## SOCCCD Workshop on Barriers to Mutual Respect, Cooperation and Collaboration
### June 12, 2012

### Participants

<table>
<thead>
<tr>
<th>Group</th>
<th>Name</th>
<th>Position</th>
<th>Representing</th>
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<tr>
<td>1</td>
<td>Gary Poertner</td>
<td>Chancellor</td>
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<td></td>
<td>Bruce Hagan</td>
<td>IVC Classified Managers</td>
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<td>Kathy Schmeidler</td>
<td>IVC Academic Senate</td>
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<td>Dan Walsh</td>
<td>SC Academic Senate</td>
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<td></td>
<td>Don Taylor</td>
<td>SC Dean, Advanced Tech &amp; Applied Sci</td>
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<td>2</td>
<td>Debra Fitzsimons</td>
<td>Vice Chancellor, Business Services</td>
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<td>Jan Mastrangelo</td>
<td>CSEA</td>
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<td>Craig Justice</td>
<td>IVC Vice President of Instruction</td>
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<td>John Ozurovich</td>
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<td>Sandy Jeffries</td>
<td>IVC Manager, Office of the President</td>
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<td>3</td>
<td>David Bugay</td>
<td>Vice Chancellor, Human Resources</td>
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<td>Grace Garcia</td>
<td>Mgr, Office of Chancellor/Trustee Svcs</td>
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<td>Terry Wedel</td>
<td>SC Classified Managers</td>
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<td>Arleen Elseroad</td>
<td>IVC Director, Admissions and Records</td>
<td>Gwen Plano, IVC VPSS</td>
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<td>Dennis Gordon</td>
<td>IVC Classified Senate</td>
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<td>4</td>
<td>Tod Burnett</td>
<td>SC President</td>
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<td>Tere Fluegeman</td>
<td>Dist Dir, Public Affairs/Intergov Relations</td>
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<td>Jim Gaston</td>
<td>District Classified Managers</td>
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<td>Kathleen Werle</td>
<td>IVC Dean, Academic Programs</td>
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<td>Glenn Roquemore</td>
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<td>Randy Peebles</td>
<td>Assoc Vice Chancellor, Economic Dev</td>
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<td>Mike Sauter</td>
<td>SC Classified Senate</td>
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<td>Paula Jacobs</td>
<td>Faculty Association</td>
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<td>Jerilyn Chuman</td>
<td>SC Dean, Counseling Svcs/Spec Programs</td>
<td>Juan Avalos, SC VPSS</td>
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<td>Teddi Lorch</td>
<td>District Classified Managers</td>
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<td>Denice Inciong</td>
<td>District Director, Research &amp; Planning</td>
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<td>Angela Mahaney</td>
<td>IVC Classified Senate</td>
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<td>Davit Khachatryan</td>
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<td>Sophie Miller</td>
<td>SC Manager, Office of the President</td>
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<td>Don Buschê</td>
<td>SC Vice President for Instruction</td>
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<td>Thomas Thein</td>
<td>IVC Associated Students</td>
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Operating Agreements for the Retreat
- Put everything on the table
- Be honest
- Report-outs are limited to two minutes each
- Take lessons from stories from the past to work on underlying issues
- Focus on behavior
- Minimize redundancy

How do we (District Services) want to be treated by the colleges?
- Don’t assume ill intent
- Approach issues as a partnership with all of us as equals
- Understand that we care about students too
- Don’t make us the bad guys when we are just doing our jobs
- Share responsibility with us by understanding our responsibility to protect the district’s liabilities and risk

How do we (SC and IVC) want to be treated by District Services?
- Be equitable
  - Share in sacrifices,
  - Increase the colleges’ role in budget decisions
  - Do more consultation before making decisions
  - Increase level of services to the colleges
  - Recognize the workloads of college employees
- Recognize that the work of the district is the work at the colleges
- Timing – respect the academic calendar
- Give support instead of giving directives
- Own problems rather than passing them onto the colleges
The following is a verbatim transcription of the flip chart notes. The items in bold are included either literally or conceptually in the draft “Toward Resolving Barriers to Mutual Respects and Collaboration across the District.”

- Augment the three decision making manuals to include a statement that brings focus to solving problems without assigning blame
- Tolerating negative behavior
- Lack of safe environment for those who say negative behavior is not OK
- Use of blame to try to get one’s way
- Expectations and rules of engagement are not clearly established: i.e., responding to emails promptly and professionally, not working through chain of command, service orientation (student focus)
- Do unto others...
- No bullying
- Lack of ownership
- Clarity of roles and responsibilities of committees, organizations (IVC, SC, DS), individuals, groups, leadership
- Accountability of committee members/shared governance, individuals, make recommendations/not decisions, is it driven by data?
- Define healthy vs. destructive competition
- Establish district-wide task force on committees
- Formal communication with counterparts
- Listserves should be open to all three entities
- Adopt “transparent follow-through” committee model
- Post all district agendas/minutes
- Move District Services offices
- Flex half days for faculty more formal and often (joint department meetings)
- Joint board agenda presentations
- Improve data access and training
- Keep District Services Road Show and keep it online too
- Streamline and review policies/regulations for efficiency
- Teach people to say no and then support when they do
- Do not reward failure to follow established procedures
- Email/phone etiquette – response time; reply-all, cc, bcc; no caps; recognize responsibility to receive/acknowledge information
- Be customer service oriented
- ATEP budget, operations, planning
- CTE coordination, ATEP, new programs district-wide, joint programs
- Inconsistent application for...
- Inconsistent implementation for...
- Not a lack of respect, but rather a lack of materials (handbooks), lack of understanding, lack of training of where to go in District Services or who responsible committee members are
- Not a lack of respect, but rather a need to model collaborative leadership (start at the top), a need for fairness, and a need for culture change
- Create a rule book or coordinated manual for decision making district-wide
- Develop coordinating bodies on major issues like curriculum and CTE, or leverage existing committees/groups
- Prioritization of research agenda
- Standardization of reports and definitions district-wide
- Meet and greet with counterparts (college – college – District Services)
- Regular social face-to-face with food (ex: BBQ, bagels and coffee), open house/pot luck – harder to be mean to someone you know
- Lack of understanding of existing district policy and past practice when changes are made at one of the three sites
- Need structure – i.e., rules of engagement
- Reinforce structure – i.e., communication of decisions
- Coordination Council – curriculum, etc., LSCC?
- Collaborating/partnering/leveraging?
- Maximize efficiencies at district level
- Record agreements – access to records
- Culture of collaboration, not 100 MOUs
- Formulate District Services and two college research task forces
- Establish common research agendas
- Establish a plan with priorities
- Implement a plan
- Standard data sources
- In collaboration with District Services, colleges develop an operations and procedure manual for HR, purchasing, payroll, etc.
- Stop “end-runs”
- College and district leadership (chancellor, presidents, governance and union leadership) models positive and complimentary behaviors – “common language of decency”
- Joint problem solving between colleges and among two colleges and District Services
- Use and/or improve/develop district-wide structures for problem solving
- Not changing attitudes and behaviors and continuing to blame others and history and personalizing issues rather than solving problems
- Lack of respect and ownership for established policies and procedures as well as for district committees and decision making
- Lack of authority and role
- Competition can be good but can get in the way of cooperation and respect
- More about collaboration/communication
- More about defining roles
- Destructive v. healthy competition
- Define specific competitive issues
- Perception v. reality
- Lack of recognition of Ed Code, district boundaries
- Not following agreements
Potential actions of one college impact on the other (need to communicate)
Geographic boundaries confirmed – board of trustees improved the situation
Communication – quality, not quantity
Collaboration – superiority/inferiority, structured communication – what is effective?
Define roles and responsibilities, district-wide framework, shared responsibilities, student centric
Transparency is a two-way street (no communications received from IVC other than emails from Glenn)
Some unhealthy competition in areas of resources and service areas, some old habits from the former days, still working on trust with each other.
Need a good orientation program for all new employees, good employee manual, regular (annual or whenever appropriate) training offered by respective entities
Work on simplifying procedures when possible
Practice listening more to each other, really listen with open minds to other opinions, be open to change, be willing to actively correct folks who are disrespectful and remind them of professional conduct
Very interested in finding blame, issues get personalized and individualized
Try to put themselves in other person’s shoes, not rush to judgment

AFTERNOON SESSION SUGGESTIONS

Barrier #1 – Too much competition between the colleges

- Minimize competition by tackling issues one by one (Tod Burnett’s comments about SC feeling that IVC received a proportionally higher amount of funding, etc.).
- Planning periodic events for people in like jobs to get to know one another, network to learn more about their jobs or do their jobs better. It’s difficult to blindly dislike someone if you actually know them.
- Revise/update procedure or training manuals.
- Establish an incentive for good behavior. The incentive of “keeping your job” would be perceived as an idle threat since for decades people have been only rarely disciplined for bad behavior.

Barrier #2 – Reliance on anecdote rather than data as basis for decision-making

- Prioritize projects and proposals with reliable, good, available data. Data should be as high quality as possible. This philosophy should pervade all levels and should be a district-wide commitment.
- Cite data on report-outs. Perhaps develop a template for this and adjust the template to summarize the data used to arrive at decisions.
- “Evidentiary information” will be recommended by the accrediting commission. The data warehouse should have more standardization across the colleges.
- The District-wide Planning Council should prioritize a research agenda.
- Improve data access and training on how to access data on your own.
Barrier #3 – Lack of respect for established policies and procedures as well as for district committees and decision-making

- Establish a district-wide task force on committees to take a comprehensive look at all committees/councils, including who serves on the committees, what are their charges, and which issues they tackle. Too many people spend time in committee meetings. Efficiency needs to be increased as well as communication with everyone. Use caution so that one shared governance group doesn’t develop more decision-making weight than another. We need to make the structures lean.

  Can we live with this? NO – Wait for the first iteration of the new process already in place. Saddleback will do this, however, for its committees.

- Continue the District Services road shows and/or place them online.
- Our procedures are cumbersome. The Business Process Analysis sessions on business services processes, hiring, travel, etc., have been helpful.
- Collaborate on a how-to manual (i.e., “I want to do X – which steps do I take and/or forms do I submit?”).
- Don’t reward improper behavior.
- Ongoing training is key. Develop a good employee manual and a good employee orientation. Simplify procedures whenever possible. Bring like jobs together to talk.

Barrier #4 – Lack of respect (i) from District Services to the colleges, (ii) from the colleges to District Services, and (iii) from one college to another

- Teach people to say no, then support them when they do. When saying no, give the rationale and cite the authority, and offer an alternative when possible.
- Define employees’ scopes of authority.
- There is no respect without trust.

  Can we live with this? NO

We CAN live with:
- Plan more meet and greet social activities for employees in similar functions. Events should have food and be informal, such as open house.
- College and district leadership (includes administrators, union officers, etc.) should model good behavior.
- Rules of engagement should be included in an administrative regulation on a conduct code (similar to the civility documents). The AR should cover all governance groups and categories of employees.
- Require good communication and proper email and phone etiquette, including appropriate response times, the appropriate use of reply-all, cc, bcc, upper case, red font, etc. We should be customer service oriented. Our customers are committees, students, coworkers, etc.
- An AR is not needed because this is common courtesy.
Barrier #5 – Focus on blaming others and personalizing issues rather than solving problems

- Everyone has the authority to and should intervene when someone is behaving badly in a meeting.
- Add ways to solve problems without assigning blame to the decision making manual.
- Focus on issues – don’t incentivize bad behavior.
- Don’t take things personally.
- It’s OK to make mistakes; just solve the problem. Wag more, bark less.
- Read “Mistakes Were Made but Not by Me” by Carol Tavris.