

# Memorandum

**To:** Administrative Council  
Dr. Ed Beyer, Academic Senate President  
Dr. Susan Lowry, AVCFT President

**From:** Ed Knudson, President

**Date:** 10/14/2014

**Re:** New Department Configuration – College Structure

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In accordance with Article XX, Collective Bargaining Agreement, each Division Dean met with the faculty of that Division to discuss and propose a structure of departments within the Division. Following this discussion, the recommendation for the structure was forwarded to this office for consideration, alteration (if required), and approval.

There was a robust and thoughtful discussion conducted across campus. In at least one instance, that of basic skills provision, it became a campus-wide discussion, as well it should have been.

In addition to the recommendations received, approximate costs were considered, and the goal of flattening the college hierarchy, broadening the interdisciplinary scope of participation, and with a view to providing greater service to our students and community. Attached is the approved departmental structure for the college. It is presented in spreadsheet format, with the recommendations of the divisions on the left side of the spreadsheet, and the adjustments made to those in the right side under label, “President’s Adjustments”. It very closely mirrors the template that was used during negotiations to determine potential compensation levels, which is attached as a separate item.

Further, the issue of an Academic Development Department as a vehicle to bring greater focus and coordination in our delivery of basic skills instruction received much attention. Dr. Suderman and I attended the Academic Senate meeting on October 2 to answer faculty questions. Further, there was a separate meeting regarding basic skills and the notion of an Academic Development department following the college wide planning retreat on Friday September 26.

As we have discussed, the mandates of the Student Success Initiative, Basic Skills Initiative, and the sheer number of the students requiring remediation, I sincerely believe that it requires direct and consistent focus and commission of resources to be successful. Therefore, a department of Academic Development will be created. The discipline of Reading will be assigned to this department, as will the Learning Center, Student Success Center, ESL, and pre-collegiate English and Math.

With regard to the assignment of English and Math, faculty from those departments will not be directly assigned to the department, but the sections taught in English 95, 97, and 99 will. The same applies to Math for sections taught in Math 65, 70 and 99. As we transition, and our partnership with the adult school strengthens, we will be offering English 97 and 99, with Math remaining unchanged. Math 99 represents the self-paced course covering the topics of Math 65 and 70. For Fall 2015 I am proposing that we commit 100 sections to pre-collegiate English and Math. The Department Chair for Academic Development will have the responsibility of working with the Dean of Language Arts and Academic Development in serving this area in the same way the chairs of English and Math will work with their respective Deans. The need for strong and consistent collaboration is imperative. Any faculty member from within the disciplines assigned to Academic Development will be eligible to be elected chair.

I believe that having a certificated faculty member as chair that is consistent with the college structure, and holds a position comparable to the other faculty chairs is the best organization to begin our effort to address the basic skills needs of our students. We expect that each Fall we will admit nearly 7,000 students who will assess into at least one pre-collegiate course. We are limiting ourselves to two levels below collegiate level because of the resources available to begin to meet the needs of these students. We simply cannot afford to offer all pre-collegiate courses to the students who require them. The Adult School through the high school district is funded for much of this work, and we are partnering with them to address that need.

As far as ESL in those areas that below the two-level floor, perhaps a "Citizenship" non-credit series can be developed to continue to serve those students. There are models available to assist in this development.

The attached spreadsheets also provide an estimate of the compensation that will be received for each department. The compensation is dependent upon the number of FTEF assigned to each department.

I sincerely appreciate the thoughtful input and suggestions we have received for the organization of all departments, and the diligence and urgency with which the issue was addressed. I look forward to each department's election of their chair, and to beginning the important work that lies ahead in all areas of institution.

DEPARTMENT	REPRESENTED AREAS
Academic Development	Basic skills: math & English; ESL; READ; Learning Center
Behavioral Sciences	PSY, SOC, POLS
Business & Information Technology	BUS, Computer Applications, Computer Info Sciences, OT, ACCT, MKTG, MGT, Real Estate
Communication	COMM, JOUR
Counseling	
Engineering & Industrial Technology	ABDY, ACRV, AERO, AFAB, AUTO, DRFT, ELEC, ELTE, ENGR, WELD
Family and Consumer Sciences	CFE, ID, CT, CDC, ED
Health Sciences	AD nursing, VN, RADT, RCP, NF, MOA
Kinesiology	HE, ATH, REC
Language Arts	ENGL, foreign languages, DFST, INT
Library	
Life Sciences & Natural Resources	AGRI, BIOL, WDTO
Mathematics	MATH
Performing Arts	DA, THA, MUS, MUSC
Physical Sciences	CHEM, PHYS/ASTR, PSCI, GEOL, GEOG, ERSC
Public Safety	FTEC, EMT
Social Sciences	HIST, PHIL, ANTH, ECON, AJ
Visual Arts	ART, DM, PHOT, PHTC, FTV