



Name of Institution: Hartnell College

Partnership Resource Team Members: Gregory Anderson (Lead), Anu Khanna, Thais Winsome, Kasey Gardner, Deirdre Weaver

Area of Focus	Point Person Group	Heard during the Visit: Institutional Activities Underway	Heard during the Visit: Ideas Expressed by the Institution	Other IEPI Resources Needed?
<p>Area of Focus 1: Employee Engagement / Plan for Engagement Assist with key components of our newly established Plan for Engagement. Maximize the number of engaged employees and minimize the number of actively disengaged employees, and identify the issues at play. Engage increasingly <del>for</del> numbers of folks in the college redesign process as part of a more encompassing aim of ensuring that employee engagement in governance and the workplace is a critical driver to more fully transitioning to a high performance organization.</p>		<p>President: "</p>		



<p>Area of Focus 2: Restructuring and Streamlining the Governance System. Consider re-structuring and streamlining the governance system to focus more strategically on the collaborative work of the College, which may involve re-structuring divisionally-based governance councils, consolidating committees, and/or embedding the ongoing work of college redesign into a more effective governance system. Consider alternative governance structures that may additionally contribute to greater collaboration and ensuring a high performance organization.</p>	<p>1. Classified staff as presented through the lens of a public sector union.</p>	<p>President:  x Committed to shared governance and looking forward to better understanding and using the existing system to move the college forward.</p> <p>Classified:  x Classified reported that there had been a Classified Senate at one time but it had dwindled in size such that it was no longer representative of the Classified, yet it was charged with making decisions that affected all Classified. The Classified felt that the union leadership was more representative and better suited to contribute to college governance.</p> <p>Confidential employees:  x Wish to participate more in governance activities but need the time, leadership and likely the structural support of a classified senate to facilitate their involvement participation.</p> <p>Managers:  x New managers generally unaware of the governance structure and unclear how to interact with the planning system.</p> <p>Students:  x Highly engaged, interested in over-coming barriers to student participation.</p>	
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IIB. Ensure that governance bodies--including but not limited to councils and committees--are structured to most effectively contribute to the work of the