

**San Bernardino Community College District
Partnership Resource Team (PRT) Process Summary
Institutional Effectiveness Partnership Initiative**

PRT Members

Hope Eli
Carol Farrar
Diane Fiero
Stacy Fisher
Lori Gaskin (Lead)
Susan Keith
Anu Khanna

PRT Visit Dates

Visit #1: March 31, 2016
Visit #2: August 23, 2016
Visit #3: September 18, 2017

Areas of Focus

1. Human Resources
2. Integrated Planning
3. Board Roles

Summary of Progress

Area of Focus: Human Resources

San Bernardino Community College District's *Innovation and Effectiveness Plan (I&EP)* set forth the following objectives to address issues related to human resources:

1. Codify HR processes/procedures for which conflicting information is received (e.g., part-time hires, hiring committees, on-boarding process, exiting process, etc.).
2. Ground up review and revision of HR BPs/ APs.
3. Clarify organizational structure and how HR serves, interacts, and relates to colleges.

Objective 1:

Limited progress has been made with regarding to the codification of key HR processes due to: (1) turnover in the department; (2) the inability of the district to permanently fill the Chief

Human Resource Officer (CHRO) position; and (3) unclear HR-related Board policies and administrative procedures. Once updated BPs and APs are in place (see Objective 2 below), it will be easier to then systematize HR processes and provide consistent and clear information, guidance, and direction to the district community. As well, for the more routine HR processes (such as hiring, on-boarding, exit interviews, and the like), internal training for all staff will go far to ensure consistency of information, procedure, and guidance. For areas where there are no clear processes in place or that require interpretation of collective bargaining contracts or necessitate higher-level decision-making, ordinarily there is one person, usually the CHRO, who has the breadth and depth of knowledge and scope of responsibility to make a final determination. The district has implemented the interim step of assigning the CHRO responsibilities to the Vice Chancellor of Business/Fiscal Services. While this is a necessary stop-gap measure, the PRT has advised the district that this may not be a sustainable model and that efforts need to continue to recruit, hire, and retain a permanent CHRO to address long-standing human resource issues.

Objective 1 remains an area of focus for the district.

Objective 2:

The district has assigned an experienced HR Generalist to work in an out-of-class capacity to review and revise all HR-related BPs/APs. As well, HR has created a calendar, extending through 2020-2021, to address the review and update of these BPs/APs. While progress will be slow to complete the task, there is a planned schedule that takes into account the collegial consultation review groups.

The district is lauded for seeking to move this important effort forward given challenges it has faced within HR. This is a daunting task that needs continued attention and may benefit from external contracted support (e.g., Jane Wright with CCLC or a retired CHRO) to shepherd the process. As well, once updated, we suggest that all BPs and APs have an assigned steward who is responsible for both continued currency and maintenance, and that an HR representative attend the policy and procedure workshops put on by the Community College League of California twice per year. These sessions update all areas of the district on needed policy revisions due to changes in Title V, Education Code, and emerging case law.

Objective 3:

For several years, the district has struggled to fill the position of Vice Chancellor of Human Resources and retain someone in the position on a permanent basis. This has resulted in instability in leadership of this important area and an ongoing struggle to meet the human resource needs of the district. The most recent permanent Vice Chancellor served for close to a year. The permanent position was unfilled throughout the 2016-17 academic year as searches were conducted.

In spring 2017, the Board approved a proposed reorganization of HR with the restructured department being placed under the direction of the Vice Chancellor of Business & Fiscal Services. This solution has been implemented in the form of a one-year pilot. At the end of this

one year, a recommendation will be made to the Board of Trustees regarding the efficacy of this pilot reorganization and the future direction for leadership of this area.

Given the challenges the district has faced in permanently filling the Vice Chancellor of Human Resources position, PRT recognizes the need to approach oversight of the area in a different way in order to ensure there is senior-level leadership present to guide the important work and responsibilities of HR. While placing the HR function under the Vice Chancellor of Business and Fiscal Services may lessen the perceived importance of the HR function and role to both internal and external audiences, it may perhaps fit the district's needs for HR leadership. This will need to be carefully assessed and evaluated. The district is lauded for working through the collegial consultation groups in vetting the idea of this pilot reorganization. The district is encouraged to follow the same approach when it is time to assess the efficacy of the pilot reorganization.

To develop leadership capacity within the department, the PRT encourages the district to consider providing the HR Director with the opportunity to participate in the ACHRO HR Leadership Academy and to support mentorship experiences for this individual.

As a consequence of the continued "churn" in HR leadership, the elements of Objective 3 remain a focus for the district. Developing HR leadership talent from within is laudatory and will hopefully yield a sustainable outcome.

Area of Focus: Integrated Planning

San Bernardino Community College District's *Innovation and Effectiveness Plan (I&EP)* set forth the following objectives to address issues related to integrated planning:

1. Create integrated planning framework focused on the district being a service entity to the colleges.
2. Develop and implement a district program review model that aligns with the strategic and emerging needs of the colleges.
3. Develop and implement a documented process for district-wide decision making and communication processes.

Objective 1:

The district has created an integrated planning framework that appears to provide greater definition and structure to the elements and process of planning and more clarity to the linkage of college and district planning. Emanating from this effort has been a strengthening of the district's collegial consultation process which has, in turn, nurtured a renewed spirit of cooperation, collaboration, and trust. An ad hoc collegial consultation task force (the ACCJC Task Force) has become an important body in guiding this effort and will transition to a permanent district committee (i.e., the Institutional Effectiveness Committee) within the collegial consultation framework.

The PRT encourages the district to embrace this integrated planning framework, authentically use it as a guide for planning and decision-making, and improve upon it as needed.

Objective 2:

The district has developed a District Program Review (DPR) process and provided the PRT with a draft. This draft, which is being vetted district-wide during the PRT visit, sets forth eight improvement goals for program review at the district level for the period 2017-2021. As evidenced by the first three improvement goals set forth in the DPR (i.e., refocus district program review to be student and college centered; strengthen ties between campus and district program review processes; and align district resource requests with campus strategic goals and initiatives), the district is commended for creating a process that honors the role of program review at the college level and that integrates and aligns its district program review process with its service- and support-oriented purpose.

Once vetting, feedback, and revision of the draft District Program Review have taken place, the PRT encourages the district to put this process into practice posthaste and improve upon it as needed.

Objective 3:

In concert with the efforts put forth to achieve Objective 1, the district has begun a concerted effort to bring clarity to its decision-making structure and process. A comprehensive list has been compiled of all district committees with the identifier of “functional” or “collegial consultation” applied to each. The intent is to identify all relevant committees, review this committee structure, set forth a defined purpose, charge, and membership for each, and ensure the framework honors the primacy role of District Assembly within the district’s collegial consultation structure.

The PRT encourages the district to remain focused and on track in its work to both strengthen district-wide collegial consultation and bring clarity to district-wide decision-making and communication processes.

Summary – Integrated Planning:

The overall efforts of the district with regard to the Integrated Planning area of focus are commendable and have led to the rebuilding of trust and collaboration across the district. While work to date on the integrated planning objectives set forth in the district’s I&EP have yielded meaningful outcomes, what is most significant has been the renewed spirit of understanding, collegiality, and cooperation, and a resurgent esprit de corps. It is important for the district to sustain the positive momentum that has begun with this vital work and to do so with determination and unwavering commitment, particularly given the loss of leadership for this specific effort.

Area of Focus: Board Roles

San Bernardino Community College District's *Innovation and Effectiveness Plan (I&EP)* set forth the following objectives to address issues related to board roles:

1. "Reset" – Academic Senates, Managers, Chancellor, and Board members to have joint training on 10+1.
2. Develop and implement joint training for Board members, Chancellor, managers, faculty, staff, and student leadership on topics such as participatory governance to improve communication and build a culture of trust.
3. Document the process for the development and vetting of Board agenda items.
4. Present "Key Topics" to Board at each meeting with calendar built out a year in advance.
5. To strengthen the Chancellor and the Board of Trustees roles in policy related decision-making and monitoring the District's progress towards student success, they should consider: (a) availing themselves of mentors or consultants; (b) participating in policy development workshops such as the Policy Governance Model by Dr. John Carver; and (c) attending CEO institutes (Chancellor).

Objectives 1-5:

These objectives have either been met or are in progress. However, evidence presented to the PRT indicated that there remains a systemic issue related to the Board's understanding and practice of its role as a policy body and how it engages with and honors the fundamental principles of collegial consultation, participatory governance, and the primacy of the Academic Senates in academic and professional matters.

Work across the district with regard to *Area of Focus: Integrated Planning* has clearly jumpstarted the rebuilding of trust, respect, inclusion, and collegiality. As well, the district is genuinely embracing its function as a service and support entity and refocusing itself within a college-centric framework. Those outcomes are highly positive. However, with regard to *Area of Focus: Board Roles*, there remains much discord and concern. Significant discussion occurred during the PRT visit regarding this area of focus. The PRT proffered ideas to help the district leadership address this area, including greater and more meaningful empowerment of the Academic Senates and college presidents within the structure of the Board of Trustee meetings; strong and clear BPs/APs dealing with collegial consultation and delegation of authority; the provision of training on ACCJC's Accreditation Standards (specifically Standards 2 and 4 and the role of the Board); and ongoing and meaningful Board mentoring.

PRT Conclusion

In summary, San Bernardino Community College District is commended for (1) proactively engaging with the *Institutional Effectiveness Partnership Initiative*, (2) interacting with the PRT in an open and forthright manner, and (3) approaching institutional improvement with determination and a genuine desire for change. Much has been accomplished. As well, working relationships are much improved. Trust has begun to be re-established. As was shared with the PRT, "While concern and caution remain, this is the best it has been in a long time." To sustain

this momentum, the work done to date (i.e., new processes, systems, structures) must be institutionalized, codified, and put into practice. The district and its leadership, in particular the Board, must ensure an unwavering commitment to decision-making, collegial consultation, and participatory governance that is rooted in inclusivity, empowerment, respect, and authenticity.