

BAKERSFIELD COLLEGE

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BAKERSFIELD COLLEGE

ADMINISTRATIVE REORGANIZATION PROPOSALS

Submitted by the
BC Reorganization Task Force
<https://committees.kccd.edu/node/683>

December 6, 2013

The following report was developed at the request of the BC College Council and is being submitted by the Reorganization Task Force.



Back Row: Todd Coston, Brent Damron, Bernadette Martinez. Front Row: John Giertz, Nan Gomez-Heitzeberg, Sue Vaughn, Consuelo Gonzales, Alice Desilagua, Jennifer Marden

Members of the Task Force and contributors to this report included:

Co-Chairs: (College Council Members): Pam Boyles, Faculty (English); Nan Gomez-Heitzeberg, Management, Executive Vice President; Jennifer Marden, Classified, Administrative Assistant to the Executive Vice President

Members:

Classified: Connie Gonzales (MESA), Bernadette Martinez (Counseling); Heather Skibinski (Financial Aid)
Faculty: Brent Damron (H&PE), Alice Desilagua (Counseling), John Giertz (Communication), Ann Tatum (English)

Management: Leah Carter (CTE), Todd Coston (IT, Administrative Services, Professional Development), Sue Vaughn (Student Affairs)

Student: Travis Tillis (SGA President)

Special Contributors:

BC President: Dr. Sonya Christian

Budget Analyst: Laura Lorigo

Organizational Development Consultant to California Community Colleges: Dr. Pat Caldwell

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INTRODUCTION

This year Bakersfield College celebrates its Centennial. Students, staff, faculty and administrators have been engaged in discussions about the college's mission, values and goals for almost a year. The recently updated Bakersfield College Strategic Focus Plan is in place. The foundational discussions that emerged while updating the Strategic Focus Plan set the stage for a re-organization or redesign that will move the College into the 21st century.

OVERVIEW

Transition Structure - BCATT

Dr. Sonya Christian became the 10th president of Bakersfield College in fall 2012. When she assumed responsibilities in January 2013, there were administrative vacancies in academic affairs, student affairs and administrative services. Dr. Christian determined that it was critical to stabilize the institution and quickly move on needed initiatives. She saw the value in calling upon college employees who are invested in the well-being of the College to step into leadership roles to address both the immediate administrative vacancies and campus initiatives. Bakersfield College is home to over 700 employees and of those employees, twenty-nine responded to the call to serve the College. Two faculty were selected to serve as administrators, and various classified staff and faculty stepped into leadership roles on initiatives and projects. In a very short time, the leadership circle at the College was expanded. This Bakersfield College Administrative Transition Team (BCATT) has provided a stable structure and moved initiatives forward over an eighteen month period.

Bakersfield College Strategic Focus 2012-2014

Dr. Christian introduced the Strategic Focus Plan on Opening Day, January 2013. College Council then sponsored a campus-wide review of college values and goals to further develop the Strategic Focus. Students, staff, faculty and administrators participated in focus groups. Focus group responses were posted on the Reorganization Task Force webpage and were further discussed at College Council. The Council finalized the proposed values and goals, and they were incorporated into the updated Strategic Focus Plan. Dr. Christian presented the updated plan to the campus community on Opening Day, August 21, 2013. With this updated plan in place, a formal reorganization process could begin.

Reorganization Task Force Membership

The Task Force was chaired by three College Council members: Professor Pamela Boyles; Administrative Assistant, Jennifer Marden; and Executive Vice President, Nan Gomez-Heitzeberg. An external consultant, Dr. Pat Caldwell, facilitated the work. In addition to College Council members, representatives from the following groups served on the Task Force: Student Government Association, Academic Senate, California School Employee Association (CSEA), and the President's Cabinet. The representatives reflected all segments of employee groups and organizational service areas.

REORGANIZATION PROCESS

College Council launched the work of the administrative reorganization in fall 2013. A Reorganization Task Force was established and charged with designing three organizational options. The Task Force was charged to *“deliver a document that presents three options for the administrative structure of Bakersfield College with pros and cons and budgetary impact for each option”* using the guiding principle of creating *“an administrative structure that promotes the values, mission and strategic focus of the college in the 21st century.”*

The Task Force met over a six-week period in October and November. Early in the process, Task Force members engaged in discussion about the criteria and parameters necessary for an effective organizational structure. The purpose of the exercise was to build a common understanding around philosophical criterion that could be used to inspire a new organizational structure. Four parameters were identified through this process.



College Council 2013-14

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.*

Three task groups or teams were established. Each team was charged with developing an organizational proposal that would include an organizational chart, along with a narrative, an outline of the costs, and the pros and cons of the proposal.

The Task Force considered numerous factors and documents in the development of the three organizational options. The teams reviewed past Bakersfield College organizational structures and organizational structures from other community colleges. Factors of administrative functions and administrative scope of authority were considered. Throughout the process, the Task Force remained focused on College needs, reporting structures, possible reassignments and new positions. The final decision about which components of the proposals to implement will be based on the financial analysis, the impact of the ‘50% Law’ and other college priorities.

The College Strategic Focus Plan, including the College mission, values and goals, was the foundational document informing the design of the three organizational options. Other documents referenced included the recent Program Review Summary, Budget Criteria, Decision Making Document, Bakersfield College historical organizational charts, comparable college organizational charts and the proposed organizational charts developed by both Student Affairs and Administrative Services.

The Task Force maintained an open process through sponsored focus groups, open forums, a college-wide survey and presentations at College Council meetings. In addition, the President presented information to the Academic Senate and held a college-wide meeting to present the proposals and their budget impact. Information gathered through these processes was posted to the Reorganization Task Force webpage. The concluding Reorganization Task Force recommendation was presented at the December 6th College Council meeting. After this final review, President Christian will make a final decision about 'Redesign 2014'.

Open Forums and Focus Groups

Five open forums and four focus groups were scheduled. The schedule included times that would more easily accommodate the various employee groups on the Panorama and Delano Campuses. The focus group sessions were identified to ensure input from specific employee and student groups. To maintain consistency in the process, a common PowerPoint presentation was used and the following questions were 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?

Themes from the Focus Groups, Open Forums, Survey Comments

The activities designed to gain input from the various college community constituent groups yielded information that the Task Force analyzed. Overall, several themes emerged from the comments.

Distribution of workload and responsibilities

- ~ Deans' workloads - Over twenty comments related to the (instructional) deans heavy work load and there was no mention of fewer deans
- ~ New structure - needs a more equitable distribution of administrative work
- ~ Concern about high turnover of deans
- ~ Reduce work load- additional deans, associate deans or 'Super Chairs'



"It is clear that in the 100 years of existence BC has left and continues to positively impact the community. I also believe that with the new shift in administration the changes towards professional development and campus-wide collaborations are a definite plus."

~Focus Group Comment on the Strengths of BC



- ~ Free up deans' time – by having fewer faculty to evaluate and schedule communication would be improved

Additional Administrative Assistance for the Delano campus

- ~ Create a dean position – additional oversight and guidance
- ~ Add assistant director – provide on-site supervision during hours of operation
- ~ Establish Delano academic departments - increase interaction with main campus faculty in the same discipline

Improved communication

- ~ Structure that keeps groups together to regularly communicate and collaborate
- ~ Structure that encourages integration, collaboration, and communication college-wide

There were also comments not related to the reorganization. The Task Force directed those responses to the college departments and committees best positioned to address them.

Schedule of Open Forums and Focus Groups

The sessions were scheduled as follows:

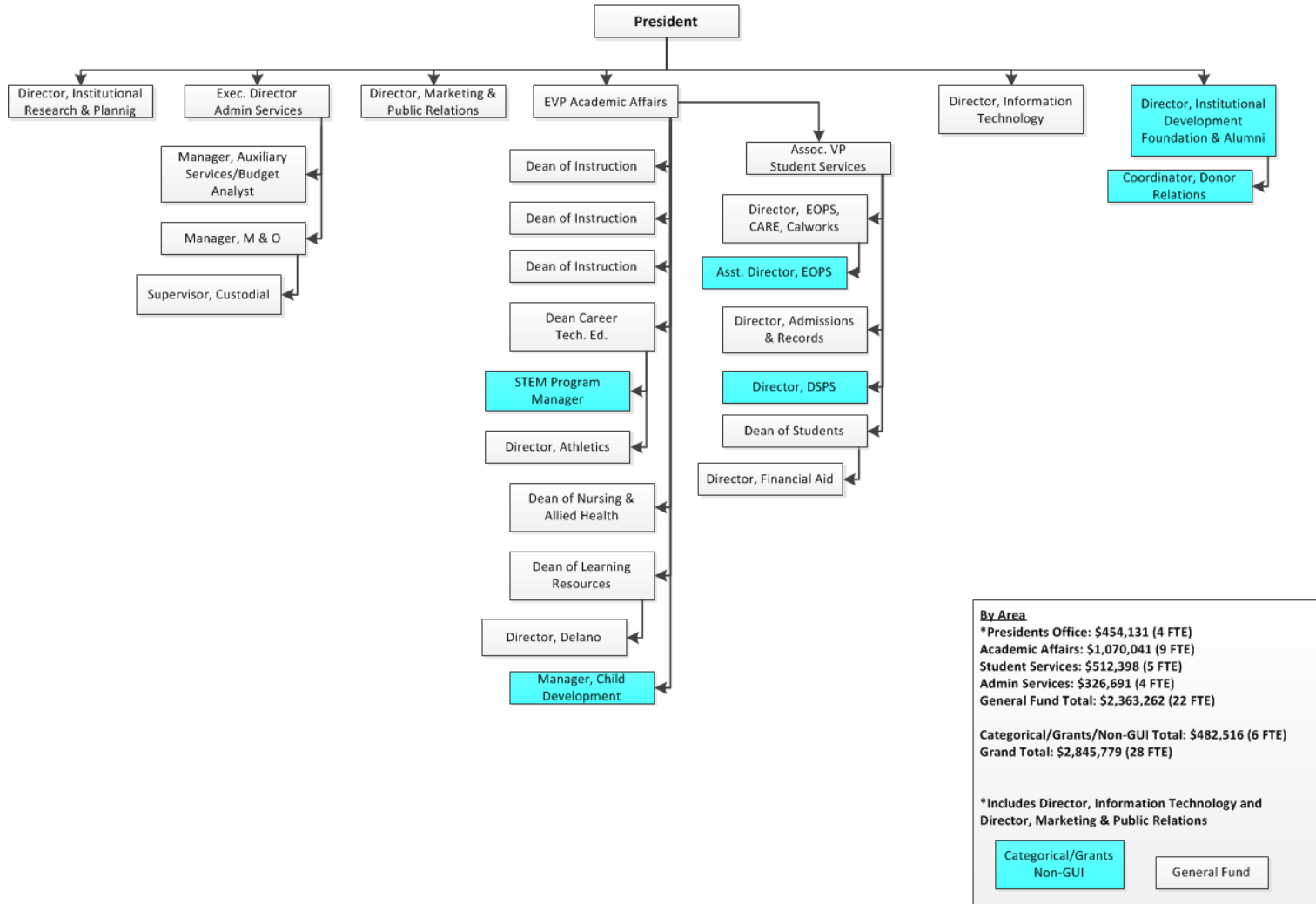
1. Tuesday, October 8, 4-5 pm, Forum West: Open Forum
2. Wednesday, October 9, 8-9 am, SS 151: Open Forum
3. Thursday, October 10, 1-2 pm, SS151: Open Forum
4. Thursday, October 10, 1-2 pm, Delano Center: Open Forum
5. Friday, October 11, 8:30-9:30 am, FCDC: Focus Group
6. Monday, October 14, 11:30am-12:30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

A commitment to student success. Faculty/staff/administrators who take their jobs seriously. Long tradition of quality education. Focus on students. Low cost. 'Can do' attitudes." ~Focus Group Comment on the Strengths of BC

Historical Organizational Structures

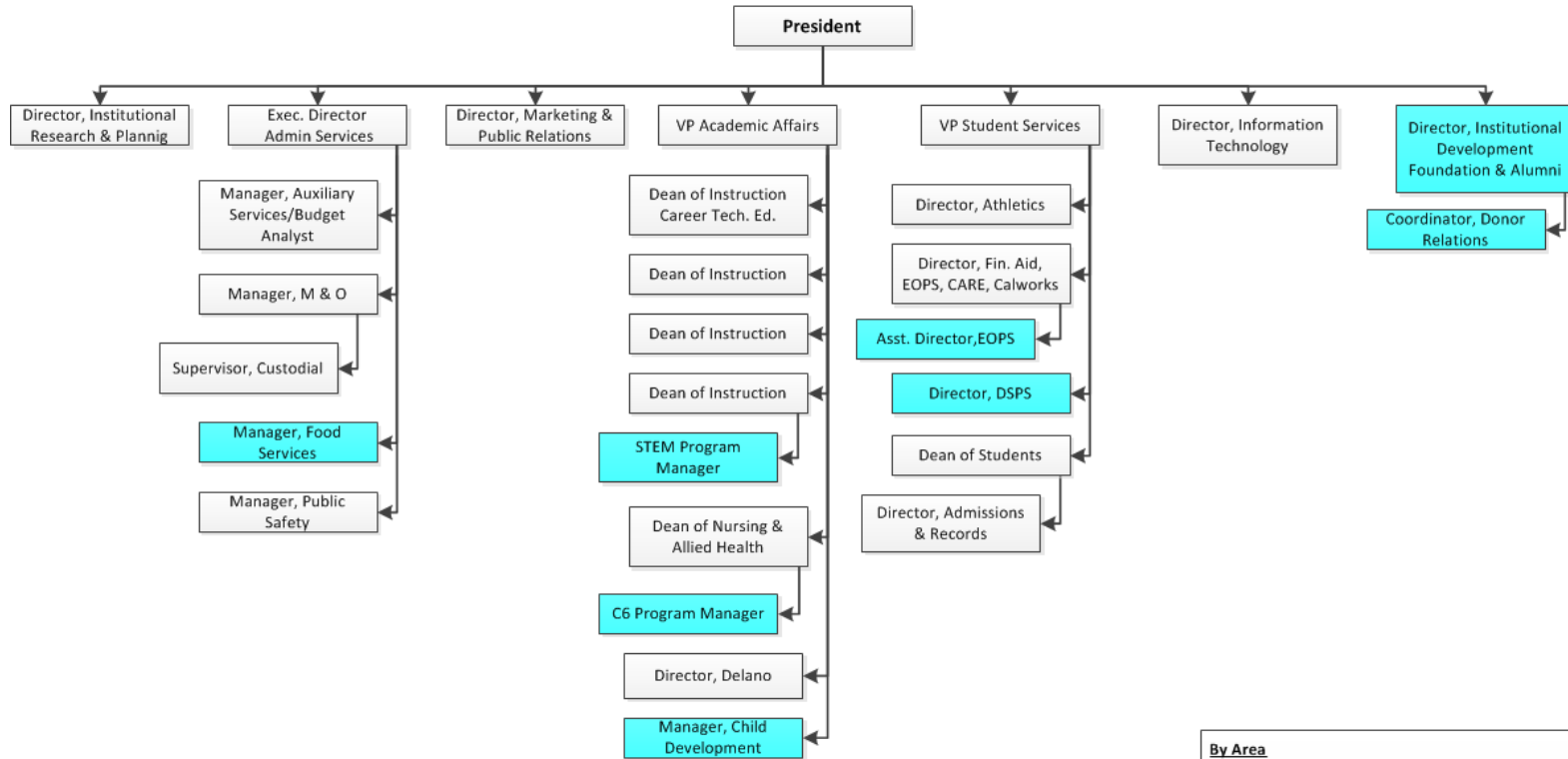
Task Force members believed that before they could design possible new organizational structures for Bakersfield College they needed to immerse themselves in the study of previous BC structures and determine the pros and cons of each. The following organizational charts, studied by the Task Force, present 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

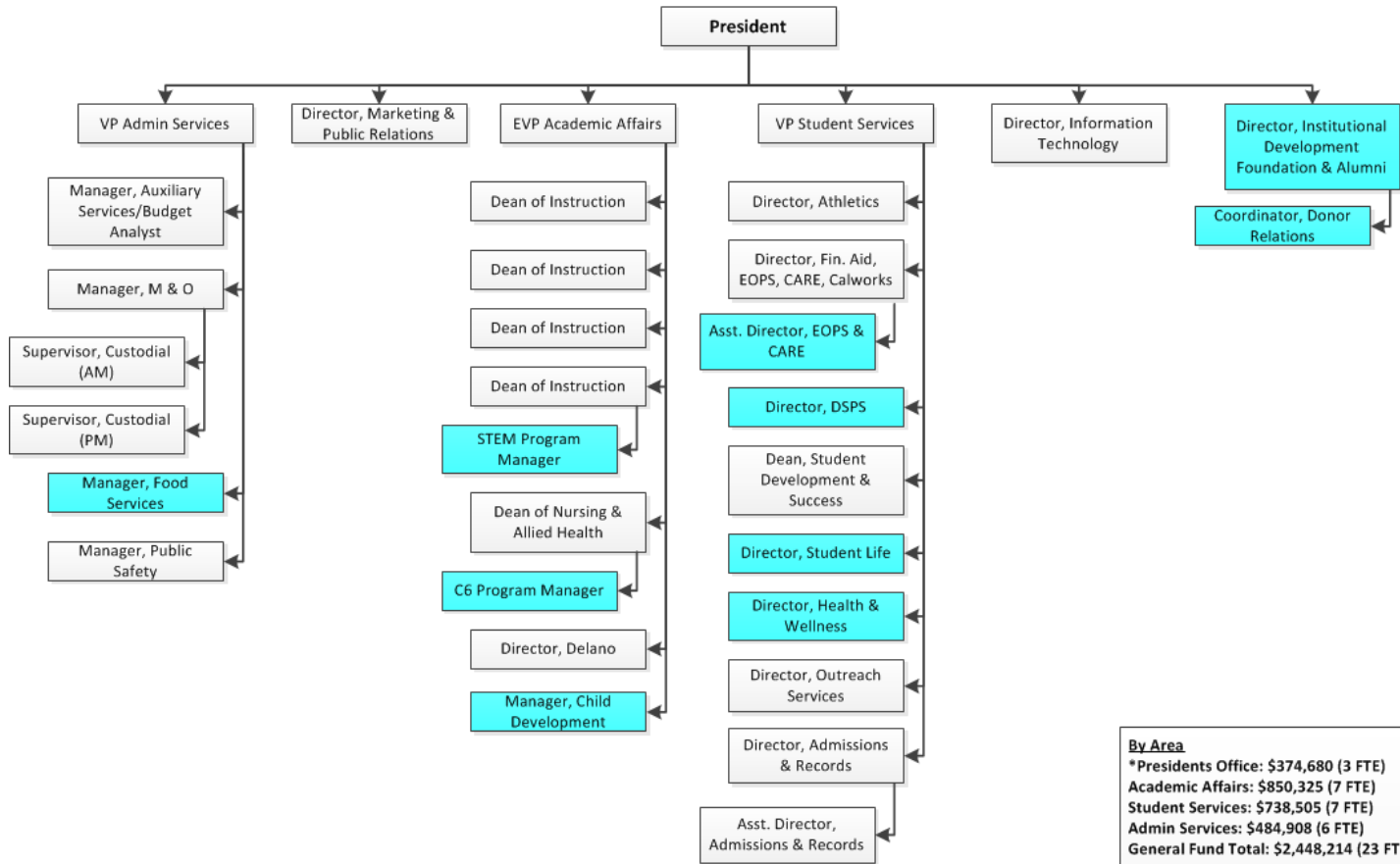
Bakersfield College Org Chart 2012-2013



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
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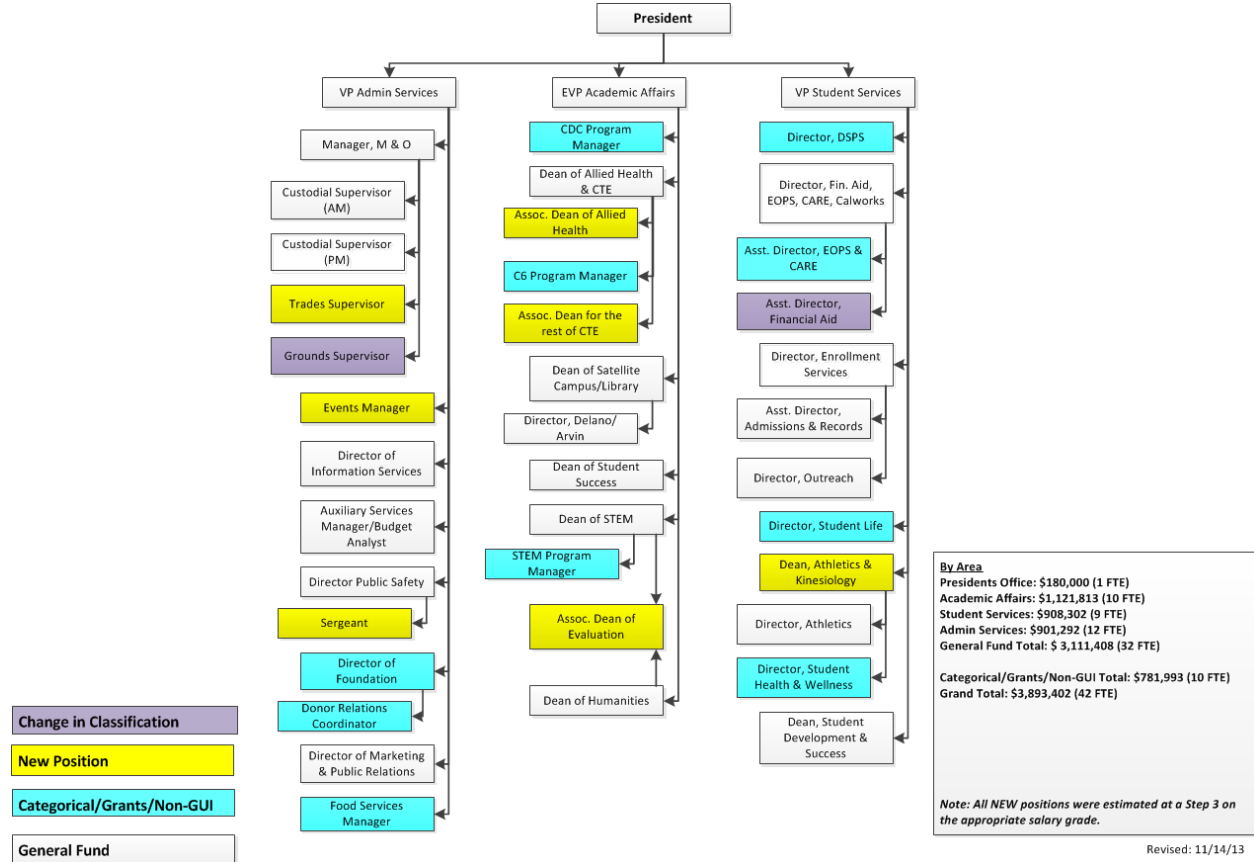
THREE PROPOSED REORGANIZATIONAL STRUCTURES

In addition to studying Bakersfield College historical organizational structures, the Task Force studied organizational charts from other colleges. A link to those charts can be found listed under Additional Resources.

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, Academic Affairs, and Administrative Services. It is important to understand that the reorganization design effort focused 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. Nonetheless, teams received recommendations directly from Counseling, Library, Administrative Services, Nursing, Athletics, and Engineering. The teams considered the recommendations and the responses from Open Forums and Focus Groups in creating their proposed structures. Additionally, the three teams independently honored the basic organizational structure developed in spring 2013 by the Vice President and managers of Student Affairs. Finally, the teams were driven by the need to assure their designs reflected the values, mission and strategic focus of Bakersfield College.

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): Team A added a new position of Event Manager. Also, in keeping with equal distribution of work load, the team added one new supervisor position (Trades Supervisor) 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, the team added a new position of Dean of Athletics & Kinesiology so that the chair of the Health & Kinesiology department would report to a dean and not a VP. 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. Finally, 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: 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 remaining CTE programs. The Dean of Satellite Campuses/Library has responsibility for satellite campuses, such as Arvin High School and Stockdale High School, and outreach to high schools. The Dean of Student Success has responsibility for the following: 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 FTE and Dean of Humanities has over 90 FTE), a new position of Associate Dean of Evaluation has been added to pick up a percentage of faculty evaluations.

Distribution of Departments/ Programs by Instructional Deans:

- Associate Dean of Allied Health: Fire Technology, Emergency Medical Technology, Nursing, Medical Sciences, and Radiology.
- Associate Dean for remaining CTE programs: Family & Consumer Education, Agriculture, Business Management & Information Technology, and Apprenticeship
- Dean of Satellite Campuses/Library: Director of Delano/Arvin, Distance Education, and Library
- Dean of Student Success: Tutoring, Writing Center, Basic Skills Initiative, English as a Second Language, and Academic Development
- Dean of STEM: Physical Science, Biology, Social Science, Behavioral Science, Engineering/Industrial Technology, MESA Center, and Math Learning Center
- Dean of Humanities: Philosophy, Communication, Foreign Language, Performing Arts, Art, and English

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.

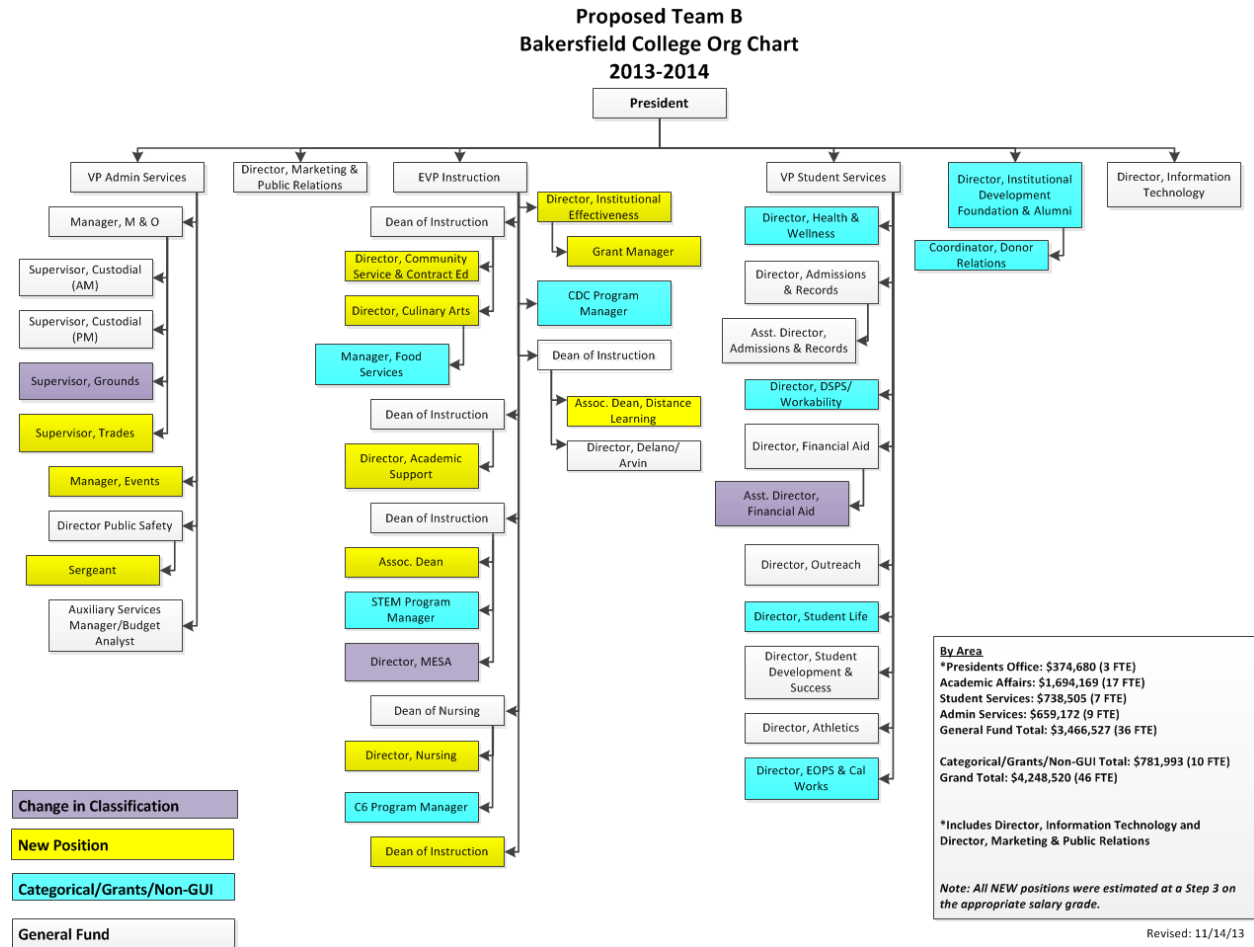
Pros

- 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.
- 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



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 reassigned 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

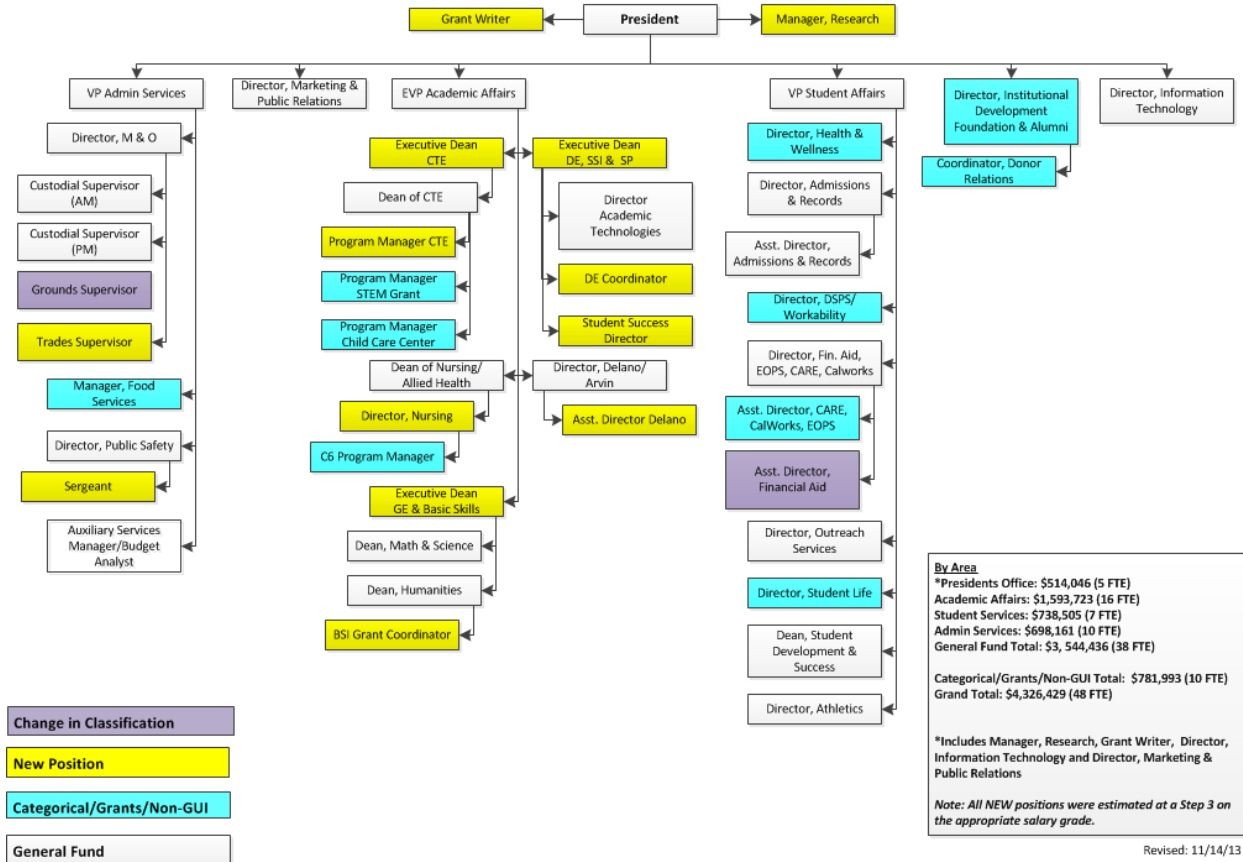
- Communication and collaboration are improved, resulting in better services and programs for students.
- Workload is distributed more equitably.
- Faculty involvement is encouraged with reassigned time for those who take on significantly more work.
- Areas and initiatives are better integrated.
- All 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 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. This proposal honors the work of the Vice President and managers of Student Affairs in spring 2013. 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 two additional positions in order to address current work responsibilities.

President

The Grant Writer position will provide leadership and coordination of college grant seeking and application efforts in conjunction with the district grant writer. Adding this position will allow the college to explore new opportunities for additional revenue streams that support the strategic goals and initiatives of college.

Given the emphasis on data analysis, this proposal includes reestablishing a campus presence of Institutional Research.

Student Affairs

As previously proposed by the Vice President of Student Affairs, the Dean of Student Development and Success, the Health and Wellness Director, and the Director of Student Life 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 day-to-day operations workload.

Pros

- Recommendation to convert the current Financial Aid Assistant Director from classified to classified management will improve efficiency and effectiveness for Financial Aid.

Cons

- Time needed to negotiate with CSEA.

Administrative Services

This proposal includes the addition of a Grounds Supervisor and a Trades Supervisor to facilitate more timely and complete operations for the duties of those departments. These positions are comparable to that of the existing Custodial Supervisor.

Additionally, Public Safety will benefit from the addition of an Assistant Director of Public Safety. This position will assist with day-to-day operations, thereby appropriately redistributing the administrative workload of this department.

Pros

- More efficient and effective management
- Appropriate distribution of workload

Cons

- Cost

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. The instructional areas will report as follows:

CTE: Agriculture, Engineering & Industrial Technology(EIT), Business Management & Information Technology(BMIT), Family and Consumer Education (FACE)

Nursing/Allied Health: Nursing, Fire Technology, Radiologic Technology, Allied Health (Medical Science, Paramedics, CAN, Home Health Aide and EMT)

Math & Science: Social Science, Behavioral Science, Physical Science, Math and Biology

Humanities: English, ESL, Academic Development, Library, Communication, Performing Arts, Art, Philosophy, Foreign Language/ASL

One of the primary responsibilities for deans is evaluating each faculty member and classified staff in each of their areas. Another significant responsibility is scheduling. Although not technically an administrative position, and therefore not reflected on the chart, Team C recommends addressing the evaluation and scheduling work through the addition of two new positions titled, "Faculty Division Chair," each with .400 reassigned time, to specifically assist with evaluations and scheduling. The current structure requires each dean to schedule the class times and rooms 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. While the current organization provides staff assistance for this work, staff cannot sit in on evaluations. These additional positions— 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 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 reporting often falls to the deans and the chairs. Team C anticipates that this work will continue to grow and that the college will be required to use data in a more proactive way. Therefore, the team proposes two new positions – Research Manager and Director of Academic Technologies – to help coordinate the increasing need for data based decisions with the appropriate management and faculty. The team believes that workload 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.

Based on focus group feedback, it is evident that Distance Education at Bakersfield College is an area ripe for growth and requires dedicated staffing to be effective. The proposed Distance Education Coordinator will help maintain an equitable workload for the Executive Dean of Distance Education by helping to address the immediate concerns of distance education faculty to improve student success.

The proposed Director of Student Success will provide leadership and coordination of existing and new college-wide student success initiatives specific to the instructional areas and in coordination with the Dean of Student Development and Success to further improve student success.

Pros

- Adding three Executive Deans will enable the work to be done more completely, strategically and in a more integrated fashion. The deans will be able to work more proactively instead of reactively.
- CTE is consolidated under one person for a targeted and cohesive focus on CTE Strategic Initiatives.
- Adding two Faculty Division Chairs would allow faculty to get involved and create a potential pathway to promotion as well as distribute a portion of the current Dean workload to allow more time for Deans to focus on strategic initiatives.

Cons

- Division Chairs would change every 2 years; which means continued training.
- FTEF not distributed equally may impact workload
- Cost

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.

NEXT STEPS

The taskforce's primary responsibility was to develop several options for administrative structures and the budgetary impact of those structures. This includes the considerations of the members of the taskforce that led to their respective options. However, additional issues need to be considered before implementation, and these are identified as the next steps in the process.

College Council

- a. College Council will review and accept the final report from the Reorganization Task Force on December 6, 2013
- b. College Council will begin to analyze the report and identify priorities, timelines, and other implementation components
- c. A subgroup of College Council, comprised of seven members of the Reorganization Task Force, will annually review the administrative structure of the college and update College Council

Bargaining Units

- a. Classified and faculty bargaining units will be notified of any implementation component with contractual implications
- b. Classified and faculty contracts will provide the foundation for any reorganization implementation component that pertains to the bargaining units

Budget Considerations/Impacts

- a. Classified support for additional management positions
- b. 50% law; college will be cognizant of the impact before taking action on non-instructional implementation components
- c. Overall budget development will include all priorities of the college

Hiring Timeline – Spring 2014

- a. Identify high priority management positions for posting and hiring during spring 2014 for a spring/summer start date
- b. Engage College Council and President's Cabinet in Phase One of implementation and communicate with the college community

APPENDIX A

Bakersfield College Strategic Focus

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.

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.

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

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

ADDITIONAL REFERENCES

- *Organizational Charts from Other Colleges*
- *Categorized Comments from Focus Groups and Open Forums*
- *Survey Results*
- *Program Review Summary*
- *Bakersfield College Decision Making Document*