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## President's Message



Decisions are made across Bakersfield College each and every day. Many of these that have campus-wide impact rely on a specific decision-making process to assure input from all affected parties. A task force of your peers – faculty, staff, and administration – was charged with identifying and documenting in a clear and concise way, the specific steps involved in reaching decisions. In order to do this, the task force reviewed the college [Mission, Vision, and Values](#), and developed assumptions based on those. They developed a philosophy statement delineating the value we place on participatory governance, and the ultimate goal of improving participation and communication throughout the campus community.

It is incumbent upon each of us to ensure that our colleagues understand how decisions are made at Bakersfield College so that we recognize that decisions have gone through a prescribed vetting and discussion process by which all aspects and outcomes are thoroughly examined. The ultimate goal of developing this document is to foster better understanding of how each and every member of our faculty and staff can have input and impact on any decisions affecting Bakersfield College.

Communicating and evaluating the decision-making process will be an ongoing responsibility for all of us. As a collegial entity, we must be committed to evaluating and revising as necessary to make sure that this document accurately reflects this process; the process itself must adequately address the needs of the campus community as we work together to serve our students.

I encourage you to review this document and think about your role in making decisions at Bakersfield College.

Sincerely,

A handwritten signature in black ink that reads "Greg Chamberlain". The signature is written in a cursive, flowing style.

Dr. Greg A. Chamberlain  
President  
Bakersfield College

## The Decision Making Task Force

Should you have questions about the document development or the document itself, feel free to contact any member of the Decision Making Task Force:

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## Mission, Vision, Values

Bakersfield College is committed to a decision-making process that supports the mission, vision, and values articulated by the faculty, staff, and students in the following descriptions:

### Our Mission

With its heritage as a foundation and an eye toward the future, Bakersfield College provides the high quality education necessary for our socially and ethnically diverse students--whether they be vocational, transfer-oriented, developmental, or some combination of these--to thrive in a rapidly changing world.

We will accomplish our mission by:

- Establishing strong connections with our student and business communities
- Understanding the needs of our diverse student population
- Responding to student and community needs with efficiency and flexibility
- Honoring our long heritage of community involvement
- Remaining vigilant in scanning our present and future environment within which we operate
- Promoting tolerance and patience with all of our stakeholders

### Our 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.

### Our Values

**People** We value our students, faculty, staff, administration and our communities. We recognize that education is a human endeavor. It is personal and hinges on the mutual respect and trust of the learners, the providers, and the communities they serve.

**Integrity** We hold our academic and fiduciary responsibilities to the highest professional and ethical standards. These areas are measured for accountability in order to maintain the trust of our students and community.

**Education** is the reason our institution exists, both for its own sake and for the benefit of the local, state, and national economy. People who are educated are more geographically and economically mobile and better able to contribute to society as a whole.

**Courage** We value the courage to learn, teach, and lead with the moral and mental strength to do what is right as students, faculty and staff even in the face of personal or professional adversity.

***Diversity*** We respect and embrace the strengthening power of diversity. We recognize and delight in the differences between people and cultures. This helps us function better in our increasingly diverse community.

***Tradition*** is the precious heritage that defines who we are, where we come from, and why we should be proud.

## Assumptions

The decision-making process outlined in this document was created based on the following assumptions:

The college governance structure, including campus leadership and committees, will leverage planning processes (e.g. strategic plan, educational master plan, and annual goals) to improve institutional effectiveness.

The decision-making process at Bakersfield College is based on the principles of transparency, accountability, and inclusiveness.

Recommendations and decisions are well communicated throughout the campus community. Employees will be active in reading these communications and will ask questions, seek clarification, and provide feedback to engage in continual dialog that strengthens the decision-making process.

The decision-making process requires ongoing professional development to help employees understand how they can participate in that process at a variety of levels.

The decision-making process will be refined over time and its effectiveness assessed with the intent to provide continuous improvement to the quality of teaching, learning, and service to students.

The decision-making process is documented in an easy to understand, functional format.

All decisions are based on data informed recommendations that are designed to enhance instructional and student services.

Consensus means that there is general, though not necessarily unanimous, agreement.

## **Bakersfield College Participatory Governance Philosophy**

Bakersfield College values an open and reflective participatory governance process where our collective commitment to meeting student and community needs drives our decisions. By participatory governance, we mean that all constituent groups will be given the opportunity to participate effectively in all areas where they are significantly affected, in a manner that is consistent with Education Code, Title 5 and Board Policy. This process is dependent upon establishing clear lines of communication before and after decisions are made, using qualitative and quantitative data when providing recommendations or input, and demonstrating respect and civility in discourse.

## Decision-Making Process

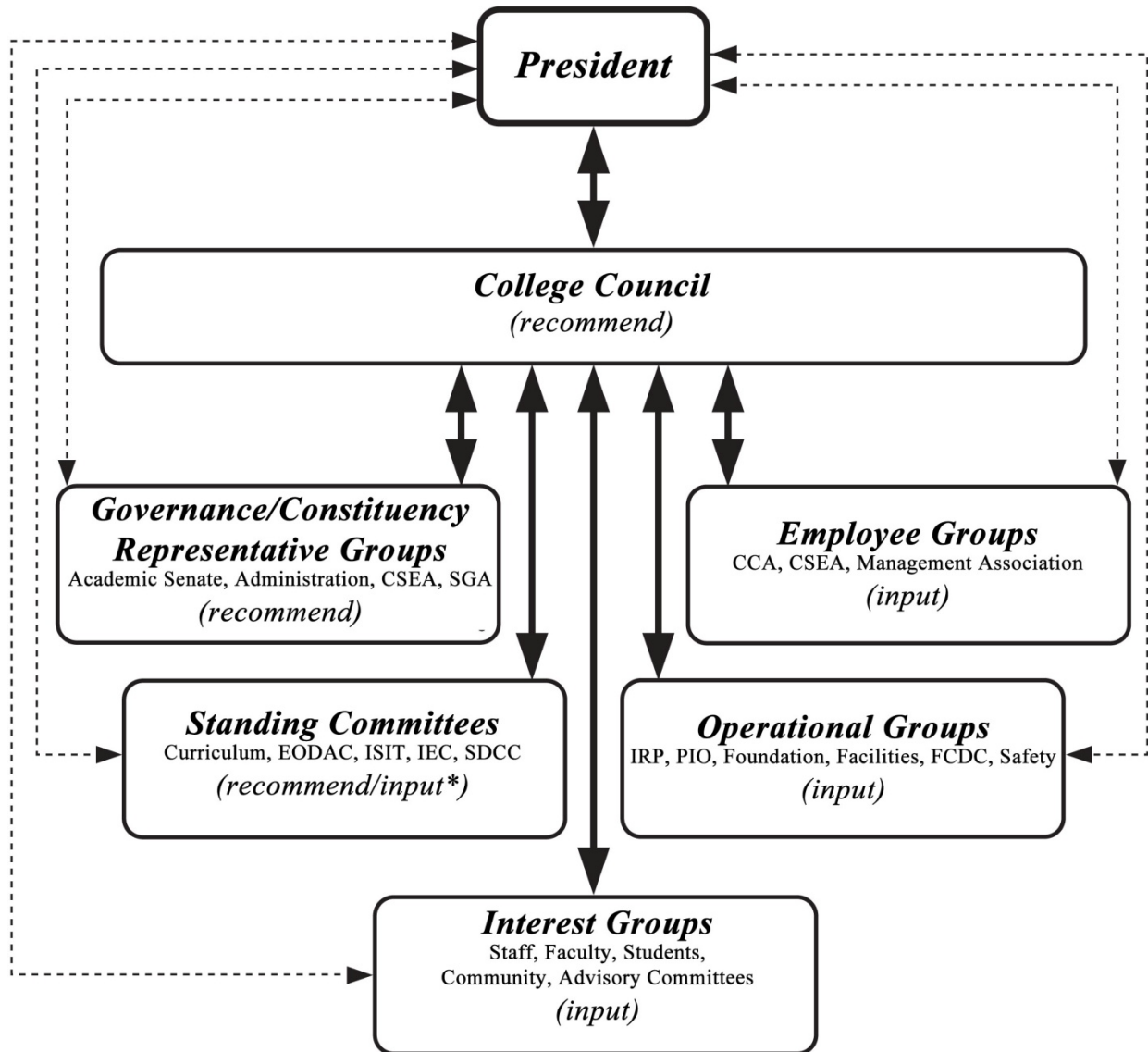
At Bakersfield College, most college decisions are made by the President (or designee) with recommendations and input from a variety of groups. Formal recommendations and/or input may be made by these groups as described below:

- The [College Council](#) is a formal structure through which many recommendations, input and communication flow.
- A number of governance/constituency representative groups have responsibilities to make recommendations to the President through College Council or through direct lines of communication. These groups take their authority from various sections of Education Code, [Assembly Bill 1725](#) (AB1725), Senate Bill 235 (SB235) and [Title 5](#). Those groups are:
  - [Academic Senate](#)
  - [College Administration](#)
  - [California School Employees Association \(CSEA\)](#)
  - [Student Government Association \(SGA\)](#)
- [Standing committees](#) make recommendations and provide input on relevant issues through their representatives on College Council, Administrative Council, Academic Senate, CSEA, SGA or directly to the President.
- There are three formal employee groups that may provide input on issues affecting working conditions. The Community College Association (CCA) represents faculty members, CSEA represents classified staff and the Management Association represents managers.
- Operational groups of the college provide input directly to the President or through College Council. Operational groups may include:
  - Institutional Research and Planning
  - Public Information
  - Bakersfield College Foundation
  - Facilities Committee
  - Faculty Chairs/Directors Council
  - Safety Committee
- Input is also provided by interest groups which may include faculty, staff, students, advisory committees and other community members.

Any employee or student of the college may raise issues, voice concerns, and/or provide input on issues under discussion or consideration by way of the groups listed above.



## Decision-Making Process - Chart



### Legend

- Communication flow to/from president via College Council representatives

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- Recommendations/Input may also flow directly to/from president

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- \* Recommend/Input via parent governance groups

### Definitions

#### **Recommendation:**

A recommendation carries the weight of the constituent making it, is more formal in nature, and may have statutory/legal ramifications.

#### **Input:**

Input is any information that may influence a decision but falls short of a recommendation.

## Consultation Process

Bakersfield College's decision-making process is grounded in California law and code of regulations. These laws and regulations mandate that local decisions and processes are based on the consultation process established by the California Community Colleges Board of Governors. In other words, well-informed recommendations and input from all affected parties, namely faculty, staff, administrators and students, must be considered to ensure the development and review of effective local policies. Described below are these laws, regulations and policies as well as the entities that establish and support them:

### Laws, Regulations and Policy

- The body of law that regulates education, including the California Community Colleges, is the [California Education Code](#). It can be changed only through legislation and always supersedes Title 5 regulation. The participatory governance section, in particular, was amended by [Assembly Bill 1725](#) (AB1725) in 1988.
- [Title 5](#), which is part of the California Code of Regulations (Division 6), is derived from California Education Code and promulgated by the California Community Colleges Board of Governors. Though not law *per se*, Title 5 is regulation with the force of law.
- [Kern Community College District Board of Trustees Board Policy](#) represents statements that prescribe in general terms the organization and operation of the college. Board policy, which includes procedures, indicates the manner in which the college business will be conducted and establishes parameters for making decisions. While policy and procedures are developed at the local level, they must not be inconsistent with the minimum standards of Title 5 or California Education Code.

### Legislative Bodies

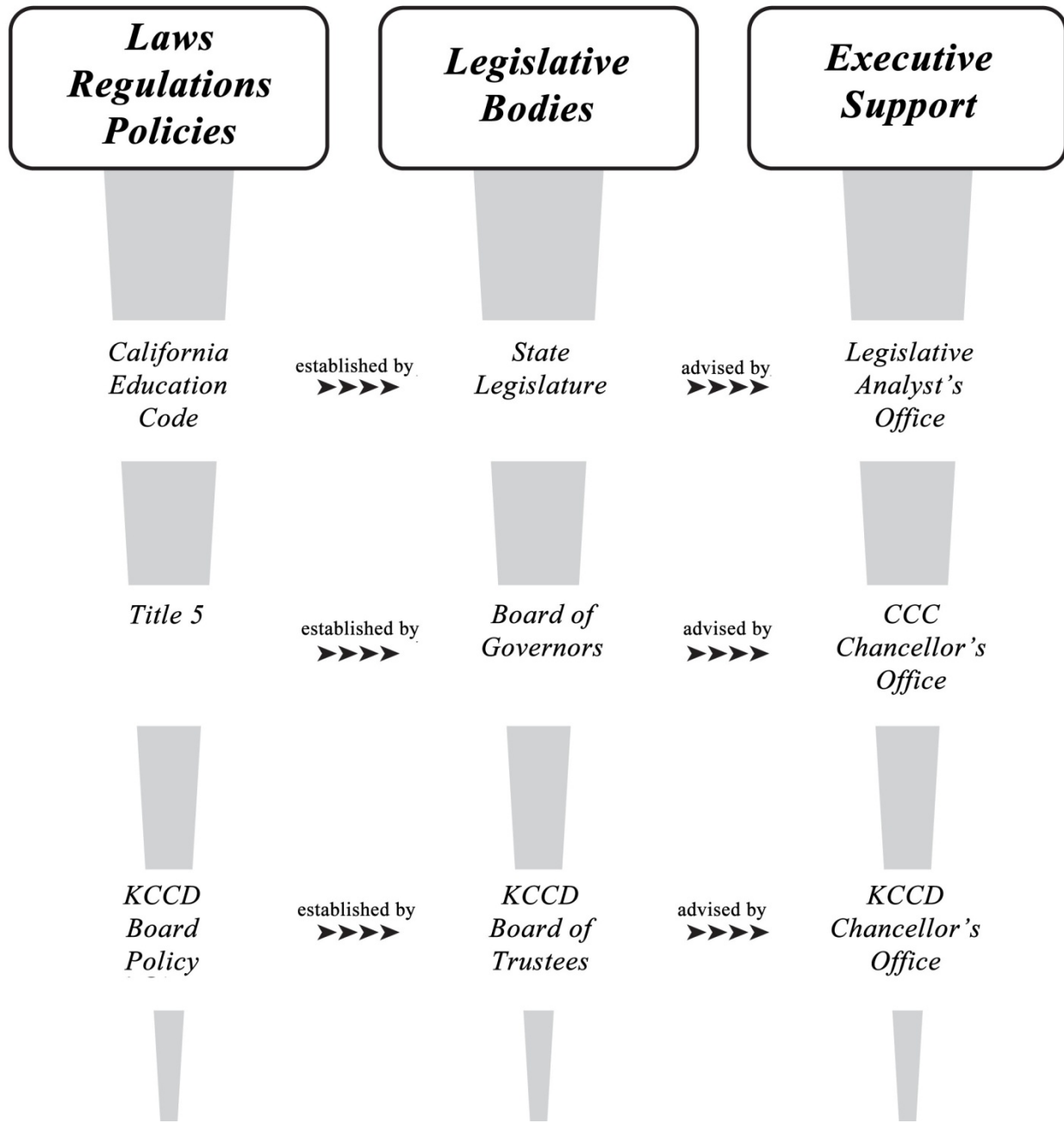
- The [California State Legislature](#)<sup>4</sup> is the body that creates laws that shape the California Education Code.
- Establishing the “minimum standards” of policy for the California Community Colleges is the [Board of Governors](#), which also oversees the California Community Colleges Chancellor's Office.
- Among many other activities that help maintain, govern, and operate Bakersfield College, the [Kern Community College District Board of Trustees](#) (KCCD Board of Trustees), establishes and reviews local board policy for Bakersfield College and ensures that this policy is created and reviewed pursuant to the California Education Code and Title 5.

### Executive Support

- Providing non-partisan fiscal and policy advice to the State Legislature is the [Legislative Analyst's Office](#) (LAO). The area of education represents only one portion of all the major policy issues confronting the legislature.

- The [California Community Colleges Chancellor's Office](#) (CCCCO) provides statewide “leadership, advocacy and support” for the system of California Community Colleges and communicates with local chancellors’ offices to help implement changes to the law and regulations.
- The [Kern Community College District Chancellor's Office](#) is governed by and acts as an administrative agent of the KCCD Board of Trustees and provides local leadership, advocacy, and support for all three colleges in the district.

Consultation Process – Chart



## Accreditation

In addition to the laws, regulations, and policies, Bakersfield College must abide by the accreditation standards set forth by the [Accrediting Commission of Community and Junior Colleges](#) (ACCJC), the two-year education division of the [Western Association of Schools and Colleges](#) (WASC), in order to maintain its accredited status.

### *Accreditation Purposes*

- To certify to the public that Bakersfield College has met or exceeded stated criteria of educational quality or standards; should these not be fully met the College could be subject to sanctions up to loss of accreditation
- To promote continuous institutional improvement
- To maintain the high quality of higher education institutions in the region/nation

### *Regional and Federal Accreditation Context*

- Bakersfield College is a member of the Accrediting Commission for Community and Junior Colleges (ACCJC), the two-year division of the Western Association of Schools and Colleges (WASC), which is one of seven regional accreditors in the U.S.
- ACCJC encourages and supports institutional development through establishing standards of quality based upon excellent practices in higher education, and evaluating institutions with these standards using a three-part process that includes institutional self-study, peer review, and ACCJC review.
- ACCJC undergoes evaluation by the U.S. Department of Education every five years for its compliance with federal laws and regulations. One federal requirement is that ACCJC enforces its standards of quality equitably for all institutions in its membership.
- ACCJC's federal recognition allows institutions accredited by ACCJC to be eligible for federal funding and student financial aid.

### *Bakersfield College Accreditation Process*

- Bakersfield College conducts an institutional self-study every six years in order to remain accredited.
- The last self-study was conducted during academic year 2005-2006, approved by the KCCD Board of Trustees on September 2006, and submitted to ACCJC on October 2006.
- Bakersfield College established the Accreditation Steering Committee in spring 2010 to institutionalize the dynamic accreditation process, establish the structure of the Self-Study, and prepare for the on-site visitation of the Accreditation Team in 2012 as well as future accreditation visits.
- [Bakersfield College's accreditation web site](#) serves as a repository of accreditation documents from 2000 to the present.

## Understanding Committees

		<b>FUNCTION</b>
	<b>California Education Code</b>	The body of law that prescribes district and college operational requirements.
	<b>Title 5</b>	The body of administrative regulations approved by the State Board of Governors for the operation of districts and colleges.
	<b>KCCD Board Policy Manual</b>	District-wide policy and procedure directions for the administration of the district/colleges as prescribed by Education Code and Title 5.
	<b>Accrediting Commission for Community and Junior Colleges (ACCJC)</b>	The two-year schools division of WASC
	<b>Western Association of Schools and Colleges (WASC)</b>	One of six regional associations that accredit public and private schools and colleges.
<b>TYPE OF GROUP</b>	<b>District-wide Committees (DC)</b>	Provide advice and recommendations to the Chancellor who designates the chairs of the committees which include representatives from all three colleges and the district office.
	<b>Governance Committees (G)</b>	Have prescribed numbers of representatives from academic, classified and/or administrative staff as well as students. Recommend to College President. Attention to 10 plus 1 items that are to “rely primarily on” the Academic Senate.
	<b>Arm of the Senate (Curriculum Committee)</b>	A standing committee of the Academic Senate that assumes the role and responsibility for a particular portion of the 10 + 1 academic and professional matters. Informs the Senate but recommends and communicates directly with the President or a Vice President of the college.
	<b>CSEA Dual Role</b>	CSEA holds dual roles as an Employee Representation Group and as a classified senate.
	<b>Ad Hoc Committees (AH)</b>	Semi-permanent committees that are activated as needed to organize a specific program or activity.

	<b>Task Force (TF)</b>	Group appointed to research, address or recommend action regarding specific issues facing the college. A tangible product is the outcome of each task force. When the product is completed, the group is disbanded.
	<b>Advisory Committees (Adv)</b>	Usually consists of college staff, students, and members of the community to review and recommend programs or activities of specific departments, divisions, or organizations.
	<b>Operational Committees/Councils/Groups (O)</b>	Addresses operational issues of the college and develops procedures for implementation.
	<b>Sub-committees (S)</b>	Appointed by the committee or council to investigate, review, and recommend solutions, procedures, or policies to the main body.
	<b>Working Committee (WC)</b>	Plans and coordinates specified college activities.
	<b>Interest Groups</b>	Groups with an interest in college decisions but no formal recommending power.
DEFINITIONS	<b>Participate Effectively</b>	Such participation includes the expectation that recommendations and input will be seriously considered.
	<b>Significantly Effected</b>	Decisions made by the college will have impact on the functioning of the group or its members or on working conditions.
	<b>10 + 1</b>	The items of business that Title 5 assigns “rely primarily upon” responsibility to the Academic Senate.
	<b>“Rely primarily upon”</b>	These decisions must be made with full input from the Academic Senate.
	<b>Board Policy Manual</b>	Document that lists all board-approved policies.
	<b>Board Procedures</b>	Procedures are associated with a specific policy to provide implementation direction and do not require board approval.

## Glossary of Committees

Name	TYPE	MEMBERSHIP	DEFINITION
<b>Academic Senate</b>	G	elected	Represents the faculty to the Administration and the Board of Trustees with respect to academic and professional matters (AB 1725) outside the scope of the bargaining unit.
<b>Administrative Council</b>	O	Assigned	Coordinates information and recommends administrative action to the President.
<b>Assessment</b>	G	Appointed	Coordinates all student learning outcomes assessment processes and reports to Executive Vice Presidents of Academic Affairs and Student Services.
<b>College Council</b>	G	Appointed, assigned, or elected	Gathers input from all constituency groups and makes recommendations to College President, particularly on college goals, strategic planning, budget matters, facilities, planning, accreditation, and other college-wide matters.
<b>Commencement</b>	WC	Invited	Coordinates, plans and implements commencement event and makes suggestions regarding the ceremony to the President.
<b>Committee On Committees</b>	A	To be determined	Reviews requests to create new campus-wide committees and annually evaluates the effectiveness of the committees. Recommends to President and College Council.
<b>CSEA - California School Employees Association – Executive Board</b>	G	Elected	Acts as an employee representation group and provides recommendations on behalf of classified employees on issues that significantly impact classified employees.
<b>Curriculum Committee</b>	G,S	appointed	Oversees all curriculum changes, additions and requirements, makes recommendations to President and seeks Board approval.
<b>EAC - Educational Administrators Council</b>	O	all educational administrators	Coordinates and recommends actions concerning instructional and student services programs and policies to President, Vice Presidents.

Key: G – Governance Committee, S – Subcommittee, WC – Working Committee, O – Operational Committee, A – Advisory Committee



<b>Name</b>	<b>TYPE</b>	<b>MEMBERSHIP</b>	<b>DEFINITION</b>
<b>Enrollment Management Committee</b>	G	appointed	Establishes process for setting enrollment goals, defining actions to meet the goals, and monitors progress toward achieving them. Reports to President.
<b>EODAC - Equal Opportunity Diversity Advisory Committee</b>	G,S	appointed	Educates and orients the college on diversity issues. Reports to Affirmative Action Officer.
<b>Equivalency</b>	G,S	appointed	Determines if faculty applicants' qualifications are equivalent to the minimum qualifications prescribed in Title 5. Reports to Board of Trustees.
<b>Extended Learning (Distance Education)</b>	G, S	appointed	Reviews courses proposed to be offered by one or more distance learning modalities, reports to Curriculum Committee and Executive Vice President of Academic Affairs and Student Services.
<b>Facilities Planning Subcommittee</b>	G, S	appointed	Reviews and suggests new and improved facilities, infrastructure enhancements, and future learning environments. Recommends to College Council, President.
<b>FCDC - Faculty Chairs/Directors Council</b>	O	serve by position	Coordinates student services and instructional issues and procedures affecting faculty, departments, teaching and learning processes. Advises Executive Vice President of Academic Affairs and Student Services, and the Associate Vice President of Student Services.
<b>General Education Committee</b>	G,S	appointed	Reviews college general education requirements, recommends approval of courses to meet those requirements, and proposes changes to the requirements, reports to Curriculum Committee.
<b>IEC - Institutional Effectiveness Committee</b>	G	appointed	Serve as resource to administrative, instructional and student service programs on assessment plans and program review. Based on program review, recommends to College Council, Curriculum Committee, and President.

Key: G – Governance Committee, S – Subcommittee, WC – Working Committee, O – Operational Committee, A – Advisory Committee

<b>Name</b>	<b>TYPE</b>	<b>MEMBERSHIP</b>	<b>DEFINITION</b>
<b>ISIT - Information Systems And Instructional Technology</b>	G	appointed	Recommends policy, procedure on college information systems and instructional technology to Academic Senate, College Council.
<b>Levan Center Advisory</b>	A	invited	Advises, reviews, and suggests programs and activities of the Levan Center. Reports to President, Levan Center Director.
<b>Matriculation Advisory</b>	A	invited	Reviews bi-annual matriculation plan and oversees college matriculation activities. Advises Academic Senate, Associate Vice President of Student Services.
<b>New Faculty Orientation</b>	O	invited	Plans and conducts a new faculty welcome and orientation program, assists in college-wide planning and training related to new faculty.
<b>President's Cabinet</b>	O	serve by position	Coordinates decision making and recommends actions to the President.
<b>Safety Committee</b>	O	invited	Identifies and addresses safety related issues on campus including training and implementation of hazard and emergency preparedness.
<b>Scholarship</b>	WC	invited	Reviews applications and recommends awards to Financial Aid Office.
<b>SDCC - Staff Development Coordinating Council</b>	G,S	appointed	Coordinate and support activities to enhance job performance, professional growth, and collegiality among all members of the campus learning community. Advises President.
<b>SGA – Student Government Association</b>	G	elected	Acts as a student representation group and provides recommendations on behalf of the students on issues that significantly impact students.
<b>Student Conduct/Complaint Hearing Committee</b>	O, S	appointed	Hears and recommends action on student conduct appeals or student complaints.

Key: G – Governance Committee, S – Subcommittee, WC – Working Committee, O – Operational Committee, A – Advisory Committee

NAME OF COMMITTEE	<i>ACADEMIC SENATE</i>
COMMITTEE CHARGE	<p>The purpose of the Senate is to provide the means to represent the “Senate Association” in the formation and implementation of policy on academic and professional matters.</p> <p>In implementing policies, the Senate will represent the “Senate Association” to the President of the College and to the Board of Trustees with respect to academic and professional matters [so called 10+1 issues] and exercise powers granted by the California Education Code and the Board of Governors.</p> <p>The Senate shall assume primary responsibility in the areas of curriculum and academic standards as specified in the California Education Code.</p> <p>Senate By-laws also dictate, to some degree, the manner in which the above charge shall be accomplished.</p>
SCOPE OF AUTHORITY	<p>The Senate is the sole voice of the faculty and makes recommendations to the Board of Trustees or designee with respect to academic and professional matters [10+1]. District board policy states that the Board of Trustees shall rely primarily upon the recommendations of the Senate in these areas. Rely primarily means:</p> <ul style="list-style-type: none"> <li>• Recommendations of the senate will normally be accepted</li> <li>• Only in exceptional circumstances and for compelling reasons will the recommendations not be accepted</li> <li>• If not accepted, board/designee shall communicate its reasons in writing, if requested (see Title 5.3 §53200)</li> </ul>
REPORTS TO	Faculty; College/District Administration; Board of Trustees.
COMPOSITION	<p>Chaired by Academic Senate President</p> <p>25 elected representatives – one from each academic department</p> <p>1 SGA representative</p> <p>1 elected adjunct faculty representative</p>



NAME OF COMMITTEE	<b><i>ACADEMIC SENATE EXECUTIVE BOARD (ACAD SENATE E-BOARD)</i></b>
COMMITTEE CHARGE	<p>The Executive Board shall:</p> <ul style="list-style-type: none"> <li>a. provide advice and counsel to the Academic Senate President.</li> <li>b. assist the President in developing the agenda for the regular meetings of the Senate.</li> <li>c. assist the President in filling vacancies in offices and shall serve as the Nominations Committee.</li> <li>d. assist the President in preparing the annual budget of the Senate.</li> </ul>
SCOPE OF AUTHORITY	<p>The primary authority of the Executive Board is in determining and shaping agenda items for the Academic Senate. In addition, the E-board interviews and selects faculty co-chairs of major committees and appoints, through the Senate President, faculty to committees and other senate related assignments during the summer when the full senate does not meet.</p>
REPORTS TO	<p>Academic Senate (as a body)  Each co-chair also reports to and from his or her specific committee</p>
COMPOSITION	<p>Chaired by Academic Senate President  Includes Academic Senate Vice President, Secretary, Treasurer, ASCCC Representative, Curriculum Faculty Chair, IEC Faculty Chair, ISIT Faculty Chair, EAOC Faculty Chair, SDCC Faculty Chair, Assessment Chair</p>

NAME OF COMMITTEE	<i>ADMINISTRATIVE COUNCIL (ADMIN COUNCIL)</i>
COMMITTEE CHARGE	Administrative Council is a consultative body made up of educational and classified administrators and managers.
SCOPE OF AUTHORITY	Members of the Administrative Council serve at the discretion of the President, and provide the President a forum for vetting decisions prior to implementation. They strive to provide all possible viewpoints surrounding college-wide issues so the President can make decisions based on the widest possible perspectives.
REPORTS TO	College President
COMPOSITION	President, Executive Vice President/Academic Affairs & Student Services, Associate Vice President/Student Services, Executive Director/Administrative Services, Deans, Classified Managers

NAME OF COMMITTEE	<b><i>ASSESSMENT COMMITTEE</i></b>
COMMITTEE CHARGE	<p>To hear updates of assessment projects including CLIPS, Campus Conversations and training, review program level assessment plans in Unit Plans turned in at least annually and Course level assessment plans during curriculum review process and provide feedback, as follows:</p> <ul style="list-style-type: none"> <li>• Communicate with all committees/areas involved in assessment on campus. (IEC, Curriculum Committee, Gen Ed, etc.)</li> <li>• Supervise development and updating of an assessment website</li> <li>• Assist IEC co-chairs and IRP director in implementation of assessment training including preparation of Program Review self-studies and annual Unit Plans</li> <li>• Provide support to faculty, staff, and administrators in the development, implementation and evaluation of assessment plans including course level learning outcomes and administrative unit outcomes</li> <li>• Act as liaison to accreditation steering committee providing input regarding assessment</li> <li>• Keep up-to-date on state and national information on assessment</li> <li>• Function as a member of Academic Senate Executive Board and attend meetings regularly</li> <li>• Update annual reports to ACCJC documenting college-wide progress</li> <li>• Co-Chair Assessment Committee and schedule regular meetings in consultation with Administrative co-chair.</li> <li>• Serve on Institutional Review Board and assist in keeping campus aware of human subject guidelines</li> <li>• Work with <i>Assessment Activities Coordinator</i> to plan workshops with inside and outside speakers</li> </ul>
SCOPE OF AUTHORITY	<p>In order to maintain administrative oversight of the entire range of campus assessment activities, an Assessment Team meets at least once per semester to set college-wide assessment goals, plan for the Community College Survey of Student Engagement and Noel-Levitz schedules, and assess needs of faculty and staff in regard to assessment training.</p>
REPORTS TO	Executive Vice President/Academic Affairs & Student Services
COMPOSITION	Chaired by Faculty Assessment Coordinator

NAME OF COMMITTEE	<b><i>COLLEGE COUNCIL</i></b>
COMMITTEE CHARGE	To address college-wide issues through a collaborative, integrative approach, promoting greater communication that is accessible to the college campus at large, and to facilitate timely and effective decision-making efforts.
SCOPE OF AUTHORITY	This group serves as one of the President's consultative councils.
REPORTS TO	College President
COMPOSITION	Chaired by College President Executive Vice President/Academic Affairs & Student Services, Associate Vice President/ Student Services, 1 instructional administrator, 1 student services administrator, Exec Director of Admin Services, 1 management assn representative, 6 faculty representatives, Academic Senate President, CSEA President, 1 CCA representative, 3 classified representatives, and 1 student representative



NAME OF COMMITTEE	<b><i>COMMENCEMENT COMMITTEE</i></b>
COMMITTEE CHARGE	To plan the annual commencement ceremony and coordinate the work of many offices and staff to set up, conduct, and take down the ceremony and setting.
SCOPE OF AUTHORITY	Most of the work involves staff from departments across the college including the bookstore, custodians, grounds, food service, graphics, maintenance & operations, public safety, admission & records, academic administrators, President's Office, SGA, DSP&S, and EOP&S. The directors of those offices have the authority to recommend/implement changes in the ceremony as directed.
REPORTS TO	College President
COMPOSITION	Chaired by Director of Enrollment Services 4 administration representatives, 4 faculty representatives, 4 classified representatives, 2 SGA representatives

NAME OF COMMITTEE	<b><i>COMMITTEE ON COMMITTEES</i></b>
COMMITTEE CHARGE	To review any requests to create a new campus-wide committee or project team to eliminate duplication of effort. To annually evaluate the effectiveness of each committee.
SCOPE OF AUTHORITY	Make recommendations for continuation/alteration/discontinuation to the College President.
REPORTS TO	College President & College Council
COMPOSITION	President, Academic Senate President, classified representative, SGA representative

NAME OF COMMITTEE	<b><i>CURRICULUM SUBCOMMITTEE</i></b>
COMMITTEE CHARGE	<p>The committee functions as a vital subcommittee of the Senate in reviewing, evaluating, and approving (or rejecting) all curriculum submitted.</p> <p>Members look for adherence to Title 5, to previously approved curriculum processes and procedures, and to the College mission.</p> <p>We evaluate</p> <ul style="list-style-type: none"> <li>Course Revisions</li> <li>Updates</li> <li>New Courses (including stand alone)</li> <li>Certificates: <ul style="list-style-type: none"> <li>of Achievement</li> <li>of Job Skills</li> </ul> </li> </ul> <p>Besides the technical review, members look at a variety of items on the COR, such as Student Learning Outcomes, evidence of Critical Thinking, Methods of Instruction, etc.</p>
SCOPE OF AUTHORITY	<p>Make informed decisions about curriculum and make recommendations to the Executive Vice President/Academic Affairs &amp; Student Services, and the President. Recommendations go to the Board of Trustees for final approval.</p>
REPORTS TO	<p>Academic Senate President, the Executive Board of the Senate, and the full Senate.</p>
COMPOSITION	<p>2 administrative representatives, 23 academic senate representatives (22 department representatives, 1 adjunct), 1 SGA representative</p>

NAME OF COMMITTEE	<i>EXTENDED LEARNING SUBCOMMITTEE (FORMERLY DISTANCE EDUCATION SUBCOMMITTEE)</i>
COMMITTEE CHARGE	To review courses proposed to be offered by one or more distance learning modality.
SCOPE OF AUTHORITY	Reviews appropriateness of the proposed method of delivery with respect to the goals & objectives of the course and the instructional activities and methods of evaluation intended to use to reach those goals; attention is given to meeting the needs of “effective faculty-student contact”.
REPORTS TO	Curriculum Committee
COMPOSITION	Chaired by the Dean of Learning Resources & Information Technology

NAME OF COMMITTEE	<b><i>EDUCATIONAL ADMINISTRATORS COUNCIL (EAC)</i></b>
COMMITTEE CHARGE	The council is responsible for implementing district and college policy and planning agendas. Also serves to provide administrative recommendations to the vice presidents and president focused on instructional and operational needs and college progression.
SCOPE OF AUTHORITY	Members serve at the discretion of the Executive Vice President/Academic Affairs & Student Services, and provide the Vice President a forum for vetting decisions prior to implementation.
REPORTS TO	Vice Presidents, President
COMPOSITION	Co-chaired by Executive Vice President/Academic Affairs & Student Services, Associate Vice President/Student Services All educational administrators

NAME OF COMMITTEE	<b><i>ENROLLMENT MANAGEMENT COMMITTEE</i></b>
COMMITTEE CHARGE	To develop a process for establishing enrollment goals, to identify specific actions to be taken in order to attain those goals, and to monitor progress on reaching them with a focus on managing enrollment. Through extensive research findings, provide information to forecast enrollment trends to assist with 5-year instructional plan that meets academic, business, and community needs. Create a comprehensive, long-term plan which includes an annual assessment.
SCOPE OF AUTHORITY	Works in consultation with the Academic Senate under the auspices of its 10+1 responsibilities.
REPORTS TO	Executive Vice President/Academic Affairs & Student Services, Academic Senate, College Council
COMPOSITION	Co-chaired by Academic Senate President & Associate Vice President/Student Services, Curriculum Committee Co-Chair, Voc Ed Faculty, Basic Skills Faculty, Executive Vice President/Academic Affairs & Student Services, Dean of Learning Support Services, Enrollment Services Director, Student Representative, Classified Representative, Institutional Research Director

NAME OF COMMITTEE	<b><i>EQUAL OPPORTUNITY &amp; DIVERSITY ADVISORY COMMITTEE (EODAC)</i></b>
COMMITTEE CHARGE	To educate and orient the college on diversity issues and concerns and to assist the Affirmative Action Officer in helping the college to achieve and maintain its hiring goal of having a diverse staff and faculty who mirror the communities that the college serves. To orient job screening committees for the purpose of ensuring that the screening process is in compliance with the approved affirmative action procedures in an effort to include historically under-represented groups, the EODAC representatives monitor the preparation and execution of all steps in the screening process.
SCOPE OF AUTHORITY	Monitoring of the screening process includes but is not limited to job announcements, advertisements, evaluation of applicant pools, screening of applications, assurance of confidentiality, discussions of job applicants, final stages of hiring recommendations, and participation in performance evaluations.
REPORTS TO	Affirmative Action Officer
COMPOSITION	6 Administrative Representatives, 23 Academic Senate representatives (22 department representatives and 1 adjunct), 7 classified representatives, 1 SGA representative

NAME OF COMMITTEE	<b><i>EQUIVALENCE TO MINIMUM QUALIFICATIONS COMMITTEE</i></b>
COMMITTEE CHARGE	To fulfill the requirement of Ed. Code § 87359 that every district must have an equivalency process by which the governing board reaches its determination regarding faculty members' possessing qualifications that are at least equivalent to the minimum qualifications for a particular discipline. Once the local equivalency process has reached a recommendation regarding an individual applicant, Ed. Code § 87359(a) requires that the governing board include action on the equivalency as part of its subsequent hiring action.
SCOPE OF AUTHORITY	E.C. § 87359
REPORTS TO	Board of Trustees
COMPOSITION	5 faculty representatives (1 department chair and 1 EOAC member), Executive Vice President/ Academic Affairs and Student Services



NAME OF COMMITTEE	<b><i>FACILITIES PLANNING SUBCOMMITTEE</i></b>
COMMITTEE CHARGE	To review and/or provide recommendations for new and improved facilities and infrastructure improvements to enhance current and future learning environments for students, community, faculty, and staff to the College Council.
SCOPE OF AUTHORITY	Serves to provide the President with a venue for reviewing on-going and proposed projects that impact the physical campus plants and facilities.
REPORTS TO	College Council and College President
COMPOSITION	Chaired by College President 3 Administrative representatives, 1 district office of construction representative, 3 faculty representatives, 3 classified representatives, 1 SGA representative

NAME OF COMMITTEE	<i>FACULTY CHAIRS &amp; DIRECTORS COUNCIL (FCDC)</i>
COMMITTEE CHARGE	To discuss, review, and resolve operational issues and to provide collaborative interaction between student services and instruction in development of seamless process to meet student needs. Responsible for completion of the unit plans, faculty evaluations, and providing recommendations to the president for faculty hiring.
SCOPE OF AUTHORITY	
REPORTS TO	Vice Presidents, President
COMPOSITION	Co-Chaired by Executive Vice President/ Academic Affairs & Student Services and Associate Vice President/Student Services All educational administrators, faculty chairs

NAME OF COMMITTEE	<b><i>GENERAL EDUCATION SUBCOMMITTEE</i></b>
COMMITTEE CHARGE	The charge is two items. One is/was to update the general education matrix to "more closely" match the CSU requirements, not to exactly duplicate them. The second is the ongoing evaluation of courses in each category, as they come up for review, to see if they fit established criteria.
SCOPE OF AUTHORITY	Makes recommendations on criteria for course evaluations to the full Curriculum Committee.
REPORTS TO	The committee reports directly to the Curriculum Subcommittee.
COMPOSITION	1 administrative representative, 5 academic senate representatives 1 SGA representative

NAME OF COMMITTEE	<b><i>INFORMATION SYSTEMS AND INSTRUCTIONAL TECHNOLOGY COMMITTEE (ISIT)</i></b>
COMMITTEE CHARGE	<ol style="list-style-type: none"> <li>1. Recommend campus-wide technology policy and procedures.</li> <li>2. Determine and monitor campus software and hardware standards.</li> <li>3. Allocate technology resources.</li> <li>4. Review all significant technology projects.</li> <li>5. Determine and monitor procedures for obtaining technology services.</li> <li>6. Establish a system of communication between users, district and campus technology resources, and the Academic Senate.</li> </ol>
SCOPE OF AUTHORITY	Make policy development and implementation recommendations regarding campus-wide technology
REPORTS TO	Academic Senate
COMPOSITION	7 administrative representatives, 23 academic senate representatives, 3 classified representatives, 2 SGA representatives

NAME OF COMMITTEE	<i>INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)</i>
COMMITTEE CHARGE	<p>Oversee assessment and evaluation of programs.</p> <p>Will act as a resource to instructional and student services programs to develop their assessment plans; all programs at Bakersfield College will be scheduled for review on a six-year cycle to correspond with the Accreditation cycle.</p> <p>Will be responsible for all program reviews (Instructional, Student Services and Administrative/Operational).</p>
SCOPE OF AUTHORITY	The program review recommendations will be the primary source of information for College Council to develop the institutional master plan as related to enhancing student learning outcomes.
REPORTS TO	College Council, Curriculum Subcommittee and the College President.
COMPOSITION	<p>Co-chaired by one administrator, one faculty</p> <p>8 faculty representatives, 4 classified representatives, 4 administrative representatives</p>

NAME OF COMMITTEE	<b><i>LEVAN CENTER STEERING COMMITTEE</i></b>
COMMITTEE CHARGE	To oversee the administration, budget, and operation of the Norman Levan Center for the Humanities.
SCOPE OF AUTHORITY	The committee's authority extends to matters under its charge and is limited by the college president and the college foundation.
REPORTS TO	College President
COMPOSITION	Chaired by Center Director College President, 2 faculty representatives, foundation director

NAME OF COMMITTEE	<b><i>LEVAN LIFELONG LEARNING INSTITUTE COMMITTEE</i></b>
COMMITTEE CHARGE	To provide educational courses and services specifically targeting but not limited to people over the age of 55 in the Bakersfield College service area.
SCOPE OF AUTHORITY	A committee appointed by the College President will be established in order to organize the program, conduct community surveys in order to determine the interests of the targeted population, solicit faculty proposals from disciplines of interest to the targeted population, determine the courses and services to be offered under the program, and perform other tasks required to implement it.
REPORTS TO	College President
COMPOSITION	Chaired by Levan Lifelong Learning Institute Director College President, Levan Institute Director, Levan Center Director, Foundation Director, community members, Executive Vice President/Academic Affairs & Student Services (ex-officio)

NAME OF COMMITTEE	<b><i>MATRICULATION ADVISORY/STUDENT SERVICES</i></b>
COMMITTEE CHARGE	Review and update college matriculation plan biannually, coordinate matriculation activities including assessment cut scores, basic skills prerequisites, orientation, student educational plans.
SCOPE OF AUTHORITY	Makes recommendations on matriculation services to Associate Vice President/Student Services and District Student Services Committee.
REPORTS TO	Associate Vice President/Student Services, Academic Senate
COMPOSITION	Chaired by Director, Enrollment Services 6 Administrative representatives, 13 faculty representatives, 1 classified representative, 1 SGA representative



NAME OF COMMITTEE	<b><i>PRESIDENT'S CABINET</i></b>
COMMITTEE CHARGE	Members of the President's Cabinet serve at the discretion of the President, and provide the President a forum for vetting decisions prior to implementation.
SCOPE OF AUTHORITY	Make recommendations and provide feedback to the College President
REPORTS TO	College President
COMPOSITION	<p>Chaired by College President</p> <p>Composed of the direct reports to the President: Executive Vice President/Academic Affairs &amp; Student Services, Associate Vice President/Student Services, Executive Director/Administrative Services, Director/Marketing &amp; Public Relations, Director/Institutional Research &amp; Planning, Director/Foundation, Administrative Assistant</p>

NAME OF COMMITTEE	<b><i>SAFETY COMMITTEE</i></b>
COMMITTEE CHARGE	To identify health and safety concerns and issues on campus and address them. Inform the college community of new policies and procedures as they relate to health and safety. To develop and maintain current emergency response plan.
SCOPE OF AUTHORITY	
REPORTS TO	President
COMPOSITION	Associate Vice President/Student Services, Executive Director/Administrative Services, M&O Manager, 3 faculty representatives, 2 classified representatives, 2 student representatives

NAME OF COMMITTEE	<i>SCHOLARSHIP COMMITTEE</i>
COMMITTEE CHARGE	To review scholarship applications and select scholarship recipients for the upcoming award year.
SCOPE OF AUTHORITY	To determine scholarship recipients using existing criteria and based on the students' personal essays, faculty recommendations, and scholastic achievement. Award amounts are determined either by the donor or based on available interest from endowments.
REPORTS TO	Associate Vice President/Student Services
COMPOSITION	Chaired by Financial Aid director 1 administrative representative, 3 faculty representatives

NAME OF COMMITTEE	<i>STAFF DEVELOPMENT COORDINATING COUNCIL (SDCC)</i>
COMMITTEE CHARGE	To provide and support activities and opportunities which will enhance job performance, personal growth, and social interaction among all Bakersfield College employees, thereby developing a sense of campus community.
SCOPE OF AUTHORITY	Makes recommendations for staff development activities to the College President, and oversees the expenditures created to fund such activities.
REPORTS TO	College President, Executive Vice President/ Academic Affairs & Student Services, Associate Vice President/Student Services, Academic Senate
COMPOSITION	Tri-chairs – Administrator, faculty representative, classified representative 5 administrative representatives, 5 academic senate representatives, 5 classified representatives, 2 CSEA representatives

NAME OF COMMITTEE	<b><i>STUDENT CONDUCT/COMPLAINT HEARING AD HOC COMMITTEE</i></b>
COMMITTEE CHARGE	Hears student conduct complaint appeals beyond Level III of the Student Complaint Procedures.
SCOPE OF AUTHORITY	The Hearing Panel shall determine whether or not accused student/s violated the Student Conduct Code section as charged. Students found to be in violation of the Student Conduct Code may be recommended for suspension or expulsion.
REPORTS TO	President
COMPOSITION	Chaired by Associate Vice President/Student Services, Dean of Students 2 administrative representatives, 4 academic senate representatives, 2 classified representatives, 2 SGA representatives

## Evaluation Process

To assure the effectiveness of college-level decision-making processes as described in this document the College will conduct a formative evaluation, which began spring 2010. The evaluation includes an annual survey, which is available online. All employees and student government representatives receive an email invitation from the College president to participate in the online survey.

The initial “baseline” survey, conducted spring 2010, assessed perceptions about the adequacy of representation of employee and student groups in college-level decision making, and the effectiveness of decision-making processes at Bakersfield College. It also included items about constituents’ location, role, and opinion of draft documents.

Results provided feedback about this document as well as baseline information for future comparisons. Results will inform improvements in the decision-making processes, which will include training and increased communication. Communication of results to employees and students will be through College Council.

## Summary and Recommendations

As a result of a year-long series of meetings that consisted of many in-depth discussions of the issues related to decision making at Bakersfield College, the Task Force believes the next steps should include a series of recommendations. These recommendations emerged from the result of ideas for improvement that surfaced during working sessions, responses to the baseline survey about decision-making at the College conducted in May 2010, and extensive review of existing processes and governance structures.

One overriding theme emerged, namely that communication is crucial to effective decision making. The necessity for all College constituents to seek, use and share information constructively continues as a priority for all of us. Consistent, timely, and two-way communication needs to be embedded in campus conversations and become integrated into the expected practice of all members of the college community.

In order to encourage full participation in decision making, the Task Force makes the following recommendations:

**Recommendation 1** – Adopt the following process developed by the Task Force when making a decision or approaching problems and issues:

Identify

- What is the issue/problem?
- Who could be affected and should they be consulted?

Solve

- What are some possible solutions?
- How do the solutions support the mission and goals of the college?

Communicate

- How will the decision be communicated?
- With whom shall the decision be communicated?

**Recommendation 2** – All governance committees should develop a process for forwarding written input, suggestions and proposals to College Council to assist the president in the decision-making process. The Bakersfield College Academic Senate “Guide for Effective Senate Proposals for Change” (located in Public Folders under Academic Senate) is one tool that could be used to generate a written proposal.

**Recommendation 3** – All governance committees should provide an update or annual report to College Council that may include recommendations generated throughout the year, explanations of the committee’s progress toward implementation, or a list of the work that should continue into the next academic year. Written annual reports will be placed on the College Council website, making them available for consultation purposes.

**Recommendation 4** – Based on review, analysis, and comparison of results of the surveys conducted in spring 2010 and subsequent years, College Council should re-evaluate all of the following:

- a) the decision-making process;
- b) the utility of this document; and

c) related training and communication

**Recommendation 5** - College Council or the president should share examples of successes related to the decision-making process with the campus community in an appropriate venue.

**Recommendation 6** – Review and update governance committee charges, scope and authority in accordance with the college goals and values.



## **2009-10 Bakersfield College Goals**

### **1. Student Excellence**

Research various prerequisites, assessment testing, placement, and retention methods to improve student success.

### **2. Communication**

Develop a protocol with procedures and training that ensures all College constituents will receive and use the information essential for their work, study or participation in campus processes.

### **3. Oversight & Accountability**

Establish mechanisms and training that ensure employees understand their role in the college and the concept of accountability, both individually and collectively, a positive expression of which is “Renegade pride”.

### **4. Fiscal Responsibility**

Create and adopt a Bakersfield College campus-wide budget development process that maximizes transparency, which includes an evaluation of that process.

### **5. Facilities**

Develop and implement strategies for effective maintenance and beautification of campus.

### **6. Images**

Identify and support specific projects, activities and programs that enhance the college's reputation within the institution and in the community.

### **7. Linkages**

Create a document that clearly outlines how decisions are made.

## Strategic Initiatives

*As a body of staff and students committed to our future, we will...*

### ***Student Excellence***

Improve services to all students and remove barriers to academic and occupational success.

### ***Communication***

Improve our internal and external culture of communication by developing comprehensive communication protocols. We will incorporate effective uses of technology with targeted training opportunities within multiple communication venues.

### ***Oversight and Accountability***

Improve relationships and connections with all stakeholders including campus constituencies, the District, and the student and business communities we serve.

### ***Fiscal Responsibility***

Ensure effective and efficient use of available resources to meet the mission of the College.

### ***Facilities***

Create a safe, attractive and well-maintained campus environment.

### ***Image***

Enhance the image of Bakersfield College to external and internal audiences.

### ***Linkages***

Improve links between planning, assessment, curriculum, program review, and budget processes.

## Mission, Vision, Values

### Our Mission

With its heritage as a foundation and an eye toward the future, Bakersfield College provides the high quality education necessary for our socially and ethnically diverse students--whether they be vocational, transfer-oriented, developmental, or some combination of these--to thrive in a rapidly changing world.

We will accomplish our mission by:

- Establishing strong connections with our student and business communities
- Understanding the needs of our diverse student population
- Responding to student and community needs with efficiency and flexibility
- Honoring our long heritage of community involvement
- Remaining vigilant in scanning our present and future environment within which we operate
- Promoting tolerance and patience with all of our stakeholders

### Our 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.

### Our Values

**People** We value our students, faculty, staff, administration and our communities. We recognize that education is a human endeavor. It is personal and hinges on the mutual respect and trust of the learners, the providers, and the communities they serve.

**Integrity** We hold our academic and fiduciary responsibilities to the highest professional and ethical standards. These areas are measured for accountability in order to maintain the trust of our students and community.

**Education** is the reason our institution exists, both for its own sake and for the benefit of the local, state, and national economy. People who are educated are more geographically and economically mobile and better able to contribute to society as a whole.

**Courage** We value the courage to learn, teach, and lead with the moral and mental strength to do what is right as students, faculty and staff even in the face of personal or professional adversity.

**Diversity** We respect and embrace the strengthening power of diversity. We recognize and delight in the differences between people and cultures. This helps us function better in our increasingly diverse community.

**Tradition** is the precious heritage that defines who we are, where we come from, and why we should be proud.

# Kern Community College District Functional Organizational Chart

