

# Discipline Coordinators for Chabot College – A Proposal

## Introduction

The effective, efficient, and compassionate operation of an academic division is important to the success of students, faculty, staff, and administrators. The operation supports all outcomes, works in tandem with the strategic plan, and reflects the organizational structure needs that translate into overarching governance models envisioned with strategic planning, shared responsibility, and accreditation. Many colleges present a structural model that includes a hierarchical framework (president, vice president, and associate vice presidents, deans, directors, department chairs, and Discipline Coordinators). Typically a large organization will have all of these layers, while a smaller organization will have fewer layers with each truncated level adapting multiple aspects of the roles of each. Examples of community colleges with the former hierarchical structure abound in California (De Anza, Monterey, Cabrillo, San Jacinto, Riverside, San Diego, etc.) and across the United States, and are often contractually negotiated in the collective bargaining agreements.

However, Chabot College currently lacks a hierarchical structure that is conducive strengthening governance and accreditation. For example, in many of the divisions, there are more than 35 full time faculty members who report directly to the dean, and in several divisions the number of part time faculty reaches into the hundreds. The relative vastness exists in the Arts, Humanities, and Social Sciences (AHSS), Science, Mathematics (SM), Health, Physical Education, and Athletics (HPEA),<sup>1</sup> and the Applied Technology/Business (ATB) Divisions. This means that the number of direct reports is too large to be effective and efficient. As such this document provides a rationale for beginning an implementation of such a structure relative to Discipline Coordinators. Installing Discipline Coordinators *vis a vis* is more cost effective and less disruptive than dividing the divisions and hiring several new deans; it provides professional development for faculty interested in an administrative career; and supports the opportunity to expand the shared governance model adapted by the college and CLPCCD.

## Proposal

At present, there are five instructional deans: AHSS, SM, ATB, HPEA, and Language Arts/English (LAE) with an approximate expense of \$1,125,000 (assuming a full cost of \$225,000 per employee per year). Doubling that number, in order to add more academic deans to reduce the span of control to approach six direct---reports, as is the industry standard, would at least double that number to \$2,250,000. However, implementing a systematic approach to reassigning faculty as Discipline Coordinators is substantially less. In addition, the installation of Discipline Coordinators allows the college the flexibility of scaling back if necessary. Please see the table attached that outlines the overall number of suggested Discipline Coordinators, and the accompanying document that explains typical roles, responsibilities, and duties of a Discipline Coordinator.

Factors that were used in determining the allocation of full time equivalent faculty for each division and its respective discipline areas include

- 1) the number of sections in a discipline area,
- 2) the number of FTEF,

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<sup>1</sup> Some HPEA Program Coordinators are mandated by their accreditation parameters.

- 3) the number and type of laboratory and/or supplemental instructional sections,
- 4) the number of adjunct faculty,
- 5) the volume of co---curricular activities, and
- 6) faculty engaged in professional development activities.

Implementing a systematic approach to reassigning full time faculty as Discipline Coordinators results in a minimal of three positive outcomes: it reduces the number of direct reports, increases the efficiency of the divisions and college, and allows faculty the opportunity to participate in shared governance. Moving in this direction will further align Chabot College with existing community college structures in California and the nation, and enhance accreditation. The estimated conservative cost of doing so is explained as attached in Table 1.

## **Discipline Coordinator's Roles and Responsibilities CAH/FTEF TBD per Discipline per Division per Academic Year**

### **Overview**

The Discipline Coordinator provides practical support for the faculty and the dean by insuring that faculty activities are completed in a timely and efficient manner, while at the same time allowing a process for succession planning within a shared governance framework. The Discipline Coordinator has no explicit authority over faculty, but rather, is involved in facilitating the smooth operation and completion of required faculty activities and duties (i.e. division and discipline meetings, faculty scheduling, peer evaluation, etc.). The Discipline Coordinator is an active member of nearly every essential subcommittee and acts as a liaison between all the subcommittees in order to facilitate tasks. The Discipline Coordinator thus keeps work flowing and projects moving, while facilitating communication among the different committees in order to bring coordination to the issues, ideas, and concerns that relate to the discipline areas. The Discipline Coordinator also gives the dean updates and feedback on these matters. Finally, the Discipline Coordinator is often the discipline's faculty's representative on college-wide committees, as needed, and is the primary contact person for people from other divisions and for any queries from off campus. It is a wonderful opportunity for faculty to interface and work with administrative needs of the division and college through shared governance, and as such, is a valuable aspect of accreditation. Discipline Coordinators will be required to attend three meetings to ensure understanding of the expected outcomes for the role and will be evaluated on their progress each academic year.

### **Policies Related To This Position**

- ✓✓ The Discipline Coordinator has no political purpose or authority other than to facilitate discipline matters, and is selected by and serves at the behest of the faculty.
- ✓✓ The Discipline Coordinator facilitates the implementation of various faculty functions.
- ✓✓ The position's reassigned/release time is determined per semester to compensate for the discipline areas that the scope involves and can range in discipline and by division, and is based on a multiplicity of factors, including but not limited to:
  - 1) the number of sections in a discipline area,
  - 2) the number of FTEF,
  - 3) the number and type of laboratory and/or supplemental instructional sections,
  - 4) the number of adjunct faculty,
  - 5) the volume of co-curricular activities, and
  - 6) faculty engaged in professional development activities.
- ✓✓ The selection of and the term of office the Discipline Coordinator may be determined on a rotating basis. Either the dean or the faculty can question or ask for a faculty review of the Discipline Coordinator position. It is important that the person selected be able to work closely and effectively with the dean.

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### **Expected Outcomes**

- Facilitation of establishing program, student, course, and college learning outcomes and their assessment in a timely fashion
- Completion of required faculty obligations that assist the dean (i.e. division and subdivision meetings, faculty scheduling, peer evaluations, accreditation, adjunct hiring, etc.).

- Budget monitoring and expenditures
- Coordination and participation in all essential subcommittees
- Identification of yearly objectives and coordination of them
- Practical and logistical support for the disciplines' faculty and the dean
- Improved articulation with the dean on discipline---related matters
- Consultant to college---wide committees on division---related matters
- Coordination of discipline---related matters across the campus
- Coordination of discipline---related matters related to other colleges and the community

#### *Additional Outcomes and Specific Roles*

- Coordination of Subdivision Meetings
  - Create a calendar of meeting dates for the year
  - Assign teams to initiate and preside over meetings
  - Assign faculty to take minutes
  - Monitor the distribution of the agenda and the scheduling of the meeting
  - Coordinate the follow---up of actions generated by agenda items
  
- Coordination with the Dean and the Scheduling Committee in:
  - Evaluating the effectiveness of current schedule (fill, times, # of sections)
  - Devising the next year's schedule for submission to dean
  - Working out logistics: time, number, breadth of courses offered; rooms, etc.
  
- Coordination of the Faculty Scheduling Process
  - Coordinate requests for electives, new courses, or new sections of existing courses
  - Prepare and present the final proposed schedule to the dean
  - Work with the dean to refine the schedule and prepare it for posting
  - Coordinate the initial faculty class sign – up process
  - Contact members with schedule conflicts
  - Facilitate the resolution of schedule conflicts among faculty
  
- Coordination of the Peer Evaluation Committee in:
  - Maintaining list of evaluatees including dates of last evaluation, new hires
  - Maintaining schedule of evaluatees to be evaluated in the current year
  - Maintaining schedule of evaluation teams, including date of last service
  - Coordinating and monitoring the peer evaluation process:
    - Determining who is to be evaluated and forming teams
    - Notifying all parties and providing them with materials
    - Monitoring the process, keeping teams and evaluatees on schedule
    - Acting as a contact for contractual or other procedural questions
    - Insuring that all evaluations are completed and submitted on time
  
- Coordination with the Dean on the Unit Plan and Discipline Plan for disciplines, including:
  - Consulting with faculty on discipline issues, including our pedagogy, goals, achievements, areas of concern, strategies for improvement, outcomes, future needs and visions.

- Devising a Discipline Plan for addressing the above and promoting the equity, access, and success of our course offerings and programs.
- Assuring equity in the schedule, both in terms of when courses are offered and by allocating the full spectrum of our offerings throughout the day and evening.
- Examining Institutional Research findings to help promote student persistence and success in matriculation.
- Coordinating program review with discipline faculty and campus committees
- Working closely with and support other learning community areas

**Table 1  
Discipline Coordinator Estimates**

	<i>New Coordinator Proposed</i>	<i>Estimated Cost</i>
<b>Science and Math</b>		
<i>Disciplines</i>		
Astro/Physics	0.08	
Chemistry	0.13	
Math	0.26	
Biology	0.18	
Eng/Comp Sci	0.08	
	<b>0.73</b>	43,800.00
<b>Dental Hygiene, Nursing, Athletics</b>		
<i>Disciplines</i>		
Health/Kines/Fitness Center	0.20	
	<b>0.20</b>	12,000.00
<b>Language Arts</b>		
<i>Disciplines</i>		
English	0.53	
World Language	0.13	
ESL	0.13	
	<b>0.79</b>	47,400.00
<b>Arts, Humanities, Social Sciences</b>		
<i>Disciplines</i>		
Art/Art History/Rel---Hum---Phil	0.20	
Architecture/IntD/DM/Photo	0.20	
Thater	0.20	
ECD	0.20	
Music	0.20	
COMM/MCOMM	0.20	
Anthro/Geography/Soci/Ethnic Studies	0.20	
Pol Sci/AJ/Econ	0.20	
History	0.20	
	<b>1.80</b>	108,000.00
<b>Business and Applied Tech</b>		
<i>Disciplines</i>		
Business/Entrepreneurship	0.2	
Fire Tech/Real Estate	0.13	
CAS/ESYS	0.13	
Auto Tech/BMW	0.13	
Welding/Machine Tool	0.13	
	<b>0.72</b>	43,200.00
<i>Total Add'l FTEF (estimates)</i>	<b>4.2</b>	
Average cost per adjunct	60,000.00	
Estimated Costs	254,400.00	254,400.00