

BAKERSFIELD COLLEGE
ADMINISTRATIVE REORGANIZATION PROPOSALS

Submitted by the
BC Reorganization Task Force
November 15, 2013

The following report was developed at the request of the BC College Council and is being submitted by the Reorganization Task Force. Members of the Task Force and contributors to this report included:

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Bakersfield College Reorganization Proposals

INTRODUCTION

Bakersfield College turns 100 years old this year. One can only imagine how many different organizational and administrative structures the college has had during that time. Organizations experience many changes over time as they mature and evolve. It is fitting, then, that they periodically examine their structures and the impact they have on the organization's effectiveness. The faculty, staff, administration and students at Bakersfield College spent many months going through that examination process. What follows is the story of how they have come to the point of being able to present the three reorganization proposals in this document.

BC welcomes a new President. Dr. Sonya Christian was hired in October 2012 and began her presidency in January 2013. She came to the College at a time when there were many administrative vacancies, many of them filled with interim administrators who were retired from other institutions. It became obvious to Dr. Christian that the frequent turnover in administration had taken its toll on instructors and staff at BC, and was impacting the organizational climate. Dr. Christian decided that she needed a transitional team for eighteen months "who were committed to the college and were here for the long haul."

Bakersfield College Administrative Transition Team (BCATT). The new President's desire to have an interim transitional team evolved into the idea of forming the Bakersfield College Administrative Transition Team (BCATT). Twenty nine individuals responded to an email with a statement of interest to serve the college in this capacity. There was a surge of respondents who showed enthusiasm and commitment for the college. Rather than hiring interim administrators from outside, Dr. Christian decided to open the positions to current faculty and staff. That decision was positively received by the campus community and has resulted in a distributed leadership across the college. In addition to the new interim administrative leadership, many other faculty and staff have taken on additional leadership responsibilities serving on committees and task forces or as part of "other duties as assigned." Using a transitional team – BCATT – has given the college community the time and stability to consider the possible creation of a new organizational structure.

Why reorganization? BCATT determined that any structure – whether current or future – should be based on the priorities of the college and its values, and enable the creation of a working and learning environment that supports the diverse student and staff population. Those priorities and values are spelled out in the updated *Bakersfield College Strategic Focus 2012-2014* – an update led by the College Council, developed by a team of faculty and staff, and presented on Opening Day, August 21, 2013. As discussion continued about aligning the college structure with the *Strategic Focus*, it became apparent that with so many administrative vacancies, the time was right to consider whether or not the existing

administrative structure is serving the college well, and if it is not, then suggestions for improvement should be developed and considered.

The Role of the College Council College Council, the body representative of all constituencies on campus and the primary shared governance group, became the sponsor of the reorganization process. The College Council is charged with guiding the *Strategic Focus* work and the accomplishment of college goals and initiatives, which made it the obvious sponsor of an effort to align the college structure with the *Strategic Focus*. The Council's charge is:

College Council is a collegial, consultative, and oversight body designed to serve the good of the College. The group facilitates timely, factual, and clear communication between constituents and the President. It provides recommendations to the President on college wide matters. The Council oversees the Strategic Plan and ensures the institution uses ongoing and systematic planning and evaluation to refine its key processes and improve student learning.

Creation of the Reorganization Task Force. The College Council launched the administrative reorganization work in Fall 2013 and created a Reorganization Task Force that would do the day-to-day work of designing three options for a new administrative structure. It was decided that the Council would receive regular updates from and provide feedback to the Task Force. In addition the Council members would share information with the constituent groups and encourage members of the campus community to participate in opportunities designed for them to give input. The final decision on a new structure – if any – would be made by President Christian.

PROCESS

Reorganization Task Force Membership. The Task Force was chaired by three College Council members (Pam Boyles, Nan Gomez-Heitzeberg, and Jennifer Marden) and was comprised of representatives appointed by the Academic Senate and CSEA. The members were:

1. Classified: Bernadette Martinez (Counseling); Heather Skibinski (Financial Aid), Connie Gonzales (MESA)
2. Faculty: Ann Tatum (English), Brent Damron (HPE), Alice Desilagua (Counseling), John Giertz (Communication)
3. Management: Todd Coston (IT), Administrative Services, Professional Development), Leah Carter (CTE), Sue Vaughn (Student Affairs)
4. Students: Travis Tillis (SGA President)
5. Budget Analyst: Laura Lorigo

An external consultant, Dr. Pat Caldwell, facilitated the work.

To assure that members of the Tasks Force would fully understand the work expected of them, the College Council developed a Guiding Principle and a Charge to the Task Force:

Guiding Principle

Create an administrative structure that promotes the values, mission and strategic focus of the college in the 21st century.

The Bakersfield College values, mission, vision, strategic goals and initiatives which guided the work of the Task Force can be found in Appendix A.

Charge to the Task Force

Deliver a document that presents three options for the administrative structure of Bakersfield College with pros and cons and budgetary impact for each option.

The Task Force met seven times on Tuesday afternoons from 3:00 to 5:00 pm from October 1st through November 12th, with additional meetings of work teams between Task Force meetings. Members of the Task Force presented their work twice to College Council on October 18th and November 15th. In between meetings, subgroups met in work sessions.

Task Force Orientation

At the first meeting of the Task Force, the group was divided into three teams, each charged with developing a structure that aligned with the elements in the Guiding Principle. The co-chairs explained that the research that was to inform the three options was to include historical administrative structures at BC, structures at other campuses, and internal conversations with the campus community. The options were to reflect the institutional priorities as defined in the Strategic Focus, Core Values, Program Review Summary, and Decision Making Document. It was made clear that this reorganization was not initiated to downsize the college for a reduction of force.

One of the first activities the teams engaged in was to develop a list of parameters necessary for an effective organizational structure. The purpose of the exercise was to build consensus around philosophical criterion that could be used to inspire the new organization. Consensus was achieved on the following four parameters or criteria:

Parameters for an Effective Organizational Structure

An effective organizational structure is one that:

- 1. Encourages collaboration among all employee groups and across divisions.*
- 2. Recognizes the need for fiscal sustainability*
- 3. Emphasizes the importance of professional development activities that ensure effective support for the college strategic initiatives*
- 4. Reflects an equitable and manageable distribution of workload and scope of responsibility*

The teams agreed to use these four parameters, in addition to the values, mission and strategic focus, as guides to developing their organizational structures

It was decided that each team would review the organizational charts of comparable colleges listed in the faculty contract. The work was divided accordingly:

Team A: San Joaquin Delta, College of the Canyons, and College of the Sequoias.

Team B: Fresno and Reedley Colleges (State Center CCD), Taft College, and Columbia and Modest Colleges (Yosemite CCD)

Team C: Antelope Valley, Grossmont College, and Cuyamaca College

In addition, team members were encouraged to search for other colleges' organizational charts on the internet so as to glean many ideas of possible structures. The teams were to review the charts, listing their pros and cons, for discussion at the next Task Force meeting.

Also, it was decided that a reorganization website would be established to contain all documents used in this process. The first documents to go on the website were the historical BC organizational charts from 1987-88, 2001-02, and several revisions from 2012-13 and 2013-14.

Open Forums and Focus Groups

As for gathering input from the campus community, it was decided to schedule five open forums and four focus group sessions, with members of the Task Force volunteering to facilitate each of these. It was determined that the following questions would be posed at each session:

1. What are the key institutional issues/needs?
2. What are the strengths of Bakersfield College
3. In what areas can Bakersfield College be more innovative?

The sessions were scheduled as follows:

1. Tuesday, October 8, 4-5 pm, Forum West: Open Forum
2. Wednesday, October 9, 8-9 am, SS 151: Open Forum
3. Thursday, October 10, 1-2 pm, SS151: Open Forum
4. Thursday, October 10, 1-2 pm, Delano Center, Open Forum
5. Friday, October 11, 8:30-9:30 am, FCDC Focus Group
6. Monday, October 14, 11:30am-12:30 pm, SS151 Open Forum
7. Wednesday, October 16, 3:30-4:30 pm, Academic Senate Focus Group
8. Thursday, October 24, 12-1 pm, CSEA Focus Group
9. Thursday, October 18, 9:30-10:30 am, SGA Focus Group

Following the orientation meeting, the Task Force immersed itself in the work that was determined to fall into several phases: Data Gathering, Organizational Design, Identifying New Positions and Budget Impact, and Report Preparation. A detailed calendar of tasks appears in Appendix B.

THE WORK OF THE TASK FORCE

Once the orientation of the Task Force was completed, members worked diligently to learn all they could about the impact of various organizational structures. They reviewed numerous organizational charts from BC and other colleges, and participated in the focus groups and open forums. They gathered written input as well as verbal, encouraging employees to send them emails with their ideas. They reviewed the efforts of Student Services and Administrative Services to design their own reorganization of their areas. A website was developed and the categorized comments from the input sessions and survey were posted on the site. Each of the three teams sketched various options for a new organizational structure, and continually edited and revised them until each had the one they felt was their best option to present. In addition to the regularly scheduled Task Force meetings, each team met numerous times on their own in order to complete the work by the deadline.

One of the activities that helped the teams determine if their options were “on track” with the needs of the college community was an analysis of the comments gathered from the input sessions and survey. The Task Force engaged in a focused discussion of these comments in order to determine if there were any “themes” that emerged from those comments. It was agreed that many of the comments had nothing to do with reorganization or structure, but were important to have gathered, nonetheless. Those comments will be circulated to the departments that are in a position to address them. As for the comments that pertained to organizational structure, the following themes emerged:

Themes from the Comments – Focus Groups, Open Forums, Survey

1. The concern that seemed to be cited the most concerned the distribution of work load and responsibilities, especially for Deans. Over twenty comments related to deans, and no one mentioned a need for fewer deans. It was felt that a new structure needs to provide a more equitable distribution of work. Some comments expressed concern about the high turnover rate of Deans. Suggestions included having more deans, or hiring associate deans, or some even proposed having “Super Chairs.” Some felt freeing up some of the Deans’ time would also improve communication as they wouldn’t always be focused on completing evaluations and scheduling. They would either have fewer faculty to evaluate and schedule, or someone (an Associate) with whom to share the load.
2. There was concern expressed for the Delano Center. There were suggestions made as to how to provide Delano with more administrative assistance. Suggestions ran the gamut and included (a) a Dean to provide more oversight and guidance; (b) an

- assistant director so there would always be someone on campus that was “in charge;” (c) a community relations position; and (d) creating academic departments and having faculty meet with the main campus faculty in the same discipline.
3. There was concern about communication within the college. Some felt that the reorganization should provide a structure that keeps groups together that need to communicate and collaborate on a regular basis. Others suggested that the structure should be one that encourages integration, collaboration and communication college-wide.
 4. There was concern expressed for keeping up with technology, and a need for more online courses. A position (or positions) to coordinate these areas was suggested several times.

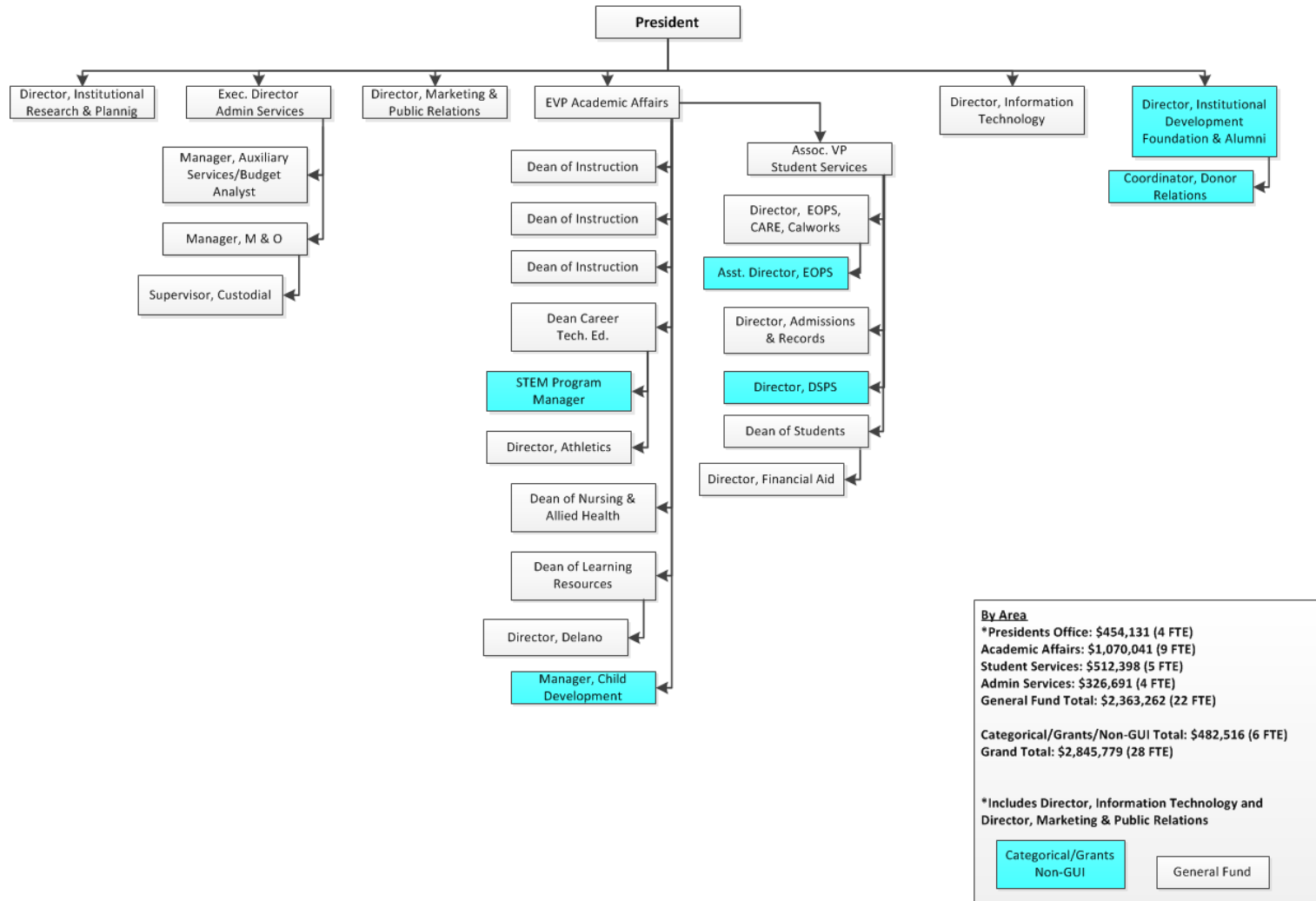
Following this analysis, the teams reviewed their proposed organizational structures to determine if they had addressed these themes. Most concluded that they had, at least in part, and shared examples.

By the sixth meeting, the teams were prepared to submit their final organizational structures. Focus then turned to developing the final presentation to College Council, the narrative for the written report, and working with the budget analyst to determine the budget impact of each proposal. The three proposals that follow were presented to College Council on November 15, 2013.

THREE PROPOSED STRUCTURES

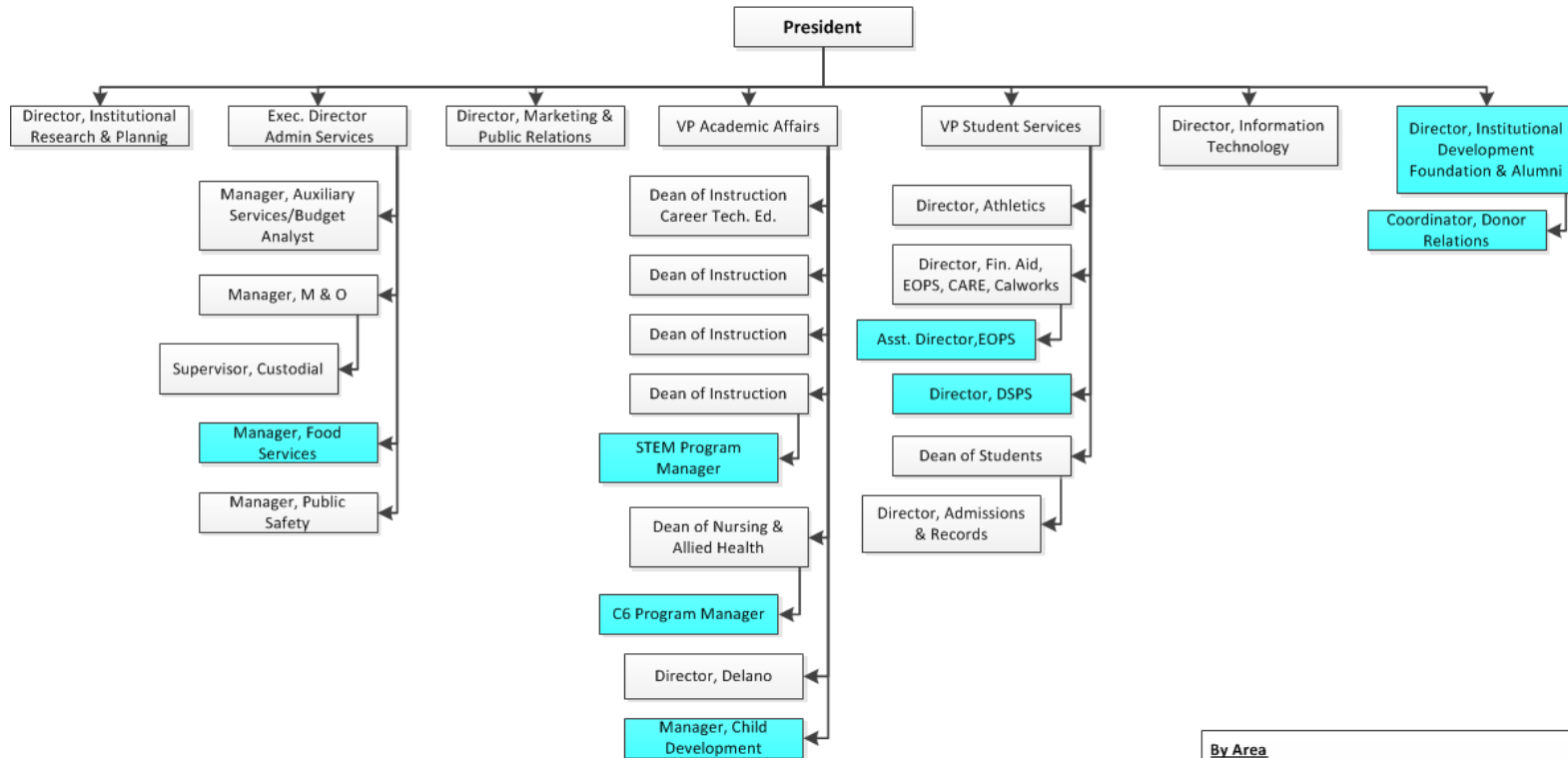
Task Force members believed that before they could design possible new organizational structures for BC they needed to immerse themselves in the study of previous BC structures and determine the pros and cons of each. The following organizational charts, studied by the Task Force, present the administrative structures in place during 2011-2012, 2012-2013, and 2013-2014 and the cost impact of each.

Bakersfield College Org Chart 2011-2012



Revised: 11/14/13

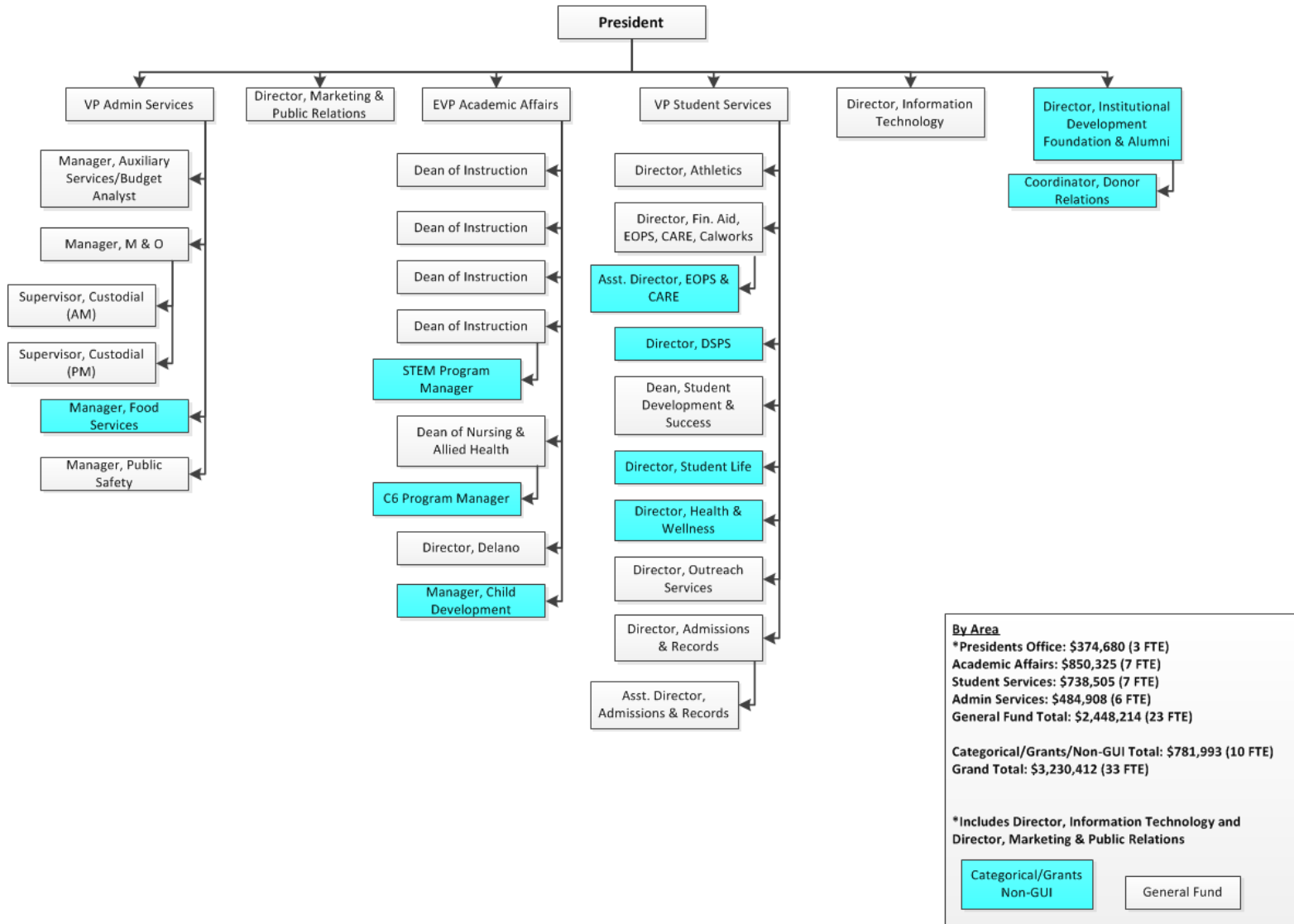
Bakersfield College Org Chart 2012-2013



By Area	
*Presidents Office:	\$408,560 (4 FTE)
Academic Affairs:	\$864,370 (7 FTE)
Student Services:	\$525,525 (5 FTE)
Admin Services:	\$413,102 (5 FTE)
General Fund Total:	\$2,211,558 (21 FTE)
Categorical/Grants/Non-GUI Total:	\$608,463 (8 FTE)
Grand Total:	\$2,820,022 (29 FTE)
*Includes Director, Information Technology and Director, Marketing & Public Relations	
Categorical/Grants Non-GUI	General Fund

Revised: 11/14/13

Bakersfield College Org Chart 2013-2014



By Area	
*Presidents Office: \$374,680 (3 FTE)	
Academic Affairs: \$850,325 (7 FTE)	
Student Services: \$738,505 (7 FTE)	
Admin Services: \$484,908 (6 FTE)	
General Fund Total: \$2,448,214 (23 FTE)	
Categorical/Grants/Non-GUI Total: \$781,993 (10 FTE)	
Grand Total: \$3,230,412 (33 FTE)	
*Includes Director, Information Technology and Director, Marketing & Public Relations	
Categorical/Grants Non-GUI	General Fund

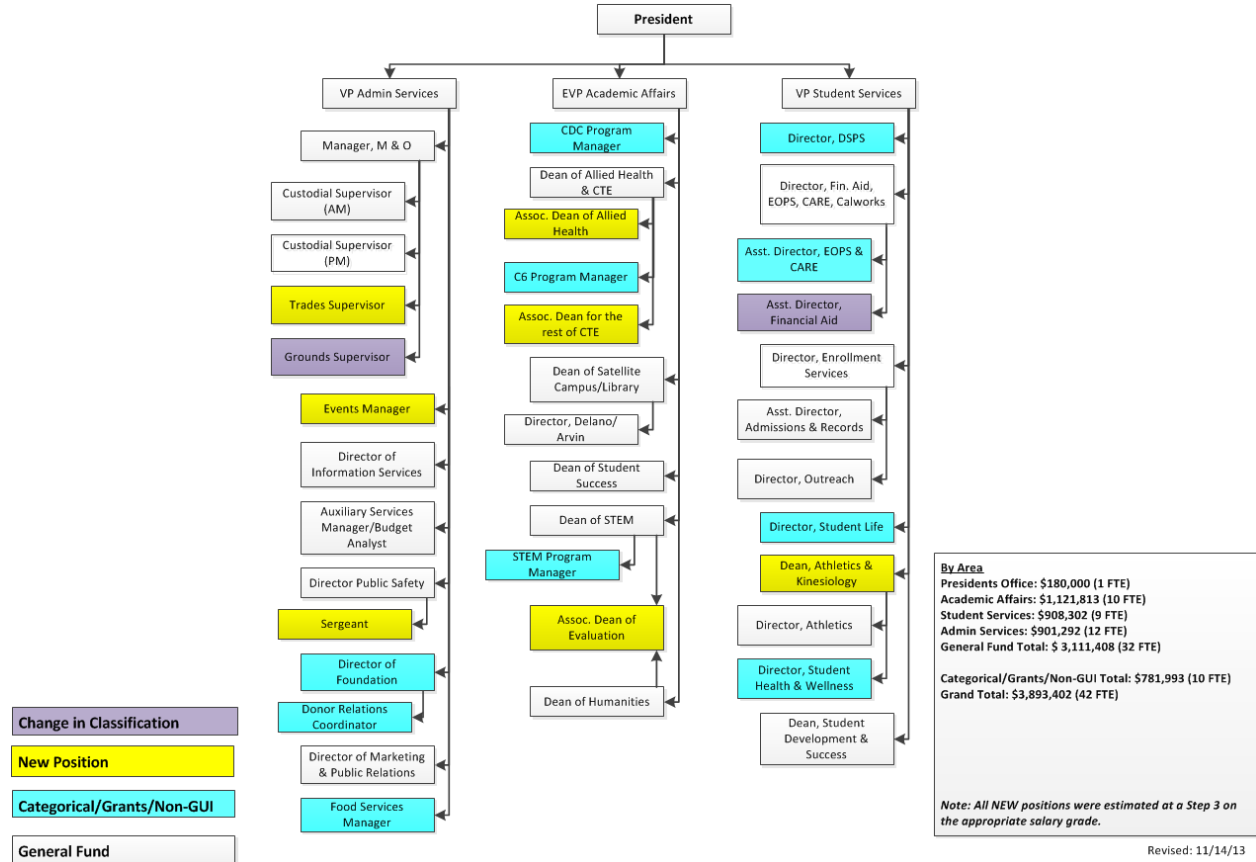
Revised: 11/14/13

In addition to studying the historical BC organizational structures, the Task Force studied organizational charts from many other colleges. Those charts are found in Appendix C.

The proposals that follow were developed independently by the three teams of the Task Force. Each began its development of a new design by focusing on the three vice-presidential areas of Student Affairs, Academics, and Administrative Services. It is important to understand that the reorganization design effort was focused only on the administrative structure of the college, and therefore, while cognizant and concerned about individual staffing needs, the teams' focus was primarily on an equal redistribution of work load among the administrative areas. In addition, the teams were driven by the need to assure their designs reflected BC's values, mission and strategic focus.

TEAM A'S PROPOSAL

Proposed Team A Bakersfield College Org Chart 2013-2014



Overview

In creating this organizational chart, the team focused on distributing work equally. In particular, this chart lessens the number of direct reports to the President. Also, the three Vice President (VP) positions have seven administrators directly reporting to each of them; notably, VPs will have the same number of programs to oversee. Note: Within this proposed structure, the team's expectation is that the number of classified staff will increase in order to ease the current workload of classified staff. A brief overview of the changes to the VP structures is summarized below:

VP Administrative Services (2 new positions): A new position of Event Manager has been added. Also, in keeping with equal distribution of work load, one new supervisor position (Trades Supervisor) has been added under the M&O manager position. Two other positions appearing on this organizational chart (Custodial Supervisor—Evening and Grounds Supervisor) are “repurposed” from existing positions, meaning no change in budget and no increase in number of positions.

VP Student Affairs (2 new positions): The current structure of this section of the chart was created fall 2013, so Team A made minimal changes to the structure. However, a new position of Dean of Athletics & Kinesiology was added so that the chair of the Health & Kinesiology department would report to a dean and not a VP. Also, the Director of Health and Wellness was moved to the new dean position for better alignment of related services. Also, a new position of Assistant Director of Financial Aid was added beneath the Director of Financial Aid, EOPS/ CARE & CalWorks to distribute the workload between Financial Aid and EOPS/CARE/CalWorks programs. While the chart showing the proposed administrative structure does not show it, a new *classified* position of Data Analyst MIS was added to report directly to the VP of Student Affairs to ensure timely and necessary data reports.

VP Academic Affairs (3 new positions): as with the changes in the other VP charts, changes here attempt to distribute equally the workload of the five academic dean positions in terms of faculty evaluations, program oversight, and special projects. The Dean of Allied Health and CTE has responsibility for the following programs: Allied Health Grants and contracts, VTEA, Tech Prep, Apprenticeships, Cooperative Work Experience, and WESTEC. Because of the tremendous workload in this area, two new positions of associate deans have been added: Associate Dean of Allied Health and Associate Dean for the rest of CTE. The Dean of Satellite Campuses/Library has satellite campuses (Arvin High School, Stockdale High School) and outreach to high schools. The Dean of Student Success has the following programs: Basic Skills, Academic Learning Center, and Outcomes Assessment. The Dean of STEM has the STEM Grants, and the Dean of Humanities has Program Review and Liberal Studies. Because two of the academic dean positions are especially heavy with faculty (Dean of STEM has over 100 FTES and Dean of Humanities has over 90 FTES), a new position of Associate Dean of Evaluation has been added to pick up a percentage of faculty evaluations.

Additional Comments Related to Proposed Work Structure

In considering the associate dean position, the team considered the use of faculty in this role, but dismissed the idea for the following reasons: (1) As a part of load, the faculty member would not be able to evaluate faculty (in terms of hiring/mode C recommendations). (2) As a one- or two-year full time assignment, a faculty member who moves into an associate dean position would cause a department/program to lose a full-time position temporarily. (3) In addition to affecting the 50% law, departments/programs then might need to hire a temporary replacement, resulting in uncertainty ("when will the faculty member return to a faculty position?") and an increase in instability. As a result, the associate dean is added to the chart as a new, permanent position.

In the KH study of 2001, the team observed the recommendation to flatten the organizational chart of that current year. While this proposal adds positions to our current structure, these

additions allow students to receive quicker and more efficient services and responses because program directors and staff won't be overworked and will be able to address student needs.

Pros

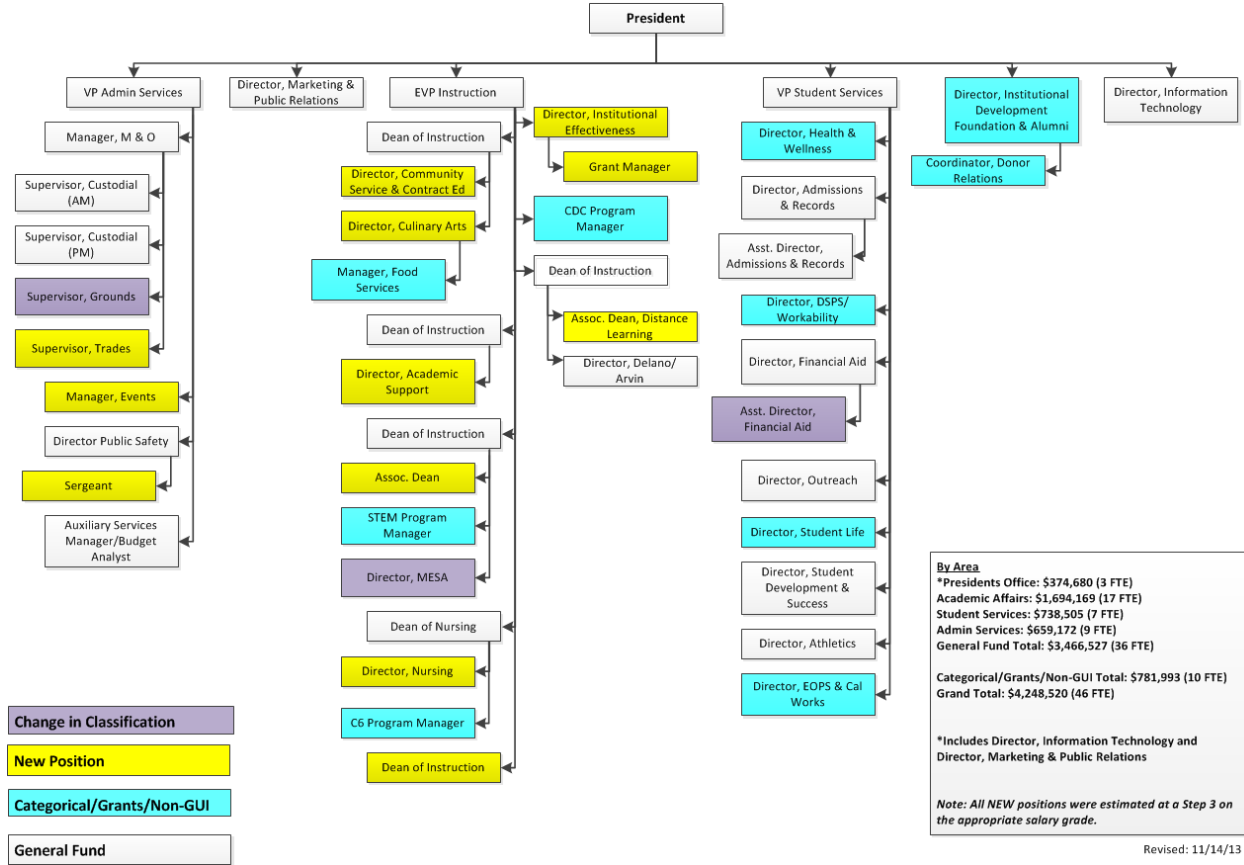
- This organization structure strengthens the attention to our core values of Learning, Wellness, and Sustainability.
- Additional Dean, Associate Deans, Assistant Director, Trades Supervisor, and Event Manager will allow for proper leadership, accountability, and communication as the college grows.
- The administrative workload is more equitably distributed.
- New positions can be phased in over a few years.
- Clear attention is paid to our basic missions of Basic Skills, Transfer, and CTE.

Cons

- This organization structure will take a few years to implement, so reducing workload won't occur equally but in phases.
- This structure separates ENGL, ENSL, and MATH from each other even though they have important roles in all three missions.
- This structure is expensive; it adds 7 new positions—1 Event Manager, 1 Trades Supervisor, 1 Dean (Health & Kinesiology), 1 Assistant Director (of Financial Aid) and 3 Associate Deans (of Allied Health, of the rest of CTE, and of Evaluation).
- The new positions will require additional support staff, which is another budget concern (as in the bullet above).
- Staff in some existing positions could have to be Y rated.

TEAM B'S PROPOSAL

**Proposed Team B
Bakersfield College Org Chart
2013-2014**



Overview

After the Task Force discussed and analyzed the issues involved in creating a reorganization plan for Bakersfield College, four themes emerged that guided the design:

1. create a more equitable workload
2. improve collaboration across the campus
3. increase professional development
4. create new ways to help ensure fiscal sustainability

Team B recognized that those themes were critical to achieving BC's ultimate goal – student success. The themes are clearly important to employees across the campus. Not only do they appear in the college's vision and strategic goals, but variations on the themes were discussed in open forums and appeared in the survey responses. In order to address the needs of the campus community, the team believes BC will have to do the following:

1. add new positions (plus additional support staff for those positions)
2. make better use of faculty as a resource (via staff development and reassign time)

3. look for innovative ways to increase revenues

Team B's proposed structure recognizes that collaboration and leadership will be vital to Bakersfield College's success; therefore, some of the proposed positions would ideally be filled by faculty assuming other roles for a designated period of time. The college's values of wellness and sustainability also played a key part in the organizational design: if people have more work than is manageable, meeting strategic goals will be difficult. Each new position will need to include the appropriate number of support staff so that the classified workload is not increased.

Description of New Positions

A brief description and rationale for each of the new positions follows. Due to cost, Team B recommended changes be implemented in three phases:

Phase 1:

- *Director of Academic Support Services*: The Director of Academic Support Services is a new position that will oversee and coordinate tutoring, the Writing Center, Supplemental Instruction, Learning Communities, the Student Success Lab, remediation for placement testing, and will improve communication among these areas. It will establish a single point of entry for pre-collegiate students in collaboration with Student Services.
- An additional *Dean of Instruction*: The additional Dean of Instruction will address workload equity and return the campus to pre Prop 30 work distribution. The instructional area that currently has the largest number of faculty/departments will be split into two.
- *Director of Institutional Effectiveness*: A Director of Institutional Effectiveness will help with workload equity by taking on some of the projects currently being handled by Deans (Institutional Research, APR, Assessment, Professional Development, Data Team, Ed Plan, etc.) and will facilitate collaboration and communication across the campus. The director will provide leadership and direct support for campus wide initiatives and projects by overseeing coordination for planning purposes and identifying faculty leads who will support various initiatives.
- *Director of EOPS/CalWorks*: Reinstating this position addresses workload equity.
- *Assistant Director for Financial Aid*: This position is a new management position (currently a classified position) that addresses workload equity.

Phase 2:

- *Associate Dean of Distance Learning*: The Associate Dean of Distance Learning will oversee this potential high-growth area, and the BC accreditation self-study recommends providing resources and leadership for distance education. This position will help with workload equity and will provide leadership for the use of new

technologies, reporting requirements, improving online success/retention, communicating with online faculty, etc.

- *Director of Community Service and Contract Ed*: The Director of Community Service and Contract Ed will oversee this high-growth area that can increase revenue to the college. The position also addresses workload equity.
- *Grants Manager*: A Grants Manager will oversee grants, manage reports, make sure grants are written properly, and secure larger grants. This position can also increase revenue for the campus.
- *Director of Nursing*: The Director of Nursing (Educational Administrator) will help with evaluations and other responsibilities allowing the current Dean to focus on compliance issues and the growth of Allied Health program.

Phase 3:

- *Associate Dean for STEM*: An Associate Dean will assist with administrative responsibilities due to the large number of faculty in this area.
- *Event Manager*: The Event Manager will secure events for the stadium and indoor and outdoor theatre. This enterprise operation can fund (or partially fund) itself in addition to generating revenue.
- *Trades Supervisor*: The Trades Supervisor will address workload equity by reducing the time managers have to work in the field, and giving them more time to actually manage.
- *Sergeant*: The Sergeant is a new management position (currently classified) that will address workload equity.

Other Recommendations:

- Grants and other revenue sources will need to be reallocated to supplement new or additional administrative positions.
- The teaching portion of counseling should move to the instructional side to more clearly recognize that aspect of counselors' work.
- Health and PE should move to Allied Health in anticipation of a PE and Kinesiology degree as well as to recognize that Health and PE are academic subjects.
- Both STEM and MESA should be placed under the STEM Instructional Dean. STEM is a 5-year grant and could be merged with MESA when its time is up so that the projects that align with MESA can continue.
- The Food Services manager should be moved to the instructional side, and a Culinary Arts Coordinator (Educational Administrator) position should be created in order to promote collaboration with student internships and efficiencies in purchasing as well as to increase revenue.
- In the Allied Health area, programs not currently covered by a chair should have a designated department chair to assist with administrative responsibilities.
- The Health and Wellness Center needs to have increased social welfare and mental health services in order to better serve our student population.

Pros

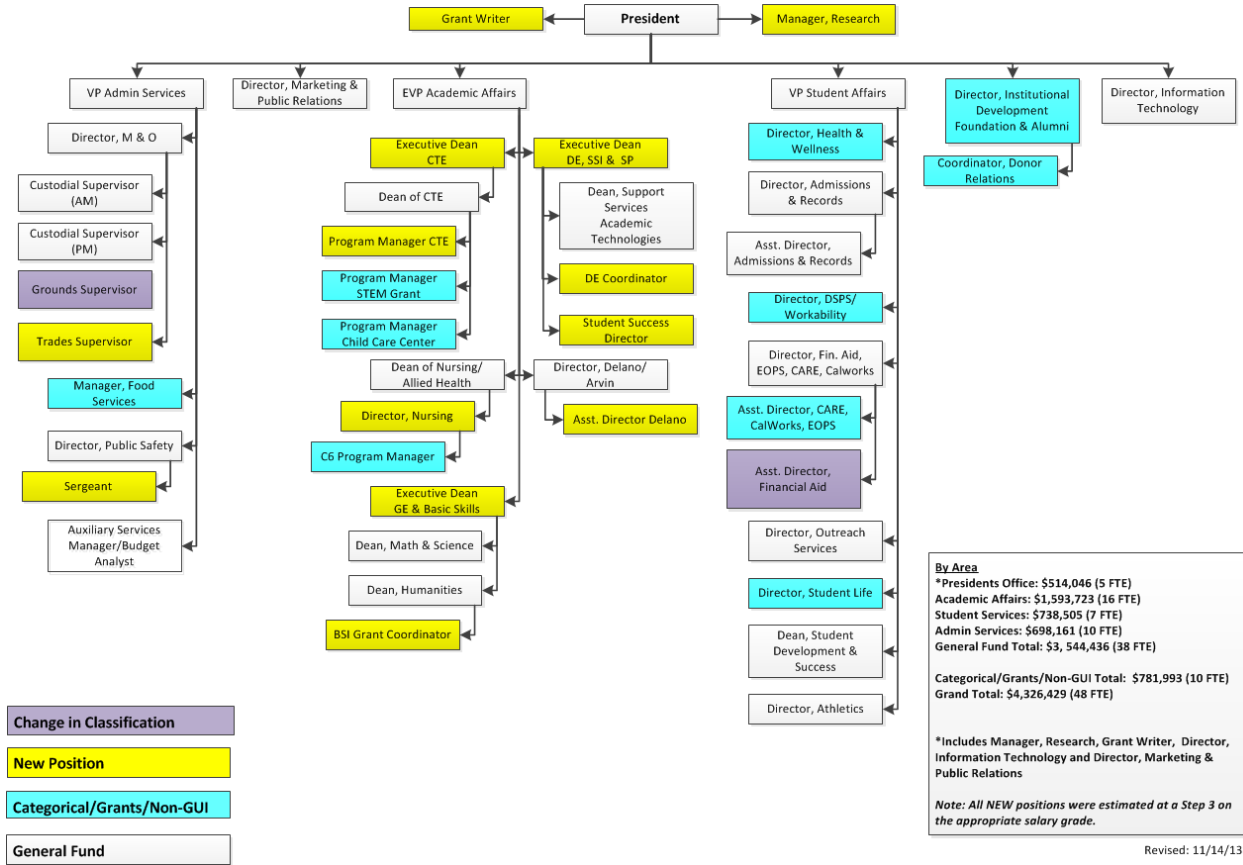
- Communication and collaboration are improved, resulting in better services and programs for students.
- Workload is distributed more equitably.
- Faculty involvement is encouraged with reassigned time for those who take on significantly more work.
- Areas and initiatives are better integrated.
- All academics are under one VP when the teaching side of both counseling and Health/P.E. are included.
- Opportunities for generating revenue are increased.

Cons

- Additional costs due to new positions, additional classified support staff, and reassign time for faculty.
- Analysis of the plan will be needed to determine the impact on the 50% rule.
- Phasing in and culture change will take time.
- Negotiation of any impacts on classified faculty will take time.
- Faculty might not step up to take on new roles.
- Development of an assessment will be necessary to account for unforeseen impacts and to make changes and refinements.

TEAM C'S PROPOSAL

**Proposed Team C
Bakersfield College Org Chart
2013-2014**



Overview

The organizational structure created by Team C was driven by the “bottom line focus of putting the student first.” The team stated that their design was developed in the context of best pursuing the BC strategic goals, and that the goals are not stated in a “hierarchy.” For example, “Student Success” may, but its name, sound more important, but it is not possible to put the student first if the facilities and infrastructure are inadequate or are not designed to best enhance the student’s Bakersfield College experience. The Team kept that context in mind while developing its proposal.

Team C decided to concentrate its focus in three areas: (1) work load, (2) communication, and (3) data usage. The team felt strongly that the concerns raised by comments in focus groups, forums and the survey suggested that no structure would work well without a serious reorganization of the middle management positions – deans. Therefore, they focused the bulk of their efforts on restructuring the dean workload to allow them to focus more of their energies on helping their areas to implement actions to further the new core values of the college. Simultaneously, this focus on work load also addressed the issue of communication as

the deans would have more time to enhance their efforts in this critical area. The third area, data usage, appeared to be an inherent concern in all areas of the college and, therefore, demanded the team's attention.

As did the other teams, Team C began its efforts by focusing on the three vice-presidential areas. Major changes include placing the area of Health and Wellness in Student Affairs, and Academic Affairs now reflects the three separate areas of (1) CTE, (2) General Education and Basic Skill, and (3) Distance Education, Student Success Initiatives, and Special Projects. Administrative Services comprises a large portion of the college's organizational structure in which the team emphasized the need for reclassification of two positions in order to address current work responsibilities.

Student Affairs

As previously proposed by the Vice President of Student Affairs, the Dean, the Health and Wellness Director, and the Student Life Director are included in this organizational structure. Filling these positions will help to provide leadership and cohesiveness to the student success initiatives on campus, and thereby move toward meeting the goals of Student Success, Communication, and Oversight and Accountability. Additionally, the team recommends converting the classified position of Assistant Director of Financial Aid to management in order for the position to have supervisory authority over the department and staff and to alleviate the Financial Aid Director from the day to day operations workload.

Administrative Services

Team C added a Grounds Supervisor and a Trades Supervisor to facilitate more timely and complete operations for the duties of those departments. During their work, the team also learned that the Director of Public Safety's workload needs redistribution and recommend an Assistant Director of Public Safety. This will alleviate the director from day-to-day operations, thereby appropriately redistributing the Director's workload.

Academic Affairs

The Academic Affairs structure emphasizes the goals of Student Success, Communication, and Oversight and Accountability through the redistribution of workload at the dean level. Under BC's current organization, five deans oversee all academic and grant areas, which are currently combined. This proposal realigns the academic areas into to (1), CTE; (2), General Education/Basic Skills with subdivisions of Humanities, and Math/Sciences; and (3) Distance Education, Student Success Initiatives, and Special Projects.

One of the primary responsibilities for deans is evaluating each faculty member and classified staff in his or her area. Another significant responsibility is scheduling. The current structure requires each dean to schedule each class time and room needed for the entire area. The

department chairs assist with evaluations and scheduling, but as the open forum feedback indicates, people have concern regarding this workload.

Team C has addressed the evaluation workload through the addition of a new position titled "Faculty Division Chair," each with .4 release time, to specifically assist with evaluations and scheduling. While the current organization provides staff assistance for this work, staff cannot sit in on evaluations. An additional faculty member – the Faculty Division Chair – can directly help the deans in making faculty observations. This does not remove a current department chair from any evaluation opportunities, but does allow the dean more opportunity to observe key faculty and to ensure that all faculty are adequately observed. This additional person can also help coordinate across the multiple areas for scheduling rooms. Ideally, this may help retain deans for longer periods. Some areas have seen deans change every two years for many years. In addition to reducing workload, this position can serve as a potential training opportunity for a faculty member to move into a management role.

Data usage is a concern because the historical organizational charts do not adequately address how quickly our campus has turned to the use of quantitative data for so many decisions. Bakersfield College goal statements are written for data evaluation, and this will only become more important. Currently, relevant data is distributed to the needed personnel in order to file accurate reports, but this often falls to the deans and the chairs. Team C anticipates that this work will continue to grow and that we will be required to use data in a more proactive way. Therefore, the team proposes two new positions – Researcher and Director of Academic Technologies – who will help coordinate the increasing need for data based decisions with the appropriate management and faculty. The team believes that work load answers are not inherently found within extra layers of management, and that is why they propose that the Faculty Division Chairs, with the help of the data coaches, will facilitate the increased need for data collection and analysis and coordinate with the respective faculty. It is important to emphasize that the Faculty Division Chair is not replacing any of the current department chair responsibilities, but will assist the current deans and chairs in their duties.

Team C states that BC's Distance Education area has not been well maintained, and they believe it is an area that is ripe for growth. The new Distance Education Coordinator will keep the work load equitable for the Executive Dean of Distance Education by helping to address the immediate concern of distance education faculty to improve student success.

The Director of Student Success position will provide leadership and coordination of existing and new college-wide student success initiatives to improve student success.

The Grant Writer position will provide leadership and coordination of college grant seeking and application efforts in conjunction with the district grant writer.

Delano and Arvin

The Task Force's data gathering effort included several comments regarding Delano. One specific concern was the need for a full time dean or director in order to coordinate and develop community ties. Therefore, this proposal recommends an Assistant Director of the Delano Campus assigned only to the Delano Center. This person will stay at the Delano campus full time, while the Director of Delano and Arvin will have the flexibility to travel to, and oversee, both sites.

Academic Affairs

Pros

- Adding three Executive Deans will enable the work to be done more completely, strategically and done in a more integrated fashion. The deans will be able to work more proactively instead of reactively.
- CTE is consolidated effort, under one person for focus on CTE Strategic Initiatives.
- Adding Division Chairs will alleviate the day to day operations from the Dean for scheduling, program review, and data analysis. Thus allowing more time for strategic initiatives to be done by deans.
- Division Chairs would allow faculty to get involved and potentially a pathway to promotion

Cons

- Division Chairs would change every 2 years; which means continued training.
- May look like work is not being distributed equitably based on FTEF
- Cost

Administrative Services

Pros

- Addition of a Grounds and Trades supervisor will allow for more timely and complete operations for the duties of those departments
- Addition of an assistant director of public safety will allow proper distribution of workload and alleviate the director from day-to-day operations.

Cons

- Cost

Student Services

Pros

- Recommendation to convert the current Financial Aid Assistant Director from classified to classified management will allow the position to have supervisory authority over department and staff and would alleviate the Financial Aid Director from the day to day operations workload.

Cons

- May take time because it would need to be negotiated with CSEA

Presidential Reporting

Pros

- Adding a full-time Grant Writer position will allow the college to explore new opportunities for additional revenue streams that support the strategic goals and initiatives of college.

Cons

- Up front cost

NEXT STEPS

APPENDIX A
Bakersfield College Strategic Focus

APPENDIX A

Bakersfield College Strategic Focus

BAKERSFIELD COLLEGE VALUES

Learning

We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Integrity

We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

Wellness

We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

Diversity

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Community

We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Sustainability

We recognize our responsibility for continuing and maintaining this institution which has been shaped by 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.

BAKERSFIELD COLLEGE MISSION

Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world.

BAKERSFIELD COLLEGE VISION

The diverse communities we serve will trust Bakersfield College with their most precious resource – people. Our high standards of education and service will earn that trust. Our values will be evident in all that we do.

STRATEGIC GOALS

Student Success: *Become an exemplary model of student success by developing and implementing best practices*

Professional Development: *Provide relevant, timely, professional growth opportunities to enhance the effectiveness of our employees and institution.*

Communication: *Enhance collaboration, consultation, and communication within the college and with external constituents.*

Facilities, Infrastructure and Technology: *Improve maintenance of college facilities and infrastructure.*

Oversight and Accountability: *Improve oversight accountability, sustainability, and transparency in all college processes.*

Integration: *Implement and evaluate existing major planning processes.*

STRATEGIC INITIATIVES

Student Learning: *A commitment to provide a holistic education that develops curiosity, inquiry and empowered learners.*

Student Progression and Completion: *A commitment to reduce the time for students to complete educational goals*

Collaboration and Partnerships: *A commitment to engage in college-wide and community activities.*

Fiscal Sustainability: *A commitment to incorporate 21st century technologies and processes to strengthen the long term fiscal sustainability*

Engagement, Peer Learning, and Study Series: *A commitment to creating a learning organization dedicated to advancing our individual and institutional knowledge and creativity*

APPENDIX B

Calendar of Task Force Meetings and Tasks

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Calendar of Task Force Meetings and Tasks

Week 1: October 1-7

- Task Force initial meeting and orientation
- Collection and review of historical organizational documents
- Collection and review of organizational structures from other colleges
- Determine the pros and cons of the structures studied, especially as they relate to the elements in the Guiding Principle and the four parameters

Week 2: October 8-14

- Task Force meeting and work session
- Gather input from focus groups and open forums
- Develop ideas for each team's proposed structure
- Draft the beginnings of three initial proposals

Week 3: October 15-21

- Task Force meeting and work session
- Continue to gather input from focus groups and open forums
- Prepare and post survey online
- Share draft proposals for critique
- Prepare presentation for College Council
- Rehearse presentation

Week 4: October 22-28

- Task Force meeting and work session
- Refine preliminary drafts based on feedback from College Council
- Preliminary drafts to budget analyst for development of budget impact

Week 5: October 29-November 4

- Task Force meeting and work session
- Analyze comments from college community (focus groups, open forum, survey)
- Continue to refine drafts of three options based on analysis of comments
- Continue to work with budget analyst

Week 6: November 5-11

- Task Force meeting and work session
- Continue to refine drafts – color code changes (for CC presentation and final document)
- Finalize lists of pros and cons for each option (for CC presentation and final document)
- Develop "overview:" Why this structure? How does it align with the values, strategic focus, and the four criteria of an effective organizational structure? (for CC presentation and final document)
- Finalize presentation to College Council
- Budget analyst continues to develop budget impact of each option

Week 7: November 12-15

- Task Force meeting and work session
- Rehearse presentation to College Council using the Power Point
- Finalize the written document
- Present final options with budget impact for each to College Council

APPENDIX C

Other Colleges' Administrative Structures

APPENDIX D

Comments from Focus Groups and Open Forums - Categorized

APPENDIX E Survey Results

APPENDIX F
Program Review Summary

APPENDIX G
Decision-Making Document

