The administration worked with the leadership of the Academic Senate and CRFO to implement a reorganization on July 1, 2013 that aligned our instructional and administrative structure to support student success and to achieve our mission, vision and goals outlined in the strategic and education master plans. The administration and faculty leadership understood at the time of the reorganization that the shape of the organizational structure and how it functions would be affected by internal and external factors.

The administration made a conscious effort to give the organizational structure time to take effect before making any further changes. It was intended to ground future changes on the Dean’s analysis of their administrative needs, input from the Academic Senate and other constituent groups, and the results of the administration’s 2014 faculty survey.

The survey, if you remember, was deployed from mid-December through mid-January 2013-2014 and gathered faculty thoughts on whether the reorganization impacted their ability to deliver quality instruction including their ability to contribute to instruction/curriculum revision and development and whether faculty had any ideas to address negative impacts or gaps. The results of the survey were separated into four general themes:

- **Communication**: We need to improve communication between full time faculty and between administration and faculty
- **Coordination**: We need to work harder to develop better coordination of department/division meetings, the program level assessment process, and between the sites and Eureka
- **Associate faculty**: We need to strengthen the connection associate faculty feel to the college and increase the support we give them so they can better serve the needs of our students
- **Distance Education**: We need to create a sustainable Virtual Campus program that ensures that faculty using distance education are supported and that the courses and degrees we develop are strategic and well thought out

Initiatives were implemented to address strengthening associate faculty connections and creating a sustainable Virtual Campus program. The administrative team continued to discuss how to address the other issues identified in the survey (i.e. improving coordination of larger disciplines, using technology to increase efficiency, setting more tangible goals, and increasing the effectiveness of our assessment processes). Over the past several months, the administrative team identified several other issues that had to be addressed in order for the District to move forward: improving support for new and current faculty, increasing communication and dialogue amongst and between faculty, supporting curriculum innovation, and continuing adherence to accreditation standards 1.B.1; 1.B.2; 1.B.4; 1.B.6; 1.C.3; 4.A.1; and 4.A.2.

The several months of discussions culminated in a recommendation to the President/Superintendent to create four part-time associate deans positions. The associate deans will be academic year appointments and start fall 2015. The associate deans will be expected to:
1. Assist with annual and comprehensive program reviews, organizing faculty to complete course and program level mapping and assessment dialogue, which are directly aligned with narrowing the achievement gap of underrepresented students and improve upon district retention and persistence priorities.
2. Support faculty in the development and implementation of assessment plans for courses and programs.
3. Assist in facilitating department and division meetings.
4. Collaborate closely with the Deans and faculty to develop class schedules.
5. Assist in orienting and mentoring new faculty to the college.
6. Assume areas of management specific to the division’s needs.
7. Make recommendations to the Dean concerning professional development opportunities for faculty.
8. Communicate professionally, consistently, and effectively with administration, faculty, and other college staff.