-friendly way:								
A. Academic Affairs Office	174	35%	62%	1%	3%	1%	1.70	
Responses from - Faculty	86	34%	64%		2%		1.69	
- Classified	68	35%	59%	2%	3%	2%	1.71	
- Exempt/Management	20	35%	60%		5%		1.70	
B. Bookstore	253	28%	65%	1%	5%	1%	1.80	
Responses from - Faculty	118	23%	70%		5%	2%	1.86	
- Classified	110	34%	57%	2%	6%	1%	1.75	
- Exempt/Management	25	28%	72%				1.72	
C. Business Office (includes purchasing, accounts payable, accounts receivable, & accounting)	245	22%	70%	1%	6%	1%	1.86	
Responses from - Faculty	110	14%	80%		6%	1%	1.94	
- Classified	110	28%	64%	2%	6%	1%	1.80	
- Exempt/Management	25	36%	52%		12%		1.76	
D. Computer Programming	227	10%	55%	1%	26%	9%	2.34	
Responses from - Faculty	99	10%	59%	1%	24%	6%	2.27	
- Classified	105	9%	55%	1%	25%	11%	2.38	
- Exempt/Management	23	13	35%	4%	35%	13%	2.48	
E. Custodial Services	252	14%	62%	2%	18%	4%	2.12	*Group averages for this statement were significantly different
Responses from - Faculty	116	15%	67%	3%	16%		2.02	
- Classified	110	14%	55%	1%	23%	8%	2.26	
- Exempt/Management	26	15%	69%	4%	12%		1.98	
F. Desktop Computer Support	210	11%	46%	1%	31%	11%	2.42	
Responses from - Faculty	99	14%	43%	1%	29%	12%	2.40	
- Classified	87	6%	52%	1%	32%	9%	2.45	
- Exempt/Management	24	17%	38%	4%	33%	8%	2.35	
G. Grounds	212	13%	75%	1%	9%	1%	2.00	
Responses from - Faculty	97	12%	74%	2%	9%	2%	2.02	
- Classified	92	13%	74%		12%	1%	2.01	
- Exempt/Management	23	17%	83%				1.83	

STATEMENTS Rated:	n	Strongly Agree 1	Agree 2	Neu- tral 2.5	Disagree 3	Strongly Disagree 4	Average	NOTE: Significant Differences at $p \leq 0.05$
Q. Risk Management (includes workplace ergonomics, hazardous materials management, etc.)	153	16%	74%	1%	7%	2%	1.95	
<i>Responses from</i> - Faculty	57	16%	70%		11%	4%	2.02	
- Classified	80	16%	78%		6%		1.90	
- Exempt/Management	16	19%	69%	6%		6%	1.97	
R. Security and Safety	238	18%	61%	1%	16%	3%	2.06	*Group averages for this statement were significantly different
<i>Responses from</i> - Faculty	108	21%	65%	2%	10%	2%	1.94	
- Classified	105	13%	58%	1%	22%	6%	2.20	
- Exempt/Management	25	20%	60%		20%		2.00	
S. Switchboard	233	17%	75%	1%	6%	1%	1.91	
<i>Responses from</i> - Faculty	105	17%	77%	1%	5%		1.88	
- Classified	103	16%	75%	1%	6%	3%	1.97	
- Exempt/Management	25	24%	68%		8%		1.84	
T. Telephone Support Services	233	17%	75%	1%	6%	1%	1.91	
<i>Responses from</i> - Faculty	101	13%	82%		5%		1.92	
- Classified	107	20%	71%	2%	5%	3%	1.92	
- Exempt/Management	25	24%	64%		12%		1.88	
LBCC Morale								
26. My level of morale is high at LBCC.	255	20%	56%	4%	17%	4%	2.08	
<i>Responses from</i> - Faculty	121	22%	60%	3%	12%	3%	1.99	
- Classified	108	16%	56%	4%	19%	6%	2.17	
- Exempt/Management	26	27%	39%	4%	27%	4%	2.10	

Appendix 7.6

Governance Survey – 1993

MAY 20 1993

LINN-BENTON COMMUNITY COLLEGE

HUMAN RESOURCES/PAYROLL

MEMO

TO: Jon Carnahan
FROM: Brian Brown *BB*
DATE: May 20, 1993
SUBJECT: Governance Survey

The following table reports how many total people responded to the Governance Survey in each group (classified, faculty, program coordinators, department chairs, and exempt), what the total population is for each group, and the percentage of responses.

Group	# of Responses	Total Population	% of Responses
Classified	61	242	25.2
Faculty	46	159	28.9
Program Coordinators	6	28	21.4
Department Chairs	10	21	47.6
Exempt	28	45	62.2
Total	151	495	30.5

LBCC GOVERNANCE SURVEY PERCENTAGES

1. During the past two years, LBCC's "shared" or decentralized governance system has been explained to me in various meetings.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	100.0	66.6	85.6	65.1	22.9
Strongly disagree and disagree	0.0	33.3	10.7	32.5	52.3
No opinion	0.0	0.0	0.0	2.1	21.3

2. I am familiar with the organizational changes which have led to the current "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	100.0	83.2	89.2	78.2	42.5
Strongly disagree and disagree	0.0	16.6	7.1	17.2	39.2
No opinion	0.0	0.0	3.5	4.3	14.7

3. I receive sufficient information regarding decisions being made within my specific "work unit."

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	100.0	83.2	92.7	67.3	62.2
Strongly disagree and disagree	0.0	16.6	7.1	30.3	32.6
No opinion	0.0	0.0	0.0	2.1	3.2

4. I receive sufficient information regarding decisions being made within my "division."

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	33.3	89.2	47.7	40.9
Strongly disagree and disagree	20.0	50.0	10.7	49.9	52.4
No opinion	0.0	16.6	0.0	2.1	4.9

5. I receive sufficient information regarding decisions being made within the college as a whole.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	100.0	66.6	74.9	49.9	49.1
Strongly disagree and disagree	0.0	33.2	24.9	47.7	45.8
No opinion	0.0	0.0	0.0	2.1	4.9

6. I am familiar with the "President's Council" and its role in our shared governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	100.0	50.0	92.8	58.6	45.8
Strongly disagree and disagree	0.0	50.0	7.1	41.2	42.5
No opinion	0.0	0.0	0.0	0.0	9.8

7. I am familiar with the "Academic Affairs Council" and its role in our shared governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	66.6	85.7	67.3	24.5
Strongly disagree and disagree	20.0	33.3	10.6	32.5	65.5
No opinion	0.0	0.0	3.5	0.0	8.1

8. I am familiar with the "College Services Council" and its role in our shared governance systems.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	60.0	33.2	92.8	21.7	22.8
Strongly disagree and disagree	40.0	66.6	7.0	71.7	65.5
No opinion	0.0	0.0	0.0	6.5	9.8

9. I am familiar with the responsibilities of faculty department chairs.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	100.0	100.0	64.2	78.2	31.1
Strongly disagree and disagree	0.0	0.0	32.1	21.7	58.9
No opinion	0.0	0.0	3.5	0.0	8.1

10. There are ample opportunities available for me to take an active part in the decision-making process at LBCC.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	66.6	85.6	45.5	34.4
Strongly disagree and disagree	10.0	33.3	14.2	47.7	52.4
No opinion	0.0	0.0	0.0	6.5	11.4

11. My opinions are well represented on committees, councils, task forces, etc. at LBCC.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	90.0	50.0	78.4	49.9	34.4
Strongly disagree and disagree	0.0	50.0	21.3	34.7	39.3
No opinion	0.0	0.0	0.0	15.2	24.5

12. The "President's Council" appears to be functioning effectively.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	30.0	66.6	71.4	30.4	29.4
Strongly disagree and disagree	0.0	0.0	7.0	8.6	9.8
No opinion	70.0	33.3	21.4	60.8	59.0

13. The "Academic Affairs Council" appears to be functioning effectively.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	66.6	64.2	43.3	18.0
Strongly disagree and disagree	20.0	0.0	3.5	12.9	6.5
No opinion	0.0	33.3	32.1	43.4	73.7

14. The "College Services Council" appears to be functioning effectively.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	30.0	33.3	67.8	17.3	16.3
Strongly disagree and disagree	0.0	0.0	17.8	8.6	3.2
No opinion	70.0	66.6	14.2	73.9	78.6

15. Faculty department chairs appear to be functioning effectively.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	83.3	32.0	56.4	29.4
Strongly disagree and disagree	20.0	0.0	24.9	21.6	20.3
No opinion	0.0	16.6	42.8	21.7	52.4

16. The shared governance system has promoted cooperation, team identity, coordination and mutual understanding.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	90.0	49.9	64.2	41.2	24.5
Strongly disagree and disagree	10.0	16.6	21.3	30.3	26.1
No opinion	0.0	33.3	14.2	28.2	49.1

17. The shared governance system has led to a greater understanding of major decisions facing the college.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	90.0	33.3	64.2	41.2	29.4
Strongly disagree and disagree	10.0	16.6	17.7	30.3	22.8
No opinion	0.0	50.0	17.8	28.2	47.5

18. The shared governance system has promoted a greater climate of mutual trust concerning decisions which are made at LBCC.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	90.0	49.9	57.0	39.0	31.2
Strongly disagree and disagree	10.0	33.3	21.4	28.1	27.8
No opinion	0.0	16.6	21.4	32.6	40.9

19. The shared governance system has empowered greater numbers of participants in the operation of the college.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	90.0	66.6	78.5	52.1	27.2
Strongly disagree and disagree	10.0	0.0	7.1	23.8	19.6
No opinion	0.0	33.3	14.2	23.9	52.4

20. The decentralized governance system has provided increased opportunities for conflict resolution through consultation.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	70.0	33.3	46.3	32.5	29.4
Strongly disagree and disagree	0.0	16.6	28.5	21.6	14.6
No opinion	30.0	50.0	25.0	45.6	55.7

21. The shared governance system has provided for increased opportunities to share expertise, insight, and analytical skills from a broader base of individuals throughout the organization.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	50.0	58.8	43.4	24.5
Strongly disagree and disagree	10.0	33.3	21.3	17.3	19.6
No opinion	10.0	16.6	10.7	39.1	55.7

22. The combining and realigning of instructional and student service units into four divisions has positively contributed to our "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	70.0	49.9	49.9	26.0	17.9
Strongly disagree and disagree	10.0	0.0	10.6	34.7	16.3
No opinion	20.0	50.0	39.2	39.1	62.2

23. The dean and associate dean structure has positively contributed to our "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	50.0	66.6	60.7	28.2	29.4
Strongly disagree and disagree	40.0	0.0	7.0	47.7	14.6
No opinion	10.0	33.3	32.1	23.9	54.0

24. Redefining and upgrading the role of faculty department chairs has positively contributed to our "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	66.6	53.5	39.0	22.9
Strongly disagree and disagree	20.0	16.6	7.0	41.2	16.3
No opinion	0.0	16.6	39.2	19.5	59.0

25. The creation of the "President's Council" has positively contributed to our "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	30.0	16.6	74.9	23.8	27.8
Strongly disagree and disagree	20.0	0.0	3.5	15.1	11.4
No opinion	50.0	83.3	21.4	60.8	59.0

26. The creation of the "Academic Affairs Council" has positively contributed to our "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	90.0	66.6	75.0	45.5	13.0
Strongly disagree and disagree	10.0	0.0	10.6	10.7	4.8
No opinion	0.0	33.3	14.2	43.4	80.3

27. The creation of the "College Services Council" has positively contributed to our "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	30.0	16.6	64.2	13.0	14.6
Strongly disagree and disagree	0.0	0.0	17.7	6.4	3.2
No opinion	70.0	83.3	17.8	80.4	80.3

28. "Associated Students of LBCC" representation on the President's Council and on committees of the Academic Affairs and College Services Councils has positively contributed to our "shared" or decentralized governance system.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	50.0	33.3	64.2	39.1	22.8
Strongly disagree and disagree	30.0	0.0	14.2	12.9	4.9
No opinion	20.0	66.6	21.4	47.8	70.4

29. I am personally satisfied with the "shared" or decentralized governance system which exists at LBCC.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	70.0	50.0	64.2	41.2	32.7
Strongly disagree and disagree	30.0	33.3	32.0	39.0	27.7
No opinion	0.0	16.6	3.5	19.5	37.7

30. The level of morale is "high" at LBCC.

QUESTION RESPONSE	EMPLOYEE GROUPS (by percentage)				
	DEPT CHAIR	PROG COORD	EXEMPT	FAC	CLASS
Strongly agree and agree	80.0	66.6	49.9	54.2	31.0
Strongly disagree and disagree	20.0	33.2	46.4	39.0	52.4
No opinion	0.0	0.0	3.5	6.5	11.4

Shared Governance Survey Responses - 1993

Please briefly explain how you feel "shared governance" at LBCC has directly affected you and/or your "work life".

There has been no change, as far as I can see.

I am a Dept Chair. In that role, I am much more involved and have much more input to campus decisions than formerly in my role as Dept Chair.

I came to LBCC when the new structure was in place, so I can't comment on the "change". However, I do think there's good participative discussion and decision-making going on, though many of the Council topics are not relevant to my areas of responsibility.

There is a greater division between management and non-management - especially in attitude and morale.

I have only worked at LBCC since May 1991, so I don't have any experience with the old system. The new system seems to work well, other than a greater workload on managers.

I haven't been here long, but I do know that in our area we are usually told how things are going to be. I feel management needs to let go of some of the control, in order to actually have shared governance.

I have more say in decisions and am personally more aware of college decisions.

Increased my workload
Increased vertical steps in organization

I'm really not familiar with the "shared governance" program; I've only been at LBCC 6 months.

I'm still doing the same tasks as a coordinator as I was as a Dept. Chair and am being paid less for it.

I have no concrete examples - I'm on the lowest rung and I just have to take what is handed to me. I have no idea who is really calling the shots, and whether it would be different if we didn't have shared governance.

Not really a whole lot one way or the other. But I do feel the "Industrial Division" has not improved since the change. Mike Patrick did a better job before. The atmosphere was better. It didn't seem broken. It didn't need to be fixed in my opinion. Adding layers of administration has not helped.

In one way (workload) I'm glad I'm not a Dept. Chair. The increased responsibilities require an amount of time far in excess of the release time allowed to fulfill those responsibilities.

I have not been with LBCC long enough to fully understand these two concepts.

Instead of dealing with managers, I now have to ask Dept. Chairs for what I need and many of them have not been trained in these new responsibilities. Paperwork is not turned in or turned in correctly by these Dept. Chairs, etc.

Being on several committees has made my life busier; however, I do feel more a part of the system and have met people I've never even seen or heard of before.

Like the Dean/Associate Dean structure. I have representation via Dean and Associate, but now have less direct input into the campus-wide decision process.

For the most part, I think it has improved communication and decisions are not so "secret". However, I have heard from more than one person that in sharing their reasons and causes for stress, they have had "controlling stress" become an issue on their evaluations. That seems unfair.

I have been more involved in the information "pipeline" and in decision making.

I do not really know how this governance has affected me since I am not sure how my supervisor has been affected.

Since I did not work at LBCC prior to January 1991, I have no basis for comparing the new system with the old. However, I am not aware of a "participatory management" mentality at LBCC. In fact, the atmosphere is a particular "us vs. them" atmosphere. I do not believe that morale is especially high at LBCC. I still hear my share of gripes from faculty about classified, from classified about faculty, and from both of those groups about administration.

MORE PAPERWORK!!!!!!!!!!!!!!

It has created a sense, in my mind, that decisions are made by consensus. I haven't seen this realized completely or at least to the concept's full potential. It seems as though we have not fully empowered others in the process. Those that have been empowered need to understand they must contribute and must feel comfortable in doing so without fear of retribution.

Very little actual change. Dept Chair away a lot for meetings with no real benefit. Your own address label does not acknowledge the changes!

TBD working more closely with the Business Division has allowed me to have more teaching assignments.

Being included in discussions and having a direct link to information makes my job easier and my decisions better. The big picture always helps; I find the "trickle down" of information isn't reliable.

My somewhat negative comments reflect a frustration of feeling I really don't know what is going on at LBCC and I wonder if Administration cares about the struggle the classroom teacher has to keep up with the "status quo" and yet find energy and time to look ahead to the possibilities of educational reform.

I am much more aware of information than I ever was before. I am part of the information loop.

I have no idea what "shared governance" is, so I haven't any idea on how it has affected my "work life".

Has had little or no impact

I have opinions, but do not feel sufficiently knowledgeable to make informed suggestions. Thank you for opportunity to join in input!!

Never even heard the term "shared governance" before.

Allowed more input from end users.

I am busier, but there is better understanding and teamwork.

Has contributed to having more meetings. This is not "good" or "bad" but does strain productivity and accomplishments.

As a fairly new LBCC employee, I have never heard of the "shared governance" or the different councils that contribute to this governance system.

ICC is really working. A lot more information is shared, not hoarded as "power" as in the past.

The change has been that instead of there being a chain of command that was several layers deep...now we have a chain that is several layers wide.

"Shared governance" at LBCC means management! Where does classified fit in?

Perhaps because I'm a "new" staff (although I've been part time for 17 years!) I'm not familiar with these terms.

I don't feel any impact or am not aware of how it affects my department.

Academic Affairs Council has streamlined the dissemination of information and makes it much easier to get input. During these kinds of processes, broader understanding among departments now has a forum.

It has given me more work to do. I wish we could cut down on meetings so the paperwork didn't always get done after 5:00. It fits my style, so I am comfortable with it at the Division/work unit level.

I understand more how decisions are made that affect me. I understand chain of command better.

Has increased workload at times. Decision process becomes lengthy which involves more follow-up contacts in a two-way communication system.

I have been asked to be on committees that directly affect my work.

In actuality, I believe the effect has been minimal. Philosophically, it allows for a greater feeling of "ownership" throughout the college. In reality, many decisions must still be made by those people closest to, and most knowledgeable about, the problems and issues.

On the Academic Affairs side of things, I feel closer to discussions and decisions because my Dept. Chair regularly solicits departmental opinions. I feel "out of the loop" with the other two councils, for I never see minutes or reports of proceedings. Because my division has operated without a full-time Associate Dean and because the Dean is involved with college-wide activities, our division lacks unity and cohesiveness.

Don't seem to be able to get direct answers concerning things because it has to be "brought up" at Academic Affairs Council or some other committee.

Higher morale, but in real terms - not tangible. We hear filters of information from Academic Affairs and Leadership team meetings, but not opportunities for input.

Things are better. It has helped. Thank you.

As a Dept. Chair, I am spending many, many hours in somewhat unproductive meetings. My workload has doubled. I have minimal supervision. Our faculty has almost no other supervision; yet I am not their supervisor.

There is no difference before and after "shared governance".

I can see where the "shared governance" is being used in our area. However, I don't see where it goes down any further than management level. Sometimes as a classified employee, I feel that decisions are made on the management level, where they work as a team without regard of how those decisions are going to affect the persons who have to carry out those plans.

In many ways I feel that the "shared" concept works as well as the "players" in my work life make or allow it to work (i.e. the Dept. Chair and Associate Deans, etc.). If they share, I am more affected and more positive about my contribution/involvement/understanding of governance. Generally, I agree it is working well - good ideas.

I feel I have more information on what's going on, and more opportunity to have input.

The "shared governance" reorganization resulted in my work unit moving from an independent unit to being combined with another department that is dissimilar in nature. This was not viewed as a positive move by our staff.

I really have no idea. As an employee who has worked for LBCC for 4 months, no information has been given to me in a form which I was able to comprehend. There may have been something about it in the things I was given as a new-hire, but if so it was not in an easily useable form.

I can't say I am aware of a direct effect on my "work life", but I am definitely aware of the assurance I personally feel in the empowerment of greater numbers of participants in decision-making and operation of the college.

It has added more committees to an already long list.

I feel that this system has had little effect that I'm aware of.

It has frustrated and stressed me. Not so much because the shared governance process is not a good approach, but because it is a different work style than I prefer. The college culture values "process" and continued input, discussion and keeping everyone informed, which often

delays decision and job completion, plus causes repetitive starts and stops. I value independent judgment and results, which includes the responsibility to get sufficient input. With an increasing workload and the added cultural support to obtain more input and keep everyone informed, I constantly feel behind and often feel unmotivated or unable to successfully handle the job. Feeling this way tends to stifle my creativity and commitment to the job.

More work to do. Somewhat frustrating as after work is completed and you feel a good decision or solution is found, the next level vetoes or changes it.

Because the unit of which I was a part had operated with an inclusive management style, impacts on my department's work were limited. The biggest change for me has been for operator involvement in larger college-wide issues - a lot more meetings.

There are so many people involved in decisions that sometimes it is lengthy and cumbersome getting answers or decisions. It is difficult getting access to our Dean. My job is now so busy it is hard to get it done and I get discouraged sometimes.

In general, when decisions are made regarding campus procedures/forms/etc., information given to Deans doesn't always "trickle down" to classified!! Access to a "busy" Dean makes getting decisions/assistance/etc. very difficult!!! Having the "busy" Dean sign all payroll/timesheets/travel/etc. sometimes makes it difficult to know if things will be in on time.

I feel more involved in the planning and problem solving on campus, but I don't know if everyone does.

A lot of meetings: Positive = sharing of information and decisions

Negative = time consuming

It was enacted before I was hired here, did not know there had been any other way "before".

I feel more in control of my work situation - I can make changes and participate in change more quickly without waiting for "approval: or leadership. Staff are working harder and more closely. Communication up and down and across all lines is much better. Level of trust is much higher also.

Shared governance has eliminated old avenues which had evolved for problem-solving and communications. Changes may have

been in order, but such changes as have been instituted have made problem-solving more difficult in that nobody seems to be quite sure of who is responsible for what, or where communications should be directed. The result is many problems are simply not addressed or solved. The onus of the solution has been shifted to the individual; administrators seem too willing to "pass the buck" or to tell a staff member to solve the problem themselves. Management no longer seems interested in the day-to-day operation of the school.

Are there any changes in LBCC's "shared governance" system that you would recommend?

Give the Dept. Chair greater authority and responsibility regarding faculty. Replace the dead-wood, we've-always-done-it-this-way managers. Train department chairs!

I'm not sure what President's Council does. I don't get any communication about their activities, problem decisions; therefore, I don't feel like I have input to that level of governance, except through Academic Affairs Council. Academic Affairs seldom gets feedback from the President or President's Council.

I suggest limiting the rambling commentary that occurs, especially in President's Council, by some members.

As "shared governance" is defined that one is able to share involvement in decision-making in a climate of mutual trust - this is not evident in the work group in which I am involved.

Better communication, also that the people that represent us know our opinions and will express them. I don't feel that we share in decisions.

Perhaps more emphasis or facilitation of employee involvement (a la Deming's TQM principles or "Kaizen") to bring about more process improvement/employee input.

Role of department chair in science/technology division. Specifically the Mfg.Tech Dept - see below for explanation. If it were possible, I would say put us back in our old roles - they worked better for us.

Yes. Several. Give (allow for) more release time for Dept. Chairs. Require weekly (no less than one every 2 weeks) department meetings. (facilitates communication) Include some faculty as voting members of President's Council. At a minimum, the chair of AAC and perhaps the Assistant Chair or the Chair of 1 or more standing committees. Perhaps also/or a representative of AAC chosen by the AAC.

Give me a year and I can and would be willing to give positive input.

Dept. Chairs need to be trained in all aspects of their new responsibilities including contracts, supervising, personnel procedures, etc.

Do away with faculty Dept. Chair having to sign P.O.s and okay them.

I realize that communication takes time, but meeting times are difficult to set because of everyone's schedule. The committee meetings end up being held in late afternoon or evening. Is there some way to set aside a committee meeting hour?

Currently not all exempt staff who supervise faculty have the opportunity to directly participate in the governance structure beyond the division level.

More input from the workers!

Should be in practice more. Advisory, i.e. manager, should make decisions after taking into account recommendations.

LESS ADMINISTRATION!!!!!!!!!!!!

Involve more of those affected by the decisions in the process.

I believe our Dept. Chair is overworked and needs release time from teaching to accomplish the increased duties and responsibilities. Most of responsibility falls on Dept. Chair as "Dean" and "Assoc. Dean" are pretty "inaccessible".

Yes.

I think College Services has been much better this year than last, so we need to be sure there is an effective Chair.

The information generated by all the "Councils" needs to be channeled down to the classroom teacher. Some won't care, but others will at least have a sense of being a part of the "whole".

More information to general faculty about the workings of the 3 Councils.

Let's quit sharing.

Reduce middle management's role and number.

Examine private sources for all non-instructional support services.

More diversity among staff on final decision-making Councils.

There are at least two managers at the Dean, Assoc. Dean level that should have retired before this "governance" system was introduced. I recommend that these managers be retired before the system will be completely successful!

Consider a division that would help focus S.S. and Evening programs and services.

Do away with either the Deans or the Associate Deans positions
- two layers of management at this level are unnecessary
and wasteful.

More clarification about Dept. Chair's role.
More information about other councils.

How do you measure, change, or monitor accountability?

Get Classified employees' point of view on decisions that
affect their work situations. They certainly care about
LBCC too, or they wouldn't put up with the increased
workload and stress.

"Shared" governance provides a greater opportunity for
departments to interact and cooperate. Somebody (Center
for Teaching Excellence?) should use this climate to
promote more integrated curriculum at LBCC.

The President needs to work on letting people give their
opinions instead of letting us know his decision. People
rarely speak up with other viewpoints when we know where
he stands. Patsy does a beautiful job at Academic
Affairs. Try to reduce the number of committees by
slowing down the amount of change.

Make clearer the lines of command.

It is my opinion and/or knowledge that some Dept. Chairs teach
several classes and most don't teach any. I feel this is
very unfair to the Dept. Chairs in Business Mgmt. and
Business Tech., especially. They only have one class
from which they're released and they must teach,
supervise, and monitor computer rooms. I feel that if
other Dept. Chairs are released from teaching all day,
then so should Business Mgmt. and Business Tech. They
are really overworked.

Classified needs to be more involved in decision making. How
many are on the TQM committee?

Some mechanism for the Dept. Chairs to become more of a team -
can they meet some of the time without their managers?
Great strides have been made in Academic Affairs, but
they will need to increase their trust levels with each
other as our budget woes deepen.

I would recommend the elimination of Associate Deans and
elevate Dept. Chairs to full-time management and require
the Dept. Chairs to teach at least one class.

1. Use the Communicator to summarize decisions,
recommendations or topics discussed in the Councils.

-
2. Actively promote ways and means of developing "linked" courses. Many of our managers, because they are long-term managers, tend to be removed from the day-to-day issues and problems of the classroom. Teachers talk about interdisciplinary courses, but no one quite knows how to proceed beyond informal conversation.

If a committee is going to function in an effective manner, it should be able to make decisions that can make an impact and be implemented without hours to run it through a couple of other "higher ranking" committees.

Make membership on committees more "open-choice" -- not always funneled down as plums to be given by Dean or Dept. Chair.

Personally, I'd get rid of Ken Cheney. He is obstructive -- he does things like develop degrees that require more classes in his area than any student needs.

Clarification of roles...what reasonably should be expected of faculty, program coordinators, Dept. Chair, Asst. Deans, Deans. I don't believe people understand how the roles have changed.

Yes, let us be involved more in creating new classes. Right now, if we were to offer some specialty classes, the FTE generated would not come back into our budget to pay staff; therefore, it seems impossible to offer special courses for the community. It seems as if we are relegated to teach our majors only.

I would like to be able to have more input without being labeled as a non-team player if my input differs from what they might think. I believe opinions should be allowed if they are expressed in a proper way at a proper time.

The Dept. Chairs have been given more power, influence, duties and responsibilities. Are they not (all) overworked? How are they to do their faculty duties and be Dept. Chairs too? Perennial problem for me at LBCC! If my Director/Dept. Chair/Assoc. Dean are not specialists in my area of expertise, whom do I go to for professional mentoring, advice, leadership--?

I have seen instances where it becomes "governing by committee" and then is ineffective. There are situations in which people here act very much in their own self-interest, especially with the current revenue crisis. The committees then don't work, they become very factionalized. I also see people here who are very entrenched in old, familiar, but ineffective and

inefficient ways of doing things. Both of the cases I mention above in my mind require strong leadership and definite assignments of responsibility to accomplish things. I feel that we need more definite assignments of responsibility here. I also believe that we should give people specific responsibilities to accomplish specific things and give them the support and authority to do so. At times, there is too much talk and too little action here.

Please reexamine the roles of program coordinators. Some are represented by Dept. Chairs who may not be knowledgeable or sympathetic or their programs and have their "own" departments as a priority.

I would recommend more information in an easily "digestible" form to be made available to the employees.

Don't create more committees unless there is a real function to perform.

Classified staff have little opportunity for input. Most of the shared governance seems to have most to do with "more important people".

Continued involvement of all staff seems critical. I think a lot of learning has to happen in order for shared governance to work effectively. Training is essential.

Stop having so many people involved in the decision-making process and allow the managers to manage their departments. Each manager, along with their staff, should assess their own department and be required to come to consensus with managers of other departments where their functions are integrated in some way. However, they need to include only those persons that have a true need to be involved (that does not necessarily mean that someone from every area need be represented). I think each department needs to assess and prioritize what services realistically can be provided. Require managers to prioritize their functions and align them with the overall college goals. Have managers support staff and create a less stressful environment by eliminating from the list those priorities that are not realistic to complete with the available resources.

Dean more accessible and responsive.

Giving more "signature" authority to Dept. Heads to save time/expedite forms to send to Payroll/Accts Payable, etc.

We need a clearer understanding of Dept. Chair roles for both the "Chair" and the department members.

Keep meetings focused and paper distribution concise and brief. (Most meetings are pretty good.)

Give more respect to opinions of classified staff.

The president has done a good job of setting up and supporting the system. He has resisted getting too involved and has wisely kept his distance while the system adjusts. I think, however, that there is a danger of receiving information from the top advisors without being involved personally at all levels - seeing and hearing for himself. This is tricky to pull off, but necessary with change taking place at all levels.

Eliminate the Dean/Associate Dean system. Instructional Units should be based as much as possible on individual buildings or instructional areas. In my area, the Dean is most often off-campus and inaccessible, and I think I've seen my Assoc. Dean just (?) times this year (usually when we waved to each other in the courtyard), which doesn't indicate any sort of active involvement in departmental affairs. It would be nice to have some sort of system in which mid-level management (Dept. Chairs, Assoc. Deans, and Deans) would serve as facilitators and also as intermediaries between staff (classified and faculty) and upper management.

Please specify any problems you see with the "shared governance" system at LBCC.

The same old problem - information is not communicated to those affected by decisions.

- 1) Dean is unavailable - no contact with staff
- 2) Dept. chairs are not treated the same across the campus - should have equal release time
- 3) Dean needs to be aware of what staff is doing, their wants, their needs, & bringing the division together as a unit.
- 4) Dept. chairs need more release time!

Not enough communication or input opportunities between Acad. Affairs Council & College Services Council.

The concept is good but in practice people seem to feel they attend many meetings with little purpose. The people attending them have little feeling for why they are there and the people not there have no idea what is happening.

I'm not sure that the majority of staff really know what's happening all the time. They're busy and things move fast. But distributing minutes is a great help.

The "shared governance" is not "across the board"

The changes that have occurred appear to be largely cosmetic and have not really had much of an input on the longstanding problems at LBCC. There is still a tendency for any given department/division/work unit to regard itself as an independent entity, rather than as part of a greater whole. For the organization, LBCC, to function properly I believe it is imperative for all of us to consider the college first and our own sub-unit second. At best "shared governance" is merely the latest catch phrase and does not deal with this problem.

I understand the purpose of this concept! It is a good one, but I feel it is only talk. The communication is poor and decisions are made that will cause major changes within departments, without asking those working with it on a daily basis. Usually a rule or change is made and that's that!

Sometimes it's too "bureaucratic" and the people that really "need-to-know" don't get the information.

The department chair position as now defined is another layer of administration that is reasonably expensive. I don't see the department chair position as relieving the coordinators of any tasks or responsibilities. However

the positive side is that it provides for more direct communication. The result being better communication for a higher price tag. That's not all bad.

We may have a unique situation in our manufacturing tech. department that does not "fit" the average role. So I am not criticizing the system, but I have a hard time seeing the improvement when making a department chair that has no knowledge of the department responsible for much of anything we do here, especially if he gets paid for it. Making him responsible for our budget is ludicrous. To have him sign all our purchase orders is a duplication of effort and a bottleneck. He doesn't do anything in the way of advising, scheduling, ordering, advisory meetings, hiring part-time, supervision, maintenance, correspondence or planning. What does he do that would qualify him for released time or overload pay? The money that goes to the Department Chair really should be going to the program coordinator.

The Deans (at least Pete) have responsibilities that take them (him) off campus much of the time. My perception is that he's gone more than half the time. His activities off campus are undoubtedly important to LBCC, but no direct connection exists between those off campus activities and the Math Dept. He's concerned with obtaining funding for electronics, water/wastewater, and maybe some other industrial/technical programs. That helps the division, but he does not have the "connection" with my department that he used to have.

It has hurt the classified, in how they see themselves as part of the college. We don't get asked how the changes will affect our job, until the changes are made. It's a fight to survive each day and the workload.

Sometimes committees are too large to be efficient. Goals for committees sometimes seem vague.

Not all divisions are providing adequate (if any) training and support for their Dept. Chairs.

People on the line working with students are often not consulted and, if they are, are expected to agree with their manager.

Day-to-day communication, as well as job expectations, need to be improved between Deans and Chairs/coordinators in some divisions.

It seems like there are a great number of committees that do very little and have little power. Why are they formed? Seems like a waste of time.

Inability to be as informed as I feel is necessary to "share" when asked for input.

Managers have become further removed from teaching issues. Basically, I endorse what I know of the Academic Affairs Council, but I wonder whether it's size might make it unwieldy. A question - I don't know; I've heard no complaints.

Too much overlap of responsibility with certain committees. I personally don't understand the relationship of decision-making between the President's Council and the Academic Affairs Council. Who is really making what decisions?

The idea is wonderful! Implementation is a challenge.

It is hard to see what an Associate Dean does that an administrative assistant couldn't do...some of the people in administrative positions appear to be "owed" the job...or we all like them so much we didn't want to go through the pain of letting them go.

There is so much information coming down that there isn't enough time or energy left to assimilate all of it! Communications have not improved.

Much more responsibilities for Dept. Chairs and program coordinators without increase in compensation.

In my division, Mary Spilde and Sue Trautwein are so overloaded, it is difficult to feel comfortable in taking their time to discuss problems.

That it is mainly carried out on a management level. This causes the classified personnel to feel they don't have any input into the decision-making.

Problem: I like rotating Dept. Chairs - give others the chance to be in charge, have leadership responsibilities, be proactive, etc. - nevertheless, for a number of reasons (lack of consistent leadership, possibility of poor "manager" being selected...), I feel there are difficulties with the notion of changing every 2-3 years. It's a dilemma - we'll see how it plays out over time.

Some programs do a variety of activities and services that cut across many areas of the college. There should be some way to examine whether or not some small units should be allowed to stand alone.

Involves more staff in decision-making which could be considered good. However, it takes a long time to accomplish very much.

We need to see this as a long-term commitment. We are changing long-established habits. Training and opportunities to work on problems together are important.

Managers don't seem to be trusted with the responsibility to get sufficient input before making decisions. The emphasis is on group consensus by being open to everyone's input. This process will bring different views and good ideas. However, it also means too much compromise, overwork, and far too many meetings. I am often not sure a decision is final (or may be changed) and experience a long process to initiate change or get a decision.

Too many chiefs.

There are many decisions being made independently with little or no concern for the effects on other departments.

Slow decisions.

Are classified personnel at all represented? (I don't mean just by the union, which in my opinion ought to be banished.) It seems as though, as a classified employee, we just sort of sit here and wait to be told what to do next.

TOO MUCH NON-ACADEMIC WORK!!!!!!!!!!

It is change. Change is difficult for some. Change needs to be methodical and, at times, slow.

An overload for Dept. Chairs with no reduction possible in teaching loads in many departments.

Too much wasted time.

Sometimes it is difficult to determine where to start a discussion - AcAf, CSC, or PC. That is a case-by-case call, though maybe some general guidelines can be developed.

In the LA/HP Division, we have not yet had the opportunity to see how the Dean/Associate Dean structure works. We have only had a Dean, whom we do not often see.

Causes confusion, responsibility is too fuzzy.

Not full understood by all --

Seems workload increase is pushing many instructors to exhaustion - perhaps that is the norm of behavior for the late time of the term!?!

Greater clarity of Dept. Chair roles needs to occur.

Still continue to be quite departmentalized with limited numbers considering the welfare of the whole institution.

I can see no relevance in the activities of the Deans to the work that we do and the services we provide.

Same people running things; different names for things.

It takes longer. Sometimes a decision doesn't get made. Other times a Dean has already made the decision, but pretends they haven't.

Instead of looking to a smaller group of administrators for accountability for tasks, image, policy implementation, authority...we have sort of smeared it out over a larger area and the water is a little too muddy in some areas.

I do believe that communication has gotten better, but classified are not being informed of changes that affect them or policies that they should be aware of to perform their jobs. Also, when The Deans, Assoc. Deans, and managers agree to something in President's Council and when they are barely out the door they go back to doing it, "Their Way", it doesn't give much credibility to "Shared Governance". I also don't feel that there is accountability by a great deal of these people.

Our divisions are too large to have many all-division meetings. College Services Council was awful last year, but seems to function well this year. There are still a few Lone Rangers who want to skip the process. Sometimes Jon only hears from one group of people who have frequent access and a decision is made without important information.

Faculty Dept. Chairs need more training (budget, banner and supervising classified) and also they need more time to do it (more release time?). Hopefully, 2 different committees won't be duplicating the same work so as to waste time.

Some issues are "talked to death"

It isn't always clear to faculty members who makes what decision and there is this feeling of getting the run-around.

I feel the Dean of Business, Training and Health Occupations needs to spend some time in the classrooms and departments observing so she can see what is happening and what needs to be improved. Actually walking around, sitting in on classes, etc. would help to get a realistic picture of students, faculty and Dept. Chairs. I think the problem I described above would be solved if this happened.

We need more "education" to the masses about the "shared governance" system and how it's implemented.

I don't think that some of the Deans buy into shared governance. They see it as a way of shifting workload, but not decision-making. This isn't the case in Extended Learning/Student Services, but is in Liberal Arts, Industry and Science/Tech. Also, Jon Carnahan is becoming more isolated at the top of the pyramid - he needs to move around more between groups.

Lack of clear communication channels. It is nearly impossible to tell at present what happens to ideas once they are formulated. I can think of several recent cases where ideas originating at Dept. level - expressed either verbally, or in writing - simply disappeared into a void without ever being acknowledged, considered or acted upon. The staff abounds in thoughtful, intelligent energetic people with wonderful insight and creative ideas for solving some extremely difficult problems. The efforts of these people needed to be at least recognized as having merit. If there is no voice on the other end saying "I hear you and appreciate your ideas" the ideas will stop coming. Lack of mechanisms for soliciting input. There have been too many important decisions made by various groups without solicitation of the opinions of those affected (excuse me, I meant to say "impacted"). Often the first inkling that an issue has been brought up for consideration is a paragraph in the notes or report from one of the committees or councils that a decision had been made. At this stage, opinions or ideas are futile or moot. Case in point: ICC recently decided that student evaluation of each faculty member would be done once a year; which seems to violate the terms of the faculty contract, by the way. No faculty member I asked was aware that the issue was being discussed, not one was asked for input, and not one was aware that ICC had any power to make or to change policy.

Communications need to be two-way to be effective. There needs to be an accounting of what happens to ideas. Presently Dept. Chairs, Assoc. Deans and Deans have the ability to ignore or sidetrack ideas - many of which may be worthy of consideration - by simply ignoring or shelving them. For the shared governance system to work,

these people have a responsibility to carry forward the opinions of their constituent; whether they agree with these opinions or not is irrelevant. In addition, these same people need to inform the originators as to the ultimate disposition of the input.

The current system allows small groups to make important decisions without representing anybody but themselves and without much accountability.

Well, enough of this. As you can probably tell, gentle reader, "we are not amused".

Do you have any other comments/suggestions about the shared decision-making process at LBCC?

I think the process is probably a good one - it is the individuals involved who limit its effectiveness.

We could trade about two or three associate deans for one vice president of instruction. The deans could then do what they are supposed to do (deal with their divisions) instead of all the other things they do.

I hope we can move to a real TQM system eventually, so that all staff have real decision-making responsibility & authority.

The attitude of management towards classified and faculty leaves a lot to be desired.

The discrepancy in the high pay scale for management and the low pay scale for classified causes a lot of hard feelings.

Yes, let's start having some shared decisions. Ask the workers for input and watch the morale go up.

Regarding the last question I have to disagree that morale is "high" at LBCC, not on the basis of governance structure though. I believe stress is causing morale to be lower than it may otherwise be.

Have to assume the current process is fairly successful - LBCC seems to have a positive atmosphere (high morale, open communication, no fear) - at least in terms of the work environment. I'm not familiar with it's impact on students or community relations/mission goals.

In my opinion, most decisions have already been decided, even before (and in spite of) the shared decision-making process.

In my opinion, the only significant change has been the creation of the Academic Affairs Council and the changes in the responsibilities of the Dept. Chairs.

Faculty members who are now doing administrative/supervisory duties must be trained in these areas.

It's not friendly on campus any more.

It's a positive way of giving everyone an opportunity to participate and communicate w/others outside of their own work unit, division, etc.

As long as the administrators bring the information back to

the workers, I'm not concerned with the governance structure. It's important to me to have my concerns heard.

More information still needs to filter down. Written reports not always the best way. Communicator could be much more of a STAFF paper where ideas, concerns, columns, editorials, etc. Management could rotate a "From My Perspective" column with invited comments.

I have shared many things I think should be implemented, but am not always told why it can or can NOT (usually not) be done. There is one exception, the Showcase Office seems to be moving a little at this time, but I feel it is only because Jon has shown an interest in it.

The decision-making process is much improved over previous years, but probably still needs improvement and enhancement. There never seem to be adequate communication channels.

It is difficult to know if the system is working unless you are on several of these "power" committees. As a faculty member, I see much less of my Deans since we changed to the new system. Our Dept. Chair is swamped and has less time for class preparation.

Councils composed of both Academic and Administration.

I appreciate the efforts being made and believe this organizational philosophy, within reason, enhances the feeling of value each staff member has.

I think not, but something may come to mind 10 minutes after I turn this survey in. Oh well. Next time, right?

Any committee that includes too many individuals will become bogged down and therefore ineffective. "Too many cooks spoil the soup" syndrome has been repeatedly proven.

Thank you for trying so hard.

Education, as we know it, is dying. Some very creative, diverse, and probably weird human beings will be developing something new. If LBCC wants to be part of whatever comes next, we will have to listen to, and give power to, our own creative, diverse and weird staff members. We must look to the outer fringes of our organization, for that is where the truly "creative" staff members are. We must ask these people to re-design our college. We must give them the authority to make it

happen. We must pay them well for their services!
"When something isn't working
Try anything else."

-Baudler and Grinder

"previous experience" in a dying system is a good reason
to screen out an applicant, not a reason for hiring.

Clarification of roles; more easily digestible communications.

The Dept. Chairs need more release time to effectively do
their part in the "shared decision-making process".

I do feel that the "shared governance" concept is very
positive, but as in all concepts it depends on how people
carry out the concept whether or not it will be
successful.

I do like the LBCC structure now; I appreciate the Councils
formulated to discuss and decide issues. (Maybe another
handout is needed to inform all of us what they do - and
who the members are.) The efforts at reorganization were
worthwhile and I certainly admire Jon Carnahan's patience
in implementing the changes.

Yes, where is my share? How do I get involved? I have no
idea how to even find information on what I can do to
share in the decision-making process.

I believe our ability to be effective in these rapidly
changing times is directly tied to implementation of
shared decision-making and its related ways of being and
working together.

I think fewer people need to be on committees and must have a
very clear reason why they are there. I do not believe
that including so many people on committees and
increasing their involvement, while simultaneously
increasing their workload, is an effective method to
develop a climate of mutual trust. To develop a climate
of mutual trust is the responsibility of each manager,
supervisor, and/or Dept. Chair. The manager's
performance in developing that climate needs to be
regularly evaluated.

I think the basic structure (Academic Affairs, College
Services and President's Councils) well represents the
diversity of the college. It would probably be more
effective if further streamlined with fewer members and
delegating responsibility to managers for deciding when
it is appropriate to ask their staff to be involved.

Make it truly shared, not the same people/different titles
running things.

I do not feel that I have been included in very much decision-making or been informed of decisions that were made that have affected me. I recently had to find out what classes were to be offered in my work area by looking them up in the schedule of classes. I have also been scheduled to work during the lunch hour without being informed of the decision or asked if it was okay with me.

I was not even aware it existed until receiving this questionnaire! Does that say anything about how well it's working? In fact, just yesterday two faculty members were in discussion; one of them has come from OSU and was remarking that some political dictatorial policy he'd thought he'd left behind at OSU has reared its head at LBCC. He was very upset and said "I didn't think it was supposed to be like that at Linn-Benton."

Let's continue to mold the process and allow for it to fully develop. Also, focus on encouraging contributions/input from those affected by the decisions.

Be sure it's really shared decision-making and not just a "token" organizational structure as it sometimes seems.

Yes, I feel management should take the time to actually LISTEN to their support staff and include them in the decision process instead of asking and then ignoring the expertise of the people they HIRE.

The college needs to enforce "accountability" at all levels. It is difficult to explain to an employee the importance of following college policy when they see other staff not following the policy because the administrator does not agree with it. In conjunction with that, management needs to inform staff of college policies and administrative rules that affect their work unit.

We are doing a good job, but communication among all levels is essential for each of us to move ahead both individually and collectively. I know -- it all takes time!

It has been a great step forward, but now needs to find it's way from infancy to adulthood. Those in the middle of the shared decision-making are still trying to find and define their roles.

Please explain "shared governance" to new staff.

Empower the "Front Line"

Cut middle management

Privatize Bookstore, Grounds/Maintenance and Culinary Arts

I have been at the college for only 5 months, so I don't have a frame of reference for how LBCC operated before implementing "shared governance".

It's great!

Perhaps consider some strategic job exchanges to help more people with boundary spanning. Consider an activity in the next Title III that would allow the workplace to see the bigger picture.

Management of the facilities of the college is poor. No one seems to be in charge. No one seems to be aware of what needs to be done to stop the deterioration of our facilities. Even routine maintenance cannot be managed properly.

Information about the shared decision-making process should be available to new employees.

I feel the morale and involvement is at an all-time high for my experience time - over 17 years. Something's working, and maybe this concept is it!

I really am not aware of how any of this pertains to me or my department. I am satisfied with decision-making and communication within my own department.

I have only been at LBCC since August and, as a result, have not had enough experience with shared governance to give you feedback.

Recently, classified employees have been invited to meetings for input and suggestions in resolving problems encountered since Banner came on line, in regards to purchasing and accounts payable issues. I feel this is a positive step towards involving classified, because they are the ones who have to work with the system.

It is working well having faculty and classified on President's Council. It has helped having Deans/Associate Deans meeting after President's Council instead of saving issues for a retreat.

Overall system is working.

I am personally not unhappy with my job at LBCC, but there are others who are. This is especially true for part-time instructors. It takes time to use the shared decision process, and many of us aren't compensated for this time.

My opinions are well represented on committees, councils, task forces, etc. at LBCC. The shared governance system has usually promoted a greater climate of mutual trust concerning decisions which are made at LBCC. The shared governance system has empowered greater numbers of participants in the operation of the college, only through the AAC.

We have tried to make too many changes at once.

As soon as the new "shared governance" system went into effect, we noticed that it took longer to get things through systems (payroll/accts. payable, etc.), the atmosphere seemed less friendly/warm/helpful/accessible, and it seems that decisions being made "at the top" are happening without our knowledge.

Why do we all feel so much busier and stressed? How can we get back to the "we're all in it together and let's help each other with our problems" mind set? As we get bigger and more computerized, our work is more complicated and technical - we can't lose sight of our students. It feels like BANNER drives the school, not the student.

Overall, the idea is good. I feel each department must evaluate the theory of shared decision-making within their own department. Ideas should be laid out in staff meetings that are to affect the whole department before the decisions have been made. Each individual then will have a chance to voice their opinion and feel as if they have made a contribution to their own working unit!!

Keep working at it - allow it to evolve, don't be afraid of making changes when necessary. Support for faculty (often between a rock and a hard place) has been good, but must continue. The next few years will be difficult financially, but with some Deans and a Vice President retiring, we should be able to move more quickly in the right direction. We need to train people to assume those positions and responsibilities. Shared governance will do some of that in the future by giving them experience.



APPENDIX 8

Administration

LBCC Board of Education Members 1996-97

Zone No.	Area	Work	Home Address	Length of Term	Year Elected/ Appointed	Term Expires/ Election
1	South & East Linn County	Ms. Shirley Buttenhoff Personnel Manager Willamette Industries (541) 367-2121	460 12th Ave. Sweet Home, OR 97386 (541) 367-6228	4 years	1994	1999
2-3	North & West	Mr. Marshall Johnson 2745 Alexander Lane NE Albany, OR 97321 (541) 926-3994	Same as work address	4 years	1997	2001
2-3	North & West Linn County	Joseph Novak* Owner/Operator Novak's Hungarian Paprikas 2835 Santiam Hwy. SE Albany, OR 97321 (541) 967-9844	1101 Cottonwood Lane, NW Albany, OR 97321 (541) 926-0190	4 years	1995	1999
4	Lebanon Area	Mr. Hal Brayton** Insurance Agent Ken Toombs Insurance Agency 53 W. Vine St. Lebanon, OR 97355 (541) 451-1477	P.O. Box 691 Lebanon, OR 97355 (541) 451-1704	4 years	1996	1999 (Appointed to full unexpired term ending 1999. Must seek election in March 1977 to complete unexpired term.)
5	Rural Benton County	Mr. Rich Wendland Animal Control Officer City of Corvallis (541) 754-8177	23197 Old Peak Rd. Philomath, OR 97370 (541) 929-5288	4 years	1993	1997
6-7	City of Corvallis	Dr. Tom Wogaman (Retired)	2159 NW Beechwood Pl. Corvallis, OR, 97330	4 years	1993	1997
6-7	City of Corvallis	Dr. Sara Ingle, CPA Ingle & Carl 2015 NW Grant Ave. Corvallis, OR 97330 (541) 754-0112	2235 NW Robin Hood St. Corvallis, OR 97330 (542) 752-6634	4 years	1994	1999

* Chair

**Vice chair Revised 7/24/96 (SB 174 repeals annual elections for school board members and sets board election date in odd-numbered years beginning 1997.)

Board of Education Member List

Appendix 8.1

Appendix 8.2

Administrative Rule on College Councils and Committees

TITLE: COLLEGE COUNCILS AND COMMITTEES

Administrative Rule No: A101

Related to Policy Series No: 3030

Councils are advisory to the President or other administrators and deal with a broad range of issues affecting the college and community.

Committees deal with issues that relate to a specific topic or area and usually have campus-wide effect. Committees also are advisory in nature.

Committees and councils may advise and/or recommend to their administrative officer initiation of or modification to (1) procedural practices, (2) administrative rules, and (3) Board policy.

The administrative officer will be responsible for calling a fall meeting for the purpose of committee/council organization and designating a meeting schedule. The administrative officer is responsible for making sure that the committee/council continues to function effectively. Resource person(s) may serve as ex-officio member(s) of committees/councils. Committee membership shall be alternated from year to year with some new members selected annually or as needed. New committees/councils may be formed by the President if a need exists. As the organization and needs of the college change, certain committees and/or councils may no longer be needed. The President will make the decision to discontinue committees and/or councils or to implement new ones.

I. COUNCILS

A. College Council

Contact: Jon Carnahan

The primary purpose of this council is to advise the President on the operation of the college and to provide a vehicle for effective transmission of information and ideas.

1. College President
 2. Vice President, Administrative and Student Affairs
 3. Vice President, Academic Affairs
 4. Executive Assistant to the President for Academic/Administrative Affairs
 5. Dean, Business, Training, and Health Occupations
 6. Dean, College Services
 7. Dean, Extended Learning and Information Services
 8. Dean, Liberal Arts and Human Performance
 9. Dean, Science and Industry
 10. Dean, Student Services
 11. Associate Dean, College Services
 12. Associate Dean, Science and Industry
 13. Assistant to Dean of BTHO/Director of Workforce
 14. Director, Development
 15. Director, Fiscal Affairs
-

-
16. Director, Computer and Communication Services
 17. Director, Human Resources
 18. Faculty Association Representative
 19. Classified Association Representative
 20. Student Representative

B. **Academic Affairs Council**

Contact: Janet Newton

The purpose of this council is to initiate and recommend to the Chief Academic Officer academic policies, educational standards, curricula, and academic regulations as appropriate for promoting and preserving a college environment conducive to the highest standards of teaching and learning.

1. Vice President, Academic Affairs (Co-chair)
2. Executive Assistant to the President for Academic/Administrative Affairs
3. All Department Chairs
4. Program Coordinator, Culinary Arts
5. Dean, Business, Training, and Health Occupations
6. Dean, Extended Learning and Information Services
7. Dean, Liberal Arts and Human Performance
8. Dean, Science and Industry
9. Dean, Student Services
10. Director, Extended Learning
11. Associate Dean, Science and Industry
12. Director, Adult Basic Education
13. Director, Admissions and Records (non-voting)
14. Faculty Association Representative
15. Two Student Representatives

II. **COMMITTEES**

A. **Instructional Standards Committee**

Contact: Glenda Tepper

This committee reviews instructional policies, regulations and procedures to ensure consistency, fairness, and integrity. This committee also serves as a review panel for suspensions and course waivers to degree requirements. It makes recommendations to the Chief Academic Officer, with review by the Academic Affairs Council. Membership on this committee is as follows:

1. One (1) faculty, Extended Learning and Information Services
 2. One (1) faculty, Student Services
 3. Two (2) faculty, Business, Training, and Health Occupations
 4. Two (2) faculty, Science and Industry
 5. Two (2) faculty, Liberal Arts and Human Performance
 6. Two (2) instructional administrators
 7. Two (2) students
 8. Director, Admissions and Records (Ex-officio)
-

B. Curricular Issues Committee

Contact: Patsy Chester

This committee reviews courses for compliance with general education objectives and criteria established by general education committees and provides a beginning discussion point for new curricular issues.

1. One (1) faculty, Arts and Letters (Humanities)
2. One (1) faculty, Composition
3. One (1) faculty, Health and Physical Education
4. One (1) faculty, Math
5. One (1) faculty, Natural Sciences
6. One (1) faculty, Social Sciences
7. Three (3) faculty, Business, Training, and Health Occupations-
representing professional tech programs
8. Two (2) faculty, Science and Industry -
representing professional tech programs
9. One (1) faculty, Culinary Arts/Graphic Arts/
Criminal Justice (rotating)
10. One (1) faculty, Student Services
11. One (1) faculty, Counseling
12. One (1) faculty, Extended Learning and Information Services
13. Two (2) students - One representing transfer programs and one
representing professional technical programs
14. Executive Assistant to the President for Academic/Administrative Affairs
(Ex-officio, nonvoting)

C. Distance Education & Instructional Technology Committee

Contact: Ann Smart

This committee is empowered to implement the staff training and technological infrastructure and telecommunication technology to meet the LBCC Distance Education Mission and Goals. The group identifies guidelines for the delivery of instruction using technology, including an AAOT by distance education, and propose marketing strategies. The group coordinates policies of, and planning for, instructional technology.

1. Dean, Extended Learning and Informational Services
 2. Dean, Liberal Arts and Human Performance
 3. Dean, Science and Industry
 4. Dean, Business, Training, and Health Occupations
 5. Dean, Student Services
 6. Vice President, Academic Affairs
 7. Vice President, Administrative and Student Affairs
 8. Coordinator, Media and Distance Education
 9. Director, Albany Extended Learning and Evening Services
-

-
10. Eight (8) faculty from Liberal Arts/Human Performance, Science/Industry, Business/Training/Health Occupations, Developmental Studies and Counseling
 11. Coordinator, Instructional Computing
 12. Coordinator, Staff and Organizational Development
 13. Director, Computer and Communication Services
 14. Manager, Marketing and Publications
 15. Student Representation
 16. Ad hoc members as needed from Internet, media, and pc networking support staff

D. **Student Publications Committee**

Contact: Rich Bergeman

This committee advises student publications and selects the editor of the Commuter and "Eloquent Umbrella." Membership on this committee is as follows:

1. One (1) exempt
2. One (1) faculty
3. One (1) classified
4. Four (4) students
5. Commuter Editor (Ex-officio, nonvoting)
6. Eloquent Umbrella Editor (Ex-officio, nonvoting)
7. Commuter Faculty Advisor (Ex-officio, nonvoting)
8. Eloquent Umbrella Advisor (Ex-officio, nonvoting)
9. Director, Student Life and Leadership (Ex-officio, nonvoting)

E. **Classified Reclassification Appeals Committee**

Contact: Lori Allender

This committee hears appeals in the event that a petition of reclassification is not approved by the Human Resources Office. Membership in this committee is as follows:

1. Two (2) classified (President and President-Elect)
2. Two (2) exempt

F. **Professional Development Committee - Faculty**

Contact:

This committee reviews the applications for faculty professional development money. It also reviews present guidelines for disbursement of this money and makes recommendations for modifying these guidelines. It also may address other staff development concerns. Membership on this committee is as follows:

1. Two (2) faculty each from Business/Training/Health Occupations and Liberal Arts/Human Performance and Science/Industry

-
2. One (1) faculty each from Student Services and combined Extended Learning/College Services
 3. Coordinator, Staff and Organizational Development (Ex-officio, voting)
 4. Faculty Association President (Ex-officio, nonvoting)
 5. Assistant Director, Human Resources (Ex-officio, nonvoting)

G. **Professional Development Committee - Noncontracted Faculty**

Contact:

This committee reviews the applications for noncontracted faculty professional development money. It also reviews guidelines for disbursement of the money and makes recommendations for modifying these guidelines. Membership on this committee is as follows:

1. Director, Extended Learning Center
2. Manager, other instructional unit
3. Coordinator, Staff and Organizational Development
4. Part-time faculty, Extended Learning
5. Part-time faculty, other instructional unit

H. **Classified Staff Development Committee**

Contact:

This committee reviews the applications for classified professional development money. It also reviews guidelines for disbursement of this money and makes recommendations for modifying these guidelines. Membership on this committee is as follows:

1. Five (5) classified
2. Coordinator, Staff and Organizational Development (Ex-officio, nonvoting)
3. Assistant Director, Human Resources (Ex-officio, nonvoting)

I. **Organizational Development Committee - MESA**

Contact: Patsy Chester

This committee reviews the applications for MESA organization development money. It also reviews guidelines for disbursement of this money and makes recommendations for modifying these guidelines. Membership on this committee is as follows:

1. Five (5) MESA members

J. **Compensation Advisory Committee**

Contact: Lori Allender

This committee makes recommendations to the President concerning the pay

system for all exempt staff. This committee also reviews pay guidelines, hears position reclassification appeals and is responsible for annual system maintenance recommendations. Membership on this committee is as follows:

1. Eight (8) exempt
2. Director, Human Resources (Ex-officio, nonvoting)

K. **Safety Committee**

Contact: Libby Stoops

This committee develops policies and procedures for recommendation to College Council to ensure compliance with federal, state, and local codes and laws. The committee also evaluates staff safety complaints and suggestions.

1. Three (3) management/exempt
2. Four (4) faculty
3. Five (5) classified
4. Lead Security Officer
5. Risk Management Specialist

L. **Insurance Advisory Committee**

Contact: Mike Corbitt

This committee sets criteria for employee benefit insurance coverage and conveys the consensus of the committee to the President. Membership on this committee is as follows:

1. Three (3) exempt
2. Three (3) classified
3. Three (3) faculty
4. MIS Coordinator/Benefits Manager (Ex-officio, nonvoting)

M. **Wellness Committee**

Contact: Richard Gibbs

This committee makes recommendations to improve the overall health and wellness of the LBCC staff. Membership on this committee is as follows:

1. Six (6) faculty
2. Two (2) exempt
3. Four (4) classified
4. Wellness Coordinator (Chair)

N. **Staff and Organizational Development Advisory Committee**

Contact: Marti Ayers

This committee works in conjunction with the Coordinator of Staff and Organizational Development to direct Fall and Spring Inservice activities and ongoing staff training.

-
1. Four (4) faculty
 2. Three (3) classified
 3. Two (2) management/exempt

O. **Diversity Committee**

Contact: Diane Watson

This committee supports efforts to foster an environment that incorporates knowledge and understanding of diversity. The Diversity Committee monitors the effectiveness, updates the diversity plan as necessary, and provides a valuable staff resource to those interested in the promotion of multicultural and diversity issues in department, program, and curriculum. Membership is as follows:

1. One (1) Disabled Student Services
2. One (1) Gender Equity Committee
3. One (1) Human Resources
4. One (1) International Student Advising
5. One (1) Limited English Proficiency Committee
6. One (1) Student Life and Leadership
7. Two (2) Student Representatives
8. Two (2) Faculty-at-large
9. Three (3) Staff-at-large

P. **Joint Advisory Team (JAT)**

Contact: Lori Allender

This committee monitors the administration of the classified contract on a regular basis while dealing with details that were not discussed during negotiations.

1. Three (3) exempt (one from last negotiations team)
2. Three (3) classified (one from last negotiations team)
3. Director, Human Resources (Ex-officio, nonvoting)

Q. **Issues Clarification Committee**

Contact: Lori Allender

The major purpose of this committee is the clarification of the faculty contract and related issues; the solution of contractual problems not addressed in the contract; communication of contract clarifications to the college President, faculty, and management staff; and, when appropriate, to submit recommendations to the college President for consideration and/or approval.

1. Three (3) faculty (one from last negotiations team)
2. Three (3) exempt (one from last negotiations team)
3. Director, Human Resources (Ex-officio, nonvoting)

R. **Drug, Alcohol, Harassment, Violence, and Abuse Committee**

Contact: Laurie Trombley

The goal of this committee is to promote awareness on campus among students and staff of the dangers of drugs and alcohol and to encourage those addicted to seek help in conquering their habit.

Additionally, it is the goal of this committee to help prevent harassment, violence, and abuse in the Linn-Benton Community College community as well as provide information and appropriate referral for students and staff who are victims. Also, the committee develops and provides information, resources, and activities to increase awareness of issues related to harassment, violence, and abuse.

1. Dean, Student Services
2. Assistant Director, Human Resources (Chair)
3. Wellness Coordinator
4. Director, Student Life and Leadership
5. Director, Career and Entry Center Services
6. One (1) classified
7. One (1) faculty
8. Lead Security Officer, Security and Safety Services
9. One (1) student

S. **Parking Review Committee**

Contact: Vern Jackson

The goal of this committee is to enhance effective administration of LBCC parking regulations by educating all users of the parking facilities.

1. Four (4) students and/or staff
2. Lead Security Officer, Security and Safety Services (Ex-officio, nonvoting)

T. **Limited English Proficiency Committee**

Contact: Candy Johnson

This committee makes recommendations on matters pertaining to changing or instituting academic policies, procedures, and regulations related to students whose first language is not English and to enhance their success at Linn-Benton Community College in both credit and noncredit classes.

1. One (1) faculty, Liberal Arts and Human Performance
2. Five (5) faculty, Student Services: One Counselor, One Coordinator of Assessment, One Learning Center Coordinator, One ESOL faculty, and one Developmental Studies faculty
3. Dean, Student Services

-
4. Director, Student Life and Leadership
 5. Director, ABE/GED
 6. Director, Admissions and Records
 7. Registrar
 8. One (1) faculty, Business, Training, and Health Occupations
 9. One (1) faculty, Science and Industry

U. **Academic Suspension/Financial Aid Appeal**

Contact: Glenda Tepper

This committee hears student appeals regarding academic and financial aid disqualification and is empowered to uphold disqualification or reinstatement of eligibility. The committee is the second and final step in the due process procedure for disqualification appeals.

1. Four (4) instructional staff
2. Director, Admissions and Records (Ex-officio, nonvoting)
3. Director, Financial Aid (Ex-officio, nonvoting)

V. **Degree Waiver and Exceptions**

Contact: Glenda Tepper

This Instructional Standards subcommittee reviews petitions concerning the waiver and/or substitution of general education requirements for associate degrees and certificates.

1. Four (4) instructional staff
2. Director, Admissions and Records (Ex-officio, voting)

W. **Facility Resource Committee**

Contact: Patsy Chester

This committee makes recommendations to the President regarding space utilization, long-range facility planning, remodeling/alteration requests, and appearance of the facilities.

1. Executive Assistant to the President for Academic/Administrative Affairs (Chair)
2. Associate Dean, College Services
3. Supervisor, Maintenance
4. Two (2) faculty
5. One (1) classified
6. One (1) exempt
7. One (1) student (ex-officio)

X. **Americans with Disabilities Act Steering Committee**

Contact: Mike Holland

This committee is responsible for the oversight of all college activities that are undertaken to ensure full compliance with this civil rights act for individuals with disabilities. The committee is appointed by, and responsible to, the college President.

1. Vice President, Administrative and Student Affairs (Chair)
2. Coordinator, Disabled Student Services
3. Exempt staff representing Student Services
4. Exempt staff representing Human Resources/Payroll
5. Manager, Maintenance/Facilities
6. Director, Student Life and Leadership

Y. **Employee Assistance Program Advisory Committee**

Contact: Hal King

The purpose of this committee is to select an employee assistance program provider from requests for proposals, review employee assistance program utilization, and make recommendation to the college regarding workshop offerings on employee assistance program issues and ways to encourage utilization of the employee assistance program plan.

1. Payroll Administrator (Chair)
2. Two (2) classified
3. Two (2) faculty
4. Two (2) exempt

Z. **Education Reform Task Force**

Contact: Rich Horton

The primary purpose of this committee is to prepare and position the college for the 21st Century Education System through the coordination of education reform efforts at Linn-Benton Community College and the facilitation of articulation activities.

1. Faculty representatives
2. Management representatives
3. ESD Professional Technical Education Coordinator
4. Work Force Task Force Chair

AA. **Work Force Task Force**

Contact: Pete Bober

This committee provides a forum for discussions related to workforce issues, to identify any issues that may impact other college departments, and to assure

appropriate representation by Linn-Benton Community College at local and state meetings.

1. Management representatives
2. Chair, Education Reform Task Force
3. ESD Professional Technical Education Coordinator

BB. **College Scholarship Committee**

Contact: Lance Popoff

This committee awards Linn-Benton Community College and Linn-Benton Community College Foundation scholarship funds. The committee meets at least three times a year to consider student scholarship applications. Scholarship funds are managed by the Financial Aid Office. The Scholarship Committee maintains close contact with the Linn-Benton Community College Foundation in order to ensure that Foundation funds are awarded in a manner consistent with the intent of donors.

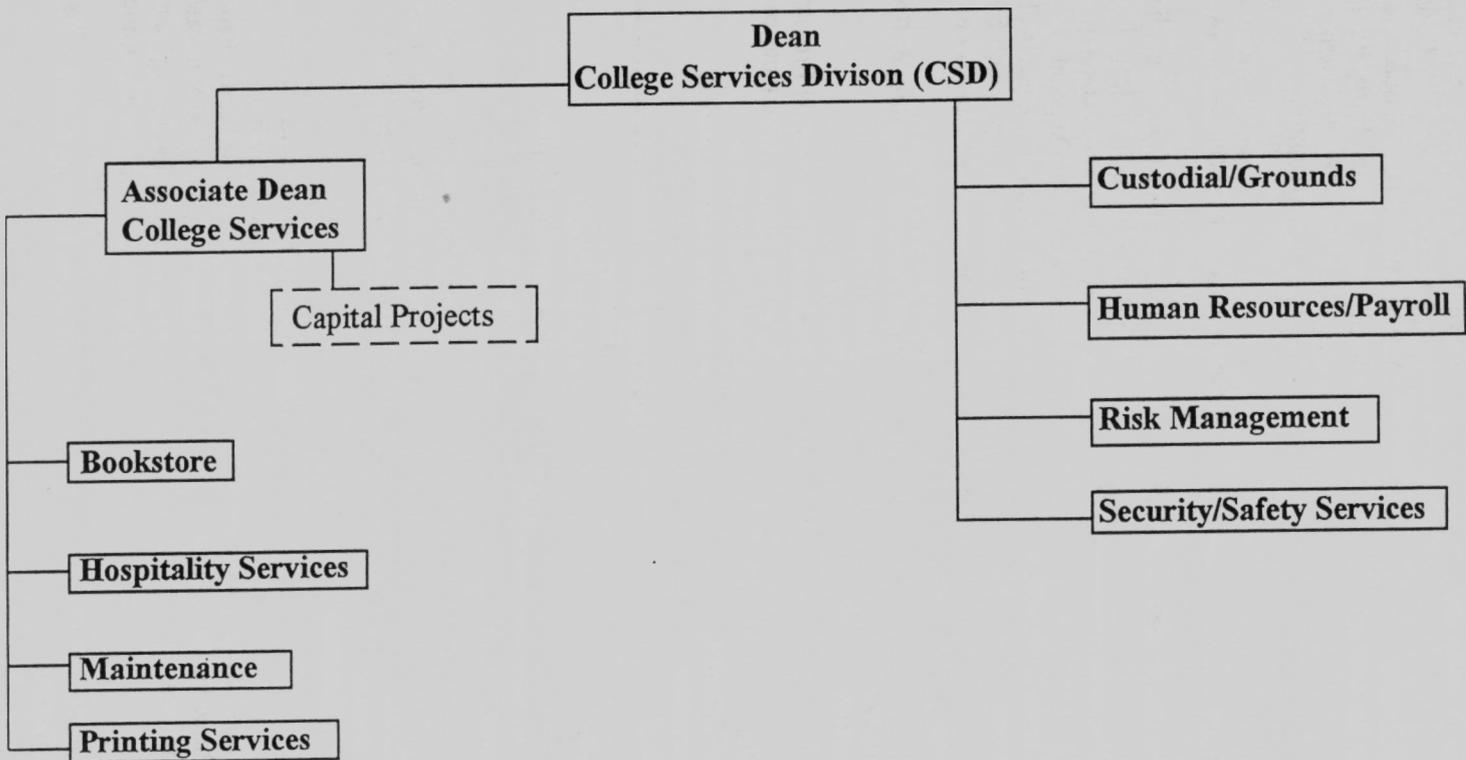
1. Director, Financial Aid (Chair)
2. Dean, Student Services
3. Manager, Marketing and Publications
4. Administrative Assistant, LBCC Foundation
5. Faculty (number not specified; must have a connection to a particular scholarship fund)

DATE OF APPROVAL: 8/13/84
DATE OF REVISION: 1/2/86
DATE OF REVISION: 2/20/90
DATE OF REVISION: 10/4/94
DATE OF REVISION: 10/31/95
DATE OF REVISION: 10/1/96

Duties of Physical Plant Departments and Organizational Chart

Appendix 8.3

College Services Division – Organizational Chart and Major Services Provided



January 1996

College Services Division – Department Services

Bookstore.....4950

- Class Supplies & Materials
- Notions, Candy, Apparel, Gift Items
- Office/Department Supplies & Materials (at discount)
- Software (at educational discount)
- Special Orders (at discount for college departments)
- Textbooks

College Services Division Dean.....4402

College Services Division Assoc. Dean.....4339

Custodial/Grounds Services.....4720

- College Facilities Cleaning
- Drapery/Venetian Blind Cleaning & Repair
- Evening Emergency Response
- Floor Care & Repair
- Furniture/Equipment Moves
- Graduation Preparation
- Grounds Construction Projects
- Irrigation System Maintenance
- Interior Light Replacement
- Lawn Care
- Paper/cardboard Recycling
- Parking Lot Maintenance/Cleaning
- Sidewalk/Corridor Maintenance
- Snow/Ice Removal-Sanding
- Special Event Coverage
- Tree & Shrub Maintenance

Hospitality Services.....4385

- Camas Room Food Services
- Campus Catering
- Commons Food Service
- Conference & Meeting Room Reservations & Services
- Culinary Arts Instructional Program
- Santiam Restaurant

Human Resources/Payroll.....4420

- Compensation, Salary Placements
- Employee Benefits/Insurances
- Employee Exit Process
- Job Descriptions, Position Classification/Reclassification
- Labor Agreement Interpretation

- Leaves of Absence
- New Employee Orientation
- Payroll Processing/Timesheets
- Performance Appraisal Systems
- Personnel Files & Payroll Records
- Recruitment/Hiring Procedures
- Retirement, PERS, Early Retirement
- State & Federal Employment Law Compliance
- Workers Compensation

Maintenance Services.....4720

- Air Quality
- Building & Fire Code Compliance
- Building Heating, Cooling, Plumbing, Electrical Repair & Maintenance
- Excess Property Disposal
- Facilities Services Requests (FSR's)
- Fire Detection/Suppression System Operation/Maintenance
- Furniture Repairs
- Mail Services, Shipping & Receiving
- Motor Pool
- Painting
- Remodel/Construction Projects
- Roofing System Maintenance
- Sign Maintenance
- Utilities Administration

Printing Services.....4673

- Bindery
- Color Copies
- Convenience Copies
- Copying
- Printing
- Special Orders/Outside Quotes
- Supplies & Paper: Preprinted and Printer
- Typesetting/Imagesetting

Risk Management.....4403

- Fire Safety Training
- Hazard Communication Program
- Hazardous Material Storage/Disposal
- Noise Level Monitoring/Testing
- Personal Protective Equipment (Regulatory Requirements)
- Record Keeping (OSHA, DEQ, SARA)

-
- Risk Management Plan Coordination/Development
 - Risk Management Training Programs
 - Safety Audits/Environmental Hazards Audits
 - Safety Committee
 - Workplace Ergonomics

Security/Safety Services.....4440

- Accident /Incident Investigation & Prevention
- College Keys
- Courtesy Escort Service
- Emergency Response
- Facility/College Security
- Facsimile Service
- "Family Medical Emergency"
Notification
- Hazardous Chemical Response
- Lost & Found Property
- Parking Management Program/Permits
- Switchboard Communications

Appendix 8.4

Marketing Plan

LBCC MARKETING PLAN: OVERVIEW

(Draft 2/96)

COLLEGE MISSION STATEMENT

The mission of Linn-Benton Community College is to provide accessible, quality, lifelong learning opportunities to serve the present and future educational needs of the individual and the community. The college works in cooperation with public school systems and other institutions of higher education. The college is community based and is committed to student success through responsive and flexible educational programs designed to meet individual student needs.

The college shall endeavor to accomplish the mission by developing, implementing, and updating the following comprehensive education programs and services:

1. The college shall emphasize its commitment to a high-quality teaching and learning environment that fosters creativity, critical thinking skills, leadership skills, and student success.
2. The college shall provide students with the opportunity to develop competencies to function as lifelong learners given the challenges of a changing world society.
3. The college shall respond to the needs of business and industry by providing professional technical programs for training, retraining, upgrading the skills of those seeking entry-level employment or career advancement.
4. The college shall provide lower-division transfer courses for students transferring to four-year colleges and universities, completing associate degree requirements or broadening their educational base.
5. The college shall offer developmental and remedial programs to prepare students to enter professional technical or transfer programs of their choice.
6. The college shall provide the planning, services, and facilities needed to provide a positive learning environment and to enhance student life.
7. The college shall provide opportunities for residents of the district to appreciate and participate in cultural, recreational, civic, and international activities that enhance the quality of life.
8. The college and its staff shall support and participate in community service activities.

1993-96 COLLEGE STRATEGIC GOALS

The college's efforts as outlined in the Expanded Institutional Statement of Purpose and the Strategic Goals for 1993-96 are considered in the College's Marketing Plan. The Strategic Goals for community relations and resource development are specifically related:

1. Community relations and resource development serve closely related areas. Most of the activities take place for the ultimate purpose of advancing the college through increasing external resources and building and sustaining community support for the benefit of the college's educational programs and its students. The following goals seek to support this purpose.

The college will:

1. Promote in the community a sense of college ownership and involved participation in its mission, its achievements, and its well being.
2. Develop within each staff member an attitude that they are constant ambassadors to the community.
3. Assure effective internal communication processes that will result in a well-informed staff and student body.
4. Expand college efforts to increase non-traditional private and public resources for the advancement of the institution and its students.

Additionally, goal one in the Student and Instructional Support section is directly relevant to the Marketing Plan.

1. Guide and support students from their initial contact with the college through the successful completion of their goals with processes that maximize efficiency and ease.

LINN-BENTON COMMUNITY COLLEGE STRATEGIC MARKETING PLAN

PURPOSE

The purpose of the Marketing Plan is to support the mission and strategic goals of Linn-Benton Community College and to guide effective communication, in all its various forms, about the college's high-quality, accessible lifelong learning opportunities.

OVERALL GOAL

The goal of the Marketing Plan is to maintain and enhance the positive perception of Linn-Benton Community College among the college's constituencies, to increase public support for the college and to encourage people to make Linn-Benton Community College their first choice for meeting their educational needs.

SPECIFIC GOALS

Goal 1: Continue to improve friendliness, accessibility and a sense of community.

Objectives:

- I. Students should experience a sense of community through LBCC
- II. All groups within the community will have access to information about LBCC, its programs, activities and services through consistent, on-going efforts.
- III. Target populations will be encouraged to participate in programs and activities to promote student success and life-long learning.

Goal 2: Enhance the positive image of the college by increasing public awareness.

Objectives:

- I. Awareness of the role that Linn-Benton Community College plays in the community will be maintained, expanded and enhanced.
- II. Target populations will indicate their perception of the college as a caring, trustworthy and responsive institution.

Goal 3: Continuously improve satisfaction within LBCC constituent groups.

Objectives:

- I. Entering and continuing students will be aware of and satisfied with information concerning services.
- II. Community will be aware of and satisfied by information concerning services.
- III. Staff will be aware of and satisfied with information concerning services.
- IV. Alumni will be aware of and satisfied by information concerning services and activities.

Goal 4: Support the college's effort to meet the community's dynamic educational needs.

Objectives:

- I. Segments of the community, such as business, industry and community service organizations, will be aware of programs that meet their educational and training needs.
- II. Students, staff and community will be aware of the college's efforts to provide access to instruction and services through new technologies and other means.
- III. Students and staff will understand marketing/informational materials about how to access technological innovation.

Action Strategies 1995-96 through 1998-99

GOAL 1

I. Students should experience a sense of community through LBCC.

A. Create a Positive First Impression

On-going	<ul style="list-style-type: none"> • Caring advising • Interesting, informative orientations 	Counseling/Career Center Counseling/Career Center
1995-96	<ul style="list-style-type: none"> • Welcome banners at registration • LBCC Welcome Wagon-type program 	Admissions (done) PMR (done)
1996-97	<ul style="list-style-type: none"> • Social/recreational activities • Student orientations - revised • Balloons to direct students • "Significant Other" orientation 	Admissions/Student Programs Career Center Admissions Career Center/Counseling
1997-98	<ul style="list-style-type: none"> • Adequate Signage <ol style="list-style-type: none"> 1. Maps at entry points to guide people when enter campus 2. Buildings 3. Within buildings to aid people in finding workshops, plays, teleconferences, etc. 	Capital Improvements ? Responsibility for updating

B. Maintain a Sense of Community

1996-97	<ul style="list-style-type: none"> • Utilize Extended Learning centers to promote events • Create an advocacy service for LBCC students with their employers (Letters re: thanking employer for understanding about final schedules, field trips, etc.) 	Ext. Learning/PMR Admissions/PMR
1997-98	<ul style="list-style-type: none"> • Develop study areas within the home community • Develop a college-wide events calendar (Accessible via computer and hard copy). • Exchange Center — Carpool, baby-sitting, books, coupons, etc. • Utilize "Center For Teaching Excellence" to provide Inservice on instructional techniques that create a sense of community 	Ext. Lrng./Adm./PMR Combined effort/ Responsibility to maintain? Student Programs CTE

1998-99	<p><i>Sense of Community (continued from previous page)</i></p> <ul style="list-style-type: none"> • Passport for Success - Handbook with resources for potential concerns of non-traditional students, including a planning "how to" • Provide a covered atrium in the courtyard, for students and staff to meet in an informal setting • Partners for Success - Support System for Non-traditional Students 	<p>PMR/Adm. Career/Counseling Center</p> <p>Capital Planning</p> <p>Adms./Student Programs, Career/Counseling Cntr, PMR</p>
<p>II. All groups within the community will have access to information about LBCC, its programs, activities and services through consistent on-going efforts.</p>		
<p>A. Provide Materials and Activities Directed Toward Specific Populations</p>		
1995 -96	<ul style="list-style-type: none"> • Develop an LBCC poster with mail-back card and cover letter during Fall Term to all high schools in Oregon • Develop a general LBCC view book • Develop an LBCC video • Develop a user-friendly Schedule of Classes 	<p>(done) PMR</p> <p>(Mini-version done) PMR (in process) PMR/variety of others (in process) PMR/Adm./Cmttee</p>
1996-97	<ul style="list-style-type: none"> • Brochure for students seeking personal enrichment • Brochure for non-traditional students <ul style="list-style-type: none"> • Dislocated workers • Displaced homemakers • Employed - upgrade skills or career change. • Utilize students from various groups to contact prospective students • Develop more extensive placement of LBCC schedules and catalogs in district libraries, and public and professional offices 	<p>PMR/Admissions</p> <p>PMR/Admissions</p> <p>Admissions</p> <p>Admissions</p>
1997-98	<ul style="list-style-type: none"> • Brochure for high school students • Brochure for parents of high school students • Brochure for middle school students and parents 	<p>PMR/Admissions</p> <p>PMR/Admissions</p> <p>PMR/Admissions</p>
1998-99	<ul style="list-style-type: none"> • Brochure for part-time students • Brochure for (to encourage) returning students • Brochure for GED/ABE completers 	<p>PMR/Admissions</p> <p>PMR./Admissions</p> <p>PMR/Admissions</p>

B. Eliminate Barriers to Education

1995-96	<ul style="list-style-type: none"> • Scholarship brochure 	(in process) PMR/Fin Aid/Found.
1996-97	<ul style="list-style-type: none"> • Mail congratulations letters to all scholarship recipients • Develop a list of housing opportunities • Provide information concerning transportation 	Fin. Aid/Adm./PMR Student Programs Student Programs
1998-99	<ul style="list-style-type: none"> • Explore providing child care alternatives (monitor alternative modes of instructional delivery, which may help alleviate problem) 	

III. Targeted populations will be encouraged to participate in programs and activities to promote student success and life-long learning.

On-going	<ul style="list-style-type: none"> • Address various cultures on campus through events and displays 	Admissions/Diversity Committee/Student/Programs
1997-98	<ul style="list-style-type: none"> • Develop methods of reaching targeted populations within the community to promote their utilizing life-long learning classes and activities 	Admissions/Extended Learning/PMR
1998-99	<ul style="list-style-type: none"> • Establish a multi-cultural center and appropriate clubs • Provide a mentor program • Develop a community newsletter 	Cooperative efforts/Student Programs Admissions/Student Programs PMR & var. segments of campus

GOAL 2:

Enhance the image of the college as caring, trustworthy and responsive to social and technological changes.

I. The awareness of the role of Linn-Benton Community College within the community will be maintained, expanded and enhanced.

On-going	<ul style="list-style-type: none"> • Promote recognition of achievements by staff in Schedule of Classes, news releases, community newsletter and other means as developed. 	PMR/ all departs
1995-96	<ul style="list-style-type: none"> • Place Ads in Beyond High School Magazine 	(PMR - done/ongoing?)

1996-97	<p><i>(Goal 2: I. awareness/role of LBCC continued from previous page)</i></p> <ul style="list-style-type: none"> • Develop a Special Edition of The Commuter: "Success of LBCC Students" human interest stories, etc. Distribute to high schools, community places, doctors' offices, junior and senior high school students on a mailing list • Develop a series of successful student profiles to be use in Schedule of Classes and paid advertisements, when budget permits successful graduates <i>(In at least one area of each of division)</i> • Support and provide recognition for departments that work with key community information conduits; i.e organizations that publish newsletters and individuals with broad community contact 	<p>(Cooperative effort/PMR/Journalism/all departments</p> <p>PMR/Divisions</p> <p>TBDC/President's Office/Workforce/Ext. Learning</p>
1997-98	<ul style="list-style-type: none"> • Insert information About LBCC in monthly bank statements, utility bills, etc. • Direct recruitment efforts toward middle school • Create an awareness of use of college space for community activities through a signboard or paid advertisement listing community partners • Host an LBCC Day for reporters, and their advisors, from high school newspapers, including lunch in the Santiam Room 	<p>PMR/various depts.</p> <p>Admissions/PMR Hospitality Services/divisions/ PMR/Student Programs</p> <p>Admissions/PMR/Journalism Dept.</p>
1998-1999	<ul style="list-style-type: none"> • Create an LBCC song to use for radio/television public service announcements/advertisements (will have some original music [instrumental] with video) 	<p>????</p>
<p>II. Community recognition of materials will indicate their perception of the college as being caring, trustworthy and responsive.</p>		
On-going	<ul style="list-style-type: none"> • Develop coordinated recruitment and informational materials • Purchase pens, pencils, folders, hats, etc., and door prizes for use in public events to keep LBCC name in public eye 	<p>Admissions/PMR</p> <p>Admissions/PMR</p>
1995-96	<ul style="list-style-type: none"> • Identify LBCC's institutional distinctiveness and use in developing marketing materials 	<p>Marketing Subcommittee</p>
1996-97	<ul style="list-style-type: none"> • Develop a new logo and stay with it 	<p>Winter term '97/Graphics class, PMR/others as designated</p>

**Goal 3:
Continue to improve satisfaction within LBCC
constituent groups.**

I. Continuing students will be aware of and satisfied with information concerning services.

A. Market to currently enrolled students the importance of staying in school and finishing programs (Convince by way of dollars, quality of life/future, etc.)

1996-97	<ul style="list-style-type: none"> • Encourage students to preregister for classes • Encourage students to work with advisors 	Admissions Adm/Career/Counsel. Center
1997-98	<ul style="list-style-type: none"> • Follow-up on students who do not complete programs • Ensure that students complete General Education Requirements on time • Call Distance Education students at least twice each term 	Admissions/Faculty Admissions/Faculty/Advisors Admissions/Career Center

B. Develop materials that actively assist students in making career decisions

On-going	<ul style="list-style-type: none"> • Continue Graduate Follow-up Reports/utilize information with students • College/Career Planning Guides for high school counselors, first stop center, departments, counselors 	Admissions/PMR/Career Center PMR/Divisions/Depts.
1995-96	<ul style="list-style-type: none"> • Develop and print brochures for each program 	(done) PMR/Divisions/Depts.
1996-97	<ul style="list-style-type: none"> • Market student success resources to LBCC students 	Admissions/PMR/Enrollment Management Team
1997-98	<ul style="list-style-type: none"> • Develop direct mail for fraternities, sororities, dorms • Explore including LBCC letter with OSU probation letter • Explore having LBCC representatives on OSU campus during finals week • Develop new methods for recognizing the achievement of our students (academic, sports, clubs, extracurricular and co-curricular) 	Admissions/PMR Admissions/PMR Admissions Admissions/Student Programs/ PMR/all staff

II. Community will be aware of and satisfied by information concerning services.		
On-going	<ul style="list-style-type: none"> • Provide LBCC materials for use by "Getting to Know You," chambers of commerce, and school districts • Participate in county/state fairs • Provide registration/information at Heritage Mall • Offer a "Career Week" at Heritage Mall • Four-minute video aired on Home Shopping Channel highlighting classes and activities at LBCC 	Adms./PMR Admissions/PMR Admissions/PMR/Financial Aid/Counseling Admissions/PMR/Counseling Albany Ext. Learning/PMR
1997-98	<ul style="list-style-type: none"> • Involve LBCC family as ambassadors to the community • Publicize staff involvement in community activities (in The Communicator, newsletters) • Involve LBCC staff volunteers as liaisons with identified groups/clubs • Provide rewards/recognition for staff/student participants in marketing efforts • Utilize alumni/friends groups to provide information concerning LBCC 	Admissions/PMR/all staff Admissions/PMR Admissions/PMR Development/Admissions/PMR
1998-99	<ul style="list-style-type: none"> • Community Advocates: identify organizations in the community and utilize LBCC graduates to serve as advocates for LBCC • Organize in-home coffees sponsored by LBCC students 	Combined project with Development Same as above
III. Staff will be aware of and satisfied with information concerning services.		
1996-97/ On-going	<ul style="list-style-type: none"> • Provide staff development sessions about marketing to the community 	Admissions/PMR/TBDC/CTE/ Video Conferences
1997-98	<ul style="list-style-type: none"> • Develop presentation materials/training scripts, "How to Handle Difficult Situations" • Develop means for better in-house communications of events and happenings • Develop staff information brochure to ensure that staff has accurate information on LBCC, "Who to Contact" or "Which Office Does What." Include basic enrollment information about numbers of students served, other demographic material 	Admission, PMR, CET PMR/all departments PMR./all depts.

IV. Alumni will be aware of and satisfied with information concerning services and activities.		
1996-97	<ul style="list-style-type: none"> • Develop an alumni organization/club • Develop and institute on an on-going basis activities and events for alumni 	Adm/Found/Develpmnt/PMR Foundation/Development
1997-98	<ul style="list-style-type: none"> • Institute an alumni newsletter to be distributed on a regular basis 	Admissions/ Foundation/ Development/PMR

**Goal 4:
Provide information to the public about the college's efforts to meet the community's changing educational/training needs.**

I. Within target market groups, identify community's ongoing educational needs.

On-going	<ul style="list-style-type: none"> • Develop and periodically conduct needs assessments for various target markets 	
1996-97	<ul style="list-style-type: none"> • Utilize focus groups or other assessment means to determine community educational needs and community satisfaction with college's educational offerings, publications and various information outlets 	Admissions/Ext. Lrng./PMR
1997-98	<ul style="list-style-type: none"> • Purchase Banner marketing statistical package 	

II. Segments of the community, such as business, industry and community service organizations, will be aware of programs that meet their educational and training needs.

On-going	<ul style="list-style-type: none"> • College departments and staff provide service to community organizations and act as information conduits for LBCC. The following is a partial list of current activities: <ul style="list-style-type: none"> ◆ Involvement with in-district chambers of commerce (including participating in Corvallis Chamber Business Expo; putting inserts in chamber newsletters; participating in chamber quality group; participating and/or attending Business After Hours) 	TBDC/Ext. Lrng./Career Center/Others
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	<p><i>(current activities continued from previous page)</i></p> <ul style="list-style-type: none"> ◆ Hosting on campus for a variety of activities, such as President's Breakfast, etc. ◆ Participating as members of economic development, regional strategies, business education compact, and other community/business-oriented groups • Many ongoing efforts are made to inform business, industry and service organizations about activities of interest, including: <ul style="list-style-type: none"> ◆ Fliers and mailers provided to inform about classes, workshops, programs and other training opportunities that are of interest to this target market ◆ News releases sent to the media and some are sent to key organizations that have staff newsletters ◆ Paid advertising and public service announcements/calendar items 	<p>President's Office, TBDC/ Chamber Quality group, Others</p> <p>TBDC/Pres. Off./Workforce Education/Ext. Learning</p> <p>TBDC/Ext. Lrng./Workforce Educ./Media Services/PMR</p> <p>Departments/PMR</p> <p>Departments/PMR</p>
1997-1998	<ul style="list-style-type: none"> • Develop a college newsletter geared to business, industry and service organizations • Develop a one-day event to host for service providers to keep them informed of services and programs available through the college 	<p>TBDC/Workforce/Pres. Off./ PMR</p> <p>Admissions/Career Center/ Workforce/HOSEC/TBDC</p>
1998-99	<ul style="list-style-type: none"> • In connection with voice response system coupled with on-site activities as needed, provide enrollment services to business and industry on-site 	<p>Admissions/Counseling/ Career Center</p>

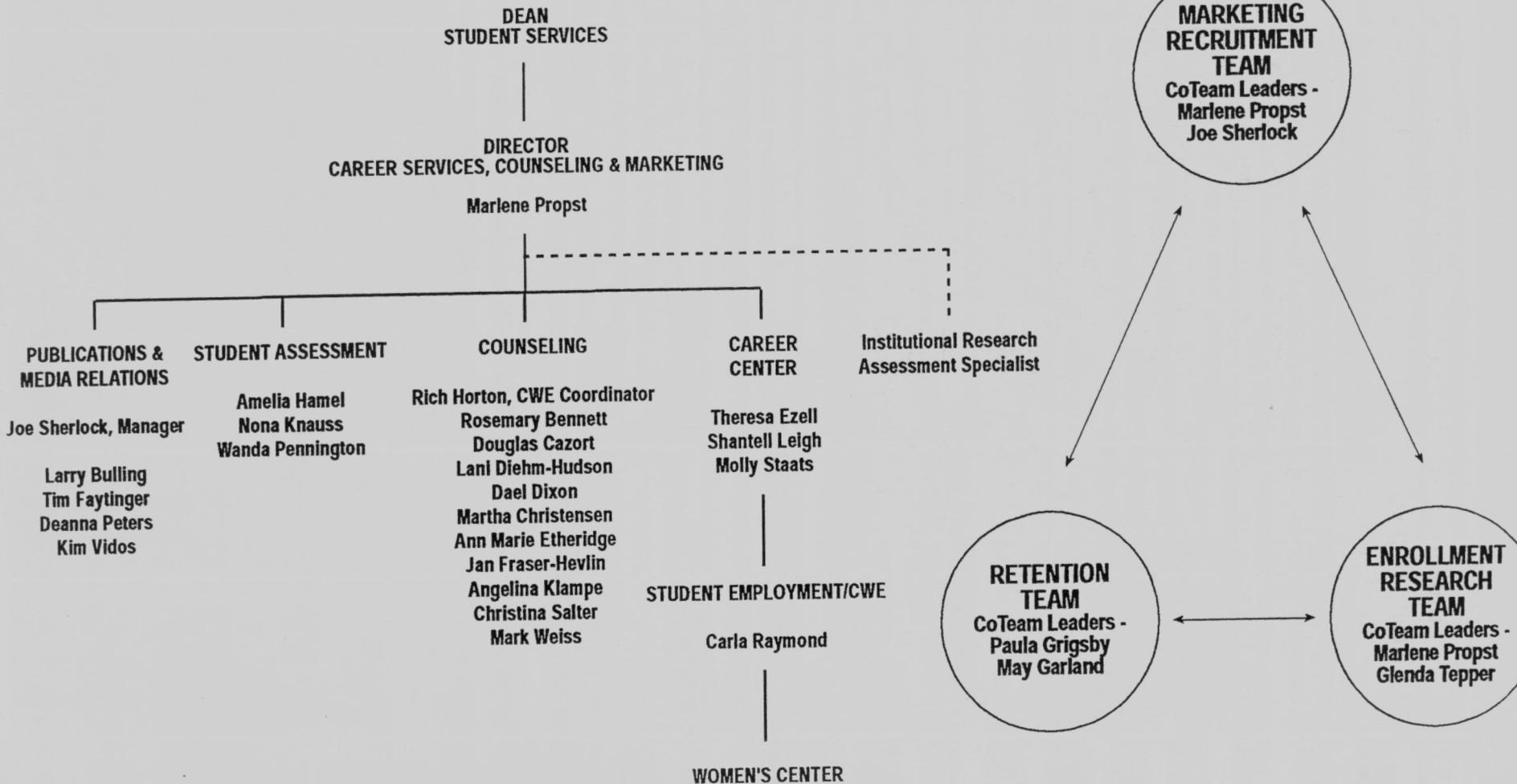
III. Students, staff and community will be aware of and satisfied with the college's efforts in providing access to instruction and services through new technologies and other means.

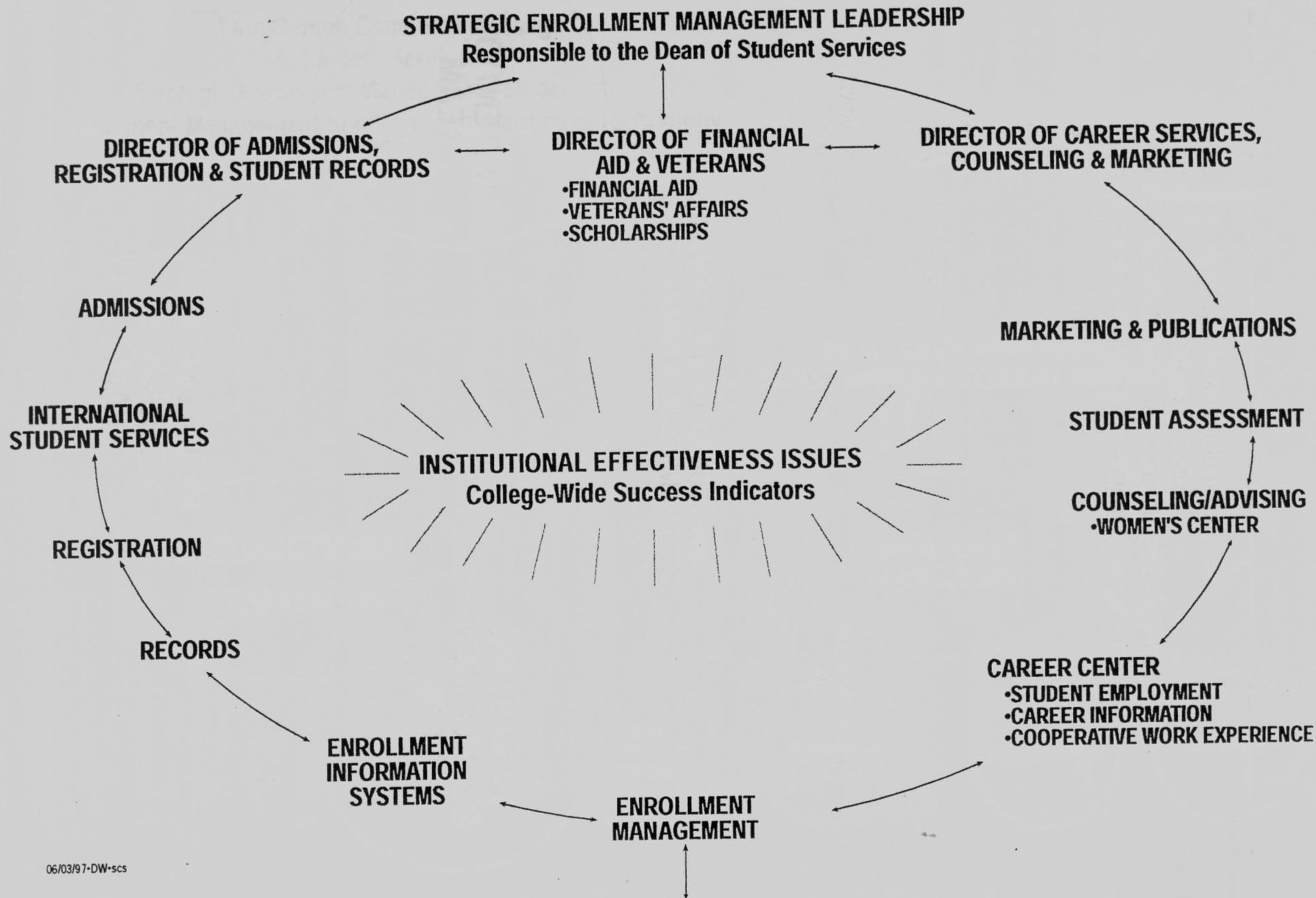
1996-97/ On-going	<ul style="list-style-type: none">• Develop methods for needs assessment to identify key elements of internal/external needs• Identify methods/mode of delivery to meet those needs• Develop a distance education marketing plan• Create a "forms" assessment group to prepare for future on-line services• Utilize the World Wide Web for on-line catalog and schedule of classes in conjunction with on-line access for admission and registration• Identify key Web sites (i.e. links) for marketing purposes	
1997-98	<ul style="list-style-type: none">• Identify innovative delivery systems/programs and develop methods to showcase	



Linn-Benton Community College
Student Services
Publications/Media Relations
Organizational Chart
06/03/97

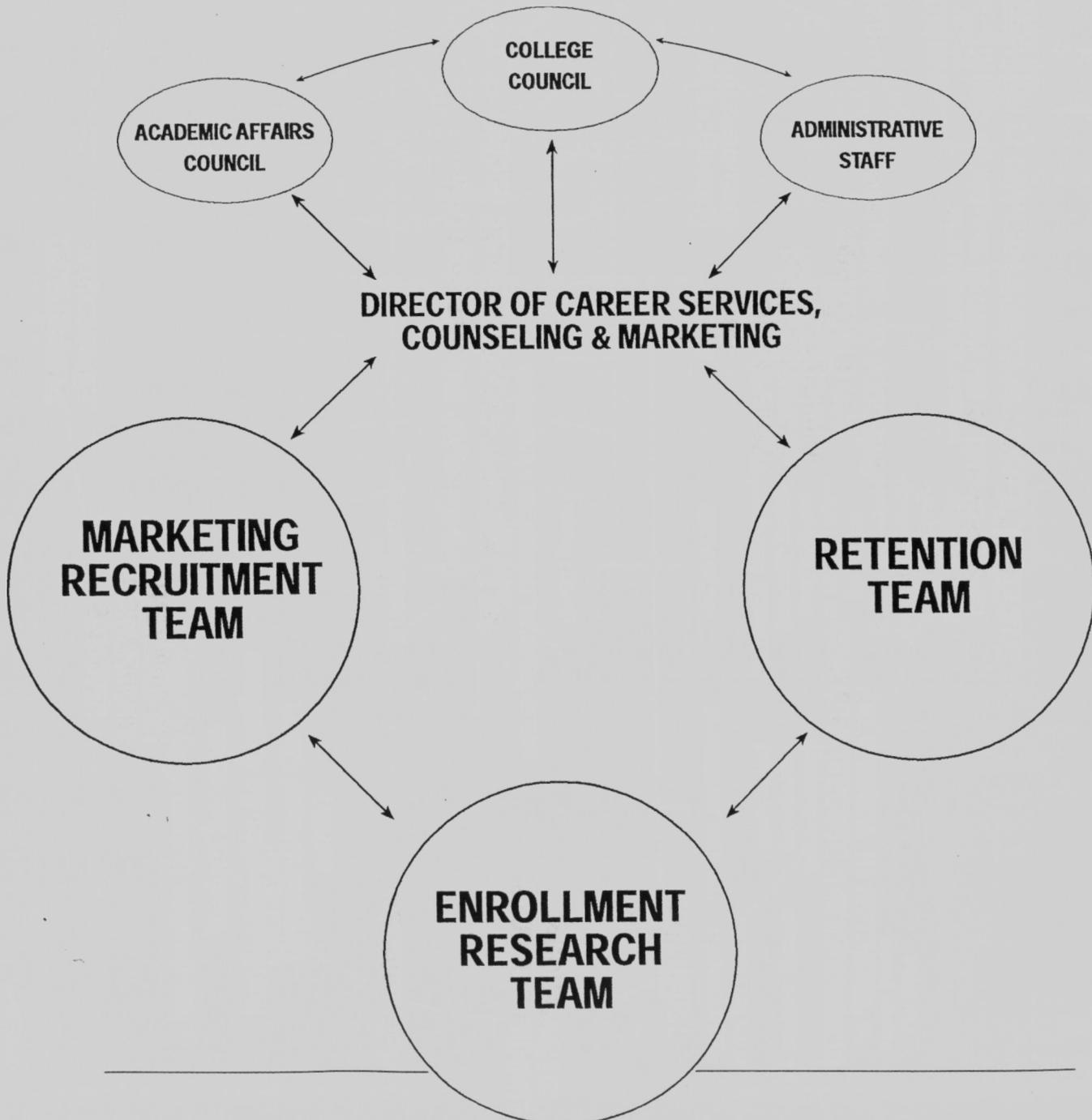
ENROLLMENT
MANAGEMENT
TEAMS





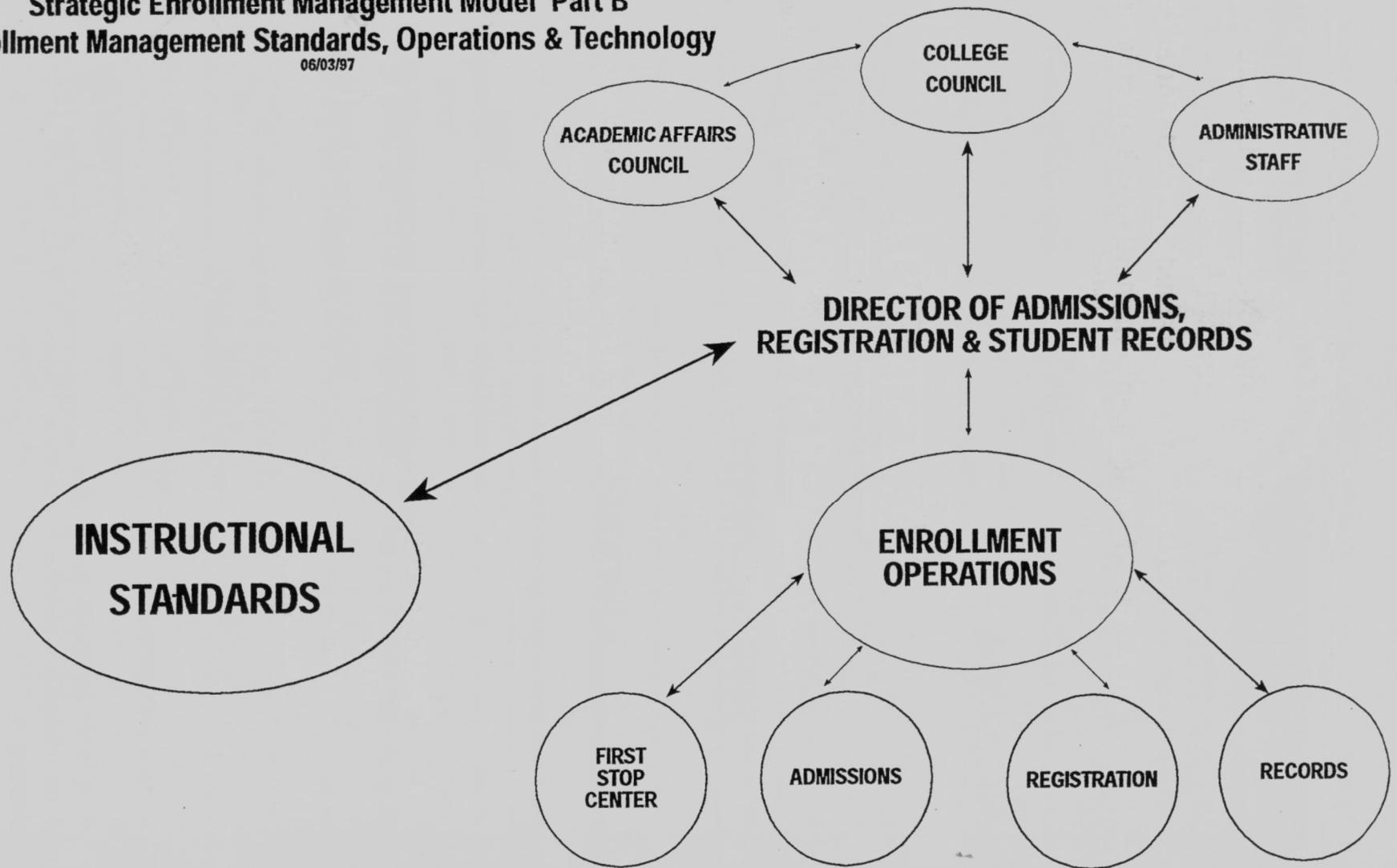
**Linn-Benton Community College
Student Services
Strategic Enrollment Management Model Part A
Enrollment Management Outreach & Retention**

06/03/97

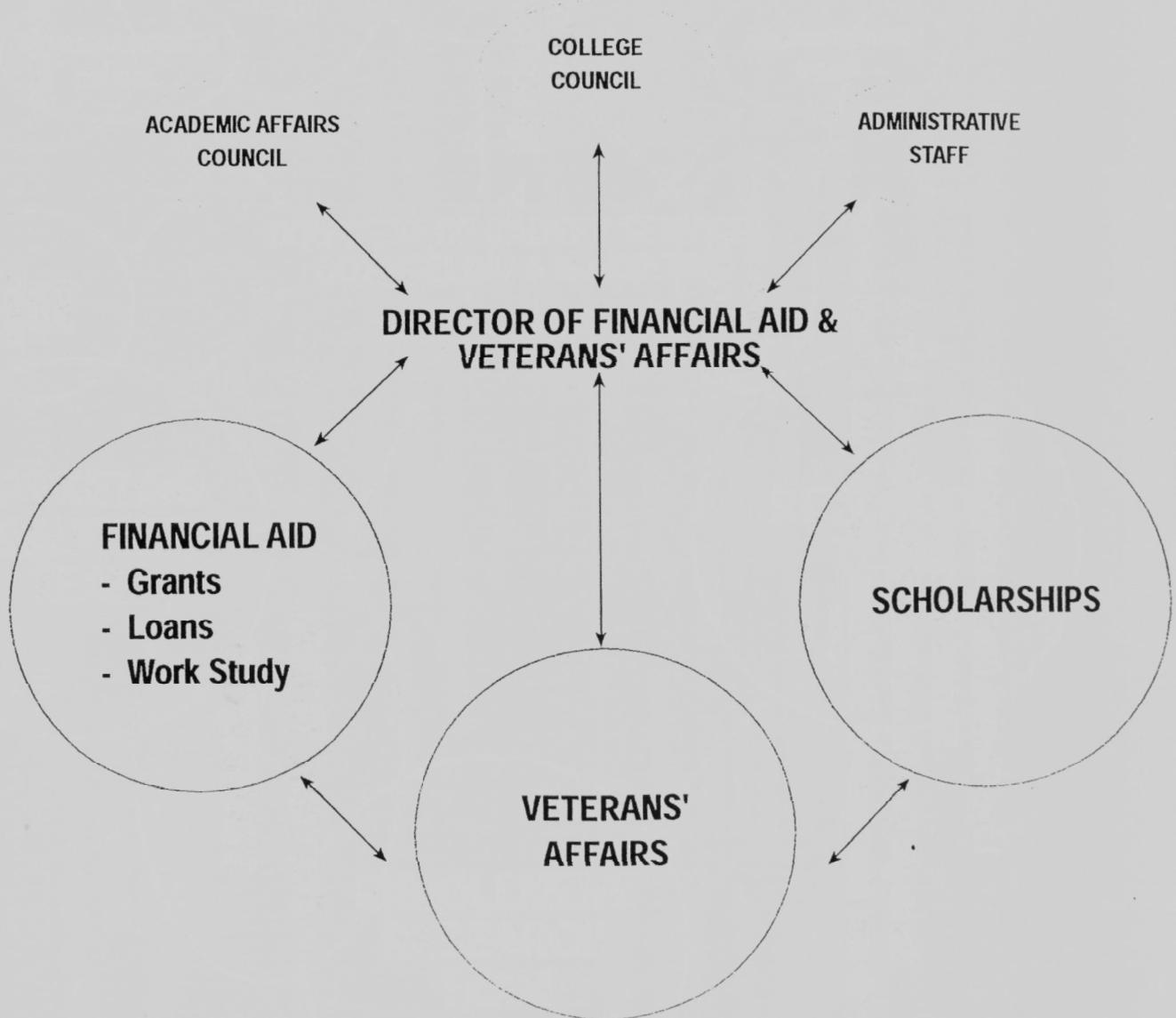


**Linn-Benton Community College
Student Services
Strategic Enrollment Management Model Part B
Enrollment Management Standards, Operations & Technology**

06/03/97



**Linn-Benton Community College
Student Services
Strategic Enrollment Management Model Part C
Enrollment Management Financial Aid & Scholarship Support**
06/03/97





APPENDIX 10

Scholarship & Research

APPENDIX 10.1

Faculty Participation in Scholarship and Research Activities, Including Awards Received

SCHOLARSHIP AND RESEARCH ACTIVITIES

Business Training & Health Occupations Division

PUBLICATIONS (TITLE OR TOPIC)

1. *Larry Schuetz for the Hewlett Packard Company*
PDCA Tools and The Hewlett Packard Story: TQM and the United Kingdom Simulation.
Copyright Registered 11/20/95. Library of Congress #07850068.
2. *Barb Wood*
"Interest in long-term care insurance in Oregon." *Oregon's Journal on Aging*. D. Pennington, B. Wood, T. Brundage. (1990).
"Bereavement among former caregivers to elderly mothers." *Family Relations*. Pratt, C., Walker, A., Wood, B. (1992).
"Effects of inter-parental relationship on family problem solving with pre-adolescent males." *Child Development*. S. Vuchinich, R. Vuchinich, B. Wood. (1993).
"Perceived conflicts with caregiving and relationship quality for middle-aged daughters." *Psychology of Women Quarterly*. A. Walker, C. Pratt, B. Wood. (1993).
"Coalitions and family problem solving with pre-adolescents in referred, at-risk, and comparison families." *Family Process*. S. Vuchinich, B. Wood, R. Vuchinich. (1995).
3. *Rebecca Brown*
"Yes For Kids! A Continuum of Care Plan for Benton County." Report to Benton County Commissioners, Corvallis, Oregon. R. Brown. (1994)
"Internodal Perceptual Coordination During Mother-Infant Interaction: The Effects of Maternal Touch, Face and Voice on Infant Behavior." Doctoral Dissertation, Boston University, Mugar Library. R. Brown. (1993).
4. *Dennis Sargent*
"Your Business Plan," 4th edition. (Co-author.) Published by the Oregon Small Business Development Center Network. (1995).
"NxLevel Guide for Business Start-ups" and "NxLevel Guide for Entrepreneurs." (A primary author.) Both published by U.S. West Foundation in 1996.
5. *John Pascone*
"Small Business Management by Delegation," Albany ChamberGram, July 15, 1995.
"Planning and the Functions of Management," Albany Downtown Association Newsletter, August 1994.
"Small Business Development as Economic Development," *Business Plus*, February 1994.

PROFESSIONAL LEAVES (PURPOSE AND SETTING)

1. *Judy Kraft*

Took one year leave to participate in clinical practices to update nursing skills and to take 12 credits of pharmacology at Oregon State University.

2. *Rachel Hagfeldt*

Took one year of leave (1989-90) to earn a master's in counseling.

3. *Vicki Beck*

Worked in Home Health nursing for one year at Good Samaritan Hospital. (Looked at the expanded role of the nurse in home health environment.)

4. *Dennis Sargent*

During the 1992-93 academic year, worked in Costa Rica with a non-profit agency that makes small loans in about 200 small villages. All work was done in Spanish. Received professional development paid leave during fall and winter terms.

5. *John Pascone*

Traveled to Poland in 1992 to do small business development education.

PERSONAL EDUCATION LEAVES (PURPOSE AND SETTING)

1. *Jackie Paulson*

Took one year leave of absence to work at Good Samaritan Hospital to keep up to date with new technology in the nursing field.

2. *Dennis Sargent*

During spring term 1993, took an educational leave of absence to continue work in Costa Rica with a non-profit agency that makes loans in small villages.

RESEARCH PROJECTS

1. *Larry Schuetz*

Market research of Linn-Benton Counties; collaborative research with Hewlett-Packard.

2. *Jackie Paulson*

Personal ethics survey - ADN grads

3. *Vicki Beck*

Drug studies at Corvallis Clinic - Anaprox, Cervene

4. *Susan Cowles*

Reform of math education to adults

5. *Barb Wood*

Family violence; family dynamics; interpersonal violence

6. *Carol Erickson*

Welfare to work - alcohol and drug use among students

7. *Bobbie Weber*

Estimating supply and demand for child care; child care impacts on families; needs of undereducated families

8. *Beth Hogeland*

Hunger; teacher training; early childhood training effectiveness

9. *Rebecca Brown*

Early mother-infant interaction; television as family education medium

EDUCATIONAL LEAVE (TITLE OR TOPIC)

1. *Jackie Paulson*

Active duty, Army Nurse Corps, December 1990 – June 1991

2. *Evon Bergstrom*

Nursing course, September 1990

3. *Dennis Sargent*

Business development projects—FINCA and OATC, September 1992 – July 1993

4. *Judith Kraft*

Nursing experience, West Africa, September 1993 – June 1994

5. *Vicki Beck*

Nursing training, September 1994 – June 1995

6. *Missy Dutson*

Health Care Practicum/Education, Oregon State University, September 1995 – June 1996

7. *Carolyn Lebsack*

Health Care Training/ Marine Science Training, January – June 1996

Liberal Arts & Human Performance Division

PUBLICATIONS (TITLE OR TOPIC)

1. *Jim Bell*

"Report of the Remote Sensor Survey at the Mokapu Dune Complex, Kaneohe MCAS, Oahu," contract report for Ogden E&E Corp. and U.S. Navy, 1994.

"Report of the Remote Sensor Survey at the EMSL Site, Hanford, Washington," contract report for Battelle PNW Labs and U.S. Dept. of Energy, 1994.

"Eden's Gate: Champoeg State Park Historic Sites Archaeological Project, 1990-91." Co-authored with D. Brauner and R. McClelland. OSU Dept. of Anthropology, 1993.

"Remote Sensor Survey – Kanaka Village Site, Fort Vancouver, Washington," contract report for National Park Service, 1993.

"Remote Sensor Survey – Fort Vancouver, Washington," contract report for the National Park Service, 1991.

"Results of the Remote Sensor Surveys at Champoeg," presentation and abstract for the Northwest Anthropological Association, Vancouver, Washington, 1991.

"Remote Sensor Survey at Champoeg Townsite, Oregon," report for the OSU Dept. of Anthropology, 1991.

"Remote Sensor Survey at Fort Clatsop, Oregon," report for the National Park Service, 1990.

"Report of the Remote Sensor Survey at Old Fort Stevens, Oregon," for the OSU Dept. of Anthropology, 1989.

2. *Art Bervin*

"Exchange Rate," S.E.L.F. (a Danish magazine whose title translates "Seminarians English Teacher Society), Spring 1985. The article contrasts the author's experiences at a teacher training college in Denmark with teaching in America.

3. *Natalie Daley*

Layout and design for The Eloquent Umbrella, LBCC's literary magazine, spring 1996.

Writing and design for In Centre, the newsletter for Salem Centre, Salem, Oregon, spring 1994.

"The Annual Arboreal Adventure," Oregon Parks, March/April, 1994, pages 33-34.

"Postillumination: John P. Decker and the Light of Darkness," Natalie S. Daley and Ralph Backhaus. (In review.)

"Working Together to Use It and Lose It," special supplement to the Gazette-Times, April, 1993.

Diagram of the compound bud of Pinot Noir in grapevines, showing the primary, secondary, and tertiary buds, "In Situ Proton NMR Methods in Plant Science," Spectroscopy, by A.A. Gardea, L.S. Daley, R.L. Kohert, A.H. Soeldner, L. Ning, P.B. Lombard, and A.N. Azarenko, January 1993.

Graphic design and layout for Business Plus, the newsletter for the Training and Business Development Center of Linn-Benton Community College, fall 1992.

Writing, editing, layout, photography, and graphic design for Great Developments, the company newsletter for Teledyne Wah Chang Albany, bimonthly, February 1989 to June 1992.

Graphic design and layout of Linn-Benton Child Care Resource and Referral booklet, January 1992.

Editing, layout and graphic design for Dictionary of TWCA's Language, January 1992.

Layout and design of TWCA's library brochure, fall 1991.

4. *Paul Hagood*

"Writing Coach," a software program.

5. *Linda Spain*

"A Hybrid Telecourse Experiment on Oregon's ED-NET," AGENDA: The PBS Adult Learning Service Magazine, spring/summer 1995. Co-authored with Paul Snyder.

PROFESSIONAL LEAVES (PURPOSE AND SETTING)

1. *Tom Chase*

Traveled to Concord, Massachusetts, to study 19th century American authors, principally Nathaniel Hawthorne, Ralph Waldo Emerson, and Henry David Thoreau, and to visit New England museums.

2. *Paul Hagood*

Took a course on HTML and creating Web pages.

3. *Art Bervin*

Visited some of the best known art museums in London, Florence, Munich and the Scandinavian countries.

PERSONAL EDUCATION LEAVES (PURPOSE AND SETTING)

1. *Paul Hagood*

Took an advanced composition course, Creative Nonfiction.

2. *Judy Rogers*

Personal leave to work on art projects.

RESEARCH PROJECTS

1. *Jim Bell*

Anthropology and archaeology; coastal geography

2. *Natalie Daley*

Developed materials for Hewlett-Packard writing classes

3. *Vera Harding*

Projects concerning the Spanish program at different colleges

4. *Doris Litzer*

European art

5. *Jerry Phillips*

Community corrections; juvenile justice

6. *Linda Spain*

Title III – developmental writing project

7. *(Faculty member preferred anonymity)*

Surrogate mother's studies

8. *Beth Camp*

Education reform; portfolio research; Title III – developmental writing

EDUCATIONAL LEAVE (TITLE OR TOPIC)

1. *Art Bervin*

Study/travel in Europe, March 1992

2. *Sue Van Laere*

Master's degree in anthropology, September 1992 – June 1993

Academia Hispano America, June – July 1993

3. *Paul Hagood*

Coursework/University of Aix-en-Provence, France

4. *Tom Chase*

American Literature Study/Old Manse-Concour, MA

Science & Industry Division

PUBLICATIONS (TITLE OR TOPIC)

1. *Bruce Moos*

Selecting Replacement Gilts, April 1994, Willamette Valley Livestock Conference, Portland Community College.

Market Hog Grading and Selection, July 1996, Livestock Judging Clinic, LBCC.

Feeding Market Hogs for Show, April 1996, Linn County Extension.

Planning and Determining Hog Weight Gains, April 1996, Linn County Extension.

Utilization of EPD's in Swine Selection, March 1996, Oregon Pork Producers Annual Field Day, Rickreall, Oregon.

Determining Frame Scores in Feeder Cattle and the Relationship of Frame Scores to Optimum Weight of Steers, December 1995, Marion County 4-H, Woodburn High School, Woodburn, Oregon.

Nutritional Considerations and Feeding Program for Show Steers, March 1993, Marion County Extension Office.

Nutritional Needs of Show Lambs, May 1997, Private sheep producers sale, Philomath, Oregon.

Use of EPD's in Beef Breeding Program, April 1996, Mid-Willamette Beef Council, Rickreall, Oregon.

Determining Beef Quality and Yield Grades, August 1995, Marion County 4-H, Mt. Angel Meat Company.

2. *Holly Ploetz*

Lagoon Operation and Maintenance. A manual and support slides for a module on aerated and facultative wastewater lagoons. Originally developed in 1975 by LBCC as two modules. Revised and rewritten and slide updates by Holly Ploetz 1995. Published and distributed by Linn-Benton Community College/Water and Wastewater Dept.

Aerobic Digestion. A manual and support slides for a module on aerobic sludge digestion for wastewater treatment. Originally developed in 1975 by LBCC. Revised and rewritten and slide updates by Holly Ploetz 1995. Published and distributed by Linn-Benton Community College/Water and Wastewater Dept.

Anaerobic Digestion. A manual and support slide set for anaerobic digestion training for wastewater treatment. Originally developed in three parts by LBCC. Revised, rewritten, and slide updates including new photos by Holly Ploetz in 1995. Published and distributed by Linn-Benton Community College/Water and Wastewater Dept.

Wastewater NPDES Laboratory Testing. A cookbook style laboratory manual developed for wastewater operators to use at wastewater treatment plants. Written in 1990 and updated three times to reflect changing technical standards. Published and distributed by Linn-Benton Community College/Water and Wastewater Dept.

Collection System Operations. A manual developed for workshops delivered at LBCC. Written by Holly Ploetz. Published and distributed by ACR, Albany, Oregon

Introduction to Alaska Small Wastewater Systems. A manual and support overheads covering all aspects of wastewater treatment. Co-written with Skeet Arasmith in 1995 for the State of Alaska. Published and distributed by ACR, Albany, Oregon

Cave-in Protection and Competent Person Training Manual. A Manual and support overheads covering the OSHA safety requirements for trenching and shoring. Written by Holly Ploetz in 1993. Published and distributed by ACR, Albany, Oregon

E-Coli Testing for Wastewater. A laboratory manual with procedures for the approved methods of performing the laboratory testing for e-Coli in Wastewater. Written by Holly Ploetz in 1997. Published and distributed by LBCC, Water and Wastewater Department.

Pretreatment for Wastewater Operations. A manual developed for a workshop held at LBCC. Written by Holly Ploetz in 1994. Published and distributed by LBCC, Water and Wastewater Department.

3. *Susan Cowles*

Adult Basic Skills/Family Literacy Curriculum, The Barbara Bush Foundation for Family Literacy Project, April 30, 1993.

Math as Problem Solving (one of four authors) Professional Development Series, Northwest Regional Literacy Resource Center, March 1997.

Ideas that Work for ABE, Volume II (several articles imbedded in this product), Office of Community College Services, 1997.

Also, in review is an invited article for Focus on Basics, a journal of the National Center for the Study of Adult Learning and Literacy, Harvard University College of Education and World Education. It will be published in September.

4. *Lynn Trimpe*

"College Geometry, A Problem-Solving Approach with Applications," by Gary L. Musser and Lynn E. Trimpe. (A textbook.)

Two supplements for textbooks:

(1) "Student Activity Manual and Study Guide," by Lynn E. Trimpe and Sharon Rodecap*. (This supplement accompanies "College Geometry a Problem-Solving Approach with Applications.")

(2) "Student Hints and Solutions Manual," by Lynn Trimpe, Roger Maurer*, and Vikki Maurer*. (This supplement accompanies "Mathematics for Elementary Teachers" by Musser and Burger.)

5. *Charles Wert*

"Prolactin binding sites in the adrenal glands of mink (*Mustela vison*)." J. Rose, C. Wert. *Comp. Biochem. Physiol.* 104B(4):759-763; 1990.

6. *Sharon Ketchum (nee Offerdahl)*

"Development of thermoregulation in gray partridge chicks (*Perdix perdix*)." S. Offerdahl and A. Fivizzani. Gray Partridge Workshop Saskatchewan, pub in MN Dpts Resources.

"Tracheal insufflation of desferoxamine protection on rats against acute ozone toxicity." S. Louie, M. Arata, S. Offerahl. *Clinical Research* 39, 1991.

"Effects of Tracheal insufflation of desferoxamine protection on rats against acute ozone toxicity." S. Louie, M. Arata, S. Offerahl, Halwell. *J of Lab. Clinical Medicine*, 1993.

"Interaction of α -tocopherol on oxidation of LDL in post menopausal women." *Federation of the Am. Soc. Experimental Biol J.* 8:3470, 1994.

"Interaction of α -tocopherol acetate and fish oil in viv indices of lipid peroxidation in post menopausal women." R. Wander, S. Du, S.O. Ketchum, K. Row. *Nutrition*, 1996.

"Interaction of Vitamin E and fish oil on LDL oxidation in post menopausal women with and without hormone replacement therapy." R. Wander, S. Du, S.O. Ketchum, K. Row. *Am. J. Clinical Nutrition*, 1996.

"Effects of graduated indices for α -tocopherol on urinary excretion of thiobarbituric acid reactive substances with malondialdehyde by post menopausal women supplemented with fish oil." R. Wander, S. Du, S.O. Ketchum. *Nutrition Symposium from Beijing, China*: 9:2689, 1995.

"Discovery of Novel Cannabinoid receptors on ligands from diverse marine organisms." K. Soderstrom, T. Murray, H. Yoo, S. O. Ketchum. K. Milligan, W. Gerwick, M. Ortega, J. Salva. *Symposium on natural Product Chemistry, Venice, Italy, February 1997.*

7. *Roger Maurer*

Problem-solving study guide and solution manual that accompanies Mathematics for Elementary Teachers. (Co-authored with Lynn Trimpe and Vikki Maurer.)

PROFESSIONAL LEAVES (PURPOSE AND SETTING)

1. *Holly Mason*

Tenth Annual National Operator Training Conference, June 1993, Chicago,
Eleventh Annual National Operator Training Conference, June 1994, Kansas City
Twelfth Annual National Operator Training Conference, June 1995, San Diego
Thirteenth Annual National Operator Training Conference, June 1996, Portland OR
Fourteenth National Operator Training Conference, June 1997, New Orleans
(An EPA conference held annually for all technical assistance providers receiving 104(g)(1) grant funds.)

RESEARCH PROJECTS

1. *Judith Deszoeke*

Calculus for the World Wide Web

2. *Kevin Kreft*

Salmon research; zooplankton behavior

3. *Ron Mason, Elizabeth Lundy, Lynn Trimpe*

Title III – math project

4. *Carl Reeder, Seaton McLennan*

Title III – professional technical education project

5. *Charles Wert*

Environmental impact studies: Moro Bay PG&E power plant, Moro Bay sewage outfall;
hormone-receptor assay in mink adrenal glands and mink skin

EDUCATIONAL LEAVE (TITLE OR TOPIC)

1. *Linda Kelly*

Coursework in Biology, Oregon State University

2. *Richard Liebaert*

Science Education/Multimedia

Student Services Division

PUBLICATIONS (TITLE OR TOPIC)

1. *May Garland*

"The Mathematics Workshop Model: An Interview with Uri Treisman." Garland, M. Journal of Developmental Education, Vol 16, pp.14-16, 18, 20, 22. (1993).

RESEARCH PROJECTS

1. *Mark Weiss, Rosemary Bennett, Anne Marie Etheridge*
Title III – advising project
2. *Anne Marie Etheridge*
Title III – Early Warning System project
3. *Nancy Bryant*
Visual perception during the acquisition of reading skills; alternative methods of assessing intelligence
4. *Russ Gregory, Charlie Mann*
Title III – reading project
5. *May Garland*
Title III – Learning Center project
6. *Carroll Flaherty, Kathy Clark*
Title III – developmental education project
7. *Martha Christensen*
Curriculum development of Learning Community with LAHP Social Services Department

Other Divisions

PUBLICATIONS (TITLE OR TOPIC)

1. *Carolyn Gardner*
“Assistive Technology and Learning Disabilities,” published in the proceedings from California State University Northridge’s Technology for People with Disabilities Conference, March 1996, and EASI (Equal Access to Software and Information) Street To Science Engineering and Math (<http://www.isc.rit.edu/~easi/easisem/gardnerc.html>).
Review: “Get It Together” Adults Learning Maths: A Research Forum Newsletter, No. 3, 1997.
2. *Paul Snyder*
“A Hybrid Telecourse Experiment on Oregon’s ED-NET,” AGENDA: The PBS Adult Learning Service Magazine, spring/summer 1995. (Co-authored with Linda Spain.)
3. *Susan K. Cowles*
Adult Basic Skills/Family Literacy Curriculum, The Barbara Bush Foundation for Family Literacy Project, April 30, 1993.
“Math as Problem Solving” Professional Development Series, Northwest Regional Literacy Resource Center, March, 1997. (One of four authors.)
“Ideas that Work for ABE, Volume II” (several articles imbedded in this product), Office of Community College Services, 1997
An invited article for Focus on Basics, a journal of the National Center for the Study of Adult Learning and Literacy, Harvard University College of Education and World Education. (In review.)

PROFESSIONAL LEAVES (PURPOSE AND SETTING)

1. *Mary Campbell*

Attend ORMATYC (Oregon Mathematics Association of Two-Year Colleges) Conference each spring, one to two days.

PERSONAL EDUCATION LEAVES (PURPOSE AND SETTING)

1. *Susan Van Laere*

Work toward master's degree in historical archeology at OSU.

2. *Carolyn Gardner*

During 1993-94 educational leave, lived and traveled in Germany. Also traveled to England, Switzerland, New Jersey, and Washington, D.C. Researched the use of assistive technology for students with learning disabilities; interviewed professionals in the field; did library research. Visited Adult Basic Education programs to learn about the differences in the approaches to basic skills development. Partially funded by a National Science Foundation grant.

RESEARCH PROJECTS

1. *Scott Anselm*

Viability of Heavy Muscled Lamb Divisions

2. *Ann Mills*

Title III - math project

3. *Glenda Hopkins*

Alternative Learning Opportunity; Lebanon School Dist/LBCC/CSC; State GED Taskforce on Education Reform: GED

4. *Carolyn Gardner*

Assistive technologies and students with learning disabilities

5. *Marti Ayers*

Business and industry training needs; technology in education

EDUCATIONAL LEAVE (TITLE OR TOPIC)

1. *Carolyn Gardner*

International Survey of Access Technologies, September 1993 - June 1994

2. *Carl Reeder*

Training Seminars, General Motors Training Center, September 1996

AWARDS RECEIVED BY FACULTY, 1991-96

Business, Training and Health Occupations Division

- Innovator of the Year from the League of Innovation, 1994 (Jean Geiger)
- Eldon Schaf er Innovation Runner-up Award (Jean Geiger)
- Excellence in Teaching Award from NISOD (Jean Geiger)
- Post Secondary Educator of the Year from Oregon Business Education Association (Mary Ann Lammers)
- Post Secondary Educator of the Year from Western Business Education Association (Mary Ann Lammers)
- Distinguished Service Award from Oregon Business Education Association (Al Walczak)
- Distinguished Service Award from Western Business Education Association, 1992 and 1995 (Sue Trautwein)
- President of Western Business Association, 1994 (Sue Trautwein)
- National Business Education Board of Directors, 1993-97 (Sue Trautwein)
- Part-time Instructor of the Year at LBCC, 1991 (Sally Stouder)
- Outstanding State Newsletter Award from Western Business Education Association (Sally Stouder)
- Community Support Award from the Provider Research Organization (Bobbie Weber)
- Outstanding Service Award from Oregon Child Care Resource and Referral Network (Bobbie Weber)
- President of the Oregon Association for Education of Young Children, 1996-98 (Linda Nelson)
- ODAA Achievement Award for the News bulletin, 1995 (Linda Kihs)
- Teaching Fellowship Award (1990 Joanne Apter; 1992-93, 1993-94, 1994-95, Barb Wood)
- Veteran Small Business Advocate of the Year, 1993 (John Pascone)
- All-Star Award from Oregon Small Business Development Center Network (John Pascone)

Liberal Arts and Human Performance

- Fulbright Teaching Exchange in Denmark (Art Bervin)
- Part-time Teacher of the Year nomination, 1994 (Natalie Daley)
- OSU Purchase Award for Serigraph on Art about Agriculture (Sandra Zimmer)
- Governor Appointed Chair of Oregon Corrections Advisory Board (Jerry Phillips)
- Appointment to the Willamette Criminal Justice Council by Benton County Board of Commissioners (Jerry Phillips)
- Outstanding Part-time Instructor at LBCC (Linda Spain)

Science & Industry

- Honorary State FFA Degree (Rick Klampe)
- Oregon Department of Veterans Affairs Award (Bob Ulrich)
- "Literacy Leader Fellow," National Institute for Literacy, 1996-97 (Susan Cowles)

Counseling

- Oregon College and University Counselors' Association Service Award (Martha Christensen, Mark Weiss)
- President, Oregon College and University Counselors' Association (Martha Christensen, Mark Weiss)
- Phi Kappa Phi Research Honorary Society (Nancy Bryant)