



California Community Colleges

Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date of Progress Report: May 16, 2023**

Name of Institution: Hartnell College

In the service of improving trust at the College, this plan is intentionally bold and inclusive of objectives aimed at disrupting the status quo in a concerted effort to strengthen organizational effectiveness and thereby markedly improve student success. Action steps will be taken in accordance with AP 2510.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date: 5/16/23
A. Employee Engagement: Onboarding & Orientation	1. Provide new employees with a thorough understanding of the strategic direction of the College and how their individual contributions and collaborative engagement efforts may strengthen student access, equity, and success	Vice President of Human Resources	May 2021	<ul style="list-style-type: none"> a. Develop institutional statement on employee engagement b. Establish inclusive work group to consider models for new employee onboarding and orientation appropriate for each employee category c. Develop and implement program for new employee onboarding and orientation that includes online components 	<ul style="list-style-type: none"> a. Employee engagement statement published when announcing vacant positions at the College b. Work group established c. Program for new employee onboarding and orientation developed d. Program implemented inclusive of published employee engagement statement e. Program evaluated 	<ul style="list-style-type: none"> a. Employee engagement statement will be part of "cluster hiring" at the College. b. Work group established with 6 members – managers, classified, and confidentials. Spring 2021. IEPI design team established, including staff and consultants. Fall 2022 – Spring 2023. c. Survey of recent hires conducted regarding their experience with onboarding; survey results shared with work group. Spring 2021 d. New Hire People Engagement (NHPE) series launched Spring 2023. e. Pilot partially evaluated; feedback incorporated in next year's series.

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B. Employee Engagement: Professional Development, Leadership Training & Employee Recognition	1. Provide focused opportunities for current employees to: <ul style="list-style-type: none"> a. Expand professional capacity and professional growth b. Participate in College-wide activities focused on the strategic direction of the College c. Understand the perspectives and shared experiences of other groups, including students, faculty, staff, and administrators d. Collaborate and bond with other employees for future leadership endeavors 	Vice President of Human Resources	May 2021	<ul style="list-style-type: none"> a. Establish inclusive work group to consider models of professional development and leadership training b. Develop and implement program of professional development and leadership training to incorporate specified elements in the Objective c. Redesign current Leadership Institute to align with a. and b. 	<ul style="list-style-type: none"> a. Work group established b. Program for professional development and leadership training developed c. Leadership Institute redesigned d. Program implemented inclusive of published employee engagement statement e. Program evaluated 	<ul style="list-style-type: none"> a. Managers were engaged. Spring 2021. Professional Development Committee (PDC) involved. Fall 2022 – Spring 2023 b. Implemented college-wide implicit bias training for selection committee members. Culturally relevant career readiness train the trainer. Identified initiatives to focus on in future years. Spring 2023 c. Not started d. At concept stage. Spring 2023 e. Not started

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C. Employee Engagement: Refresh Institutional Priorities	<ol style="list-style-type: none"> 1. Refresh awareness of and create urgency for institutional priorities through College-wide communications 2. Cultivate, as an organizational value, responsiveness to student and other stakeholder needs 	Superintendent/ President & Executive Cabinet	May 2021	<ol style="list-style-type: none"> a. Design and commence implementing College-wide communications concerning institutional priorities b. Plan and hold interactive College-wide events around key institutional challenges, with opportunities for stakeholder input c. Hire consultant or train internal partners to provide communication trainings to promote responsiveness to student and other stakeholder needs 	<ol style="list-style-type: none"> a. Refreshment of priorities launched in conjunction with a significant College-wide event b. College-wide events held c. Consultant and/or internal partners in place d. Communication trainings provided e. Communication trainings evaluated 	<ol style="list-style-type: none"> a. Institutional priorities established; launched by Dr. Rodriguez in his address on January 21, 2021 at the annual opening of the spring semester/Student Success Conference, and introduced at an all managers meeting on March 30, 2021 b. Institutional priorities aligned with student success goals and linked with a broad array of college redesigns; document focused on Hartnell College as a student centered institution, presented at College Planning Council on April 21, 2021. Virtual Town Hall forum on College Redesign held and recorded on November 15, 2021. c. Dr. Jason Hough, full-time faculty member at Hartnell, hired to develop and pilot asynchronous communication training d. Communication training piloted in spring 2021; modeling positive communication behaviors added to AP 3050 Institutional Code of Ethics. e. Participant evaluation of pilot communication training in spring 2021. Based on feedback received, Dr. Hough finalized the 1-hour code of communication training to be implemented by HR for all new and ongoing employees at the College beginning fall 2021. Review of 1-hour code of communication training and delivery conducted by IEPi design team. Spring 2023

<p>D. Governance: Structure Redesign</p>	<p>1. Re-structure participatory governance system, including governance committees, in service of the institution's strategic direction with respect to student access, equity, and success goals</p> <p>2. Streamline governance system to provide clarity with respect to decision flow and committee interrelationships and responsibilities</p>	<p>Superintendent/ President</p>	<p>May 2021</p>	<p>a. Superintendent/president ensures the establishment of an inclusive work group to consider alternative governance models with input from the College community</p> <p>b. Hire consultant or train internal partners to facilitate re-structuring plan and/or implementation process</p> <p>c. Develop plan for governance re-structuring and streamlining</p> <p>d. Implement plan for governance re-structuring and streamlining</p>	<p>a. Work group established</p> <p>b. Alternative governance models considered and vetted</p> <p>c. Consultant and/or internal partners in place</p> <p>d. Re-structuring and streamlining plan developed and vetted</p> <p>e. Governance and Decision-Making Model updated and made interactive with links to detailed information</p> <p>f. Council handbooks revised inclusive of employee engagement value statement</p> <p>g. Re-structuring and streamlining plan implemented according to timeline</p> <p>h. Execution of re-structuring and streamlining plan evaluated</p>	<p>Two different task forces worked consecutively on governance redesign, noted below as 2021-22 and 2022-23. The participatory governance redesign model from the first task group was approved through the governance process, but the complete redesign with membership and meeting protocols was not approved. The complete governance redesign model from the second task group was approved through the governance process.</p> <p>a. <u>2021-22</u>: Governance redesign task force established; began meeting weekly starting February 19, 2021.</p> <p><u>2022-23</u>: New governance redesign team established and met bi-monthly beginning 9/22.</p> <p>b. <u>2021-22</u>: Initial alternative models selected for presentation to task force</p> <p><u>2022-23</u>: Existing models and draft new models were reviewed and vetted.</p> <p>c. <u>2021-22</u>: Dr. Hetty Yelland, full-time faculty member at Hartnell, hired to facilitate task force work in spring 2021. Dr. Yelland hired to continue facilitating task force work for the 2021-22 academic year. Full-time faculty members Dr. Peter Gray and Violeta Wenger hired to assist in fall 2021; Dr. Gray hired to continue to assist in spring 2022.</p> <p><u>2022-23</u>: Internal partners consisted of representatives from all three employee groups: classified professionals, faculty, and administrators. The student body president was also included in some meetings.</p> <p>d. <u>2021-22</u>: Task force developed a streamlined council model with two variants; held Town Hall on April 9, 2021. Conceptual model approved by College Planning Council on May 19, 2021.</p> <p><u>2022-23</u>: Task force developed draft of a streamlined governance model as well as suggestions for membership and meeting protocols.</p> <p>e. <u>2021-22</u>: Visual of Decision-Making Model and Timeline for</p>
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						<p>new participatory governance system included in the draft Participatory Governance Charter in December 2021.</p> <p><u>2022-23</u>: New decision-making model was created but not made interactive on the website.</p> <p>f. <u>2021-22</u>: Rather than publishing a separate handbook for each council, the relevant information for all councils included in the draft Participatory Governance Charter in December 2021. Draft Charter was not approved by College Planning Council on March 2, 2022.</p> <p><u>2022-23</u>: Task force visited all councils, Academic Senate, College Planning Council, and Senior Leadership Team to gather feedback on the proposed model. Task force incorporated feedback, revised the proposed model, and developed a draft of a second model. Both drafts were presented at an Open Forum where the College president asked for impressions in real time and in writing. The College president chose one model based on feedback and announced his decision campus wide.</p> <p>g. <u>2021-22</u>: Not started <u>2022-23</u>: Not started, but the plan for implementation is in place.</p> <p>h. <u>2021-22</u>: Not started <u>2022-23</u>: Not started</p>

<p>E. Governance: Meaningful Participation</p>	<ol style="list-style-type: none"> 1. Advise appointing groups/persons to be mindful of the desire to encourage broad participation in governance, and to be aware of the number of committee assignments per appointed individual 2. Ensure employees are treated equitably in governance assignments, understand their role in the governance process, and are allowed appropriate time to participate in governance activities 3. Intentionally plan participatory governance meetings so that they focus on strategic agenda and action items 4. Enhance utilization of virtual technology to ensure broad participation in governance meetings across multiple sites 	<p>Superintendent/ President & College Planning Council</p>	<p>May 2021</p>	<ol style="list-style-type: none"> a. Develop and implement policy concerning employee participation in governance, including specified guidance to appointing groups/persons, equitable treatment in governance assignments, and appropriate time for participation b. Clarify criteria used in making appointments to participatory governance committees (e.g., expertise) c. Establish a tri-chair model with faculty, administrator, and staff leads d. Design and implement governance onboarding training e. Hire consultant or train internal partners to provide training for efficient and effective meetings, including focus on strategic agenda and action items f. Address technical requirements for virtual meetings 	<ol style="list-style-type: none"> a. Policy concerning employee participation in governance developed and vetted b. Policy concerning employee participation in governance implemented c. Criteria for making appointments clarified d. Tri-chair responsibilities incorporated into governance committees e. Governance onboarding training designed f. Governance onboarding procedure and training implemented g. Consultant and/or internal partners in place h. Training for efficient and effective meetings developed i. Training for efficient and effective meetings implemented j. Technical requirements for virtual meetings reviewed and plan developed k. Virtual meetings implemented as feasible 	<ol style="list-style-type: none"> a. <u>2021-22</u>: Information concerning providing appropriate time for staff to participate in governance activities included in the draft Participatory Governance Charter as of December 2021 <u>2022-23</u>: Policy concerning participation included in design proposal. b. <u>2021-22</u>: Not started <u>2022-23</u>: Tri-leads were selected and a call for participation that aligns with the policy was sent. Councils are beginning to be populated. c. <u>2021-22</u>: Information concerning the appointment process included in the draft Participatory Governance Charter as of December 2021 <u>2022-23</u>: Criteria and incentive for student participation was clarified, and student recruitment began. d. <u>2021-22</u>: Information concerning tri-chair responsibilities on the four councils included in the draft Participatory Charter as of December 2021 <u>2022-23</u>: Tri-Chair responsibilities were incorporated into governance committees and councils. e. <u>2021-22</u>: Various trainings being considered as incorporated into the draft Report from the Governance Redesign Task Force as of December 2021 <u>2022-23</u>: In progress, not yet completed. f. <u>2021-22</u>: Not started <u>2022-23</u>: Not started g. <u>2021-22</u>: External consultant being considered as of January 2022; not hired due to the fact that the draft Participatory Governance Charter was not approved <u>2022-23</u>: Internal partners were put in place; consultants were considered. h. <u>2021-22</u>: Ideas being considered for efficient and effective meetings as of January 2022 <u>2022-23</u>: Plan development began but was not completed. i. <u>2021-22</u>: Not started <u>2022-23</u>: Not started
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						j. <u>2021-22</u> : Not started <u>2022-23</u> : Technology needs for hybrid meetings exist; improved methods for more effective communication during hybrid meetings were in progress of being reviewed. k. <u>2021-22</u> : Not started <u>2022-23</u> : Hybrid meetings are planned for all councils; meetings to begin Fall 2023.