

2023-2026

**Three Year Plan for Dignity,
Equity, Community, and
Sustainability.**

**Office of People & Culture
Yuba Community College District
3301 E Onstott Rd
Yuba City, CA 95991**



FORWARD

ASSOCIATE VICE CHANCELLOR, OFFICE OF PEOPLE AND CULTURE

Colleagues,

I am pleased to introduce to you the Human Dignity, Equity, Community, and Sustainability plan for 2023-2026. This comprehensive plan lays out the strategies and partnerships required to meet the present and future needs of our workforce with an unwavering focus on equity, community, and social justice.

Our goal is to empower and uplift not just our workforce, but also to ignite a powerful sense of hope for the future, rooted in the dignity and resilience of our shared spirit. We are convinced that a brighter future hinges on our willingness to care selflessly for one another, our students, and our communities. Our individual efforts are completely and intricately interdependent. We all experience different spheres of marginalization, and we believe that a transformational empathy grows in those overlapping spaces.

When drafting this plan, we recognized the need to confront the dark history of personnel management and the ways in which standard HR practices can perpetuate systems of oppression and discrimination. This history bestows upon us a profound and solemn responsibility, one that we cannot afford to take lightly. This is, first and foremost, a moral imperative, not just a compliance activity. This work aligns precisely with the District's strategic plan, serving the ultimate goal of establishing a just, inclusive, and supportive working and learning environment that fosters student success.

We acknowledge that one of our office's primary functions is to amplify marginalized voices. This involves creating space for those who have historically been excluded to have their perspectives, experiences, and opinions heard and valued. We recognize that this necessitates acknowledging and challenging the systemic barriers and discrimination that have silenced these voices in the past, as well as centering these experiences and perspectives in our decision-making processes.

Such honesty and vulnerability may be perceived as disruptive, or "outside our swim lane." However, "admitting one's own faults is the first step to changing them, and it is a demonstration of true bravery and integrity."¹ We fully intend to lead by example in this area. After all, "we tend to get upset not because of the adversity we face, but rather because adversity reveals who we really are."²

We must approach this moment with fresh eyes, recognizing that we cannot achieve our objectives without the compassion and vulnerability our work requires. Only by working together will we create a brighter future for our students and communities.

Sí se puede!
हाँ हम कर सकते हैं
我们可以

ਹਾਂ ਅਸੀਂ ਕਰ ਸਕਦੇ ਹਾਂ
Yes, we can!
هل نستطيع فعل ذلك؟ نعم، نستطيع

¹ Phillip Johnson.

² Inky Johnson.

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EXECUTIVE SUMMARY

The Yuba Community College District's Office of "Human Resources" (HR) has made a strategic decision, i.e., changing the current name, HR, to the Office of "People and Culture." This change is a part of a larger transformation of HR to ensure the recruitment, support, retention, and development of a highly qualified workforce dedicated to serving our students and fulfillment of District mission. This comprehensive three-year Plan embraces the District's values of diversity, equity, and inclusion while taking a firm stand on exposing and eradicating the racist and sexist roots of personnel management in the United States. By initiating this name change, we aim to build a true people and culture organization, turn disconnected HR works into an integrated, strategic function of District operations, amplify marginalized voices, and improve processes and services.

The Plan is built on three core principles: (1) recognizing that collective efforts can achieve what individuals cannot accomplish alone, (2) affirming that employees are not commodities but individual human beings deserving dignity and respect, always, and (3) prioritizing sustainability over mere strategies, emphasizing the long view. The Plan is structured around five broad initiatives:

- Community, Collaboration, and Communication
- Fair, Respectful, and Equitable Treatment
- Recruitment and Retention
- Compliance and Handbooks
- Process Improvement /Access /Administration

This Plan also aligns with the spirit of the District's revisions to its EEO plan, sharing overlapping objectives and reinforcing our commitment to positive change.

The Plan serves as a transformative document, sparking discussions, providing a training template, and signaling the District's commitment to turning the transactional HR mindset to a strategic and consultative people and culture approach in its search to become a "more perfect institution." This is more than dropping the "HR" moniker, it brings meaning; it reflects our values, effort, and changing roles within the institution. Specific reasons include:

- **Emphasizing Dignity and Respect:** The name "HR" devalues individuals, reducing them to mere commodities. Employees are to be treated as people and partners – entitled to dignity and respect, always.
- **Prioritizing Inclusivity:** "People and Culture" builds employee-to-employee connections and prioritizes inclusivity while "HR" overlooks the rich and diverse identities and backgrounds present within our organization.

- **Changing Roles:** Our HR department has evolved to encompass more than personnel management. It now focuses on fostering a positive workplace culture, promoting well-being, and driving strategic initiatives.
- **Attracting Prospective Employees:** In a competitive job market, using a progressive and inclusive name can positively influence prospective employees, signaling our commitment to their welfare and inclusivity.

By implementing this Plan and adopting a more inclusive people culture, we hope to pave the way for improving services and building a more inclusive, committed, and satisfying workforce better prepared to serve our students and communities.

VOLUME 1: REENVISIONING HR

CHAPTER 1: WHAT WE STAND FOR

*If we don't stand for something, we will fall for anything.*³

This plan acknowledges that human resources professionals can either maintain or actively work against discriminatory and oppressive systems, as these systems are perpetuated by default.⁴ One particularly stubborn pattern supporting these spheres of marginalization is a long American tradition of treating workers as mere inputs of production. It is our explicit aim – and the foundational philosophy of our work – that the people who work here are entitled to be treated with dignity and respect, not merely disposable resources used to achieve goals.

To this end, we are motivated to better understanding of systems of oppression – and how to dismantle them. In this process, it is critical to elevate marginalized voices so that we can continue to adjust our perspectives, actions, and priorities in an appropriately informed way. After all: “those who cannot remember the past are doomed to repeat it.”⁵

1.0 ACKNOWLEDGING A LEGACY OF SLAVERY, OPPRESSION, AND EXPLOITATION

*This country was founded in part on genocidal policies directed at Native Americans and the enslavement of Black people. [It] is because I love my country that I want to make sure the mistakes of our past do not get repeated.*⁶

The United States has long traditions of treating human beings as commodities in the workplace, reducing people to mere inputs in production. This tradition has been used to justify genocide, slavery, and prioritization of production over worker safety. These strategies have also been used to oppose labor unions, resulting in violence and tragedy. These are intersecting evils:

Negroes are almost entirely a working people. There are pitifully few Negro millionaires, and few Negro employers. Our needs are identical with labor's needs - decent wages, fair working conditions, livable housing, old age security, health and welfare measures, conditions in which families can grow, have education for their children and respect in the community.

³ Attribution disputed.

⁴ See, e.g., Wang, L.-i. (2006). *Discrimination by default: How racism becomes routine*. New York University Press.

⁵ Attributed to Jorge Agustín Nicolás Ruiz de Santayana y Borrás.

⁶ Anton Treuer.

*That is why Negroes support labor's demands and fight laws which curb labor. That is why the labor-hater and labor-baiter is virtually always a twin-headed creature spewing anti-Negro epithets from one mouth and anti-labor propaganda from the other mouth.*⁷

In this regard, it is important to understand how chattel slavery formed some of the earliest foundations for personnel management in the US:

*The institution of slavery propelled the rapid development of U.S. capitalism commodifying enslaved people, defining them as resources, and providing a system in which enslavers developed the earliest deployments of scientific [personnel] management.*⁸

Human Resources professionals, however, are not always aware of this history and the continuing impacts on our work:

Human Resources Development (HRD),⁹ however, has yet to grapple with how enslavers' systematic efforts to improve the agricultural output of enslaved people represented some of the earliest HRD interventions in U.S. history.

*To date, HRD has denied the history of slavery, constituting an act of erasure necessitating attention if HRD is to live up to [a] commitment to antiracism. That is, if Black lives matter to HRD, the field must value Black history—beginning with confronting the influence of enslavement and antiBlackness in the foundations of the field.*¹⁰

There is no doubt that the systems that supported slavery continue to influence power structures in our societies and our institutions:

Nearly two average American lifetimes (79 years) have passed since the end of slavery, only two. It is not surprising that we can still feel the looming presence of this institution, which helped turn a poor, fledgling nation into a financial colossus.

⁷ Dr. Martin Luther King, Jr.

⁸ Bohonos, J. W., James-Gallaway, A. (2022). *Enslavement and the foundations of human resource development: Covert learning, consciousness raising, and resisting antiBlack organizational goals*. Human Resource Development Review, x, xx. Online preprint. DOI: 10.1177/15344843221076292. ("Bohonos."), citing, Cooke B. (2003). *The denial of slavery in management studies*. *Journal of Management Studies*, 40(8), 1895–1918. [URL](#).

⁹ Human Resources Development is most often used to describe strategic and continuous development functions aimed at improving workforce *performance*. Typically, HRD is seen as subordinate to Human Resources Management (HRM), which is the operational application of management principles across the traditional functions of HR, including, for example, administrative tasks like maintenance of personnel files. (See, e.g., [URL](#).)

¹⁰ Bohonos, Ibid.

*The surprising bit has to do with the many eerily specific ways slavery can still be felt in our economic life. "American slavery is necessarily imprinted on the DNA of American capitalism," write the historians Sven Beckert and Seth Rockman. The task now, they argue, is "cataloging the dominant and recessive traits" that have been passed down to us, tracing the unsettling and often unrecognized lines of descent by which America's national sin is now being visited upon the third and fourth generations.*¹¹

For example, modern methods for tracking and improving employee performance have their roots in the institution of slavery.¹²

*Take [the] Friendship Plantation, a sugar estate in British Guiana where a community of 329 enslaved people lived and worked in August 1828. The plantation used a pre-printed form—a kind of dashboard—to track key performance indicators. This form would have been completed using data gathered from other account books used on the plantation and then sent across the Atlantic so that the proprietor could manage business from afar.*¹³

The data collected was used to track and increase production. Many of us don't really understand how detailed these performance management systems were:

There is some comfort... in attributing the sheer brutality of slavery to dumb racism. We imagine pain being inflicted somewhat at random, doled out by the stereotypical white overseer, free but poor.

But a good many overseers weren't allowed to whip at will. Punishments were authorized by the higher-ups. It was not so much the rage of the poor white Southerner but the greed of the rich white planter that drove the lash.

The violence was neither arbitrary nor gratuitous. It was rational, capitalistic, all part of the plantation's design. "Each individual having a stated number of pounds of cotton to pick," a formerly enslaved worker, Henry Watson, wrote in 1848, "the deficit of which was made up by as many lashes being applied to the poor slave's back."

¹¹ Desmond, Matthew. "In Order to Understand the Brutality of American Capitalism, You Have to Start on the Plantation." *New York Times Magazine*, 14 Aug. 2019. [URL](#). Accessed 13 Mar. 2023. ("Desmond.")

¹² Caitlin Rosenthal, 2021: *Reckoning with Slavery: How Revisiting Management's Uncomfortable Past Can Help Us Confront Challenges Today*. *AMLE*, 20, 467–472, [URL](#). ("Rosenthal").

¹³ Rosenthal, *Ibid.*

Because overseers closely monitored enslaved workers' picking abilities, they assigned each worker a unique quota. Falling short of that quota could get you beaten, but overshooting your target could bring misery the next day, because the master might respond by raising your picking rate.¹⁴

Another continuing legacy of slavery is to myopically focus on data, thereby avoiding moral and ethical crisis:

Data offered planters distance. It helped them to treat enslaved laborers as inputs of production rather than as people. Modern data can function in similar ways, offering decision-makers distance from human considerations: executives reviewing the numbers rarely know the people the numbers represent. When you read the letters of businessmen of the 1840s and 1850s, you see numerous efforts to separate business and morality into distinct realms.¹⁵

These personnel philosophies did not end with the enactment of the 13th Amendment in 1865. Throughout the 20th century, employers continued to view human beings as instruments of production. Children as young as five years old were ground up in America's industries,¹⁶ former slaves were functionally re-enslaved,¹⁷ and those attempting to form labor unions were beaten and killed.¹⁸ This led to terrible workplace and industrial tragedies, such as the Monongah Mine Disaster.

At 10:30 a.m. on Dec. 6, 1907, Fairmont Coal Company's No. 6 and No. 8 mines exploded, killing 500 or more miners who were working inside. The number of deaths is not exactly known because records show conflicting information. December 1907 was the deadliest month in the history of American mines with 830 miners killed in that month alone and more than 3,000 miners were killed in 1907, making it the deadliest year in American mining history.¹⁹

¹⁴ Desmond, Ibid.

¹⁵ Rosenthal, citing Sven Beckert, *American Danger: United States Empire, Eurafrica, and the Territorialization of Industrial Capitalism, 1870–1950*, The American Historical Review, Volume 122, Issue 4, October 2017, [URL](#).

¹⁶ Schuman, Michael, "History of child labor in the United States—part 1: little children working," Monthly Labor Review, U.S. Bureau of Labor Statistics, January 2017, [URL](#) ("Schuman"), see also [US Government Accountability Office Statistics Regarding Child Worker Deaths \(2003 -2016\)](#)

¹⁷ Schuman, Ibid.

¹⁸ *Blackjacks To Briefcases — A History of Commercialized Strikebreaking and Unionbusting in the United States*, Robert Michael Smith, 2003, page xiv.

¹⁹ Virginian, Lori L. Riley | Times West. "Author Shares Harsh Realities of 1907 Mine Explosion." Times West Virginian, 20 Sept. 2021, [URL](#), quoting Davitt McAteer, former assistant secretary for the Mine Safety and Health

At least one scholar attributes the Monongah Mine Disaster to a preventable cause: the buildup of coal dust: That same year:

William B. Hard, a muckraking journalist, published an article in Everybody's Magazine titled, "Making Steel and Killing Men," based on his 18 firsthand investigations of a Chicago mill.'

Hard estimated that every year, out of a work force of 10,000 workers, 1,200 were killed or seriously injured. [Hard] urged the steel industry to use its technical knowledge to reduce this casualty rate. U.S. Steel, spurred by mounting accident tolls, had already begun to collect accident statistics²⁰

Another example of the brutality and neglect resulting from the dehumanization of workers is the Triangle Shirtwaist Factory fire, which broke out on March 25, 1911. The factory had deliberately locked its escape doors to prevent theft, prevent employees from taking breaks, and keep out union organizers:²¹

Fire spread through the cramped Triangle Waist Company garment factory on the 8th, 9th, and 10th floors of the Asch Building in lower Manhattan. Workers in the factory, many of whom were young women recently arrived from Europe, had little time or opportunity to escape. The rapidly spreading fire killed 146 workers, some of whom leapt to their deaths.

The Triangle factory fire remained the deadliest workplace tragedy in New York City's history until the terrorist attacks on the World Trade Center 90 years later.²²

The majority of those deaths were women and children, many of whom were young Jewish and Italian women workers.²³

Yet another example is when Colorado Governor Elias Ammons called upon the US Army to "manage" striking workers. Witnesses to that horrific scene on April 20, 1914, later dubbed the "Ludlow Massacre," described what they saw:

Administration, and citing, Davitt McAteer. *Monongah: The Tragic Story of the 1907 Monongah Mine Disaster*. (Morgantown: West Virginia University Press, 2007).

²⁰ Taken from MacLaury, Judson. "The Job Safety Law of 1970: Its Passage Was Perilous." DOL History In-Depth. 2002. [URL](#). ("MacLaury.") Accessed 21 March 2023.

²¹ Kosak, Ibid.

²² Occupational Safety and Health Administration (n.d.). *The Triangle Shirtwaist Factory Fire: The Worst Day I ever Saw*. United States Department of Labor. Retrieved March 9, 2023, from [URL](#).

²³ Kosak, Hadassa. "Triangle Shirtwaist Fire." *Shalvi/Hyman Encyclopedia of Jewish Women*. 31 December 1999. Jewish Women's Archive. Retrieved March 9, 2023, from [URL](#). ("Kosak")

On Monday morning, April 20, two dynamite bombs were exploded, in the hills above Ludlow ... a signal for operations to begin. At 9 am a machine gun began firing into the tents [where strikers were living], and then others joined."

One eyewitness reported: "The soldiers and mine guards tried to kill everybody; anything they saw move." That night the National Guard rode down from the hills surrounding Ludlow and set fire to the tents. 26 people, including two women and eleven children, were killed. ²⁴

Following the end of World War I, the United States entered a period known as the Bureaucratic Period (1920-1970) of personnel management.²⁵ This period is characterized by employers enforcing rules in the workplace to control workers, with little to no emphasis placed on their well-being. Workers were still viewed as a means of production, but this time through a supposedly objective and "scientific" approach.

These systems remain the basis of many contemporary HR practices:

Ultimately, the scientific management school laid the framework for appropriate selection, training, compensation, and performance appraisal techniques that comprised modern HRM.

While scientific management met great resistance from union leaders, bureaucratization, in combination with scientific management, was an attempt by employers to stabilize employment through rule-bound procedures at a time when there was growing hostility between employers and workers.

The outcomes of bureaucratization were job analysis, job evaluation, and job classification and enhanced employee selection and training and development techniques. ²⁶

Henry Ford's²⁷ "Sociological Department," whose activities ran parallel to Frederick Taylor's *Principles of Scientific Management*,²⁸ grew out of this approach. The Sociological Department's activities are notorious: the Department "visited homes of

²⁴ Zinn, Howard. "A people's history of the United States: 1492-present." New York, NY: HarperCollins Publishers, 1999.

²⁵ Lloyd, Ibid.

²⁶ Jennifer D. Oyler, Mildred Golden Pryor, (2009) "Workplace diversity in the United States: the perspective of Peter Drucker", Journal of Management History, Vol. 15 Issue: 4, pp.420-451. Retrieved March 9, 2023, from: [URL](#).

²⁷ Henry Ford is a controversial historical figure.

²⁸ Loizides, Georgios Paris, "Deconstructing Fordism: Legacies of the Ford Sociological Department" (2004). Dissertations. 1122. [URL](#), P. 70. ("Loizides.")

[Ford] employees to determine whether they gambled, drank, had dirty homes or an unwholesome diet, or sent money to foreign relatives."²⁹

The Department later renamed the "Department of Education," described its role as being "to provide for the mental, the physical, and the moral and economic, welfare of the [workers]."³⁰ It is generally well-accepted, however, that the role of the Department was, in fact, to increase production while exerting absolute authority over the workforce and safeguarding against unionization. Indeed, Ford was the last major US automobile manufacturer to be unionized.³¹

These kinds of programs were later described as programs of human engineering intended to produce stability and efficiency in production.³² They would also serve as inspiration for a budding politician named Adolf Hitler.³³ Indeed, the Nazi party awarded Henry Ford the Grand Cross of the German Eagle in 1938, the highest medal that could be bestowed on a foreigner, although Ford later regretted his association with the Nazis.^{34 35}

The Ford Motor Company also engaged in what might be described today as tokenism. On one occasion, the company responded to a complaint of race discrimination as follows:

*There is hardly a day that goes by that we do not hire one or more men of the race mentioned and our records will show the number now in our employ.*³⁶

This letter neglected to say that Black and Jewish workers got the worst jobs.³⁷

²⁹ Charles J. Sykes, "Big Brother in the Workplace," Hoover Digest, No. 3 (2000). ("Sykes.")

³⁰ Loizides, Ibid.

³¹ "1941 Strike at River Rouge Plant." www.autolife.umd.umich.edu, [URL](#).

³² Loizides, Ibid.

³³ See, e.g., Hall, Anthony J. (2003). *Earth Into Property: Colonization, Decolonization, and Capitalism*. McGill-Queen's University Press. ISBN 978-0-7735-3122-2.

³⁴ Kampeas, Ron (February 8, 2020). "At Ford-sponsored Auschwitz exhibit, no sign of founder's role in Nazi machine". Times of Israel. [URL](#). Accessed 14 March 2023.

³⁵ Henry Ford is a controversial figure in American history. Some attribute Ford as being a leader in paying Black employees a competitive wage, a fact we argue must be considered in context.

³⁶ Loizides, Ibid.

³⁷ Loizides, Ibid.

The scientific management approach reinforced the idea that workers were expendable resources and that the goal of management was solely to maximize output, regardless of its impact on worker well-being.³⁸ For example, Frederick Taylor advocated for the use of time-motion studies to break down tasks into their smallest components and to eliminate any wasted motion. While this could lead to increased productivity, it also created an environment where workers were reduced to cogs in a machine, expected to perform repetitive, monotonous tasks without any consideration for their personal interests or needs.³⁹

Taylor believed that management should closely supervise workers to ensure that they were working at their maximum efficiency, further reinforcing the idea that workers were replaceable and expendable. It should not be surprising that this approach continued to lead to industrial tragedies.⁴⁰

On April 16, 1947, the S.S. Grandcamp caught fire while it was docked at the Port of Texas City.⁴¹ The Captain ordered the crew to suppress the fire *without water*, in order to protect the cargo. When the ship exploded, the blast destroyed approximately 1000 buildings and hundreds of homes. Thousands were injured and almost 600 people died.⁴²

In the wake of these tragedies, the federal government began to take steps to protect workers, including the passage of the National Labor Relations Act/Wagner Act of 1935. These laws set the stage for the federal regulation of working conditions:

The Social Security Act of 1935 allowed the U.S. Public Health Service to fund industrial health programs run by State health departments. This made the Public Health Service, which had begun doing industrial health studies in 1914, the national leader in this field.

The Fair Labor Standards Act of 1938, which set a minimum wage and banned exploitative child labor, gave the Labor Department the power to bar workers under age 18 from dangerous occupations.

³⁸ See, e.g., Wren, D. A. (2005). *The history of management thought* (5th ed.). Wiley. Braverman, H. (1974). *Labor and monopoly capital: The degradation of work in the twentieth century*. Monthly Review Press.

³⁹ See, e.g., Kanigel, R. (1997). *The one best way: Frederick Winslow Taylor and the enigma of efficiency*. Viking. Robbins, S. P., Coulter, M., & DeCenzo, D. A. (2017). *Fundamentals of management* (11th ed.). Pearson.

⁴⁰ See, e.g., Shaw, W. H. (2012). *Deadly business: Legal and ethical issues in the human side of business*. Cengage Learning. Monforton, C. (2013). *The dangerous intersection of corporate profits and worker safety*. American Journal of Public Health, 103(9), 1560-1569.

⁴¹ Hamilton, Cheryl. "The OSH Act—a Response to Workplace Tragedies | Blogs | CDC." Centers for Disease Control and Prevention, 23 Nov. 2021, [URL](#). ("Hamilton.") Accessed 21 March 2023.

⁴² Hamilton, Ibid.

*The Walsh-Healey Public Contracts Act of 1936 allowed the department to ban contract work done under hazardous conditions. In 1958, Congress passed a seemingly minor amendment to the Longshoremen's and Harbor Workers' Compensation Act. It gave the Labor Department authority to set safety and health standards for the very small work force covered under this law.*⁴³

In 1960, the federal Department of Labor began to enact health and safety regulations with overwhelming resistance from business:

*Business opposition had been building up for 3 years and reached a peak at the hearings. They ran for 2 weeks, and the transcript filled 1,347 typed pages. More than 100 witnesses appeared, mostly from industry. Business felt that the new rules were not only illegal, but also technically deficient and would inhibit innovation. Business also felt that the new policy weakened its own long-established pattern of voluntary safety efforts.*⁴⁴

Even after mainstream acceptance of these federal safety regulations, preventable tragedies continue to take the lives of workers. In some instances, these tragedies share horrifying similarities to early 19th century disasters. For example:

*On September 3, 1991, an industrial fire caused by a failed improvised repair to a hydraulic line destroyed the Imperial Food Products chicken processing plant in Hamlet, North Carolina. The fire killed 25 people and injured 54, many of whom were unable to escape due to locked exits. The day after the fire [a truck was sent to collect] what chicken products could be salvaged.*⁴⁵

One scholar has argued that the Hamlet fire broke out:

*Because the nation, not just this place or these people, had essentially given up on protecting its most vulnerable. Above all, America became dominated by the idea of cheap, those with power valued cheap food, cheap government, and cheap lives over quality ingredients, investment in human capital, and strong oversight and regulation. But the policies of cheap came at a cost, as this story of the fire at Imperial Food Products in 1991 makes clear.*⁴⁶

⁴³ MacLaury, Judson, Ibid.

⁴⁴ MacLaury, Judson, Ibid.

⁴⁵ Taken from [Wikipedia](#), citing Simon, Bryant (2020). *The Hamlet Fire: A Tragic Story of Cheap Food, Cheap Government, and Cheap Lives*. Chapel Hill: The University of North Carolina Press. ISBN 9781469661377.

⁴⁶ Bryant Simon a professor of history at Temple University.

More recently, in 2021, a nitrogen gas leak at a poultry plant suffocated workers, resulting in the deaths of 6 people, and 12 injured. After the discovery of destroyed evidence, a judge characterized the actions of the employer as “shockingly unacceptable and at best grossly negligent.”⁴⁷

This philosophy of production over people is still being propagated in the workplace, with new tools provided by advancements in information technology. Information technology in this area is an old problem with a new face. The rise of data analytics and other surveillance technologies that measure performance in quantifiable metrics perpetuates a narrow view of workers, not unlike Taylor’s time-motion exercises. This approach again treats employees as mere data points, ignoring their individuality, creativity, and well-being.⁴⁸ This technology can include monitoring of emails, internet usage, and physical movements, all under the guise of improving productivity and efficiency.

This monitoring can create an environment of constant mistrust, leading to stress and anxiety among employees: ⁴⁹

The challenges to human rights that we encounter in the digital era cannot be circumscribed by a specific technology or company, though they may be expressed in technological assemblies, such as algorithms and platforms, or in the practices of a single corporation. Rather, the challenges we face originate in the rapid evolution of a new economic order in which wealth is largely derived from surveillance—specifically, the unilateral dispossession of human experience for the sake of others’ profit. ⁵⁰

Although it is important to acknowledge this history and its impact on our work, this brief section cannot fully capture the extent of the exploitation and dehumanization faced by those whose labor was exploited. This includes the enslavement of Native Americans, which is closely linked to the stories of African slaves, as well as indentured servitude and the oppression of people from China, India, Italy, and

⁴⁷ See, e.g., Watson, Nick. ““Shockingly Unacceptable”: Judge Rebukes Chemical Company’s Conduct in Foundation Food Group Wrongful Death Lawsuits.” 13 Nov. 2021, [URL](#). Accessed 15 Mar. 2023.

⁴⁸ See, e.g., Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. W.W. Norton & Company.

⁴⁹ See, e.g., Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. Public Affairs.

⁵⁰ Jorgensen, R. F., and Kaye, D., *Human Rights in the Age of Platforms*, Information Policy, 2019, MIT Press. [URL](#). Accessed 21 March 2023.

Ireland, among others.⁵¹ Despite this obvious limitation, it is our sincere hope we have provided sufficient context for the next section of this plan.

2.0 ORGANIZATIONAL JUSTICE IS A MORAL IMPERATIVE FOR HR PROFESSIONALS

*We are but each other's keeper.*⁵²

In order to address the intertwined issues of commodification of human beings and discrimination in human resource management, we believe that starting from a perspective of dignity and respect for all people – not merely a commitment to compliance – is necessary. While compliance with legal requirements is (of course) essential, compliance alone has not been successful in eliminating discrimination.⁵³

*Over a half century after transformative civil rights laws such as Title VII of the Civil Rights Act of 1964 made discrimination illegal, America is still grappling with its history of racial injustice and the profound ongoing impact of systemic discrimination. The promise of our nation's anti-discrimination laws has not been fully realized because our current enforcement and legal system has failed to confront the fundamental power imbalance underpinning the employment relationship. Due to this failure of our legal and institutional structures to confront vast information and power imbalances between employers and workers, particularly the most vulnerable workers, our enforcement scheme allows systemic discrimination to go unaddressed. The few workers who speak up do so at great risk and face a small chance of success.*⁵⁴

Historically, the District's acceptance of our office's role in ensuring compliance has been inconsistent and insufficient due to limited resources. But a myopic focus on compliance misses the mark. Actually living our values requires a commitment to transformational change. Such a commitment requires an understanding and application of the concepts of organizational justice.

2.1 Defining Organizational Justice

Organizational justice has been a topic of interest for researchers since the 1970s and has been incorporated into various disciplines such as management and

⁵¹ Katz, William Loren (1996). *Their Mixing is to be Prevented*. Black Indians: A Hidden Heritage. Atheneum Books For Young Readers. pp. 109–125.

⁵² Abhijit Naskar.

⁵³ See, e.g., Title 5 CCR 53000, et seq.

⁵⁴ "Strengthening Accountability for Discrimination: Confronting Fundamental Power Imbalances in the Employment Relationship." Economic Policy Institute, [URL](#). Accessed 23 May 2021.

social psychology.⁵⁵ It is a concept that encompasses the fair treatment of individuals within an organization:

Organizational justice is a multidimensional construct which deals with everything from payment to treatment by one's supervisor. It is a judgment made by an employee about fairness of outcome distribution, processes in allocating outcomes and interpersonal relationships at the workplace.

Organizational justice is the first virtue in social institutions...the question of workplace fairness is virtually the interest of employees regardless of size and setting of organizations. Perceived injustice often diminishes motivation of workers to accomplish their duties.

A large number of studies reveal that organizational justice is a consistent and significant predictor of employees' organizational commitment, job satisfaction and turnover intention across various settings.⁵⁶

There are four key components of organizational justice that are essential to consider:⁵⁷

- **Distributive Justice:** This involves the fairness of outcomes in the distribution of resources such as pay, rewards, and promotions. To ensure fairness, it is important to ask questions such as: How do we distribute resources as a district? What are our priorities? Is there an equity element in these decisions? How do equity and justice inform our collective bargaining strategies? How do risk management/health and safety functions rank in the prioritization of resources?
- **Procedural Justice:** This emphasizes the importance of providing employees with a voice in the development of an outcome, which enhances perceived fairness in the workplace. To ensure procedural justice, consider questions such as: Who do

⁵⁵ Mengstie, M.M. *Perceived organizational justice and turnover intention among hospital healthcare workers*. *BMC Psychol* 8, 19 (2020). Retrieved March 10, 2023, from [URL](#). ("Mengstie.") citing Colquitt JA. On the dimensionality of organizational justice: a construct validation of a measure. *J Appl Psychol*. 2001;86(3):386; and Greenberg J. *Organizational justice: yesterday, today, and tomorrow*. *J Manag*. 1990;16(2):399–432.

⁵⁶ Mengstie, citing Ozen J. *Organizational justice as the key to trust in organization*. In: *Trust in social sciences*. Ankara: Vadi Publishing; 2003; Bidarian S, Jafari P. *The relationship between organizational justice and organizational trust*. *Procedia Soc Behav Sci*. 2012; 47:1622–6; Almaghrbee A. *The organizational and behavioral skills for the development of human resources: the modern library*; 2007; Farah M, Atar GH. *Understanding the impact of organizational justice dimensions on different aspects of job and organizational satisfaction*. *J Manag*. 2008;1(1):55–70; Robinson KL. *The impact of individual differences on the relationship between employee perceptions of organizational justice and organizational outcome variables* (Doctoral dissertation. San Diego: Alliant International University; 2004.

⁵⁷ Adapted from Kurian, Deepu. "Organizational Justice: Why Does It Matter for HRD." *Journal of Organizational Psychology* 18.2 (2018). Retrieved March 10, 2023, from: [URL](#). [citations omitted].

we leave out in major decision making? Is there overrepresentation or underrepresentation of any group? How does power flow or move in our District? How does it influence decision-making? How does it shape dynamics between people and processes?

- **Interactional/Interpersonal Justice:** This involves the degree to which authority figures communicate procedural details in a respectful and proper manner, justify decisions using honest and truthful information, and treat subordinates in a respectful manner. To ensure interactional justice, consider questions such as: How do we communicate about important decisions? Do we ensure our employees have the resources to implement those decisions? Are we honest? How do Board members and the Chancellor communicate with District employees?
- **Informational Justice:** This involves the extent and effort made by the organization to justify decisions and procedures. It is important to provide information and explanations to those affected to understand the underlying rationale for the procedures. To ensure informational justice, consider questions such as: To what extent is our workforce aware of changes and rationales?

As HR has responsibilities in the areas of the distribution of both tangible (e.g., salaries, benefits) and intangible (e.g., recognition, respect) resources,⁵⁸ it is crucial to understand the concepts of organizational justice and their impact on the work we do. Our involvement in the distribution of resources means that we are a critical vehicle through which organizational justice must be championed.⁵⁹

2.2 Organizational Justice and Critical Human Resources Development

This plan draws on concepts from critical human resource development (HRD). It's important to note that there is no complete agreement on the definition of critical HRD. However, the majority of research on the topic describes critical HRD as having two central beliefs:⁶⁰

- Critical HRD is fundamentally opposed to the idea that organizational goals should take precedence over human knowledge, skills, relationships, and education. It views economic or performance-based goals as systems of employee oppression.

⁵⁸ See, e.g., Zhao, Chunlei. "Research on the Effect of Organizational Justice on Human Resource Management." 2017 9th International Economics, Management and Education Technology Conference (IEMETC 2017). Atlantis Press, 2017. Retrieved March 11, 2023, from: [URL](#).

⁵⁹ Mengstie, Ibid.

⁶⁰ Fenwick, T. J. (2004). Toward a Critical HRD in Theory and Practice. *Adult Education Quarterly*, 54(3), 193–209. Retrieved March 11, 2023, from: [URL](#). ("Fenwick.")

- Critical HRD aims to transform workplaces and HRD practices to promote justice, fairness, and compassion.

Criticism of the theory includes:

*[Critical HRD's] uncritical allegiance to human capital theory, the consequent commodification and subjugation of human development to exploitive organizational interests, and the concomitant deployment of HRD technologies wielding 'soft control' through surveillance, classification, normalization, deficit assumptions, cultural engineering, workers' self-regulation, and learning demands.*⁶¹

Considering the research, we have identified the following key elements to guide this plan:

- We reject current and historical practices that treat workers as mere inputs of production. Instead, we always advocate for our workforce from a perspective of human dignity and respect.
- We adopt a perspective on workplace learning and development that aims to expose and challenge dominant power structures, rather than reinforce them. This lens helps human resource professionals and leadership reflect on the assumptions underlying their work.⁶²
- We actively seek out and elevate marginalized or unheard voices, so that our activities are informed by a wide range of perspectives.

Although there is some controversy surrounding the term "critical,"⁶³ the Board has already adopted policies that reflect many aspects of this approach. For instance, [BP 1300](#) highlights the commitment to practicing acceptance and respect towards each other, recognizing that discrimination and prejudices lead to systemic privileges for some and disadvantages for others.

⁶¹ Fenwick, Ibid.

⁶² Short, Tom, and Anne Morrison. "Formal Workplace Mentoring: Silver Bullet or Poison Dart?" Australian and New Zealand Academy of Management (ANZAM), University of South Australia, Centre for Research in Education Equity and Work (CREEW), Dec. 2021 [URL](#), citing, Valentin, C. (2006). *Researching human resource development: Emergence of a critical approach to HRD enquiry*. International Journal of Training and Development. ("Short.")

⁶³ See, e.g., Juell, Ali. "Texas Senate Bill Banning Critical Race Theory Passes in Senate." The Daily Texan, 13 Apr. 2023, [URL](#). Accessed 2 May 2023.

CHAPTER 2: WHAT WE DO

*Who a person is and where they come from really does matter.*⁶⁴

As part of the planning process, we examined the scope and breadth of our roles. We realized in that process that it may be a new idea for some that a contemporary HR office should address broader issues, such as culture, ethics, and organizational design, as part of our "regular" work. This chapter aims to explain, emphasize, and normalize the need for our involvement in these "unexpected" areas.

1.0 HR, YCCD, AND THE CALIFORNIA COMMUNITY COLLEGES

The [YCCD District Handbook](#) describes the Office of Human Resources as follows:

The mission of the Office of Human Resources is to facilitate student success by hiring, retaining, and developing highly qualified diverse faculty, classified and management staff. The Office of Human Resources is dedicated to serving the District and community. The services provided include, but are not limited to, recruitment and selection, performance management, classification maintenance, benefits and compensation administration, compliance assurance, workers' compensation reporting, collective bargaining, and management of unlawful discrimination complaints for students and employees.

This description generally aligns with the duties assigned to HR across the system:⁶⁵

- Employee Relations/Personnel Matters
- EEO/Unlawful Discrimination/Title IX
- Labor Relations/Collective Bargaining
- Attracting, Recruiting, Retaining, and Developing Personnel
- Compensation, Benefits and Leave Administration
- Orientation and Onboarding
- Employment Verifications/Background Checks
- Maintenance of Personnel Files

Some districts have made explicit commitments to support the success of their employees and cultivate a positive and healthy organizational culture. Here are a few examples of districts that have published statements recognizing the humanity of their workforce.

⁶⁴ Collins, Joshua. "Identity Matters: A Critical Exploration of Lesbian, Gay, and Bisexual Identity and Leadership in HRD." Human Resource Development Review, vol. 11, no. 3, 2021, pp. 349–79, [URL](#). Accessed 18 March 2023.

⁶⁵ See, e.g., [Los Rios](#), [Butte](#), [Mira Costa](#), [Solano Community College District](#), [San Joaquin Delta College](#) and [Pasadena](#), as examples representative of the system.

These examples, when juxtaposed with our District's description of HR, tend to reveal opportunities for our District to reconsider and recommit to our workforce:

The Human Resources Division (HRD) has the mission of fostering a District-wide culture of service and accountability. We strive to create, support, and maintain a positive and nurturing work environment for our current and prospective employees. We are committed to providing leadership in establishing an equitable administration of policies that maximizes our colleges' ability to serve the needs and expectations of their students, employees, and communities. ([LACCD](#).)

Human Resource Services endeavors to create a culture that values people and is committed to attract and retain a diverse workforce of creative, motivated, and engaged individuals whose leadership and contributions support the College's mission and values. ([Palomar](#).)

We seek to continuously improve our campus culture through diverse identities, expertise, and perspectives. PVCC provides access to these opportunities in a welcoming, inclusive, and supportive environment for our students, employees, and community members. ([Paradise Valley](#).)

The Office of Human Resources provides leadership in shaping an equitable and inclusive culture that drives diversity, excellence, and innovation by supporting talent, engagement, and the employee work experience. Our vision is to become a recognized leader in human resources and organizational development. ([Chabot - Las Positas](#).)

Human Resources at Monterey Peninsula College is dedicated to attracting, hiring, retaining, and supporting a highly qualified and diverse team of employees. We are committed to fostering a culture that embraces diversity and inclusion, whereby employees and students feel valued, recognized for their contributions, and safe. Through these commitments and by adhering to high standards of customer service, we support student success and the mission of the college. ([Monterey Peninsula College](#).)

2.0 CULTURE AND ETHICS ARE THE FOUNDATIONS OF OUR PRACTICE

Building a positive and inclusive organizational culture is a fundamental aspect of our work, as recognized in various governing documents. For instance, the [Federal Equal Employment Opportunity Commission](#) acknowledges that HR must transform the workplace culture to promote an inclusive environment that fosters professionalism and respect for personal differences.

Similarly, the California Community College system recognizes that achieving anti-racism and anti-sexism requires HR to promote a new organizational culture. The [2022 Equal Employment Opportunity/ Diversity Best Practices Handbook](#) states that the handbook is a tool to advance cultural transformation. The [Diversity, Equity, and Inclusion \(DEI\) Integration Plan](#) also establishes state-level conditions for colleges to engage in culture-changing activities that address systemic inequities in hiring, retention, and support for faculty and staff of color. Additionally, the [2020 Report: Vision for Success Diversity, Equity, and Inclusion Task Force](#) underscores the importance of promoting a positive and inclusive organizational culture:

This report documents the California Community Colleges Chancellor's Office's efforts to implement a framework for cultural change to increase faculty and staff diversity in the largest system of public higher education and as an integral component to the large-scale system reforms called the Vision for Success.

Topics included deep dives into exploring the relationship between student success, culturally responsive pedagogy and diversity in the workforce, Equal Employment Opportunity policy and existing Human Resource regulations, faculty panels on implicit bias, cultural competency, and micro-aggressions, and examined diversity statements and approaches from other college systems.

Several key findings surfaced during this period that would serve to inform the Task Force's strategic planning, specifically that the Task Force's diversity efforts must include the interactional, institutional, and individual levels to transform the system's workforce and culture. Interactional efforts include cultivating buy-in and building an environment conducive to diversity, equity, and inclusion such as adopting cultural competency policies.

Standard III: Resources, Subsection A, Human Resources, of [ACCJC Standards](#) also provides:

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Finally, the Society for Human Resources Management (SHRM) has established an industry standard for ethical behavior in the field of human resources. The SHRM [Code of Ethics](#) emphasizes that HR professionals have an ethical responsibility to promote and foster fairness and justice for all employees and their organizations. This responsibility extends to all aspects of HR practice, including but not limited to recruitment, hiring, performance management, and employee relations. The SHRM Ethics is an important guide for HR professionals who seek to maintain high standards of ethical behavior in their work.

3.0 ORGANIZATIONAL CULTURE

*Healthy workplace cultures don't develop out of luck. A well-being culture in the workplace is the result of an intentional strategy.*⁶⁶

3.1 Defining Organizational Culture, Generally

*If you really want to know what an organization or a team values, just study their culture.*⁶⁷

Organizational culture refers to the values, beliefs, language, rituals, and ideologies that shape an organization's day-to-day practices. Researchers have identified three key concepts that can help understand organizational culture:⁶⁸

- **Artifacts:** These are visible behaviors such as language, physical environment, clothing, manners, publicly shared images or representations, routines, and rituals.
- **Espoused Values and Beliefs:** These are the ideals that are learned from social validation, which can guide and train new employees. Those who do not accept these values may be excluded from full participation in the group.
- **Underlying Assumptions:** These are unconscious and taken-for-granted beliefs and values that employees learn through repeated actions and patterns.

While external factors, such as national culture, can impact organizational culture, research shows that employees in the United States tend to place more emphasis on internal considerations and relationships.⁶⁹ This research also suggests that what unites people in a workplace may actually hinder the achievement of shared goals. Other experts posit that organizational culture is simply the response of an organization to its internal and external political influences.⁷⁰

⁶⁶ Dr. Richard Safeer, Chief Medical Director of Employee Health and Well-being at Johns Hopkins Medicine.

⁶⁷ Dele Ola.

⁶⁸ Schein, E. H. (2010). Organizational culture and leadership. John Wiley & Sons.

⁶⁹ Harrison, Teresa, and Joshua D. Bazzy. "Aligning organizational culture and strategic human resource management." *Journal of Management Development* 36.10 (2017): 1260-1269. Retrieved March 12, 2023, from [URL](#), citing Khilji, S. and Wang, X. (2006), "'Intended' and 'implemented' HRM: The missing linchpin in strategic human resource management research." *International Journal of Human Resource Management*, ("Harrison.")

⁷⁰ Harrison, Ibid.

3.2 Measuring the Health of Organizational Culture

Organizational culture is often measured from the perspective of "workforce sustainability," which emphasizes HR's role in managing a workforce to maximize organizational performance.⁷¹ This approach, however, treats people as inputs for production, rather than as human beings with ethical obligations to care for one another. This approach also fails to recognize important qualities healthy and sustainable organization.⁷²

Our measurement of leadership qualities also tends to miss the mark. Traditional measurements of leadership effectiveness tend to run parallel with aspects of toxic masculinity, reinforcing and rewarding aggression, dominance, and emotional repression.⁷³ This can manifest through abusive and demeaning behavior towards employees, a lack of empathy and understanding towards diverse perspectives and experiences, and an overemphasis on results and competition at the expense of employee well-being.⁷⁴

What does it mean to "look like a leader"? Research on leadership finds that people generally look for agentic characteristics (e.g., instrumental, task-focused, goal-oriented) in a leader whereas communal characteristics (e.g., nurturing, relationship-focused, collaborative) are less valued. Agentic traits are typically associated with men and masculinity and communal traits are associated with women and femininity. Because men are often assumed to be agentic and women to be communal, women don't look like leaders.⁷⁵

Combating these approaches to leadership requires organizations to promote and develop leaders who embody qualities such as emotional intelligence, empathy, and inclusivity.⁷⁶

⁷¹ See, e.g., Gambatese, Karakhan & Simmons, Denise. (2019). "Dev. of a Workforce Sustainability Model for Construction."

⁷² Mohiuddin, Muhammad, et al. (2022) "Achieving Human Resource Management Sustainability in Universities." International Journal of Environmental Research and Public Health, [URL](#) , Accessed 5 Jan. 2023.

⁷³ Berenbaum, H., & Beltz, A. M. (2016). *Gender roles, stereotypes, and expectations*. In T. D. Little, K. Salmela-Aro, & S. D. Phillips (Eds.), *Personal project pursuit: Goals, action, and human flourishing* (pp. 153-165). Psychology Press. [Berenbaum.]

⁷⁴ Berenbaum, Ibid.

⁷⁵ David G. Smith, Judith E. Rosenstein, and Margaret C. Nikolov. "How Performance Evaluations Hurt Gender Equality." Behavioral Scientist, 26 June 2018, [URL](#), citing Abele A.E., Wojciszke B. (2014), *Communal and agentic content in social cognition: A dual perspective model*, Advances in Experimental Social Psychology.

⁷⁶ See, e.g., Wong, C. A., & Cummings, G. G. (2009). *The relationship between nursing leadership and patient outcomes: A systematic review*. Journal of Nursing Management, 17(8), 924-934.

We also tend to fall short with regards to individual performance evaluations. Traditional measurements tend to perpetuate white, patriarchal, and heteronormative standards. One way this happens is through the use of evaluation criteria that favor stereotypically masculine traits, such as assertiveness and competitiveness, over more stereotypically feminine traits, such as collaboration and empathy.⁷⁷

This approach has a disproportionate impact on those who do not conform to traditional gender roles, leading to bias against non-binary and transgender individuals. LGBTQ+ employees are also more likely to receive negative evaluations and lower pay than their non-LGBTQ+ counterparts, even after controlling for job performance and other factors.⁷⁸ We posit that measuring and fostering a healthy organizational culture requires the explicit and meaningful valuation of qualities outside of these traditional, patriarchal norms, including:

- Relating
- Learning
- Changing
- Organizing⁷⁹
- Emotion
- Connection
- Practicality
- Sensitivity
- Idiosyncrasy⁸⁰

To achieve cultural change and implement new initiatives, we believe that our District must first address the realities of its workforce. We need to determine the metrics and framework that would indicate progress in the right direction, including implementation and monitoring of metrics designed to appropriately measure organizational culture.

⁷⁷ See, e.g., Bono, J. E., & Ilies, R. (2006). *Charisma, positive emotions, and mood contagion*. *The Leadership Quarterly*, 17(4), 317-334.

⁷⁸ See, Chin, J. L., & Trimble, J. E. (2015). *Diversity and leadership*. In *The Oxford Handbook of Leadership and Organizations* (pp. 641-654). Oxford University Press; Eagly, A. H., & Karau, S. J. (2002). *Role congruity theory of prejudice toward female leaders*. *Psychological review*, 109(3), 573-598; and Martell, R. F., Lane, D. M., & Emrich, C. (1996). *Male-female differences: A computer simulation*. *American psychologist*, 51(2), 157-158.

⁷⁹ See, Bierema, L. & Callahan, J. L. (2014). *Transforming HRD: A framework for critical HRD practice*. *Advances in Developing Human Resources*, (16)4, 429-444. 10.1177/152342231454381 [URL](#).

⁸⁰ See, e.g., Bierema, Laura. (2009). *Critiquing Human Resource Development's Dominant Masculine Rationality and Evaluating Its Impact*. *Human Resource Development Review*. 8. 68-96.

To this end, we have reviewed a recent study (2021) from the United Kingdom that examines the well-being of faculty and staff in higher education, and have identified several metrics for consideration at all levels of the organization:⁸¹

- **Psychosocial Safety Climate:**⁸² This metric measures staff's belief in the institution's policies, practices, procedures, resourcing, prioritization, and support in protecting their psychosocial health and safety. The survey listed the following psychosocial hazards: workload, pace of work, working hours, autonomy over working methods, help and respect from colleagues, supportive behaviors from line managers and the organization, levels of conflict, levels of role clarity, and belief that their work is important.
- **Illegitimate Tasks:**⁸³ This metric measures the extent to which staff believe they engage in tasks that are outside their occupational role or unnecessary.
- **Mental Health:** This metric measures the subjective sense of wellbeing and psychological functioning using the Warwick-Edinburgh Mental Wellbeing Scale.
- **Burnout:**⁸⁴ This metric measures the three core aspects of burnout: emotional exhaustion, depersonalization, and sense of personal accomplishment.
- **Work-Life Balance:**⁸⁵ This metric measures the extent to which work interferes with respondents' personal life (i.e., work-life conflict) or improves their personal life (i.e., work-life enhancement).

Why is measuring organizational culture important? Because it serves as the foundation of a sustainable workforce, which is vital to institution that intends to serve its students and communities for years to come:

⁸¹ Wray, S. and Kinman, Gail (2021) *Supporting staff wellbeing in higher education*. Project Report. Education Support, London, UK. [URL](#). Accessed 16 January 2023. ("Wray.")

⁸² Wray, citing, *Psychosocial Safety Climate, Workplace Bullying, and Symptoms of Posttraumatic Stress Bond*, Stephanie A; Tuckey, Michelle R; Dollard, Maureen F. *Organization Development Journal*; Chesterland Vol. 28, Iss. 1, (Spring 2010): 37-56. [URL](#), and Cousins, R., Mackay, C.J., Clarke, S.D., Kelly, C., Kelly, P.J. and McCaig, R.H. (2004). 'Management standards' work-related stress in the UK: Practical development'. *Work & Stress*, 18(2), pp.113-136.

⁸³ Wray, citing, Semmer, N.K., Tschan, F., Meier, L.L., Facchin, S. and Jacobshagen, N. (2010). 'Illegitimate tasks and counterproductive work behavior'. *Applied Psychology*, 59(1), pp.70-96.

⁸⁴ Wray, citing, Maslach, C., Jackson, S.E., and Leiter, M.P. (1996). *MBI: Maslach Burnout Inventory*. Sunnyvale, CA: CPP, Incorporated.

⁸⁵ Wray, citing, Fisher, G.G., Bulger, C.A. and Smith, C.S. (2009). 'Beyond work and family: a measure of work/nonwork interference and enhancement'. *Journal of Occupational Health Psychology*, 14(4), p.441-456.

In contrast to a toxic workplace, a sustainable workforce is one where the work environment is caring and supports employee wellbeing. Employees are not seen as primarily resources that can be deployed (and depleted) to serve employers' economic ends. Their skills, talent, and energies are not overused or overly depleted. They are not faced with excessive workload nor with an unrelentless pace of work for weeks or years on end.

During times of crisis (e.g., natural disasters, sickness), employees are given time to recover or seek the extra resources they need to be able to perform in the future. Burnout is avoided and workers are given time for renewal.

When human resources are used in a sustainable way, employees are not only able to perform in-role or requisite job demands, but also to flourish, be creative, and innovate. [Employees are able to] develop positive social relationships at work, which enhances performance, including greater cohesion among organizational members, commitment to common purpose, hope for success, resilience, knowledge sharing, and collaborative capacity.

Enrichment and synergies from nonwork roles can improve performance at work who have happy personal lives and are active and contributing members of their communities bring skills and positive energies from home to work.⁸⁶

It is important to acknowledge that relying on the lowest paid employees (classified) to shoulder the financial burden of challenges is unsustainable. This approach not only erodes the culture of care and responsibility within the organization, but also devalues the essential services these employees provide to our students. Furthermore, such an approach has a disproportionate impact on women and people of color.

Classified employees are essential to student services and play a vital role in ensuring our students succeed as they prepare food, clean our classrooms, and ensure student safety. Nearly 80 percent of classified employees are women. They are the most diverse group of employees working in our schools and are the least paid.

⁸⁶ Kossek, E. E., Valcour, M. & Lirio, P. *The sustainable work force: Organizational strategies for promoting work-life balance and wellbeing in Work and Wellbeing: Wellbeing: A Complete Reference Guide, Volume III.* Edited by Peter Y. Chen and Cary L. Cooper. [URL](#). Accessed December 29, 2022.

Last year, the Legislature passed a trailer bill that provided, for the first time, layoff protection for classified cafeteria workers, custodians and bus drivers and included intent language to protect all classified employees, yet 2,000 were laid off. The protection was done to ensure students received critical services during the pandemic. Of the 2,000 classified employees laid off, most provided services to special needs students, technology support and helped students with health care needs.⁸⁷

Legislative action alone, however, is not enough to achieve sustainability. Making it harder for districts to lay off classified employees does not guarantee a sustainable institution or a healthy organizational culture. To be sustainable, all individuals within the organization must be valued, goals aligned, and resources wisely and equitably allocated.

The performative gestures towards classified staff that disappear when resources become scarce is abhorrent.⁸⁸ These are real people with real lives who have real families to support. The name for this type of approach is “performative activism.”⁸⁹

Performance activism is essentially the act of supporting a cause, not necessarily because you are passionate about creating change, but because you want to garner attention and gain support or monetization from others due to your support.

We must all examine whether we are truly willing to make the sacrifices needed to demonstrate our commitment to equity and social justice. This means those who have traditionally held power and received priority in resource allocation must be willing to share for the betterment of the institution and our students:

Inequality in America was not born of the market's invisible hand. It was not some unavoidable destiny. It was created by the hands and sustained effort of people who engineered benefits for themselves, to the detriment of everyone else. It will take a concerted effort to reverse all of this, and to remake America in the process.⁹⁰

⁸⁷ April 15, 2021, Analysis of AB 438, [quoting](#) Eloise Gómez Reyes, Author of AB 438.

⁸⁸ See a more detailed discussion of this dynamic in Chapter 4, Section 2.

⁸⁹ Nahmad, Erica. “How to Spot Performative Activism, and Why It Can Do More Harm than Good.” BELatina, 17 Feb. 2022, [URL](#). Accessed 23 March 2023.

⁹⁰ Walker, Darren. “Opinion | Are You Willing to Give up Your Privilege?” The New York Times, 25 June 2020, [URL](#). Accessed 23 March 2023.

We must also be mindful that “when you're accustomed to privilege, parity, equity, and equality may feel like oppression.”⁹¹ These concepts, all in the context of sustainability and healthy organizational culture, resonate with the values articulated in the [District's Strategic Plan](#):

- **Social Justice:** Based on the acknowledgement that underrepresented groups have been historically marginalized, Yuba Community College District is committed to working together to promote equality, equity, respect, and the assurance of rights within and between communities and social groups.
- **Equity-Minded:** Yuba Community College District champions diversity, equity, and inclusion through purposeful acts to ensure all students achieve equitable outcomes. We are committed to cultivating a safe environment that treats all people with dignity and respect.

And [BP 1300](#):

- **Definition of Equity:** The quality of being fair and impartial; fairness; impartiality; In higher education, the condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

3.3 HR's Role in Developing and Maintaining Healthy Organizational Culture

This section outlines a framework for action that HR has adapted from the Forbes Human Resources Council⁹² to initiate the three-year plan described in Chapter 5. The following concepts will be braided throughout the plan:

- **Helping Leaders Drive Consistency:** Culture is more than just written values; it is driven from the top and should be upheld at every layer. HR should help leaders meet cultural expectations to ensure that the standards are set and upheld at all levels.
- **Operationalizing Organization Values:** HR has the opportunity to operationalize the values that form the foundation of the culture through human interaction, policies, and procedures. For instance, if a culture of collaboration and teamwork is desired, there should be interactions, policies, and procedures in place that promote collaboration between departments.

⁹¹ Raphael Warnock.

⁹² Adapted and taken from Council, Forbes. “13 Ways HR Can Help Build a Sustainable Company Culture.” Forbes, 21 Sept. 2021, [URL](#). Accessed 16 March 2023.

- **Acting as a Conduit for Conversations:** HR can facilitate discussions that flow across the organization to build and sustain a positive culture.
- **Modeling The Behavior:** HR should lead by example and be one of the driving forces in creating and embodying the company culture.
- **Keeping A Pulse On Culture:** HR should keep a pulse on culture and ensure that it continues to thrive.
- **Conveying Culture to New Hires:** HR should shape the perception of the institution for all recruits and new hires and present the culture throughout a comprehensive onboarding process.
- **Ensuring that Culture Continues to Thrive:** HR should ensure that the culture continues to thrive and that everyone is committed to it.
- **Ensuring Communication – Process Integration:** HR should not only assist the organization to articulate what it stands for but also ensure communication and process integration to live its values. The values should inform how the organization hires, develops skills, and makes decisions.
- **Harnessing The Connection To Meaningful Work:** HR should create momentum by harnessing the connection to meaningful work and celebrate the impact of each individual's contributions towards the common purpose.
- **Acting As Stimulator And Steward Of Culture:** HR should work with the institutional community to turn culture vision into tangible actions and artifacts, connect the beliefs and behaviors that reflect culture, and enable leaders and managers to communicate values and standards.
- **Advocating For A Culture Built For People:** HR should advocate for a culture that's built for the people within it and make sure it's supported by doable practices.
- **Acting As a Culture Translator:** HR should take what is on paper for culture and make it real, livable, scalable, and alive for everyone.
- **Upholding The Cultural Pillars:** HR should uphold cultural pillars and ensure that the culture is accessible, and feedback is translated into positive, healthy, and sustainable work experiences, founded on a core-values-blueprint envisioned by the community.

4.0 ORGANIZATIONAL ETHICS

ਬਾਬਾ ਬੋਲੀਐ ਪਤਿ ਹੋਇ

*Speak only that which will bring you honor.*⁹³

Vox Veritas Vita

*Speak the truth as a way of life.*⁹⁴

Fiat Lux

*Let there be light.*⁹⁵

4.1 Critical Role of Higher Education in American Society

Although it is obviously our mission to be student-centered, we also have a hallowed responsibility to society as a whole. In the words of the US Supreme Court:

*[The Court has] long recognized that, given the important purpose of public education and the expansive freedoms of speech and thought associated with the university environment, universities occupy a special niche in our constitutional tradition.*⁹⁶

*Academic freedom is of transcendent value to all of us, and not just the merely to the teachers concerned.*⁹⁷

Indeed, community-based education empowers our students to meaningfully participate in democracy and their communities beyond the classroom:

*Community schools are an old American idea. They are based on two premises: that the purpose of schooling is to educate youth for democratic citizenship, and that schools and communities are inextricably intertwined and interdependent.*⁹⁸

Our charge is thus a heavy one. Our institution being a pillar of a democratic, honest society demands that we (all of us) set aside our differences, act for the good of the whole, seek justice, speak truth, and do the hard work of determining who we are and what that means. In other words, we must act ethically and with integrity, recognizing that our actions play out in an arena with our students and communities in the stands.

⁹³ Guru Nanak.

⁹⁴ Motto of the California State University.

⁹⁵ Motto of the University of California.

⁹⁶ *Grutter v. Bollinger*, 539 U.S. 306, 329 (2003)

⁹⁷ *Keyishian v. Bd. of Regents*, 385 U.S. 589, 603 (1967).

⁹⁸ Lee Benson, Ira Harkavy, Michael C. Johaneck, and John Puckett. "The Enduring Appeal of Community Schools" *American Educator* 33.2 (2009): 22-47. Retrieved March 12, 2023, from [URL](#).

Simply put:

*[As an institution, we cannot neglect the] gritty power-laden, and culturally rooted work needed to retrieve, sustain, and generate democratic values in a work that assaults them.*⁹⁹

We firmly reject the notion that the connection between higher education and a functioning democracy is outdated. Our colleges play a pivotal role in shaping individuals' civic engagement and democratic participation by providing access to a comprehensive education that instills critical thinking, communication, and problem-solving skills. Armed with these tools, students can actively participate in their communities and the democratic process.

Furthermore, community colleges often offer a forum for political discussion and debate, facilitating dialogues and the exchange of ideas among students with different perspectives. With society becoming increasingly complex, diverse, and interconnected, the need for an educated citizenry capable of participating effectively in a democratic society has become even more pressing:

*The more people participate in the process of their own education, and the more people participate in defining what kind of production to produce, and for what and why, the more people participate in the development of their selves. The more people become themselves, the better the democracy.*¹⁰⁰

This broader purpose is intertwined with our obligations to seek social justice. Dr. Pardis Mahdavi, Provost, and Executive Vice President at the University of Montana writes:

Higher Education as a global collective for social justice: Start thinking about higher education as a larger collective with shared goals around upholding social justice – not just in higher education, but in other sectors as well.

*Actively challenge oppression: Take an active role in dismantling systems of oppression that uphold inequality. The most obvious example of this would be pay gaps based on gender, race, or other marginalized identity groups. An across-the-board look at wages and inequities in hiring practices is a helpful place to start.*¹⁰¹

⁹⁹ Boyte, H. (2007). *Populism and John Dewey: Convergences and Contradictions*. University of Michigan. [URL](#).

¹⁰⁰ Paulo Freire.

¹⁰¹ Mahdavi, Pardis. "Social Justice In, through and beyond Higher Education." The Campus Learn, Share, Connect, 24 Mar. 2022, [URL](#).

We do not, then, consider our institution to be solely a venue for faculty members to obtain tenure or for students to obtain credentials.¹⁰² Instead, we believe that the work carried out by our institution, which encompasses the efforts of our faculty, staff, administrators, and trustees, is crucial to the betterment of society as a whole, and our institution a sacred place of truth and community.

We hope to express the magnitude of this work in this plan, as well as in our high standards and expectations of ourselves and our high standards and expectations for this institution:

*As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities.*¹⁰³

We acknowledge the potential risks to our institution associated with limited resources and increasing responsibilities. These risks threaten our values and mission, and we must remain vigilant against the temptation to prioritize self-interest, commodification of people and learning, disciplinary ethnocentrism, tribalism, and guildism.¹⁰⁴

As such, we do not aim to use this plan as a vehicle to impose our agenda on others. Instead, we see our role as supportive, assisting the institution in defining its identity, actions, and conduct with regards to each other – together in service of our students. Our focus on values and service leads us to prioritize discussions on organizational ethics.

4.2 Defining Organizational Ethics and Establishing Ethical Foundations

The concept of organizational ethics encompasses a variety of definitions and opinions, many of which intersect with the idea of organizational culture.

Culture is often seen as abstract and tough to measure. It's more than all those carefully drafted corporate values statements and ethics codes—it's the way things really work. Workplace culture includes how employees dress, how they work with customers and how they interact with their bosses. HR professionals' initial challenge is defining an ethical workplace culture for business leaders who may doubt its effectiveness.

¹⁰² Harkavy, I. (2006). *The role of universities in advancing citizenship and social justice in the 21st century*. *Education, Citizenship and Social Justice*, 1(1), 5–37. Retrieved March 12, 2023, from [URL](#) ("Harkavy."), quoting Gibson, C. (2001) *From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement* (Berkeley, CA: The Grantmaker Forum on Community and National Service).

¹⁰³ Koichiro Matsuura.

¹⁰⁴ Harkavy, Ibid.

*[An ethical workplace culture as one that gives priority to employee rights, fair procedures, and equity in pay and promotion, and that promotes tolerance, compassion, loyalty, and honesty in the treatment of customers and employees. When employers respect the law and treat employees in a fair and consistent manner, employees begin to trust managers and internalize the company's values as their own. Once that happens, ethics become embedded in the workplace culture.]*¹⁰⁵

Over time, the relationship between ethics and compliance has evolved. Modern HR approaches recognize that an effective ethics and compliance program goes beyond rules and policies. It emphasizes the importance of organizational values and culture, where ethics and compliance are integral to how the organization operates and engages with stakeholders. This approach highlights the significance of consistent behavior and communication that reinforces the organization's values:

*At first, ethics and compliance programs took a command-and-control approach. Ethics and compliance duties were assigned by management to an existing department, almost as an afterthought, with efforts focused almost exclusively on regulatory compliance with applicable state and federal laws, such as Title IX of the Education Amendments of 1972. Eventually, thanks to more enlightened organizations and thought leaders, ethics and compliance programs evolved away from a focus on simple regulatory compliance toward a values-based approach, with an understanding that an organization's ethics and compliance program will be most effective when it reflects the positive shared values of the organization, its members and stakeholders, and the diverse communities the organization serves.*¹⁰⁶

The benefits of this approach have often been borne by necessity, particularly in the area of Title IX:¹⁰⁷

A growing number of universities have recognized that eliminating sexual misconduct and relationship violence on campus required a change in the entire campus culture from one that tolerates sexual misconduct and relationship violence to one that embraces positive values, protects people from retaliation, and creates an environment that promotes high ethical standards based on a

¹⁰⁵ Meinert, D. (2014, April 1). *Creating an Ethical Workplace Business decisions aren't always black and white. How can you trust that your workers will do the right thing?* SHRM.org. Retrieved March 7, 2023, from [URL](#)

¹⁰⁶ Taken from Dizik, Bradley, and Robert Roach. *University Compliance Programs Need 3 Lines of Defense*. 14 Nov. 2022, [URL](#). Accessed 11 Mar. 2023, citing 20 U.S.C. §1681 et seq. and Lynn Sharpe Paine, Managing for Organizational Integrity, Harvard Business Review (March-April 1994) [URL](#). ("Dizik").

¹⁰⁷ *Dizik*, Ibid.

community's shared values such as mutual respect, understanding and inclusivity.

For purposes of this plan, "compliance" refers to conforming to rules or legal requirements. "Ethics," on the other hand, involves voluntarily committing to a shared set of values and responsibilities and ensuring that decisions and behavior align with those values.¹⁰⁸

To effectively monitor and address ethical issues, HR suggests adopting an enterprise-wide program with certain features.¹⁰⁹ First, primary responsibility for ethics and compliance should lie with leadership across the organization, starting with the Board of Trustees, and trickling down through executive administration, faculty leadership, and compliance offices such as Title IX. This approach ensures that the organization prioritizes a culture of ethics and compliance based on shared values.

Second, an independent Chief Ethics and Compliance Officer should be appointed to assist leadership in implementing the defined ethics and compliance program. This officer would report regularly to the Governing Board on the program's status, ethics and compliance risks, progress made in mitigating those risks, and significant violations of law or shared values or policies. This individual could also attend Board meetings and provide an ethics "scorecard" to the Board at regular intervals.

Third, the organization should have an internal audit program that is primarily backward-looking and reactive. This program should ensure that the necessary objectivity is retained to independently test the District's overall ethics and compliance programs, as well as related policies and controls that were developed and implemented by the first and second lines, and that they are effective and functioning as intended.

4.3 Institutional Betrayal and Institutional Courage

When examining organizational ethics, it's important to understand the concepts of "institutional betrayal" and "institutional courage." These concepts highlight how institutions either promote or undermine shared values.¹¹⁰

Institutional betrayal refers to an institution's failure to uphold its commitments and responsibilities. This can include failing to address complaints of discrimination or harassment, not providing adequate resources for compliance

¹⁰⁸ Adapted from "Ethics and Compliance Glossary - Free Ethics & Compliance Toolkit." Ethics & Compliance Initiative, 2018, [URL](#). Accessed 18 Mar. 2023.

¹⁰⁹ Adapted from Dizik, Ibid.

¹¹⁰ Adapted from <https://www.institutionalcourage.org/>.

with ethical standards, or perpetuating a culture of impunity or silence when ethical violations occur. Institutional betrayal can result in harm to individuals and the community as a whole.

In contrast, institutional courage refers to an institution's willingness to do the right thing, even when it's difficult or unpopular. This can include taking swift and appropriate action in response to ethical violations, speaking out against injustice or wrongdoing, or proactively implementing measures to promote ethical behavior and prevent future violations.

By understanding these concepts, organizations can work to foster a culture of institutional courage and combat institutional betrayal. This involves committing to shared values, ensuring accountability at all levels of the organization, and providing resources to promote ethical behavior and address violations when they occur.

Recently, there has been a lot of attention given to the topics of institutional betrayal and institutional courage, and the failure to effectively address them, specifically in the context of Title IX. Several examples of this failure include:

- The sexual abuse scandal at USA Gymnastics and Michigan State University, where multiple female athletes were abused by the team doctor, Larry Nassar, over the course of decades. The institutions were criticized for ignoring or covering up reports of abuse, and creating a culture that allowed the abuse to continue.
- The #MeToo movement, which highlighted systemic sexual harassment and assault in various industries and organizations, including Hollywood, media, and politics.
- The recent report on the culture of misogyny and sexual harassment within the Canadian Armed Forces, which revealed a culture of abuse and cover-up that had persisted for decades.
- The ongoing controversy over the handling of sexual assault allegations in universities, including high-profile cases at Baylor University and the University of North Carolina at Chapel Hill, which have led to criticism of how universities address sexual misconduct and support survivors.

All of these cases underscore the need for organizations to prioritize ethics and compliance in order to create a culture that values the safety and well-being of all members.¹¹¹

¹¹¹ See, also, [Institutional Courage in Action: Racism, Sexual Violence, and Concrete Institutional Change](#) (2023); [Gender, Campus Sexual Violence, Cultural Betrayal, Institutional Betrayal, and Institutional Support in U.S. Ethnic](#)

4.4 Institutional Incongruence

*Our work will not be done until every family and every person can live their lives and pursue their dreams with equal access and in safety.*¹¹²

Institutions like ours often promote the benefits of diversity, equity, and inclusion. However, it is common for these values to not be fully integrated, and for leadership to not be held responsible for achieving results. This is referred to as "institutional incongruence." Institutional incongruence is directly related to our identity and ethical obligations:¹¹³

Institutional incongruence is when postsecondary institutions or departments promote diversity and inclusion values or statements that are not substantiated by evidence of their implementation on campus. This occurs when there is a reluctance to go beyond institutionally derived diversity pronouncements to ensure equity within the organization.

Institutional incongruence is a damaging phenomenon leading to the persistence, or even the flourishing, of inequities while hiding failure behind flowery language bloviating a commitment to values. HR must demonstrate leadership and courage in this space, and this plan is an example of such action.

Importantly, this issue is not unique to our District. As HR professionals we do have a moral/ethical imperative and a compliance obligation to remind their organizations of the need to respect, support, and protect the people studying, working, and visiting the institution:¹¹⁴

*Accountability is an outflow from a culture that is **designed** versus an organizational culture that is created **by default**. And while all leaders, and certainly the CEO, should be thinking about the people in the organization and their growth, development, and wellbeing,*

[Minority College Students: A Descriptive Study](#) (2022); [The Institutional Betrayal & Bureaucratic Violence of Higher Ed.](#) (2022); [Title IX cases highlight institutional betrayal](#) (2022); ["Title IX isn't for you, it's for the university:" Sexual violence survivors' experiences of institutional betrayal in Title IX investigations](#) (2021); [Out and in Harm's Way: Sexual Minority Students' Psychological and Physical Health after Institutional Betrayal and Sexual Assault](#) (2021); [Officer Use of Force: A Multicase Study of Institutional Betrayal](#) (2018); [National Academies of Sciences, Engineering, and Medicine. Workshop on Impact of Sexual Harassment in Academia](#) (2017); and [Sexual Violence, Institutional Betrayal, and Psychological Outcomes for LGB College Students](#) (2016).

¹¹² Assemblymember Cecilia Aguiar-Curry.

¹¹³ Christian III, Wilmon, and Brandi Junious. "Embedding Racial Equity into HR Practices." CUPA-HR, 2020, [URL](#). Accessed 9 Mar. 2023. ("Christian.")

¹¹⁴ *Christian*, Ibid.

HR is the only part of the team whose express job description directs them to focus on people.

HR is where the culture of an organization is observed, gauged, taught, encouraged, fought for, and defended.¹¹⁵

4.5 The Danger of Relegating HR to Purely Transactional Roles

A necessary precondition to a corrupt organization is a euthanized HR Office.¹¹⁶

For a long time, the District has viewed HR as a transactional office, which has had a limited number of staff and has been given doomed-to-fail initiatives.¹¹⁷ In the past, CHROs have reported that they were unable to influence perspectives, culture, resources, compliance, and ethics throughout the District in a meaningful way. HR was mainly responsible for enforcing compliance rules, but only as directed by executive leadership. This approach did not prioritize the needs of students, the workforce, or communities, and this is not a unique situation to our District:

The way most Human Resources departments work just isn't working for employees. This isn't news to many people, and, ironically, an HR evolution has been underway for decades. The goal has been to turn the reactive and compliance-focused HR model of yesteryear into one where leaders are seen as both trusted executive partners and employee advocates. In this approach, HR leaders have a seat at the leadership table to advise executives on culture and speak up for employees and their needs.¹¹⁸

When HR is buried under paperwork and lacks resources, it creates an environment where racism, sexism, and other unacceptable behavior can thrive. This leads to real consequences and causes harm to individuals:

Several former [Harvey] Weinstein employees told me that the company's human-resources department was utterly ineffective; one female executive described it as "a place where you went when you didn't want anything to get done. That was common knowledge across the board."¹¹⁹

¹¹⁵ Silverstein, Sam. "HR Leads Accountability." Td.org, 21 Apr. 2015, [URL](#). Accessed 10 Mar. 2023, emphasis added.

¹¹⁶ Jake Hurley.

¹¹⁷ See, [2021 Comprehensive HR Audit Report](#).

¹¹⁸ Grenny, Joseph, and Derek Cullimore. "How HR Lost Employees' Trust — and How to Get It Back." Harvard Business Review, 19 Oct. 2022, [URL](#). Accessed 10 Mar. 2023.

¹¹⁹ Farrow, R. (2017, October 10). From Aggressive Overtures to Sexual Assault: Harvey Weinstein's Accusers Tell Their Stories. *The New Yorker*. [URL](#). Accessed March 8, 2023.

Institutions that limit HR activities often do so due to lack of resources. While this may seem like a solution to financial challenges (or to hide unethical practices), it is not a sustainable approach. Eventually, institutions will be held accountable for their lack of support for HR. Again, the harm caused by such action/inaction is particularly evident in the failure of Title IX programs.:

- [Lawsuit Alleges Title IX Complaint Drove Cadet to Suicide](#); (2023)
- [Always have a knife with you: Women and trans students fear harassment, hate at CSU campus](#) (2022)
- [San Diego State has given conflicting, shifting accounts of how it handled gang rape allegation](#) (2022)
- [Ex-CSU chancellor failed to handling allegations against fired at Fresno State, probe finds](#) (2022)
- [Records reveal additional sexual harassment, misconduct cases at Sonoma State involving campus employees](#) (2022)

When these failures to resource surface, they tend to reveal an underlying lack of institutional ethics and overall organizational failure:

Interim [CSU] Chancellor Jolene Koester acknowledged last week that CSU has “fallen short in our effort to ensure that our campuses are safe and welcoming environments ... free of discrimination, harassment and sexual misconduct.”

Assemblymember Jim Patterson (R-Fresno) said state auditors will focus on Sonoma State, Fresno State and San Jose State because they all delayed properly investigating Title IX cases and penalizing perpetrators, representing a “real systemic failure.”¹²⁰

Against this backdrop, it is shocking that most California community college campuses have no survivor advocate,^{121 122} despite the fact that 13% of students report experiencing sexual violence during their time in college – including more

¹²⁰ Twitter, et al. “After Times Investigations, State Will Investigate CSU Sex Harassment Scandals.” Los Angeles Times, 27 June 2022, [URL](#). Accessed 10 Mar. 2023.

¹²¹ Shaikh, Mallika Seshadri, Zaeem. “Campus Advocates Provide Key Support to Sexual Assault Survivors — but “Superheroes” Are in Short Supply.” CalMatters, 2 Oct. 2022, [URL](#). Accessed 11 Mar. 2023. (“Shaikh.”)

¹²² WCC, YC, and the District currently lack sufficient Title IX infrastructure, and the District did not have a legally sufficient Title IX policy until 2022.

than a 25% of undergraduate students and more than 20% of transgender and nonbinary undergraduates.^{123 124} We must ask ourselves:

- Do programs like Title IX contribute to student success?
- What are our ethical responsibilities to protect our students from crime, as well as risks in chemistry or biology labs?
- What are our obligations to protect our workforce from similar risks?
- Do these ethical and compliance obligations differ significantly among our students, workforce, and communities? To what extent do they overlap?
- What other areas require our attention in terms of ethical and compliance obligations, such as our community members or campus visitors?
- Are we meeting minimum standards in these areas? Who is responsible?
- How does a lack of focus on the safety, health, and wellbeing of our students impact our self-perception as a student-centered institution?
- Could this lack of focus undermine our claims of prioritizing these values or even make us appear self-serving?
- How have we prioritized these obligations in the past? How will we resource these issues in the future?
- How can we apply the lenses of equity, justice, and sustainability to achieve solutions that address seemingly competing needs?

The answers to these questions will provide penetrating insight into our true identity and values, beyond mere rhetoric.

¹²³ *Shaikh*, Ibid.

¹²⁴ The District currently lacks sufficient infrastructure to address Title IX issues and discrimination issues.

4.6 Ethics, Compliance, Risk Management, Health, and Safety

*The standard you walk past is the standard you accept*¹²⁵

Ethics and compliance are both involved in managing risks and addressing health and safety concerns. There has been a lot of academic debate about how to reconcile risk management, compliance, and ethics.¹²⁶ One way to understand the connections between these areas is to focus on good faith prevention, harm avoidance, and applying principles of equity and organization justice when deciding how to allocate resources, deal with risk, and remedial action.¹²⁷

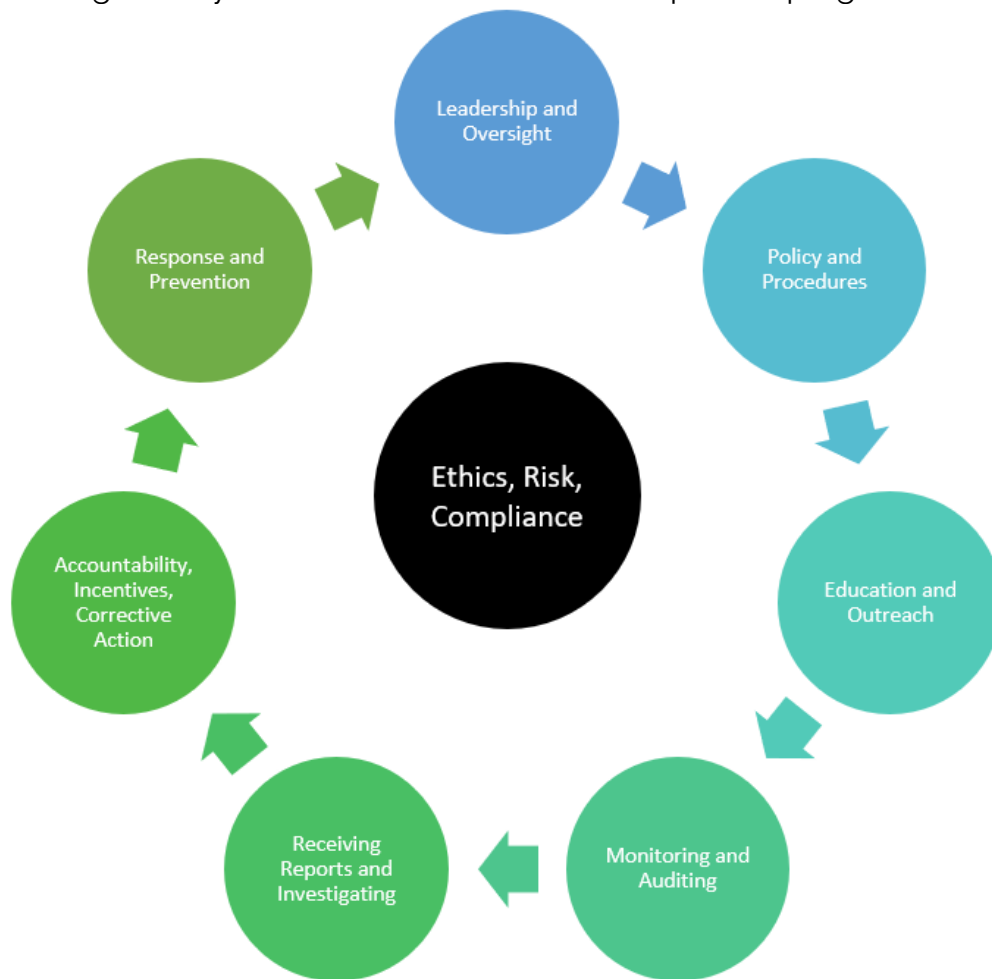
Principle	Definition/Application
Beneficence	The obligation to provide benefits, prevent harm, and balance benefits against the risk of harm. This requires an institution to address not only physical and economic benefits or harms, but all other harms, including psychological harm and avoidable suffering.
Nonmaleficence	The obligation to avoid actively causing harm as opposed to the broader obligation to prevent harm from being caused.
Justice	An obligation to pursue the fair allocation of benefits, risks, and costs according to morally relevant criteria. The concept of distributive justice underlies recognition of inequities in safety and apportionment of blame when an adverse event occurs. Concerns about procedural justice have been addressed through the just culture approach, in which staff are not blamed for problems attributable to their work systems. Concerns about restorative justice underlie disclosure/apology and compensation programs.

¹²⁵ Lt. General Morrison

¹²⁶ Jondle, Douglas Ph.D.; Maines, T. Dean; Rovang Burke, Michelle; and Young, Peter Ph.D., "Modern Risk Management: Managing risk through the ethical business culture model" (2013). Center for Ethical Business Cultures Papers and Reports. 11. [URL](#). Accessed 18 Mar. 2023.

¹²⁷ Adapted from Card, Alan J. "What Is Ethically Informed Risk Management?" AMA Journal of Ethics, vol. 22, no. 11, Nov. 2020, pp. 965–75, doi: [URL](#). Accessed 18 Mar. 2023.

The following are key elements of an effective compliance program:¹²⁸



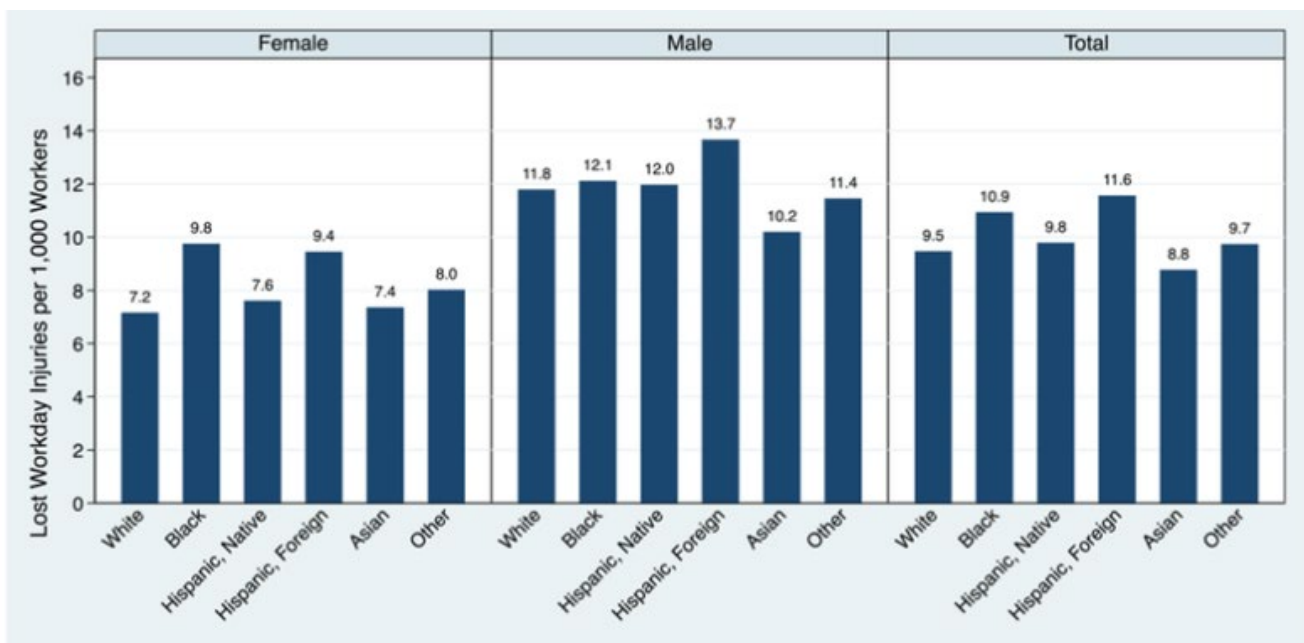
- **Leadership and Oversight:** There should be competent leadership and committee structures in place, with regular reporting to the Board of Trustees.
- **Policy and Procedure:** Clear expectations and practical guidance on behavior and decision-making should be provided in accessible policies and procedures.
- **Education and Outreach:** Reasonable steps should be taken to provide appropriate, relevant, and comprehensive education and outreach about compliance requirements.
- **Monitoring and Auditing:** Program adherence to compliance requirements should be monitored, and emerging and changing laws should be tracked.

¹²⁸ Adapted from "Oregon State University - Compliance." Leadership, 14 Oct. 2020, [URL](#).

- **Receiving Reports and Investigating:** Clear avenues should be available to seek guidance or report policy violations or non-compliance. Investigations should follow appropriate processes and emphasize non-retaliation.
- **Accountability, Incentives, Corrective Action:** Community members should be encouraged to behave ethically and responsibly, and appropriate, fair, and consistent actions should be taken in cases of wrongdoing.
- **Response and Prevention:** Misconduct and violations of laws, regulations, and policies should be responded to appropriately. Systemic issues should be identified, root causes determined, and solutions implemented to prevent recurrence.

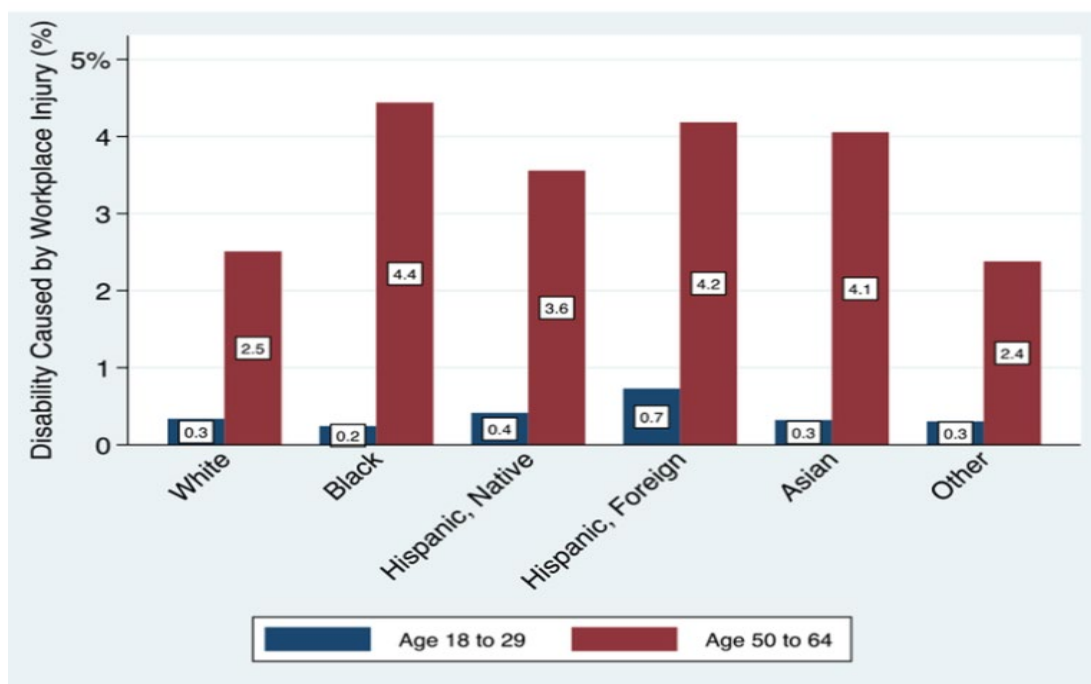
Our stance is that safety is not only a matter of social justice but also a matter of basic human rights. Every individual should be able to work in an environment that is reasonably safe and where appropriate, industry-standard mitigation efforts have been taken to address potential risks. Similarly, our students should have access to safe and healthy learning environments.

Moreover, it's crucial to acknowledge that the intersection of socio-economic status, race, age, gender, and national origin has an impact on the rates of industrial injury. When considering health and safety concerns, we need to consider data based on demonstrating a disproportionate impact on women and people of color:¹²⁹



¹²⁹ Seabury, S. A., Terp, S., & Boden, L. I. (2017). *Racial And Ethnic Differences In The Frequency Of Workplace Injuries And Prevalence Of Work-Related Disability*. *Health affairs (Project Hope)*, 36(2), 266–273. [URL](#). Accessed 11 Mar. 2023. ("Seabury.")

These trends are amplified when age is taken into consideration:¹³⁰



Understaffing and overwork has an impact on the entire workforce, but a disproportionate impact on those with relatively hazardous duties, leaving workers on their own to “figure it out.”¹³¹

They give us [custodians] many safety trainings to remind us, for example, to wear gloves. But what good are these safety trainings if we are having to cover the work of several janitors?

*Right now, we are down three janitors in our zone, which means we have to do all of their work, in addition to the work of those who call in sick. How can we take care of our safety if we have to work really fast because there's no time?*¹³²

HR plays a significant role in facilitating discussions that allow the District to establish ethical frameworks that identify and address potential risks. The ultimate goal is to ensure that appropriate structures are in place to assess and mitigate risks. However, in many cases, workers or their unions initiate these conversations, not employers themselves:

¹³⁰ Seabury, Ibid.

¹³¹ Long Work Hours, Extended or Irregular Shifts, and Worker Fatigue - Overview | Occupational Safety and Health Administration." Wwww.osha.gov, [URL](#). Accessed 11 Mar. 2023.

¹³² Purser, Gretchen, et al. *Berkeley's Betrayal: Wages and Working Conditions at CAL*. Berkeley, California, UC Berkeley, 2004, [URL](#). Accessed 11 Mar. 2023, quoting "Jerry." ("Purser.")

Many of the workers describe deep psychological distress at discovering that their humanity is, in itself, not a sufficient reason for the university to address their work-related problems.

Instead, they find that the only way to receive recognition from the university is by frightening or annoying it, or by threatening to pose some significant cost to the university that exceeds the cost of solving the initial problem. But even if workers succeed by using such tactics, "winning" in this way does little to ameliorate the humiliation, grief, and anger they feel over needing to struggle to receive basic recognition as human beings and respected members of the university community.¹³³

5.0 THIS PLAN IS INTENTIONALLY DISRUPTIVE

We understand that some may view this plan as going beyond HR's typical scope or as disruptive. However, we believe active disruption is necessary, particularly in higher education:

The presence of the "-isms" (e.g., racism, sexism, and heterosexism) in the workplace and intersections of gender, racial, and academic rank subordination create conditions for marginalization of women, people of Color, and LGBTQ [faculty, staff, and administrators]. Therefore, it is important to actively disrupt the practices and beliefs that contribute to this marginalization for academia to move toward mattering for [those] holding marginalized positionalities—the feeling of being noticed, cared for, needed, appreciated, and not overlooked. Human Resource Development (HRD) researchers and scholar-practitioners are well-positioned to lead such efforts.¹³⁴

We also acknowledge that disruption, while uncomfortable, is effective:

Disruption is one way to address marginalization in higher education. It is an interrogation strategy to make higher education safer for women, people of Color, and LGBTQ people.

In higher education, disruption is often framed as something to be prevented. Yet, what cost is incurred by silencing disruption in higher education? What message is sent to women, minority faculty, and students who look to them for mentorship, guidance, and models of possibility?

¹³³ Purser, Ibid.

¹³⁴ "Reclaiming My Time" Amid Organizational Change: A Dialectical Approach to Support the Thriving and Career Development for Faculty at the Margins Tiffany J. Davis, Tomika W. Greer, Stephanie Sisco, and Joshua C. Collins Advances in Developing Human Resources 2020 22:1, 23-40. Retrieved March 10, 2023, from: [URL](#). ("Davis.")

*Historically, the integration of people of Color into predominantly White spaces has not been given adequate attention. The traditional call to action has been too simple, ineffective, and reactive. Educational systems must proactively seek solutions to develop a cultural climate that is conducive to diversity and inclusion (D&I), and pragmatically establish policies and practices that promote equity and belonging.*¹³⁵

A disruptive, justice-oriented HR office is not a new idea. Disruption of this type is already codified and expected during, for example, recruitment processes when applying the longitudinal analysis, a function the District has historically failed to appropriately resource and maintain.¹³⁶ We also know that we are expected to identify areas where we, as an institution, have significant work to do to close our implementation gap:¹³⁷

Moving towards people-centered work environments where equity is the foundation is inherently disruptive. This is true in all types of workplaces: large well-funded non-profits, grassroots non-profit organizations, corporations, foundations, schools, etc. Equity requires disruption.

*There is no nice, or easy, way to create systemic change despite the thought leader, status-quo model that says otherwise. You cannot simply package down DEI into soundbites, into TED talks, into one-off implicit bias training. That is not to say that these resources can't be useful - they can be when encapsulated in a larger disruptor model - but on their own they are inadequate, to say the least. Disruption is the path forward to close the implementation gap.*¹³⁸

We understand the stakes are high – and our commitment forms the basis of this plan and who we are as a department:¹³⁹

Human resource work, if not done through an explicit lens of racial and gender justice, perpetuates these structural biases. That said, human resource professionals are in an optimal position, through formal and informal roles and practices, to begin to dismantle systemic racial barriers.

¹³⁵ Davis, Ibid.

¹³⁶ [EEO Longitudinal Data Guide](#).

¹³⁷ See, e.g., [Vision for Success/DEI](#).

¹³⁸ Jordan-Celotto, Bryce. "The Necessity of Disruption: Examining the 'Implementation' Gap in DEI." [www.linkedin.com](#), 11 Feb. 2020, [URL](#). Accessed 15 Mar. 2023.

¹³⁹ *Addressing Racism and Sexism in the Workplace*. Roadmap Consulting. [URL](#). Accessed 11 Mar. 2023.

To achieve our goals, we must transform HR into a disruptive organization. We acknowledge that there is much to learn, and we have identified specific actions to take:

- Insist that all employees are treated as human beings entitled to equitable, respectful, dignified, and fair treatment.
- Ensure that the District's Strategic Plan explicitly values the health, safety, and dignity of all people who work here.
- Ensure that administrators and the Board continuously monitor the implementation of these values in the same manner that other critical metrics are valued at the District.
- Demand meaningful resources to implement our stated EEO and DEIB values.
- Urge the Board to renounce performative gestures and political bird-walking that result in the needs of our workforce being ignored.
- Create spaces for marginalized voices to be heard.
- Give priority to exposing HR staff to these voices through daily work, participation in college and district activities, and professional development and training opportunities.
- Ensure that our values reflect a collective and unwavering commitment to justice and integrity, rather than just begrudging compliance with requirements.

Never forget that justice is what love looks like in public.¹⁴⁰

¹⁴⁰ Cornel West.

CHAPTER 3: BUILDING SUSTAINABLE FOUNDATIONS

*Between us, we have the fire and the water. Together, we can take on the wind.*¹⁴¹

At the heart of institutions of higher education lies a community of people who contribute to the success of our students. As an employer, we have made a commitment to recruit and retain a highly qualified and diverse workforce, as outlined in [BP 1300](#). HR has been tasked with implementing this commitment formally, while our CEOs handle it on a day-to-day basis.

It is not enough, however, to simply delegate this responsibility and move on. The planning and maintenance of our desired workforce requires ongoing attention and the alignment of political, physical, and technological resources over a long period of time. There are no shortcuts.

1.0 EARNING OUR WORKFORCE – A PYRAMID OF INSTITUTIONAL COMMITMENTS

In order for HR to effectively create and maintain a diverse and qualified workforce, the entire institution must prioritize and allocate resources towards this goal.¹⁴² There are four essential components that must be addressed:

- Institutional Branding/Identity;
- Organizational Culture;
- Employee Value Proposition (EVP); and
- Employer Branding/Identity.

These components will be addressed separately and then described in the context of a pyramid that supports recruitment and retention efforts.

1.1 Institutional Identity¹⁴³

*I belong to the people I love, and they belong to me – they, and the love and loyalty I give them, form my identity far more than any word or group ever could.*¹⁴⁴

The basis of our pyramid is a clear vision of who we are, why we are here, and what sets us apart. This is known as Institutional Branding (IB). This is not a marketing gimmick or a set of aspirational statements. It is a genuine assessment of our strengths and weaknesses and the creation of a roadmap to effectively

¹⁴¹ Rebecca F. Kuang.

¹⁴² See, e.g., Monteiro, B.; Santos, V.; Reis, I.; Sampaio, M.C.; Sousa, B.; Martinho, F.; José Sousa, M.; Au-Yong-Oliveira, M. *Employer Branding Applied to SMEs: A Pioneering Model Proposal for Attracting and Retaining Talent*. *Information* 2020, 11, 574. [URL](#). (Monteiro)

¹⁴³ HR acknowledges that very preliminary discussions have commenced in this area.

¹⁴⁴ Veronica Roth.

allocate our limited resources to the areas that matter most. Developing an IB helps establish a shared sense of purpose across the District and serves as a foundational tool to attract students, faculty, and administrators, while also improving our public image and reputation.¹⁴⁵ Although progress has been made in this area, we still struggle to answer critical questions related to our "why," such as:

Why not Los Rios? Why not Butte? Why not Calbright? Or online courses at Pasadena City College? Or a four-year degree through a fully online program? Or a service industry job instead of college?

Our IB should answer these questions simply, with as few words as possible. Our IB must be aligned with the specific needs of our students and communities, which may differ from one college or location to another. Once we know our IB, we can partner with the District to focus outreach efforts to find people who are passionate and committed to the specific work we need to serve our students.

This bears repeating. We cannot find the right people if we lack clarity on what the job is. We cannot default to simply asking general questions in the recruitment process aimed at cultural competence and DEIB. We must begin to have the clarity about our institution that allows us to develop and ask questions that are *specific* to the cultural and DEIB needs of *our* students, to *our* communities.

When it comes to equal employment opportunity (EEO) and diversity, equity, and inclusion (DEIB), it's important for our organizational identity to be easily understood and concise. For instance, our institutional branding (IB) should reflect whether we're an organization that:

- Values honesty, kindness, compassion, and ethical behavior at every level of the organization.
- Addresses human and social justice needs, particularly those of marginalized individuals and communities.
- Is a place where individuals feel comfortable expressing their passion, vulnerability, and time and energy. Is truly committed to eliminating discrimination.
- Prioritizes the health and safety of all members of our community. Is willing to invest resources in both digital and physical infrastructure to support our mission, vision, and values.

¹⁴⁵ Hemsley-Brown, J., Melewar, T.C. and Nguyen, B. (2016), *Exploring Brand Identity, Meaning, Image, and Reputation (BIMIR) in Higher Education: A Special Section*, Journal of Business Research, 69(8), 3019-3022.

1.2 Organizational Culture

Organizational culture is built on a foundation of our institutional identity. Simply put, “who we are” drives “what we do.” While it is common to praise the benefits of a positive culture, these declarations are sometimes insincere because creating such a culture requires difficult work involving honesty and vulnerability.¹⁴⁶

To establish a culture of candor, we need to have an honest discussion about our current position, future goals, and what we need to achieve them. A culture of candor is also a culture of listening, which is also key to advancing EEO and DEIB initiatives.¹⁴⁷ We must listen to what employees about what their experiences working here are, what they need to perform their duties, how we can better connect them to our mission, vision, and values, and how we can better identify systems of dysfunction that hinder collaboration and support.

Research shows, however, that employees are less likely to share their experiences if they are not regularly and genuinely engaged.¹⁴⁸ Conducting surveys without taking action can actually decrease employee engagement.¹⁴⁹ This is because trust must be the foundation of our organization. Trust is crucial for building a culture of candor and collaboration, and we believe that our District's Strategic Plan should explicitly include trust as a value.

We can also use external data to understand what engages our workforce from a cultural perspective. A recent study identified some of these priorities:¹⁵⁰

- A significant increase in income or benefits (64%)
- Greater work-life balance and better personal wellbeing (61%)
- The ability to do what they do best (58%)
- Greater stability and job security (53%)
- COVID-19 vaccination policies that align with employee beliefs (43%)
- The organization is diverse and inclusive of all types of people (42%)

¹⁴⁶ O'Toole, James, and Warren Bennis. “A Culture of Candor.” Harvard Business Review, 1 June 2009, [URL](#) . Accessed 18 Dec. 2022.

¹⁴⁷ “Institute for Inclusive Leadership's Five Influential Factors: Women's Pathways to Leadership by Simmons University - Issuu.” Issuu.com, Simmons University Institute for Inclusive Leadership, [URL](#) . Accessed 23 Dec. 2022.

¹⁴⁸ Blake, R. R., & Mouton, J. S. (1981). *Management by Grid Principles or Situationalism: Which?* Group & Organization Studies, 6(4), 439–455. [URL](#).

¹⁴⁹ Pendell, Ryan. “Want to Change Your Culture? Listen to Your Best People.” Gallup.com, Gallup, 6 Mar. 2019, [URL](#).

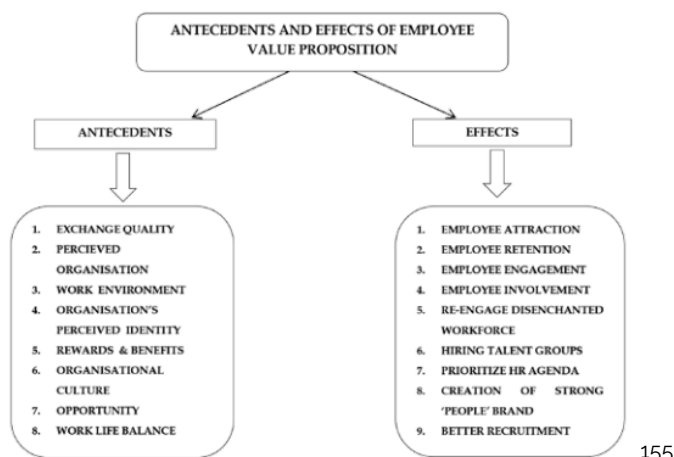
¹⁵⁰ Wigert, Ben. “The Top 6 Things Employees Want in Their next Job.” Gallup.com, 21 Feb. 2022, [URL](#).

It is equally important to consider what people want to avoid. A recent survey¹⁵¹ found that 70% of professionals in the US would not work for a top company if they had to put up with a negative workplace culture. Additionally, 60% would choose to take a lower salary rather than tolerate a poor workplace culture. Finally, 25% would even give up a prestigious job title to avoid a toxic workplace.

Yet another recent study shows that a significant percentage of black Americans and LGBTQ+ Americans do not perceive higher education as a comfortable place to work. Most Americans under the age of twenty-five have poor perceptions of the culture and compensation of a career in higher education.¹⁵² Addressing these realities from an institutional standpoint is not only essential to a discussion about culture, but also critical to a meaningful implementation of DEIB and EEO work.

1.3 Employee Value Proposition

By focusing on both enhancing positive aspects of organizational culture and reducing negative ones, we can positively impact our employee value proposition (EVP). EVP refers to the package of rewards and benefits, both tangible and intangible, that we offer employees in exchange for the value they bring to our organization.¹⁵³ By increasing our EVP, we can become more competitive in the job market, attract high-quality candidates, retain current employees, and reduce turnover.¹⁵⁴ Here is a basic, high-level illustration of EVP:



¹⁵¹ McQueen, Nina. "Workplace Culture Trends: The Key to Hiring (and Keeping) Top Talent in 2018." [URL](#).

¹⁵² *What's Next for the Higher Education Workforce? A Look at the Challenges and Opportunities That Lie Ahead*. (n.d.). CUPAHR; College and University Professional Association for HR. Retrieved November 25, 2022, from [URL](#).

¹⁵³ Monteiro, Ibid.

¹⁵⁴ Monteiro, Ibid.

¹⁵⁵ Das, S, et al. "Antecedents and Consequences of Employee Value Proposition: A Scientific Review for Future Research Agenda." AJMR 584 Amity Journal of Management Research ADMAA, [URL](#). Accessed 1 Dec. 2022.

Although money and benefits are important factors, they cannot be the only ones when considering employee attraction and retention. Even institutions with better resources and higher reputational capital experience attrition rates indicating that direct financial considerations are only a piece of the puzzle.¹⁵⁶ As a resource-limited institution, we must stretch our financial commitments to address all aspects of our operations, including salaries, benefits, maintenance, safety and security, and staffing. We must find ways to be exceptionally welcoming to a diverse, highly qualified workforce.

1.4 Employer Branding/Identity in the Labor Market

Efforts to improve organizational culture and EVP are crucial in establishing and promoting our employer brand (EB). The EB is a powerful marketing tool that helps us promote our institution as a desirable place to work, both to retain current employees and attract potential candidates from the external market. This includes active and passive job seekers, community members, and other stakeholders.¹⁵⁷ The different components of an effective employer brand can be represented through a multi-dimensional construct where:

- EB (employer branding) is a function of organizational culture (OC), organizational strategy (OS), organizational reputation (OR), and reward systems/EVP (RS), and
- Employer branding is subject to employee communication/what employees say about the organization (EC), proximity area (PA), and reputation of current and former employees (RCE, RFE);¹⁵⁸

$$\text{EB} = f(\text{OC}, \text{OS}, \text{OR}, \text{RS}) \text{ subject to EC, PA, RCE, RFE}$$

It's important to be cautious when it comes to employer branding. It can't just be a marketing exercise - it must be based on the real, positive, and lived experiences of people who work here.^{159 160}

¹⁵⁶ Bauman, D. (2022). *A Brutal Tally: Higher Ed Lost 650,000 Jobs Last Year*. Chronicle.com. [URL](#).

¹⁵⁷ Minchington, B. *Employer Brand Leadership—A Global Perspective, Australia*; Collective Learning; Newstead, Australia, 2005.

¹⁵⁸ Monteiro, Ibid.

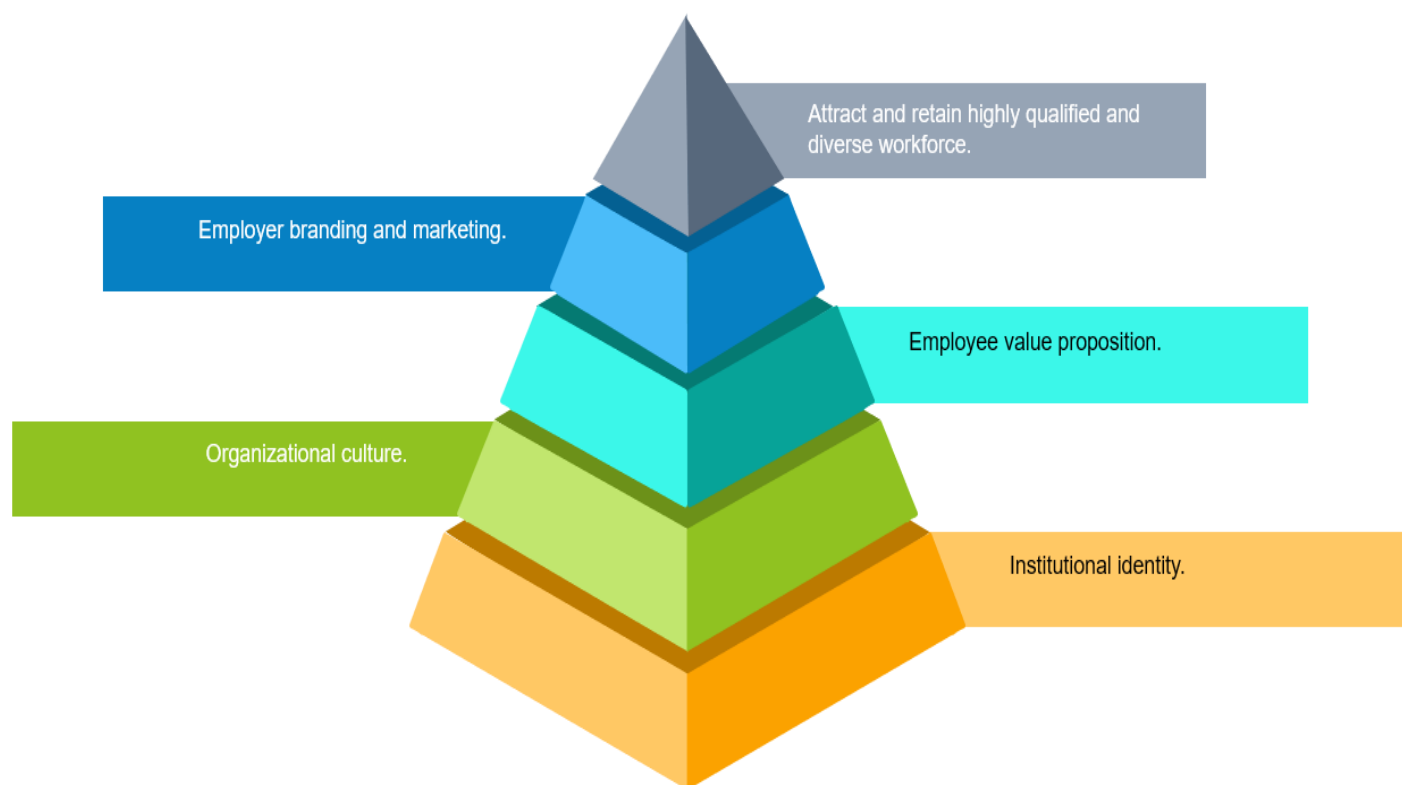
¹⁵⁹ "Articulating Your Institution's Employer Brand." [www.insidehighered.com](#), 2018, [URL](#). Accessed 28 Nov. 2022.

¹⁶⁰ A number of academic literature and research exploring the associations between development of employer brand in companies and performance (e.g., increasing employers' engagement and productivity and reducing turnover) has been published in past decades (Backhouse and Tikoo, 2004; Gilani and Cunningham, 2017; Lievens, F., Slaughter, J., 2016; Theurer et al., 2016). Recently more research dedicated to different aspects of employer branding at HEIs emerged (Bakanauskiene et al., 2011; Brosi and Welp, 2014; Erasmus et al., 2015; Hemsley-Brown et al., 2016; Hamidizadeh, Ali & Fadardi, Mansoureh. 2019). [Although both potential and current employees are discussed in the most conceptualizations of employer branding, the majority of empirical research focuses on recruitment in particular. Similarly, the majority of research on employer branding at HEI explores the aspects of

If we only talk about a positive work culture without acting to actually create one, we are signaling that our commitments to our workforce, including our EEO and DEIB commitments, are simply self-laudatory performances.¹⁶¹ Giving institutional lip service to a positive and supportive work culture will never pass the litmus test of employee experience and institutional reputation.

1.5 The Pyramid: Recruiting/Retaining a Workforce Our Students Deserve

So how do these pieces all fall together? Well, if HR is tasked with attracting and retaining a highly qualified and diverse workforce, we must all see that task as the very tip of a much larger pyramid:



the branding activities aimed at attracting and retention of academics as a core HR group. EB focusing on administrative staff remains relatively under-researched.]

¹⁶¹ Allen, Tim. "The Pandemic Is Changing Employee Benefits." Harvard Business Review, 7 Apr. 2021, [URL](#). Accessed 1 Dec. 2022.

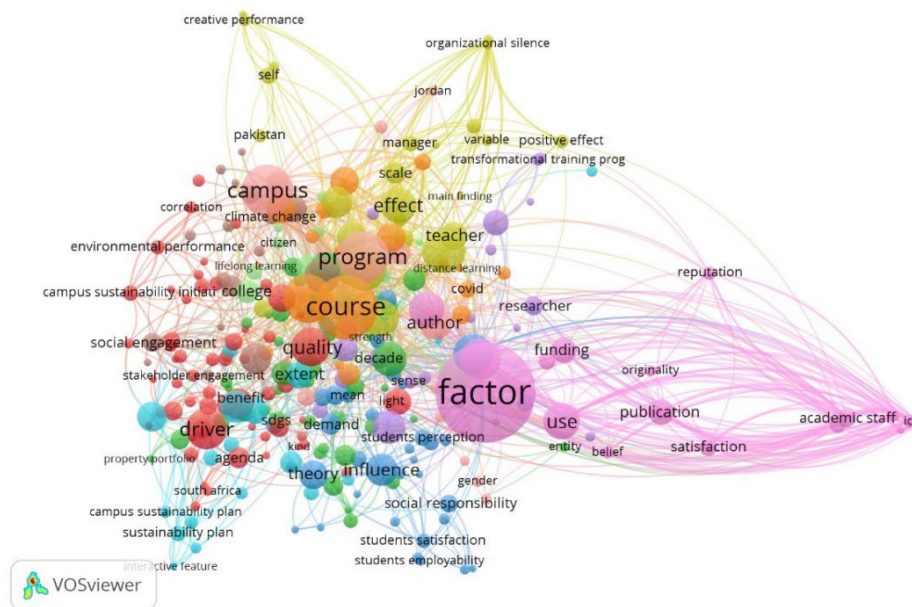
2.0 SUSTAINABLE – NOT MERELY STRATEGIC – PLANNING APPROACHES

*Most people overestimate what they can accomplish in one year and underestimate what they can accomplish in ten years.*¹⁶²

The current state of the District's operations and finances necessitates sustainable planning to address the needs of students, workforce, facilities, and communities in the short, mid, and long-term. Our focus should be on sustainable, not merely strategic, planning. This involves:

- Maintaining an awareness of the complex correlations between our goals, our students, the people who work here, and our communities;
- Identifying and promoting actions that enable long-term reproduction of resources; and
- Anticipating and building permanent infrastructure (physical and virtual) to address multiple and contradictory needs for resources and/or outcomes.¹⁶³

At its core, sustainability is about complex relationships. To illustrate this point, a map is provided that shows the various relationships involved in a sustainable academic environment.



¹⁶² Bill Gates.

¹⁶³ Taken from Piwowar-Sulej K. *Human resources development as an element of sustainable HRM - with the focus on production engineers*. J Clean Prod. 2021 Jan 1, [URL](#). Accessed 1 January 2023.

From an HR perspective, a shift to sustainability requires institutional action in the following areas:

- An expanded monitoring institutional effectiveness;
- Adoption of a sustainable human resources management (HRM) approach;
- A sustainable view of workforce contributions to student success;
- Revisiting organizational ethics and culture;
- Sufficient resources needed to implement EEO and DEIB initiatives; and
- A recognition of the damaging impacts of short-termism.

2.1 Expanded Accountability for Institutional Effectiveness¹⁶⁴

Not planning enough is like preparing for failure even if you are extremely passionate about your idea.¹⁶⁵

The District uses specific measures to evaluate its performance in key areas, which are known as components of "[institutional effectiveness](#)." These metrics are regularly monitored by the Colleges, the Chancellor's Cabinet, and the Board, and adjustments are made when expectations are not met to determine if the institution is effective.¹⁶⁶

Historically, there has been an organizational inertia to disregard data - data that we are already collecting – that speak to widely accepted metrics that have been relevant to institutional effectiveness in higher education for over 40 years.¹⁶⁷ These metrics explicitly address workforce and infrastructure,¹⁶⁸ and run parallel to sustainable HRM strategies, and include:

¹⁶⁴ Institutional effectiveness has specific meanings in specific contexts. This discussion is about expanding the District's oversight to the topics discussed in this section.

¹⁶⁵ Quote attributed to Pooja Agnihotri.

¹⁶⁶ At a high-level, our primary approach appears to fall within the goal attainment approach to strategic planning, and to a lesser degree, the strategic constituency, systems resource, and process approaches.

¹⁶⁷ See, e.g., Ashraf, Giti & Bte, Suhaida & Abd Kadir, Suhaida. (2012). *A Review on the Models of Organizational Effectiveness: A Look at Cameron's Model in Higher Education*. International Education Studies. (Ashraf)

¹⁶⁸ See, generally, Ashraf, citing Cameron, K. (1978). *Measuring organizational effectiveness in institutions of higher education*. Administrative Science Quarterly, 23, 604-632.; Cameron, K. (1981). *Domains of organizational effectiveness in colleges and universities*. Academy of Management Journal, 24 (1), 25-47; Cameron, K. (1986). *A study of organizational effectiveness and its predictors*. Management Science, 32(1), 87-112; Antia, J. M., & Cuthbert, R. E. (1976). *Critical success factors in Polytechnic performance*. Educational Management Administration & Leadership, 5(14), 14-36; Kleijnen, J., Dolmans, D., Muijtjens, A., Willems, J., & Van Hout, H. (2009). *Organisational values in higher education: Perceptions and preferences of staff*. Quality in Higher Education, 15(3), 233-249; Kleijnen, J., Dolmans, D., Muijtjens, A., Willems, J., & Van Hout, H. (2009). *Organisational values in higher education: Perceptions and preferences of staff*. Quality in Higher Education, 15(3), 233-249; An, J. Y., Yom, Y. H., & Ruggiero, J. S. (2011). *Organizational culture, quality of work life, and organizational effectiveness in Korean university hospitals*. Journal of Transcultural Nursing, 22(1), 22-30.

- Investments in people and relationships;
- Investments in physical and virtual infrastructure;
- Internal processes/procedures that allow the institution to run smoothly;
- Designated, accepted, and agreed-to roles and responsibilities, and
- Positive reputation in the community.¹⁶⁹

Many of our current challenges are due to a lack of *institutional interest, prioritization, resourcing, and monitoring of these metrics over time*. These metrics are sometimes viewed as "second tier" and not student-centric, but they are, in fact, crucial to short, mid, and long-term student success. We need to rethink our priorities and give these metrics the attention they deserve from administrative and systems perspectives.

Here is an example of data we collect – and have known about for years – but do not prioritize and address at an institutional level. These are ratings on a scale of 1 – 5:

Item	Satisfaction			
	District	WCC	Yuba	Average
There are effective lines of communication between departments	1.87	2.46	2.46	2.26
There is a spirit of teamwork and cooperation at this institution	2.09	2.70	2.70	2.50
The reputation of this institution continues to improve	2.17	2.95	2.48	2.53
This institution is well-respected in the community	2.39	2.90	2.49	2.59
Efforts to improve quality are paying off at this institution	2.48	2.97	2.61	2.69
This institution consistently follows clear processes for selecting new employees	2.30	2.65	2.70	2.55
This institution consistently follows clear processes for orienting and training new employees	1.83	2.18	2.13	2.05
This institution consistently follows clear processes for recognizing employee achievements	2.30	2.63	3.15	2.69
This institution has written procedures that clearly define who is responsible for each operation and service	2.00	2.46	2.50	2.32
This institution consistently follows clear processes for evaluating employee performance	2.39	3.15	3.01	2.85
I learn about changes in policies and procedures in a timely manner	2.52	2.74	2.59	2.62
The amount of work I am expected to complete is reasonable	1.24	3.04	2.79	2.36
The facilities in which I work are maintained in good condition	3.33	3.07	2.44	2.95

The District is currently taking action in some of these areas, particularly in response to the [Chancellor's Prioritization of FCMAT Recommendations](#). But again, there are not new concepts. While they are reflected in the Board's [Mission, Vision, Values, and Goals](#), we posit that they have not been adequately prioritized, resourced, and monitored for results. We must also attend to these as an accreditation priority. For example, ACCJC Standard I(B) provides the following with regards to Institutional Effectiveness:

- The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

¹⁶⁹ See, generally, Ashraf, *ibid.*, this factor is particularly important when seeking fiscal support from the community.

- The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
- The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

And ACCJC Standard I(C)5 contains similar requirements as to Institutional Integrity:

- The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

We believe that our accreditation standards and process are valuable tools for guiding the implementation of a contemporary institution of higher education, rather than simply a test to pass every three years. These tools are designed to ensure that we avoid common, known pitfalls in the implementation of a contemporary institution of higher education.

This plan, however, cannot comprehensibly address the complexity of these discussions. What is clear, however, is that we are not adequately prioritizing and monitoring these metrics from a sustainability perspective, and that overall, the consequences of this failure are evident in the day-to-day operations of the District.

2.2 Sustainable Human Resources Management (HRM)¹⁷⁰

*Strategy is circular, not linear...if the enterprise is underperforming, the assumptions are wrong.*¹⁷¹

To effectively support our students and communities over time, it's not sufficient to only focus on current needs; we must also consider the long-term sustainability of our ability to meet those needs. This includes supporting our workforce, which is generally referred to as "human resource management" (HRM).

To gain a better understanding of HRM, it's useful to have a general understanding of the different strategies that can be employed. It's worth noting that there is some ambiguity and room for academic debate when it comes to these strategies:

2.2.1 Personnel Management

Personnel management, which evolved from the earliest forms of HR, is primarily concerned with the daily management of employees, systematic training, recruitment and selection, classification and compensation, and legal compliance as it relates to production. The defining characteristic of this model is the lack of, or extremely limited, relationship between organizational strategy and human resources activities.¹⁷²

2.2.2 Strategic HRM

Strategic HRM has been a prominent feature of research and HR practice for over 30 years, which focuses on how HR activities can be driven by institutional strategic initiatives. This approach is primarily focused on the current workforce and assumes that HR will continue to implement personnel management strategies for day-to-day HR operations. However, strategic HRM has been criticized for being too focused on short-term goals without considering the mid and long-term sustainability impacts of today's initiatives and tends to view people as a means to an end (productivity).

¹⁷⁰ As noted above, these philosophies tend to prioritize production. As discussed below, we believe that sustainable strategies embrace broader perspectives that can be leveraged to root out institutional discrimination.

¹⁷¹ Fritz Shoemaker.

¹⁷² Malik, Nadeem (2009) "Emergence of Strategic Human Resource Management Historical Perspective," Academic Leadership: The Online Journal: Vol. 7: Iss. 1. Article 16. [URL](#). Accessed 30 January 2023.

Illustration: a strategic goal of an organization might be to increase FTES by X number. HR would then implement strategies to meet that goal, and HR's effectiveness would be assessed rather narrowly, i.e., did the workforce increase *production* (in this case FTES) and if not, why not.

Over time, strategic HRM has evolved to include strategies pertaining to ecological, social, and employee well-being issues,¹⁷³ but again, strategic HRM is too often focused on how to get things done *now*, with the resources we have *now*. In this regard strategic HRM has been criticized as being "consumed with survival in a more competitive market," without adequate thought to the mid and long-term impacts (and sustainability) of today's fleeting initiatives.¹⁷⁴

Illustration: The District has not adequately invested in the development and utilization of HR and Payroll staff. This dynamic, over time, drastically reduced HR's ability to be proactive and analytical. No doubt, there were competing needs for resources. It is not beyond the imagination that the District strategically deprioritized HR in order to meet operational needs. That strategy, however, is now costing the District in terms of workforce morale, turnover, and increased reliance on legal resources to solve problems that could have been prevented.¹⁷⁵

With the obvious pitfalls of a purely strategic planning model, it should not be a surprise that strategic planning has had questionable results in the context of HRM. For example, research looking at the impact of strategic HRM practices over the last 20 years has determined:

*HR still spends the same amount of time performing its administrative activities as it did 20 years ago. As a result, HR often fails to engage in important issues related to business strategy, organizational change, organization design, sustainability, and a whole host of other important organizational effectiveness issues.*¹⁷⁶

¹⁷³ Kramar, Ibid.

¹⁷⁴ Kramar, Ibid.

¹⁷⁵ See, [2021 Comprehensive HR Audit Report](#).

¹⁷⁶ III, Edward E. Lawler. "HR: From Criticism to Destruction." Forbes, 25 Aug. 2015, [URL](#). Accessed 30 Jan. 2023.

The extent to which the District's Office of Human Resources has effectively engaged in strategic HRM is a subject of serious concern. Unfortunately, the District, whether intentional or not, has confined HR to administrative and transactional tasks in an attempt to save money in the short term. However, this short-sighted approach has resulted in substantial financial expenses and indirect costs such as attrition and low morale. A glaring example of this is the District's workers' compensation costs, not to mention the expenses incurred in replacing injured workers. Furthermore, this approach is inconsistent with our stated values, raising further questions about its viability and alignment with our organizational principles.

2.2.3 Sustainable HRM

*If you want to go fast, go alone; if you want to go far, go together.*¹⁷⁷

Sustainable Human Resource Management is a newer, emerging HRM model, which encompasses both personnel management and strategic HRM. Sustainable HRM, built around broad organizational goals, "is a framework for managing people to achieve positive financial, social, human, and ecological outcomes in the short-term and long-term."¹⁷⁸

In other words, in order to achieve sustainability, our HRM strategies have to include – if not be driven by – broad considerations of both time and stakeholder, utilizing formalized synthesis structures to address conflicting outcomes along the way. The differences between sustainable and strategic HRM are both compelling and complex. Here are some key differences:

- **Sustainability and Time: A Long View**

*You can run a sprint, or you can run a marathon, but you can't sprint a marathon.*¹⁷⁹

Strategic HRM is too often overly concerned with "right now." Sustainable HRM, on the other hand, is concerned not only with the now, but the sustainability of the strategies on an ongoing basis – and the people involved in supporting our students.

¹⁷⁷ Commonly attributed to be a proverb of African origin.

¹⁷⁸ Kramar, Ibid.

¹⁷⁹ Quote attributed to Ryan Holmes.

Illustration: If we plan a road trip with three destinations, Destination A, B, and C, we may find that we have enough gas to drive straight from Destination A to Destination B without stopping. *Strategic* HRM planning ensures that we get from Destination A to Destination B effectively and efficiently, which would be to drive straight to Destination B without stopping. Once we are at Destination B, we might find that we do not have enough gas to get to Destination C – and there are no gas stations between Destination B and C. We either have to backtrack, or we get stuck on the side of the road waiting for a tow truck – both significantly less effective and efficient than simply stopping for gas before reaching Destination B.

Achieving sustainability in HRM requires considering the entire journey and making decisions that balance short-term sacrifices with long-term benefits.¹⁸⁰ Just as stopping for gas before reaching Destination B is necessary, a sustainable strategy involves additional, relational actions like being friendly with the gas station attendant (you never know when you might need a tow truck) and ensuring everyone's needs are met, such as using the restroom and obtaining cash from the ATM.

When the need for sustainability arises, proponents of strategic planning often resort to tactical objections. These objections may include claims of insufficient time for stops, objecting to unnecessary delays, reiterating that we have enough gas to reach Destination B, or asserting that stopping for gas is not student-centric, which is far from the truth. In addition, strategic planning is susceptible to overreliance on positive results as an argument for “staying the course.” Sustainability always asks the question, “but is it sustainable?”

Illustration: Strategic HRM tends to focus on positive outcomes of HRM within the context of current organizational performance. This includes consideration of “job satisfaction, improved productivity, psychological contract, supportive culture and engagement.”¹⁸¹ Sustainable HRM, however, recognizes that these outcomes may not be sustainable. For example, in some circumstances “positive employee outcomes result in employee exhaustion, lack of engagement, increased stress, lower commitment, increased pressure, increased sickness, presenteeism, and less satisfaction.”¹⁸²

¹⁸⁰ Kramar, Ibid.

¹⁸¹ Kramar, Ibid.

¹⁸² Kramar, Ibid.

- **Sustainability and Stakeholders: Whole Human Being and Whole Community**

There is immense power when a group of people with similar interests gets together to work toward the same goals...everything you want in life is only a relationship away.¹⁸³

When it comes to our workforce and stakeholders, sustainable HRM goes beyond mere workplace well-being. It acknowledges the importance of viewing the workforce as a collection of individuals. Sustainable HRM understands that recognizing the humanity of our workforce has significant long-term benefits. This approach is also a precondition to live our commitment to social justice, including equal employment opportunity (EEO) and diversity, equity, inclusion, and belonging (DEIB).

[Sustainable HRM recognizes] that well-being in the non-work area [of life] is not mutually exclusive of [work life]. The multilayered and multistakeholder feature of sustainable HRM also includes the impact of organizational activities on [external parties] such as communities, families, people doing work in the supply chain and suppliers.

When a long-term sustainable HRM view is taken to enhance employees' holistic quality of life...positive individual, organizational, and economy outcomes occur. These aspects of sustainable HRM contribute to...decent work and economic growth, gender equality, good health, well-being, and reduction in inequalities.

Sustainable HRM also identifies a broad group of external stakeholders that contribute to student success both in the District and their communities:

Sustainable HRM acknowledges the role HRM plays in building social outcomes external to the organization. These include social capital outcomes, such as societal health and wealth creation potential [and] HRM policies such as wage and salary rates in training and education policies contribute to the distribution of wealth and income in society.

¹⁸³ Idowu Koyenikan, *Wealth for All: Living a Life of Success at the Edge of Your Ability*.

Societies with wealth and income inequality have been found to display less trust between different economic groups, more political volatility, narrow networks of social relationships, social unrest, unequal access to education opportunities, social reproduction, and the potential for lower rates of economic growth. Ideally, sustainable HRM could [work to minimize] these negative effects through external relationships.

- **Anticipating the Inevitability of Conflict and Need for Synthesis**

*Celebrate diversity, practice acceptance, and may we all choose peaceful options to conflict.*¹⁸⁴

In the context of HRM, strategic planning and sustainable planning offer distinct approaches to conflict resolution and addressing workforce needs. Strategic HRM tends to have a narrow focus on meeting immediate institutional requirements, while Sustainable HRM recognizes the inevitability of conflicts and emphasizes the establishment of long-term infrastructure for conflict resolution.

In strategic HRM, conflict resolution primarily relies on aligning the workforce with shared strategic goals during the implementation phase. The emphasis is on ensuring that employees understand and work towards the immediate objectives of the organization. However, this approach may overlook conflicts that arise across different timeframes or fail to address underlying issues that may impact long-term sustainability.

In contrast, sustainable HRM acknowledges that conflicts of outcome are likely to occur across short, medium, and long-term timeframes.¹⁸⁵ Instead of attempting to address all conflicts during implementation, sustainable HRM emphasizes the establishment of permanent infrastructure to address conflicts as an integral part of a well-functioning institution. This involves creating shared understandings among stakeholders regarding expectations, approaches, and timelines for conflict resolution.

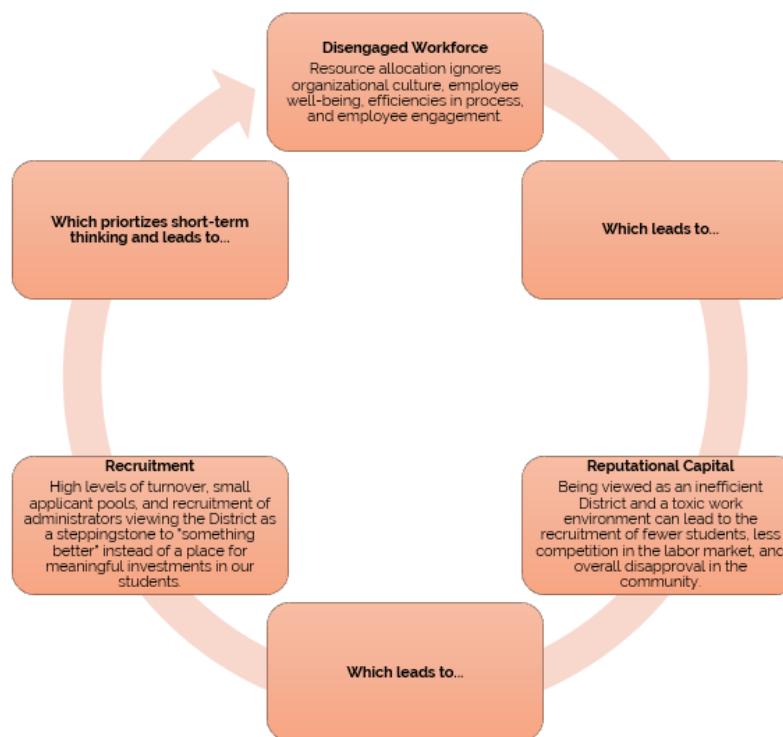
¹⁸⁴ Donzella Michele Malone.

¹⁸⁵ Kramar, Ibid.

Moreover, sustainable HRM requires a commitment to creatively synthesize seemingly irreconcilable needs.¹⁸⁶ It recognizes that addressing conflicts may involve making sacrifices or trade-offs in the short term, but it ensures there is a sustainable plan in place to address those sacrifices over time. By considering the long-term impact and sustainability of decisions, sustainable HRM aims to find innovative solutions that reconcile conflicting needs and promote the overall well-being of the organization and its workforce.¹⁸⁷

To illustrate the importance of creating sustainability in HRM, let's consider a scenario where a district has limited funding and aims to maximize its impact on students. Here are two different (and clearly oversimplified) strategies to illustrate what happens when we don't create sustainability by addressing workforce needs, even though it may not appear to everyone to be a priority:

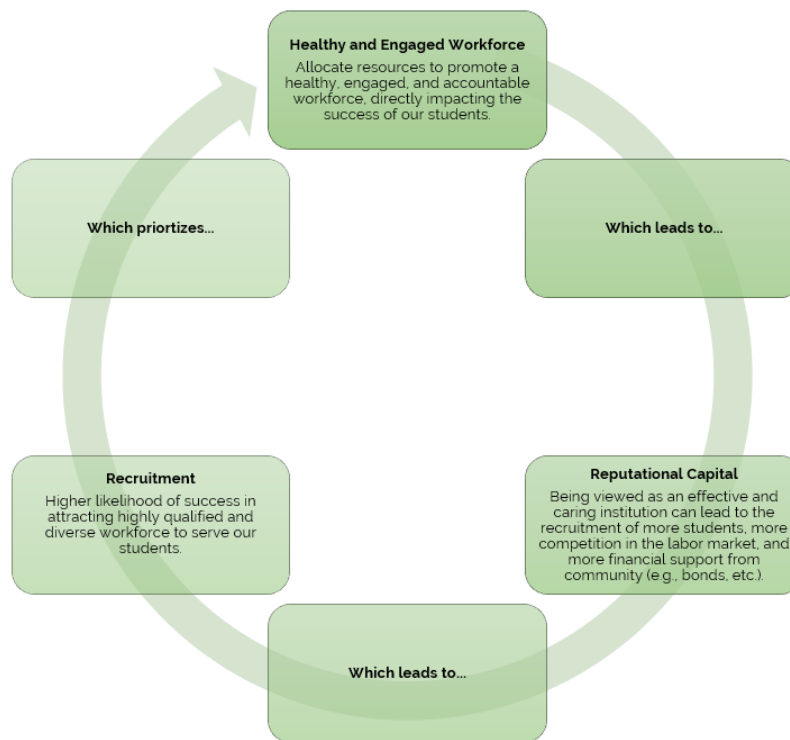
Unsustainable Strategy



¹⁸⁶ Kramar, Ibid.

¹⁸⁷ Kramar, Ibid.

Sustainable Strategy



2.3 Ethics and Sustainability

*Not everything that is faced can be changed; but nothing can be changed until it is faced.*¹⁸⁸

Sustainable organizations are founded on ethical behavior,¹⁸⁹ and organizations lacking prescribed expectations of ethical behavior are more likely to engage in unethical practices.¹⁹⁰ Sustainable HRM recognizes this and calls for values that reflect moral judgments about what constitutes ethical behavior and right or wrong outcomes.

Sustainable HRM also advocates for a broader set of perspectives on ethics and respect that includes the impact on employees' families, community groups, trade unions, disadvantaged groups in the labor market, the ecological environment, and future generations.¹⁹¹ This means being clear about our ethics and values and holding ourselves accountable.

¹⁸⁸ Quote attributed to James Baldwin.

¹⁸⁹ See, e.g., Ezenwakwelu, Charity & Nwakoby, Ifeoma & Egbo, Obiamaka & Ifeoma, Ihegboro. (2020). Business Ethics and Organizational Sustainability. [URL](#). Accessed 5 February 2023. (Ezenwakwelu)

¹⁹⁰ Ezenwakwelu, citing, Schwepker Jr C. H & Schultz, R. J. (2013). *The impact of trust in manager on unethical intention and customer- oriented selling*. Journal of Business and Industrial Marketing 28(4)347- 356.

¹⁹¹ Kramar, Ibid.

One tool that can help ensure moral and ethical leadership in the public sphere is the "Public Value Scorecard," which includes three elements: the transparent weighing of costs and gains, the organization's identity and goals, and an ongoing assessment of the organization's resources and efficiencies.¹⁹²

At its heart, the moral and ethical posture of a public agency must be to "take positive actions to deal with complex problems for the benefit of the society."¹⁹³ American institutions of higher education face significant ethical challenges in this area:¹⁹⁴

The American university does not hold its employees to professional ethical standards because it has not created a culture of ethical consciousness and accountability at the university, and this is in part both because of the contemporary nature of the university and because it does not believe that it needs ethics.

If we are really interested in running universities where students learn the collaborative work of critical thinking collectively and of attending to the needs of the common good, then we must take ownership of our universities and learn those lessons as well. When we learn those lessons, we will build the university to represent the future we are seeking rather than the past where we are presently entrapped.

Unethical behavior impacts all aspects of the District and the services we provide:¹⁹⁵

If you think unprincipled behavior won't come back to bite you one day, you've got it wrong!

Organizations tainted by unethical behavior experience a higher level of mistrust, selfishness, and disloyalty. In addition, immoral behavior increases stress, irritability, and gamesmanship; people opt for political expediency rather than for doing what is right.

¹⁹² Claude A. Drolet (2020) *Globalization and the challenges of public administration: governance, human resources management, leadership, ethics, e-governance, and sustainability in the 21st century*, International Review of Public Administration, 25:2, 145-149, [URL](#). Accessed 5 February 2023. (Drolet).

¹⁹³ Drolet, Ibid.

¹⁹⁴ Keenan, F. J. F. (2016). *University ethics: How colleges can build and benefit from a culture of ethics*.

¹⁹⁵ Sonnenberg, Frank. "Does It Pay to Be Ethical?" 20 Feb. 2018, [URL](#). Accessed 5 February 2023.

It's no wonder that attracting and retaining exceptional people is more difficult – organizations that demonstrate unprincipled behavior have lousy reputations.

Bottom line: Unethical behavior significantly increases the cost of doing business.

Ethics enforced through compliance is not sufficient although, as discussed in more detail below, the District likely does not meet the basic ACCJC ethics requirements. What does work, and is recommended here, is an integrity approach to ethics management:¹⁹⁶

An integrity-based approach to ethics management combines a concern for the law with an emphasis on managerial responsibility for ethical behavior. Though integrity strategies may vary in design and scope, all strive to define companies' guiding values, aspirations, and patterns of thought and conduct.

When integrated into the day-to-day operations of an organization, such strategies can help prevent damaging ethical lapses while tapping into powerful human impulses for moral thought and action. Then an ethical framework becomes no longer a burdensome constraint within which companies must operate, but the governing ethos of an organization.

We cannot ethically compartmentalize our values or play favorites within our workforce, in our actions, or in our governance. There will always be temptations to compartmentalize our values. Such compartmentalization, in and of itself, is an admission that we are not, in fact, committed to our values. This is because “individuals who compartmentalize themselves psychologically are using a defense mechanism to allow the coexistence of conflicting roles.”¹⁹⁷

We cannot judge our ethics by only looking at the people we treat well. Instead, we must judge ourselves by how we treat the most marginalized and vulnerable among us. Integrity requires us to maintain our ethics and values “long after the mood that we said it in has left.”¹⁹⁸ Adherence to our ethics and values, then,

¹⁹⁶ Paine, Lynn. “Managing for Organizational Integrity.” Harvard Business Review, Apr. 1994. [URL](#).

¹⁹⁷ Noelliste, M. (2013). *Integrity: An Intrapersonal Perspective*. *Human Resource Development Review*, 12(4), 474–499. [URL](#). Accessed 2023 January 7.

¹⁹⁸ Inky Johnson.

establishes institutional integrity, that is "doing the right thing, even when no one is watching."¹⁹⁹

This integrity then forms the foundation of our institutional identity (sometimes also referred to as "institutional brand"), both internally and externally.²⁰⁰ Temptations to veer away from our ethics and values are magnified when resources are scarce and when the organization divides itself into various camps, losing focus on student success, and demonstrating ambition in an exclusive, as opposed to inclusive, manner:²⁰¹

Organizational members often wear masks or uniforms that veil their inherently complex psyche. Organizational members sometimes change or conceal their values in order to fulfill their professional obligations and meet their economic needs.

[The] potential duplicitous lifestyle that can arise if moral integrity does not inform professional integrity. Individuals who exhibit moral integrity while fulfilling certain roles and yet consistently succumb to immoral or unethical acts in other roles have compartmentalized themselves.

The lack of integrity, in turn, violates trust, even where we convince ourselves that the ends justify the means:²⁰²

The constancy of behavior (i.e., match between the rhetoric and the action) [is attributable] to trust in professional relationships. Organizational members, who fail to "walk the talk," "practice what they preach," or "do what they promise" halt the development of trust.

Leaders and managers must model appropriate behavior that reflects consistency and congruency between beliefs and behaviors in order to gain credibility. Without credibility, interpersonal trust cannot exist.

¹⁹⁹ C.S. Lewis.

²⁰⁰ Gurzawska, Agata. "Principles and Approaches in Ethics Assessment: Institutional Integrity." SATORI, Stakeholders Acting Together On the ethical impact assessment of Research and Innovation, 2015, [URL](#). Accessed 18 Jan. 2023.

²⁰¹ Noelliste, citing, Rozuel C. (2011). *The moral threat of compartmentalization: Self, roles, and responsibility*. *Journal of Business Ethics*, 102, 685-697.

²⁰² Noelliste, *Ibid*.

Trust has long been recognized as the foundation of functional teams, and we will not be a successful organization without first developing trust.²⁰³



2.4 Special Note: Ethics in Action

The importance of ethics work – and HR's role in it – has been magnified by recent events including the murder of George Floyd, the killing of Breonna Taylor, Tyre Nichols, Alonzo Bagley, Takar Smith, Keenan Anderson, Oscar Leon Sanchez, and others:

In light of the recent resurgence of the Civil Rights movement, more organizations acknowledge their ethical imperative to create equitable workplaces, foster equal opportunities for hiring and promotions, and cultivate a sense of psychological safety and belonging across the workforce.

Last year, thousands of companies took the first step by putting out statements supporting the Black Lives Matter movement. But if they don't follow through by creating a culture of inclusion and belonging, these statements undermine their credibility as ethical companies. It's easy to say that we want to do something or make a commitment to do it. It's so much harder to put actions behind it.

²⁰³ See, e.g., Lencioni, Patrick M. 2002. *The Five Dysfunctions of a Team*.

[It is] incumbent on ethical HR leaders to ensure that DEI initiatives are enacted across the workforce. [HR is] an ethical gatekeeper, a challenging role, especially in moments when it puts you at odds with senior leadership, but it's essential for the life and integrity of the [organization].

*HR leaders must design and enforce an ethical culture for the good of the [organization].*²⁰⁴

In addition:

As organizations face new challenges such as globalization, unprecedented technological advances, and a growing diverse workforce, ethics have become a greater concern for [HR] since personal integrity plays such an instrumental role in an organization achieving its goals.

*HR professionals must facilitate the ethical decision-making process by identifying the possible cognitive blocks to ethical behavior; these cognitive barriers may reside in the discrepancies that emerge from the misalignment of the three types of integrity [moral, professional, and personal], as organizational members strive to behave ethically.*²⁰⁵

²⁰⁴ Chiappetta, Clare. "Setting a New Standard for Ethics in Human Resources." Human Resources Certification Institute and The Human Resource Standards Institute, 14 Feb. 2022, [URL](#). Accessed 7 Jan. 2023.

²⁰⁵ Noelliste, *citing*, Lewicki R. J., Bunker B. B. (1996). Developing and maintaining trust in working relationships. In Kramer R. M., Tyler T. R. (Eds.), *Trust in organizations: Frontiers of theory & research* (pp. 114-139). Thousand Oaks, CA: Sage, Kouzes J. M., Posner B. Z. (1993). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco, CA: Jossey-Bass, Simons T. L. (1999). Behavioral integrity as a critical ingredient for transformational leadership. *Journal of Organizational Change*, 12(2), 89-104, Hassan A. (2007). Human resource development and organizational values. *Journal of European Industrial Training*, 31, 435-448. Werner J. M., DeSimone R. L. (2009). *Human resource development*. Mason, OH: South-Western Cengage Learning, Senge P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday/Currency, Becker T. E. (1998). Integrity in organizations: Beyond honesty and conscientiousness. *Academy of Management Review*, 23(1), 154-161, Storr L. (2004). Leading with integrity: A qualitative research study. *Journal of Health Organization and Management*, 18, 415-434, Prottas D. J. (2008). Perceived behavioral integrity: Relationships with employee attitudes, wellbeing, and absenteeism. *Journal of Business Ethics*, 81, 313-322, and White D. W., Lean E. (2008). The impact of perceived leader integrity on subordinates in a work team environment. *Journal of Business Ethics*, 81, 765-778.

2.5 Sustainable Perspectives and Our Workforce

So often we overlook the work and the significance of those who are not in professional jobs, of those who are not in the so-called big jobs. But let me say to you tonight that whenever you are engaged in work that serves humanity and is for the building of humanity, it has dignity, and it has worth. ²⁰⁶

We know instinctually that the success of our students arises from the success of our workforce but: ²⁰⁷

It may be tempting to think of students and teachers as belonging to a different category from those whose daily work supports their educational process. However, this false distinction stands in the way of recognizing our common humanity and our common interest in making the principled community we imagine into a real one.

It is a primary theme of this plan that the interests of our students overwhelmingly align with the prioritization of our entire workforce and a positive, health organizational culture.^{208 209} This is consistent with research that concludes that, “staff training will fail, and students will leave, in a dysfunctional environment,”²¹⁰ and that a healthy, supportive culture enables faculty and staff “to become ‘case workers’ who assist students through difficult issues – everything from financial aid through immigration – that can affect student interactions and retention.”²¹¹

Recent scholarship reinforces the fact that student success rests on an institutional culture of support – for everyone.²¹²

²⁰⁶ Martin Luther King, Jr.

²⁰⁷ Purser, Gretchen, et al. *Berkeley's Betrayal: Wages and Working Conditions at CAL*. Berkeley, California, UC Berkeley, 2004, URL. Accessed 11 Mar. 2023, quoting “Jerry.” (“Purser.”)

²⁰⁸ See, e.g., Farrell-Cole, Patricia. (2009). *Investing in Staff for Student Retention* In book: The NEA 2009 Almanac of Higher Education (pp.85-92) Edition: 2009 Chapter: 8 Publisher: NEA Editors: Mark F. Smith [determining that the impact of staff has a higher effect on student retention than previously studied and recommending effective staff orientations in addition to faculty programs], URL. (“Farrell-Cole.”) Accessed: Accessed 13 Mar. 2023.

²⁰⁹ See Farrell-Cole, Ibid., citing, Astin, A.W. *Maximizing Leadership Effectiveness*. San Francisco: Jossey-Bass, 1980. [Positive correlation between a collegial, humanistic administrative style and student retention].

²¹⁰ Farrell-Cole, Ibid.

²¹¹ Farrell-Cole, Ibid., citing, Lee, J. “*Rethinking Graduation Rates as Accountability Measures*.” NEA Higher Education Research Center Update (January 2004).

²¹² Volk, Steven, *Student Success Rests on an Institutional Culture of Support*, After Class: Education and Democracy (2022). URL. Accessed 15 Mar. 2023 (“Volk”), citing, Felten, P. & Lambert, M. (2020). *Relationship-rich education: How human connections drive success in college*. Johns Hopkins University Press. (“Felten.”)

For most students, success at college and later in life will not be assured by building fancy dorms with private bathrooms, adding prestige factors that hike a college's rankings, or creating majors that respond to immediate market pressures.

Their success ultimately will be determined by an institution's ability to help students create and sustain significant and multiple relationships while at college.

In other words, by offering a "relationship-rich" education. [This] kind of an education rests on the support of a community in which each of its constituents, from presidents to groundskeepers, from faculty to students, feel that they belong and are able to derive meaning from being a part of that community.

This analysis dovetails with research that indicates:²¹³

Satisfactory personal relationships are a prerequisite for learning; that personal connections "are often the central mechanism and daily motivators of the student experience"; and that the "pervasive influence of relationships suggests that a college – at least insofar as it offers real benefits – is less a collection of programs than a gathering of people."

While individual relationships can be transformative for a student's education, "a network of overlapping relationships is more likely to meet a student's evolving needs than any single mentor can." ²¹⁴

Other research comes from the perspective of addressing organizational culture through the lens of support and mentorship:²¹⁵

Most colleges and universities place other priorities above this, even if they take pride in being student-centered and place a priority on teaching and learning.

²¹³ Volk, quoting, Felten.

²¹⁴ Volk, quoting, *How College Works*. Daniel F. Chambliss and Christopher G. Takacs. Cambridge, MA: Harvard University Press, 2014.

²¹⁵ Volk, quoting, Zubizarreta, John; Burrell Storms, Stephanie L.; Miners, Laurence; Nantz, Kathryn; and Torosyan, Roben, "The learning portfolio: Reflective practice for improving student learning." (2009). CAE Faculty Book Gallery.

An institution needs to commit – I mean whole hog commit – to the importance of mentoring as an institutional cultural priority. If they are not 'whole hog' committed to this, colleges will not search for, or hire, faculty and staff who are dedicated to fostering deep mentoring relationships with students.

We must, then, think broadly about our workforce contributing to student success. For example, have we recently thought about student success and classified staff in working in an administrative department? Building maintenance and custodians? The research here is clear; we all play a vital role in supporting the transformation of our student's lives and the sustainability of our institution:²¹⁶

- **Interaction/Engagement:** Student interactions with both faculty and staff are important contributors to student satisfaction,²¹⁷ grade improvement,²¹⁸ and student perseverance.²¹⁹ Even light-touch employee engagement interventions improve student perceptions of their college experience and result in a higher likelihood that underrepresented students, in particular, will persist and graduate.²²⁰
- **Facilities:** The quality and state of facilities influence student health, thinking, and performance, and significant correlations have been observed between poor structural, conditional, and aesthetic attributes of facilities and low student learning and achievement.²²¹ If we want to serve more students, the quality of facilities, including classrooms, is extremely important to prospective students;²²²

²¹⁶ Farrell-Cole, *Ibid.*, citing, Lee, *Ibid.*

²¹⁷ Strauss L., Volkwein J. (2004). Predictors of student commitment at two-year and four-year institutions. *The Journal of Higher Education*, 75, 203–227, see also, Umbach P., Wawrzynski M. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46, 153–184.

²¹⁸ Angrist J., Lang D., Oreopoulos P. (2009). Incentives and services for college achievement: Evidence from a randomized trial. *American Economic Journal: Applied Economics*, 1, 136–163. (Angrist)

²¹⁹ Angrist, *Ibid.*

²²⁰ Carrell S., Kurlaender M., Bhatt M. (2018). *My professor cares: Experimental evidence on the role of faculty engagement* (Working paper). Oregon State University, SPP. Retrieved from [URL](#). Accessed 2 December 2022.

²²¹ Filardo, M., Vincent, J., Sullivan, K., Starr, J., Fusarelli, L., Ross, E. (2019, May 02). How crumbling school facilities perpetuate inequality. Retrieved December 12, 2022, from [URL](#).

²²² Reynolds, G. L., & Valcik, N. A. (2007). *The impact of facilities on recruitment and retention of students*. *New Directions for Institutional Research*, (135), 63–80. Retrieved from [URL](#) on 4 December 2022; see also, Cassidy, R. (2007), "How facilities affect students' college choices", Building Design & Construction, and, Solutions, Steelcase Education. "New Study Shows Classroom Design Is Key Contributing Factor in College Students' Enrollment Decisions." [www.prnewswire.com](#), 15 Apr. 2014, [URL](#), cited in McDonald, Lucinda Sue, "The Impact of Campus

- **Student Services:** Students seek quality interactions with employees providing student services, with particular emphasis on effective communication and response times;²²³
- **Information Technology:** Availability of technology is among the five most important factors when selecting a college. In addition, initial research done by students and parents in the college selection process is most often conducted online;²²⁴
- **Health and Safety:** Risk management is a critical function of a college, requiring an enterprise-wide approach to the increasingly wide spectrum of environmental health and safety risks.²²⁵ Generation Z students in particular have an acute awareness of violence, with their social context including war, terrorism, violence, and insecurity. Creating more "robust and transparent practices around campus safety" is of particular interest to this generation of students;²²⁶ and
- **Administration:** Administrators play a key role in the operation and planning of the institution, as well as being highly impactful in shifting organizational identity to better serve students, including students of color, through policy and practice.²²⁷ Leadership across the institution are stewards of a positive, supportive, and healthy culture;²²⁸

Facilities on the Recruitment of Students in Higher Education" (2019). Dissertations. Paper 170. Cassidy, R. (2007), "How facilities affect students' college choices", Building Design & Construction Cassidy, R. (2007), "How facilities affect students' college choices", Building Design & Construction.

²²³ "The Impact of Campus Facilities on the Recruitment of Students in Higher Education" (2019). Paper 170. [URL](#).

²²⁴ Seemiller, C., & Grace, M. (2017). *Generation Z: Educating and engaging the next generation of students*. About Campus, 22(3), 21-26; see also, Okerson, J. R. (2016). *Beyond the campus tour: College choice and the campus visit*. Williamsburg, VA: College of William and Mary. Retrieved from [URL](#).

²²⁵ See, e.g., Palcik, James. "The Importance of Chemical Hygiene Plans in School Districts." EdCircuit, 28 Nov. 2022, [URL](#). Accessed 19 Jan. 2023, see also, "Campus Security." US Department of Education, [URL](#). Accessed 17 Jan. 2023, and [recent Los Rios OSHA fines](#).

²²⁶ Twenge, J. M. (2017). *IGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy-- and completely unprepared for adulthood (and what this means for the rest of us)*. New York: Atria Books, and Seemiller, C., & Grace, M. (2017). *Generation Z: Educating and engaging the next generation of students*. About Campus, 22(3), 21-26, cited in McDonald, Lucinda Sue, "The Impact of Campus Facilities on the Recruitment of Students in Higher Education" (2019). Dissertations. Paper 170. [URL](#).

²²⁷ See, e.g., Palmer, R.T., Maramba, D.C., Allen, T.O., & Arroyo, A.T. (Eds.). (2021). *Understanding the Work of Student Affairs Professionals at Minority Serving Institutions: Effective Practice, Policy, and Training* (1st ed.). Routledge. [URL](#); see also, Schreiner, L.A., Noel, P., Anderson, E., & Cantwell, L. (2011). *The Impact of Faculty and Staff on High-Risk College Student Persistence*. *Journal of College Student Development* 52(3), 321-338. [URL](#); Espino MM, Ariza J. "We're Not Going to Overcome Institutional Bias by Doing Nothing": Latinx/a/o Student Affairs Professionals as Advocates for Equity. *Education Sciences*. 2022; 12(10):716. [URL](#).

²²⁸ Volk, quoting, Felten.

The ultimate test of institutional leadership — whether by faculty, staff, trustees, or administrators — is the stewardship of institutional culture.

Institutional cultures are both precious and fragile. It takes years to build a strong, positive culture, but culture can be seriously damaged in the span of a few months by a sudden veering of direction in pursuit of ill-considered priorities or a lack of attention to the small details of institutional life that signal that people care and are paying attention.

To build the culture of a relationship-rich campus requires the buy-in of hundreds, if not thousands, of caring, committed people; constant reinforcement of the message that relationships matter and reward and recognition of the efforts of faculty and staff who do the everyday work of connecting with students.

2.5.1 Special Note: Custodians, Service Workers, and Student Success²²⁹

Service workers, generally, and custodians, in particular, make powerful contributions to students' success:²³⁰

[We must acknowledge] the role that service workers – particularly custodians, food servers, and those who interact with students on a daily basis – play in the education of our students, not to mention our staff and faculty.

Many of the service workers on campus, certainly those in the dorms and dining halls, will likely engage more frequently with the students than many faculty. "If failing to recognize and benefit from their wisdom represents squandered learning opportunities to the detriment of the entire campus community."

²²⁹ This section should not be viewed as minimizing the direct impact that other staff, including administrative staff, have on student success.

²³⁰ Volk, Steven, More than Cleaning: Custodians and Student Success, *After Class: Education and Democracy* (2022). [URL](#). Accessed 15 Mar. 2023 ("Volk"), citing, Magolda, P. (2016). *The Lives of Campus Custodians* (edition unavailable). Stylus Publishing. See also, Magolda, P. and Delman, L. (2016), *Campus Custodians in the Corporate University: Castes, Crossing Borders, and Critical Consciousness*. *Anthropology & Education Quarterly*, 47: 246-263. [URL](#).

One researcher notes:^{231 232}

Custodians harness a salir adelante [aspiration and pursuit for a better life] mindset. Their mindset is significantly influenced by their strong value of familismo and strive to obtain upward social mobility. Working at a higher education institution gives them access to university exposure and knowledge.

Custodians were able to develop rapport with students through saludos [greetings], platicas [conversations], and referring them to housing resources.

Custodians were able to establish relationships with students by serving as parent figures and first responders.

Both students and parents displayed a positive response through appreciation and confianza [trust].

Custodian's gained parent confianza [trust] through reassurance and cultural identification.

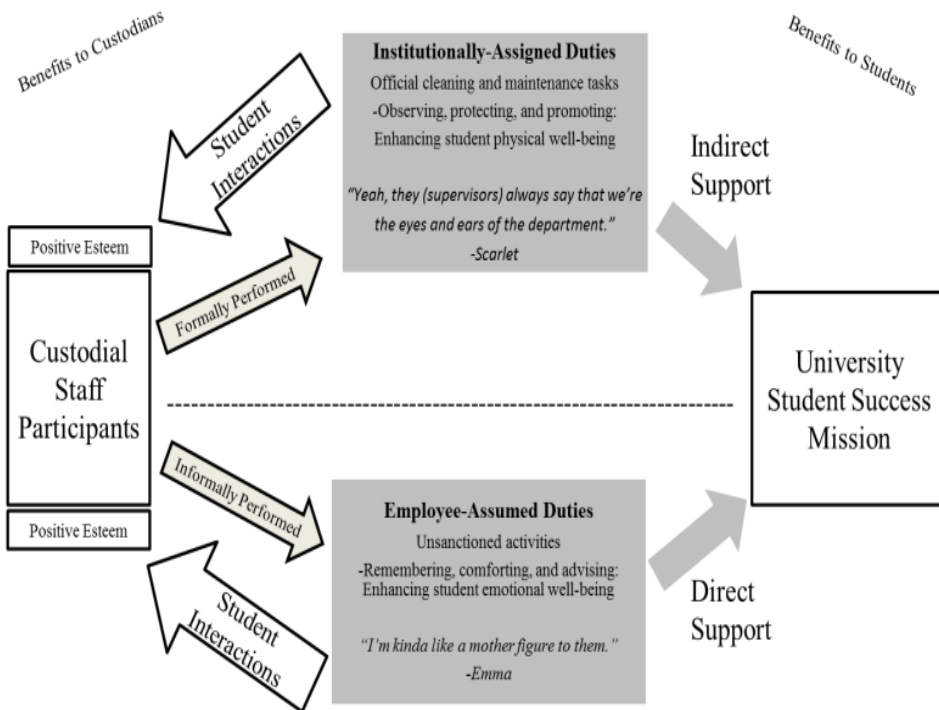
And all of this while:

Despite being motivated and having a strong work ethic, many faced barriers that negatively impacted their ability to reach educational and career advancement. Custodians are excluded from higher education in two forms: as potential students and workers.

The following is an illustration of the complex ways that custodians serve our students and our institution:

²³¹ Montoya, Marie Claire, *A Labor of Love: University Custodians Saliendo Adelante and Student Engagement Practices*. California State University, Long Beach ProQuest Dissertations Publishing, 2020.

²³² See, *Seeing Ourselves on Campus in (Un)Likely Places: Campus Service Workers' Ethos of Care and Horizontal Mentorship of First-Generation Students*, Andrea N. Hunt and Alyson Bergner; *We Do Way More Than Just Clean Up Puke...We Connect with Students: Custodial Staff as Informal Mentors at a Large, Public University*, Yolanda M. Wiggins; "Call Me Young Chan": *How a Campus Housekeeper Taught Me to Be Korean Again*, Young Chan Lim; *Social and Cultural Exchange as Means of Counterhegemonic Education: and How A Campus Groundskeeper Helped Me Discover My Agency and Sense of Belonging as a First-Generation, Nontraditional, Reverse-Transfer Latina Student*, Sarai V. Kashani; *Community Educator, Institutional Ally, Custodian: Lessons from Señor Mauricio's Pedagogy of Care in UCLA's Academic Advancement Program*, Ifeoma A. Amah and Cindy Raquel Escobedo.



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These themes echo those of previous research, and compel us to stop and think about how to prepare, support, and reward custodians for these roles:²³⁴

Custodians are valuable and underutilized direct contributors to student success. College and university administrators [need] to reframe their view of the potential assets and contributions of custodians to engage the following suggestions for practice. Campus decision-makers should:

- ❖ *Acknowledge and leverage custodians' unique assets and contributions;*
- ❖ *Foster relationships between students and custodians;*
- ❖ *Consider custodians' potential to support student success in custodian hiring decisions;*
- ❖ *Train Custodial Staff in Basic Crisis Intervention.*

²³³ Taken from Reed, J. J. (2015). Mutually beneficial interactions: campus custodian-college student relationships. Dissertation. [University of Iowa]. [URL](#). ("Reed.")

²³⁴ Reed, citing Solórzano.

In order to respect the importance of these contributions of our staff, we need to challenge the master narratives about who serves our students and how. This is also a necessary component of an inclusive environment.²³⁵

Historically empowered individuals create and maintain institutional control by defining what constitutes "normal" in our society. On our college campuses, master narratives legitimize the thinking of students, faculty, and academic administrators, while at the same time ignoring and de-valuing the perspectives of non-academic staff such as custodians.

*Critical theory seeks to question, and ultimately dismantle, a privilege of power that is based upon ascribed characteristics such as race, gender, and social class. Moreover, critical theory asserts that a college community dominated by the master narratives of organizational elites is not truly inclusive.*²³⁶

We have recognized the need to understand unconscious bias during the hiring process, but true commitments to equity, diversity, and inclusion (and our shared success through strategic planning) require us to address biases commonly present in the academic ecosystem. This includes recognition of biases having the potential to divide our community around employee groups, whether faculty, staff, and/or administrators. Indeed, some of these biases perpetuate institutional forms of discrimination.

We know academia has transformed over the last fifty years, and whether such changes are viewed as good or bad, these impacts have been felt not just by faculty, but by staff and administrators as well.²³⁷ These changes have included the massification of education, globalization, and industrialism/capitalism in academia sometimes blurring the differences between functions within the institution.²³⁸

²³⁵ Reed, citing Solórzano.

²³⁶ Reed, citing Solórzano.

²³⁷ Conway, Maree & Dobson, Ian. (2003). *Fear and Loathing in University Staffing*. Higher Education Management and Policy. [URL](#). Accessed 24 Jan. 2023.

²³⁸ Musselin, Christine. "The Transformation of Academic Work: Facts and Analysis." (2007), citing Slaughter, S., and L.L. Leslie. (1997). *Academic Capitalism: Politics, Policies, and the Entrepreneurial University*. Baltimore, John Hopkins University Press; Slaughter, S., and G. Rhoades. (2004). *Academic Capitalism and the New Economy*. Baltimore, John Hopkins University Press; Halsey, A. (1992). *The Decline of Donnish Dominion*. Oxford, Clarendon Press; Dearlove, J. (1997). "The Academic Labour Process: From Collegiality and Professionalism to Managerialism and

It is most often these outside circumstances, however, that exacerbate the potential for conflict, including increasing pressures around efficiency and accountability.²³⁹ This is to be expected of “just-in-time, adaptive system government and governing boards want and need a District to be.”²⁴⁰

This paradigm is most apparent in those institutions most vulnerable to disruption: thinly resourced, tuition-driven [colleges]. Large research institutions, the Ivies, institutes of technology and elite liberal arts colleges aren't immune but have more time to respond.

Returning the focus to our students seems a logical first step. Students always suffer when administrators and faculty clash.

That clash sucks the air out of the room, stops innovation and forces faculty members to tactically retreat rather than advance. It also makes administrators defensive, risk averse, narrows their perspective and vision, and leads to seeing the institution through institutional eyes.

The tension is simply exhausting. An institution in perpetual tension has difficulty serving students effectively.

From the perspectives of student success, organizational and social justice, and our DEIB commitments, we must take a hard look at workforce contributions in contemporary institutions of higher education. From a sustainability approach, we must not only recognize faculty, but also the total community, ensuring that we are here – that we will be here – to serve our students, particularly when it comes to sustainability.

Proletarianization?" Higher Education Review, 30, pp. 56-75; Deem, R. (1998). "New Managerialism in Higher Education: The Management of Performances and Cultures in Universities." International Studies in the Sociology of Education, 8(1), pp. 47-70; Reed, M., and R. Deem. (2002). *New Managerialism – The Manager-Academic and Technologies of Management in Universities: Looking Forward to Virtuality*. In K. Robins and F. Webster (eds.), *The Virtual University*, Oxford, Oxford University Press, 126-147; and Alchian, A. (1977). *Economic Forces at Work: Selected Works of Armen A. Alchian*. Indianapolis, Liberty Press.

²³⁹ See, e.g., Bess, J.L., & Dee, J.R. (2014). *Bridging the Divide between Faculty and Administration: A Guide to Understanding Conflict in the Academy* (1st ed.). Routledge. [URL](#)

²⁴⁰ Greenwald, Richard. "Clashes between Senior Administrators and Faculty Members Must Be Avoided (Essay) | inside Higher Ed." www.insidehighered.com, 29 Sept. 2016, [URL](#). Accessed 24 Jan. 2023. (Greenwald).

2.6 Avoiding the Dangers of Short-Termism

*The expression 'short-term strategy' is in fact an oxymoron, because trying to reach short-term goals is not strategic by definition.*²⁴¹

It has been wisely said that "short-termism lies at the heart of many of today's problems."²⁴² But what is short-termism? The term has been defined as a philosophy involving "decisions and outcomes that pursue a course of action that is best for the short term but suboptimal over the long run."²⁴³

Trouble arises with short-termism because we tend to love short term thinking. We naturally gravitate towards immediate gratification and discounting future challenges – and avoiding conflict. Urgency and uncertainty exacerbate this bias because rewards now are more attractive than an obscure sense of future benefits.²⁴⁴ Strategic planning has significant potential to drift into short-term thinking:

*Short-termism is the arena in which strategy comes up against sustainability. Current theories of strategic management are contributing to short-term decision making. Not only is short-termism potentially hazardous to organizations, but it can also contribute to systems failure, which ultimately leads to [organizational] failure. Realizing this connection...strategy must integrate sustainability in its theorizing.*²⁴⁵

Some argue that one cannot have a short-term and a long-term strategy, but rather one can either have a short-term goals or a long-term strategy containing short-term goals.²⁴⁶ Either way, short-termism is damaging in a number of ways, including:²⁴⁷

²⁴¹ Oliver Gassmann.

²⁴² Bansal, P., & Desjardin, M. R. (2014). *Business sustainability: It is about time*. Strategic Organization, 12(1), 70–78. [URL](#), citing, Polman P. (2013) "The Remedies for Capitalism," Available at: [URL](#).

²⁴³ Bansal, P., & Desjardin, M. R. (2014). Business sustainability: It is about time. Strategic Organization, 12(1), 70–78. [URL](#), citing, Lavery K. J. (1996) "Economic 'Short-Termism': The Debate, the Unresolved Issues, and the Implications for Management Practice and Research," Academy of Management Review 21(3): 825–60. and Loewenstein G., Thaler R. H. (1989) "Anomalies: Intertemporal Choice," Journal of Economic Perspectives 3(4): 181–93. (Bansal.)

²⁴⁴ Bansal, Ibid.

²⁴⁵ Bansal, Ibid.

²⁴⁶ Hole, Glen. "Long-Term Goals Are Often Ruined by Short-Term Goals and the Best Way to Destroy a Company." [Www.linkedin.com](#), 27 June 2021, [URL](#). Accessed 5 February 2023.

²⁴⁷ Bansal and Hole, Ibid.,

- Short-term payoffs tend to be incremental and not transformational;
- Investments in infrastructure, including information technology infrastructure, tends to address tactical not strategic thinking;
- Workforce and organizational potential cannot be realized without long-term planning; and
- Overall, short-termism can lead to systems failures which ultimately leads to organizational failure.

2.6.1 Short-Termism and EEO/DEIB

*When you're talking about diversity, equity and inclusion, the experiences of students, faculty and staff don't happen in isolation. It's not like you just come to school or work and then leave. You live in a community and that community is as functional a part of your life as the workplace.*²⁴⁸

EEO and DEIB commitments require long-term attention and have significant overlaps with sustainable planning. This is because these initiatives are not just about addressing issues now, but also to affect institutional change over time. Points of intersection between sustainability and DEIB include:²⁴⁹

- **Ethics, Equity, and Social Impact:** Ethical social impact is dependent on fair treatment of employees, promotion, and implementation of non-discrimination policies, investing in local communities, and implementing fair wages. A diverse, equitable, and inclusive workplace improves the ethical and social impact of an organization in ways including:
 - ❖ **Equity:** Ensures equitable access to opportunities and treatment. Enables a broad spectrum of voices to be heard and everyone has access to participate in the organization's sustainability discussion. It also enables each individual to participate fully in the company's sustainability efforts. Employees feel valued and heard, therefore, they are much more likely to support the measures of the company, and work towards a shared goal.
 - ❖ **Inclusion:** Leads to conscious decision making. Leaders who understand the dynamics of inclusive leadership and are aware of

²⁴⁸ Dr. Reginald Stewart, Vice President for Diversity, Equity, and Inclusion (Ret.), Iowa State University.

²⁴⁹ Taken/adapted from Banerjee, Priyanka. "Sustainability and Diversity, Equity, & Inclusion (DEI): What's the Link?" BusinessWiz, 25 Aug. 2021, [URL](#). Accessed 5 February 2023.

their own unconscious bias and privilege, make more conscious and fair decisions. Inclusive workplaces have better psychological safety. Feeling safe is one of the key human requirements to perform efficiently. When employees feel safe, they can bring their authentic selves to work, share vulnerabilities without fear of repercussions and are not afraid to fail. Thus, increasing the team performance, risk-taking ability, and overall employee satisfaction level.

- ❖ **Diversity and Inclusion:** Helps avoid discriminatory pitfalls. A diverse and inclusive organization allows a variety of perspectives that might indicate previously unidentified areas of growth and/or improvement, helps identify discriminatory (for example, racist or sexist) practices, and helps to ensure the organization is responsible to all of its shareholders.
- **Economic:** Economic sustainability is not just about being profitable or fiscally prudent, it is also about having good, sustainable, and transparent governance, with alignment between all stakeholders on common interests while avoiding conflict of interests (actual or perceived).
- ❖ **Transparency:** Inclusive organizations promote transparency, equal opportunities, and a safe space for everyone, this ensures transparent communication leading to good governance.
- ❖ **Empathy:** Teams with higher empathy are better equipped to deal with conflict of interests and confrontations essential to maintain fair governance and strong leadership.
- ❖ **Trust:** Diverse and inclusive teams promote a trustworthy organizational reputation. More diversity and representation within the organization means that it is better able to understand different opinions from stakeholders, thereby increasing trust and support.

Failure to resource and prioritize EEO and DEIB initiatives in the short, med, and long-term is tantamount to a lack of meaningful commitment, and, as an approach, tends to fall into the “check the box,” category:²⁵⁰

Institutions fail [to ensure] that the individuals they hire feel they belong. Organizations and institutions must go beyond the recruitment stage where they tick a diversity

²⁵⁰ Adejumo, V. (2021). *Beyond diversity, inclusion, and belonging*. Leadership, 17(1), 62–73. [URL](#), quoting, SHRM (2017) 5 Steps to improve diversity recruiting. Available at: [URL](#). (Adejumo).

box, to allow those who were recruited for leadership positions to be effective at their stated job.

Diversity hiring isn't about fixing one stage, and it isn't just about the hiring.

When you talk about diversity and inclusion, it leads to the more holistic area of belonging in an organization and it doesn't just end with [recruiters]. Unfortunately, many organizations have not been effective in taking a holistic approach in making sure that those hired, especially African Americans in a predominately white organization, feel as though they belong.

Worse, "good talk and no walk" leads to, among other things, "tokenism." Tokenism is one of the absolute worst distortions of EEO and DEIB work, perpetuating stereotypes, undermining trust, and preventing both the attraction and retention of a diverse workforce:

Tokenism is conceptualized in an organizational structure as "the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce."

In other words, the organizations that are dominated by white people hire members from an underrepresented group for the purpose of giving the perception that the organization is diverse. However, these organizations may not seriously consider how the ideas contributed by nonwhite people can be genuinely embedded in the organizational structure.²⁵¹

Organizations may also expect the hired token to be exemplary in their representation of the organization.²⁵²

²⁵¹ See, e.g., Yolanda Flores Niemann (2016) The Social Ecology of Tokenism in Higher Education, *Peace Review*, 28:4, 451-458, [URL](#). Accessed 21 Jan. 2023.

²⁵² Adejumo, citing Snell T (2017) Tokenism: *The result of diversity without inclusion*. Available at: [URL](#).

No doubt, we miss the EEO/DEIB mark if we only think of numerical representation and not real-world (and ongoing) employee experience/organizational culture:²⁵³

Diversity was never meant to focus only on numbers and skin tone or gender. The diversity movement was meant to pull ideas and strengths from a wide variety of workers. Together, these people from different backgrounds could innovate and dream up truly astonishing solutions. It wasn't a statistics project. Diversity was supposed to have an impact. The danger in tokenism is that it masks inactivity. On paper, it looks as though companies are making progress.

Real change and leadership in this, and other areas requires resourcing, a supportive organizational culture, and courage:

*The only way for the leader of a team to create a safe environment for [their] team members to be vulnerable is by stepping up and doing something that feels unsafe and uncomfortable at first. By getting naked before anyone else, by taking the risk of making [themselves] vulnerable with no guarantee that other members of the team will respond in kind, a leader demonstrates an extraordinary level of selflessness and dedication to the team. And that gives [them] the right, and the confidence, to ask others to do the same.*²⁵⁴

2.6.2 Short-Termism Gone Wrong: A Case Study of Administrators

*This is the age of the disposable tissue. Blow your nose on a person, wad them, flush them away, reach for another, blow, wad, flush*²⁵⁵

In light of recent administrator departures, a review of the District's failure to address organizational culture or sustainability is worth some time exploring here.²⁵⁶ It is generally understood that District's strategic plan regarding administrators was one of disposability, not sustainability – essentially playing musical chairs with this valuable segment of our workforce. This short-term strategy, *i.e.*, to not resource or support

²⁵³ Snell T (2017) Tokenism: *The result of diversity without inclusion*. Available at: [URL](#).

²⁵⁴ Patrick Lencioni (2012). *"The Advantage: Why Organizational Health Trumps Everything Else In Business"*, John Wiley & Sons.

²⁵⁵ Ray Bradbury, *Fahrenheit 451* (1953).

²⁵⁶. The selection of this example is not at the exclusion of any other.

administrators, is not without consequences. It is here, among other places, that we have sacrificed organizational stability for short-term gains. Whatever the reasons for this, administrator disposability has become a part of our organizational fabric.

For example:

- Administrator **retention** is considered a low priority, and the District believes it's easier to replace employees than to retain them.
- The District's **compensation** for administrators is too low to incentivize internal and external interest. This makes it difficult to attract and retain quality administrative leadership and creates a compelling reason for administrators to leave the District for higher-paying positions. This approach also deters our faculty from assuming administrator positions, even after demonstrating decades-long commitments to the institution.
- The lack of **post-retirement health benefits** incentivizes administrators to leave the District instead of staying and retiring from it.
- The District does not have an effective strategy for supporting administrators in terms of **organizational culture**. This lack of support negatively affects administrators' success, particularly women, people of color, and people with disabilities.

This approach, which was strategic in nature but not sustainable, has had a severely negative impact on our ability to effectively serve our students. This problem is made worse by the instability of the CCC system as a whole.²⁵⁷ Specifically, the consequences of the high rate of turnover among administrators include:

- **Organizational instability:** The lack of stable leadership has resulted in what can only be described as "institutional chaos," leading to financial difficulties, conflict, and even accreditation issues that detract from student success. Long-term leaders are better equipped to effect cultural change, deal with institutional challenges, build strong relationships, and evolve with their jobs.²⁵⁸
- **Financial problems:** Changes in leadership can negatively impact budgets and fundraising efforts, which are becoming increasingly

²⁵⁷ Weissman, Sara. "Leadership Turnover Plagues California Community Colleges." Inside Higher Ed, 6 Apr. 2022. [URL](#). Accessed 14 Dec. 2022.

²⁵⁸ Community College League of California (2020). California community college: *CEO tenure & retention study* (9th Update). Sacramento, CA.

important for districts. Effective fundraising is directly linked to an institution's long-term goals, as communicated by leadership.²⁵⁹

- **Failure of strategic planning:** Consistency is difficult to achieve when institutions are constantly in flux due to changing leadership. This includes implementing strategic plans that have been started and stopped multiple times, correcting budgetary misalignments, and managing hiring processes that have been neglected.²⁶⁰
- **Morale and Disruption:** Research shows that staff and faculty often find organizational changes that arise from leadership turnover to be disruptive, even when they are desired changes. It takes time for even the best leaders to maximize their effectiveness.²⁶¹

2.7 The Intersection of Strategy, Sustainability, and Culture

The relationship between these concepts is not clearly defined in older theories. These theories often prioritize strategy and expect HR to align organizational culture with it.²⁶² More recent research, however, suggest that the relationship between organizational culture and strategic planning is "synergistic," namely that the combination of organizational strategy, structure, and culture leads to goal achievement.²⁶³ This research suggest that *strategy must be aligned with culture* (not the other way around) and that strategies can only be implemented on a foundation of aligned values and supportive organizational culture.²⁶⁴ This approach is consistent with the well-known saying, "culture eats strategy for lunch."

We find this newer research compelling in the context of the District's challenges. There is a significant disconnect between how people within the institution feel about its functions and how leadership continues to drive strategic planning without considering their perspectives. While this is not true of all leaders, these disconnects are systemic and meaningful connection is not being prioritized at an institutional level. A college president, for example, can only do so much – particularly when they are already being asked to do too much with too little.

²⁵⁹ Community College League of California (2020), *supra*.

²⁶¹ See, Christianson, Erik William, "Critical Followership: Faculty and Leader Relations Impact on Leadership Turnover at a California Community College" (2020). Doctoral Dissertations. 549, *citing*, Navarrete, L. (2018). *CEO tenure & retention study*: 8th uptake. Community College League of California. Sacramento, CA.

²⁶² Harrison, citing Cabrera, E. and Bonache, J. (1999), "An expert HR system for aligning organizational culture and strategy." Human Resource Planning, Vol. 22, pp. 51-60

²⁶³ Harrison, citing Semler, S. (1997), "Systematic agreement: A theory of organizational alignment." Human Resource Development Quarterly, Vol. 8, pp. 23-40.

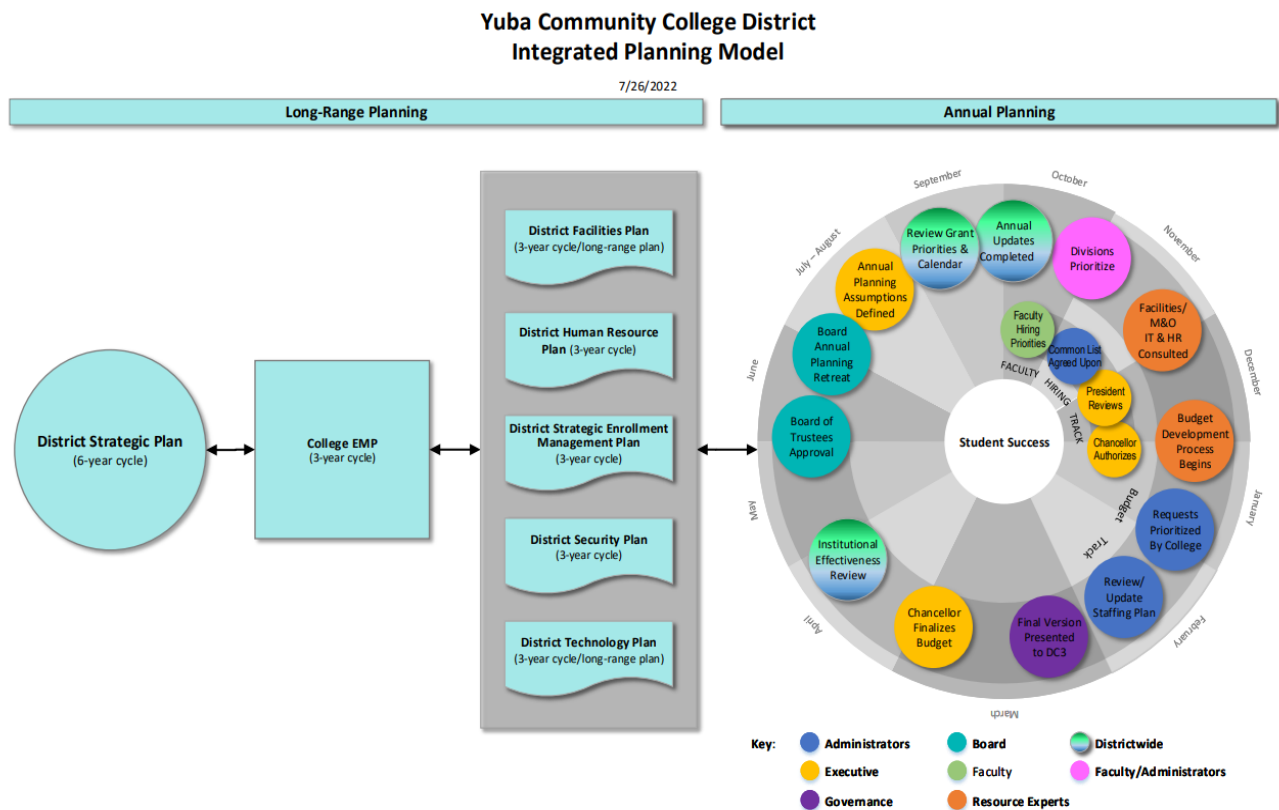
²⁶⁴ Harrison, *Ibid*.

VOLUME 2: A PLAN FOR DIGNITY, EQUITY, COMMUNITY, AND SUSTAINABILITY

CHAPTER 1: PLANNING STRUCTURE

1.0 DISTRICT INTEGRATED PLANNING MODEL

This plan is established as part of the District's Integrated Planning process, and is designed to bring align, in a uniform planning process, strategies, priorities, and activities across the District's Strategic Plan, the College Educational Plans, and accreditation requirements.



2.0 CHANCELLOR PRIORITIZATION OF FCMAT RECOMMENDATIONS

The [2021 FCMAT Report](#) and [DC3 Planning and Implementation Recommendations in Response to the Fiscal Crisis & Management \(FCMAT\) Study](#) lay out a twenty (20) primary recommendations and actions to address those recommendations. This plan will link to the following [Chancellor's Prioritization of FCMAT Recommendations](#):

Year	Topic	Completion Date	FCMAT REF # ²⁶⁵
22-23	Various Negotiation Topics	12/1/2022	1
22-23	Staffing Plans/FON	6/1/2023	2
23-24	Properly Staff Shared Services	12/1/2023	3
23-24	Class and Comp Adjustments	12/1/2023	4
23-24	EE Recruitment and Retention	6/1/2024	5

3.0 OUR DISTRICT, OUR COLLEGES, AND ACCJC ACCREDITATION STANDARDS

This plan will cite and/or support specific provisions of:

- The District's [Mission, Vision, Values, and Goals](#);
- [Yuba College's Educational Master Plan](#) (EMP) and Woodland Community College's [Woodland Community College's EMP](#). Both EMPs commit to making huge strides in service of our students. Implementation requires the right people, the right training, and efficient alignment of District services. HR is committed to working with College leadership to ensure HR supports those efforts.
- This plan will cite and address specific provisions of the relevant [ACCJC Accreditation Standards](#), including, but not limited to:
 - Standard I.C, Institutional Integrity
 - Standard III.A, et seq., Human Resources
 - Standard III.C.1, Technology Resources

²⁶⁵ These FCMAT reference numbers are assigned for purposes of this plan, only.

CHAPTER 2: MISSION, VISION, VALUES, NAME, AND PURPOSE

1.0 MISSION

- 1.1 Work Culture:** By treating all people with respect and dignity, we foster and maintain an inclusive, actively anti-racist and anti-sexist, supportive, and positive work culture.
- 1.2 Strategic Business Partner:** We serve as an effective partner by providing efficient, customer service-oriented, and solution-focused perspectives and services to students, faculty, staff, and administrators, while ensuring transparency, efficiency, and integrity in our work.
- 1.3 Recruitment and Retention:** We collaborate across the District to develop a strategic and sustainable approach in order to attract, develop, reward, and retain a high quality and diverse workforce.
- 1.4 Environment of Learning:** We identify and provide professional development opportunities to support our workforce and provide growth opportunities.
- 1.5 District's Mission:** We thereby support the District's mission of providing all individuals in our diverse communities' access to high-quality, affordable higher education that is responsive to student needs.

2.0 VISION

We strive to develop and support a diverse, highly qualified, and fully engaged workforce in support of the District's and Colleges' student success strategies.

3.0 VALUES

"People are not means to an end; they are the beginning, middle, and end."

3.1 Community and Strategic Partnership

- People come first – always;
- Foster and maintain relationships with people.
- Maintain a posture of care and positive customer service.
- Creatively balance innovative, fair solutions with regulatory requirements.

3.2 Teamwork

- Align actions to maximize the quality-of-service delivery.
- Maintain a collaborative and consistent improvement mindset
- Reject and move beyond silos.

3.3 Integrity

- Be dependable, respectful, and trustworthy.
- Resolving issues in a timely and efficient manner.
- Be accountable, understanding that mistakes are part of the process.

3.4 Have Fun

- Maintain a collegial & inclusive environment inside/outside of HR.
- Work to create a work/life balance for everyone.
- Show appreciation to colleagues and acknowledge successes.

4.0 NAME AND PURPOSE

*Names are a way to keep people in your mind.*²⁶⁶

We have recognized the need to advocate for people, alignment, support, a healthy organizational culture, and organizational justice, even if it means being disruptive. To this end, we have decided to rename our office the **Office of People & Culture**, having borrowed the idea from [Rancho Santiago CCD](#). We also find the excerpt pertaining to the purpose of the [Kern Community College District, Department of Human Resources](#) most consistent with our direction:

Human Resources serves a dual role: as an internal consultant to management on HR-related matters and as an advocate for employees. Our purpose is not to speak on behalf of marginalized groups, but to hold space, amplify the voices of those who have historically not had a voice, and to hold the institution – and all of its various forms of leadership – accountable to those voices.

Our purpose statement, adapted from the above, is thus:

The Office of People and Culture serves a dual role: as an internal consultant to management on workforce-related matters and as an advocate for employees. Our purpose is not to speak on behalf of marginalized groups, but to hold space, amplify the voices of those who have historically not had a voice, and to hold the institution – and all of its various forms of leadership – accountable to those voices.

²⁶⁶ Maggie Stiefvater.

CHAPTER 3: SPECIFIC PHILOSOPHIES

1.0 LABOR RELATIONS

HR recognizes the importance of labor unions in advocating for workers' rights and promoting social and economic justice. We are committed to maintaining positive relationships with labor unions based on mutual respect, honesty, transparency, and collaboration. Our approach prioritizes fairness and equity by considering the needs of all employees, students, and the institution when allocating resources.

We seek to find common ground and align our perspectives and interests through collaborative and inclusive problem-solving discussions. We strive to ensure that our relationship with labor unions is based on more than inevitable and temporary disputes that may arise from time to time.

2.0 PARTICIPATORY GOVERNANCE

HR strives to provide leadership and expertise in the broader context of, and with great respect for and deference to, the academic institution and its participatory governance structures. We hope to be a source of information and support, working collaboratively with administration and our participatory governance bodies for the benefit of our students, faculty, staff, and administrators.

CHAPTER 4: PLANNING AND OPERATIONAL CONTEXT

The following considerations and methodologies underlie this plan:

1.0 2014 – 2017 HR MASTER PLAN

The previous HR Master Plan is stored under “forms” on the HR website.²⁶⁷ The document is 160 pages, with additional pages dedicated to attachments. The plan spends significant time addressing past accomplishments, EEO requirements, provisions of what appear to be then-effective CBAs, and District policy. The plan does not appear to have dedicated adequate to the identification of priorities to be addressed between 2014 and 2017. An addendum to the 2014 – 2017 HR Master Plan is also filed under “forms,” and appears to list chapter headings for the 2014 – 2017 HR Master Plan.²⁶⁸ An ethics policy appears in the attachment to the 2014 – 2017 HR Master Plan, but neither the plan nor the ethics policy appears to have been finalized or implemented, despite the fact that the ethics policy is required by ACCJC accreditation.

2.0 CURRENT STATE OF HR

In the wake of the 2014- 2017 HR Master Plan, it appears much work is needed to reframe HR as an analytical and collaborative unit and assess HR's priorities. The need to restructure, reposition, refocus our efforts is particularly salient when considering the fact that HR, for a variety of reasons and in a variety of ways, is currently ill-prepared to provide the full complement of professional services reasonably expected and morally and legally required of a functional HR Office.²⁶⁹

3.0 ASSUMPTIONS UNDERPINNING THIS PLAN

*If a person takes no thought about what is distant, they will find sorrow near at hand. Those who will not worry about what is far off will soon find something worse than worry.*²⁷⁰

We recognize the need to rebuild our office and not simply attempt to recreate previous iterations of HR which, frankly, did not appropriately support the District's goal of recruiting, retaining, and developing a highly qualified workforce. As such, this plan is just as much about reenvisioning and building a new iteration of the Office of Human Resources as it is about sustainable alignment with, and support of, FCMAT recommendations, strategic planning, and accreditation requirements, while advocating for a sustainable HRM approach.

²⁶⁷ [URL](#), HR will be updating its website and may file this document in another location. Electronic will remain available on the HR website.

²⁶⁸ [URL](#).

²⁶⁹ See, [2021 HR Audit Report](#).

²⁷⁰ Confucius.

In order to achieve these goals, we will first identify baseline functions of our office, then prioritize our journey to achieve that HR structure based first on compliance and FCMAT considerations. We have determined that these two sets of priorities can be successfully implemented in concert with each other – even support each other – as described below. We have also determined that the following plans are subordinate to this plan that will be referred to, but not fully addressed in this plan:

- The District's EEO Plan
- The District's Staffing Plan

4.0 “UNKNOWN, UNKNOWNNS”

We know that our current circumstances leave many variables and unknowns to have confidence in a three-year projection. These include, but are not limited to:

- The need to update classifications, restructure HR, and fill vacancies on the HR team and the timeline required to do so;
- The lack of appropriate distinction between HR functions and payroll functions; requiring a thoughtful and appropriate decoupling of these functions (to the extent prudently possible);
- The limitations of resources areas including IT, Fiscal Services, Admin Services, etc.;
- The changes in the direction of our work, including the vision and direction of the new Chancellor;
- The availability of technology solutions where positions are not available; and
- The institutional prioritization of organizational culture as a predicate to organizational strategy.

5.0 FEASIBILITY OF THE PLAN IN THE CURRENT OPERATIONAL CLIMATE

In addition to the variables listed above, we remain uncertain as to our ability to implement many of the priorities identified in this plan. As noted throughout this plan, our planning cannot be simply about the “what,” it must also be concerned with the “how.” While the District's Integrated Planning Model (IMP) is intended to ensure that our mission, vision, and values are implemented across the District in an aligned way, it does not address the actual organizational design and resources necessary to achieve our planning goals. It has been said:²⁷¹

²⁷¹ David, Fred R. Strategic management: concepts and cases. Pearson. (2011) pp.2021. citing, Dale McConkey,

Even the most technically perfect strategic plan will serve little purpose if it is not implemented. Many organizations tend to spend an inordinate amount of time, money, and effort on developing the strategic plan, treating the means and circumstances under which it will be implemented as afterthoughts!

Change comes through implementation and evaluation, not through the plan. A technically imperfect plan that is implemented well will achieve more than the perfect plan that never gets off the paper on which it is typed.

In short, it is not clear that the District maintains adequate systems to reasonably support our efforts or actually accomplish anything. These concerns are not unique to HR. Indeed, it is not uncommon for the people we serve to indicate that it is virtually impossible to actually accomplish anything at the District. While we do not currently manage sufficient data regarding the reasons people leave the District, we have often heard this dynamic described as follows:

Administrators come with the full intent of improving our institution for our students and quickly realize that nothing of substance can be accomplished.

So, what they do is to jam a bunch of resume-building initiatives down the throats of a disorganized, demoralized, and exhausted workforce and stay just long enough to justify their employment at another, much higher paying district.

We just cannot get anything done here, and our Board of Trustees appears completely detached and uninterested in our experience of the day-to-day realities of our work, much less improving that experience.²⁷²

While anecdotal in nature, many have expressed – in a variety of ways – that this challenge is a result, at least in part, of a misalignment between the District's Strategic Plan and the current capabilities of the institution. We have all heard about this misalignment in various ways, including:

- The District never fully transitioned from a single college district to a multi-college district;

"Planning in a Changing Environment," Business Horizons (September–October 1988): 66. [URL](#). Accessed 18 February 2023.

²⁷² Anonymous classified staff member.

- The value of the District Office is not apparent when it provides little to no support for the day-to-day operations, or worse, the District Office gets in the way of these efforts;
- This organization is hardest on those who try to make things work – the tried-and-true method of remaining employed and in good stead is to not make any changes and avoid all conflict;
- In order to do my work, we are often placed in the position of undermining the work of others;
- We lack clarity in roles and responsibilities at a macro/micro level; and
- The Colleges are not treated fairly vis-à-vis each other. We lack unified leadership in this area which just fans the flames of resentment.

Not only do these realities and/or perceptions damage relationships and morale, but they also lead to what is referred to as "organizational friction."²⁷³

Organizational friction at its core is the result of misalignment of goals and expectations within a business. The less individuals and teams are aligned to consistent goals and objectives and the more they are given autonomous reign, the greater the tendency for organizational friction.

Gaps in leadership are also a common cause of organizational friction. Another way to understand organizational friction is to think about it being built in, inherent conflict within an organization.

Our concerns about implementing this plan, or any meaningful EEO/DEIB initiatives, are based on the power dynamics of our district. Although there are many opportunities for growth and improvement, our current power structures tend to prevent transformative change. This results in continued marginalization of students, faculty, staff, and communities.

We cannot achieve change alone, and it requires leadership from the Board, executives, participatory governance structures, and our labor organizations. Without this kind of change, HR's efforts and good intentions will fall short repeatedly, but not for lack of courageous effort:

²⁷³ The Manager's Resource Handbook. (2015, Feb.) [URL](#). Accessed 03 March 2023.

*An important aspect of allyship is courage. An HR Manager in one of my workshops said, "I want to see how far I can push this before I get fired." Courage can be the action of doing the right thing and challenging existing power structures to the point where you might lose your job. I'm not saying that everyone needs to go that far – people have the rent or the mortgage to pay and families to support – but I really admire that courage. I want to see more of it.*²⁷⁴

²⁷⁴ Melissa Andrada, quoted in Cummins, Gabby. "'Racism Eats Culture for Breakfast': Interview with Melissa Andrada." Blog.learnamp.com, [URL](#). Accessed 20 Mar. 2023.

CHAPTER 5: IDENTIFYING AND ADOPTING A SUSTAINABLE ROADMAP

*True rebels hate their own rebellion. They know by experience that it is not a cool and glamorous lifestyle; it takes a courageous fool to say things that have not been said and to do things that have not been done.*²⁷⁵

There are numerous ways in which to compartmentalize and organize the essential functions of HR. Some models suggest five, six, seven, eight, twelve, or even sixteen key functions.²⁷⁶ In developing our HR plan, we aimed for a balance between simplicity and focus, while avoiding overlap, and advancing priorities that are often overlooked.

- **Simplicity**

Strategic/sustainable planning is ineffective and unsustainable with too many components. This will also assist with ensuring that goals are SMART.

- **Focus**

This strategic plan should have sufficient detail to focus the HR team's efforts and to communicate with stakeholders.

- **Avoidance of Overlap:**

Many HR functions overlap. For example, culture is implemented through, among other things, workforce development. This plan is intended to avoid that overlap to promote simplicity and focus.

- **Advancing Priorities Susceptible to Being Overlooked**

Relationships with stakeholders, including labor organizations and participatory governance bodies, as well as organizational culture, EEO, and DEIB initiatives, tend to be lost in the flurry of the tactical. This plan attempts to explicitly identify these areas such that lack of resourcing or achievement in these areas will be measured and documented in the same manner as other HR functions.

Here is a high-level illustration of the future state of a fully functioning HR office:

²⁷⁵ Criss Jami.

²⁷⁶ See, e.g., Russell, Chris. "The 5 Core Human Resources Functions." Emissary.ai, 4 June 2021, [URL](#). Accessed 30 Dec. 2022; "Functions of Human Resource Management." BrainKart, [URL](#). Accessed 30 Dec. 2022.; See, e.g., Locus Assignment help UK. "Function of Human Resource Management Assignment." Locus Assignment Help, 17 Mar. 2017, [URL](#). Accessed December 30, 2022; Vulpen, Erik van. "The 12 Key Functions of Human Resources." AIHR, 11 Mar. 2019, [URL](#). Accessed 2 Jan. 2023.



01

Sustainable Planning

1. District-Wide Planning
2. College Planning
3. HR Master Plan
4. Staffing Plan/RAM
5. DO/YC/WCC Organizational Design
6. EEO Plan
7. Project/Change Management

02

Workforce Development

1. Recruitment and Outreach
2. Onboarding
3. Mentorship
4. Training
5. Evaluation
6. Professional Development
7. Leadership Development
8. Performance and Discipline

03

Care and Retention

1. Employee Wellbeing
2. DEIB
3. Ethics and Culture
4. Conflict Resolution
5. Classification Structure
6. Total Compensation

04

Compliance

1. Ed. Code/Title 5
2. Accreditation
3. Policy and Procedure
4. Labor Relations
5. Implementation of EEO Plan
6. Health and Safety

05

Administration

1. HR Org Structure
2. HR Website and Calendars
3. HR Calendars
4. HR Technologies
5. Personnel Files
6. Handbooks

06

Partnerships

1. DO/Colleges
2. Labor Organizations
3. Participatory Governance
4. External HR Organizations
5. CCC HR Organizations
6. Social Justice/Affinity Groups

CHAPTER 6: THE THREE-YEAR PLAN (JULY 2023²⁷⁷ – JUNE 2026)

1.0 MAPPING

This plan will be mapped to the following, as applicable:

- The District's [Mission, Vision, Values, and Goals](#)
- [Chancellor's Prioritization of FCMAT Recommendations](#)
- [Yuba College's Educational Master Plan \(EMP\)](#)²⁷⁸
- [Woodland Community College's EMP](#)
- [ACCJC Accreditation Standards](#)
- The HR Functional Model (See, Chapter 4.)

2.0 SMART OBJECTIVES/GOALS

In addition, each objective/goal will be SMART;²⁷⁹

- Specific;
- Measurable;
- Achievable
- Relevant; and
- Timely/Associated with timeframes.

3.0 THREE-YEAR PLANNING INITIATIVES

The three-year goals and objectives will be organized into the following categories:

- (1) Community, Collaboration, and Communication Initiative;
- (2) Fair, Respectful, and Equitable Treatment Initiative;
- (3) Recruitment and Retention Initiative;
- (4) Compliance and Handbook Initiative; and
- (5) Process Improvement /Access/Administration Initiative.

²⁷⁷ Certain activities will commence prior to July 1, 2023.

²⁷⁸ These references will be to the "Concept Plan for Student Success."

²⁷⁹ Adapted from Indeed. (2019, December 12). *Goals vs. Objectives: What's the Difference?* Indeed-Career Guide. Retrieved July 20, 2022, from [URL](#).

4.0 INDIVIDUAL COMMITMENTS TO DEIB

Each member of the team will identify a DEIB topic that they are passionate about and will work to develop an individualized plan to incorporate that work into their respective workloads. Team members have wide latitude when thinking about how to contribute to these areas. Initial discussions have resulted in the following topics:

- LGBTQ+/Inclusion and Belonging/[Safe Space](#).
- Community Engagement Initiatives (e.g., EEO planning, hiring, affinity Groups).
- Disability access, welcome, and recruitment outreach.
- Immigration Assistance
- Initiatives regarding the religious diversity of our communities


5.0 THREE-YEAR PLAN – TRANSFORMATION MAP

Initiative	Fiscal Year 2023-2024	Fiscal Year 2024-2025	Fiscal Year 2025-2026
Community, Collaboration, and Communication	<ul style="list-style-type: none"> • Plan Kickoff • Virtual Office Hours • Week on Campus Program 	<ul style="list-style-type: none"> • Effective/Redundant Outreach • External Community Engagement 	<ul style="list-style-type: none"> • New Planning Document
Fair, Respectful, and Equitable Treatment	<ul style="list-style-type: none"> • Class and Comp Study • Health and Safety Committee • Code of Ethics • Principles of Community • Title XI • Behavioral Assistance Team 	<ul style="list-style-type: none"> • Ombuds • Value of Trust • Strategic Plan Updates 	<ul style="list-style-type: none"> • Implement Ombuds
Recruitment and Retention	<ul style="list-style-type: none"> • Institutional Identity • Onboarding/Orientation • Faculty Mentorship Program 	<ul style="list-style-type: none"> • Organizational Culture • Classified Mentorship Program • Administrator Mentorship Program • Recruitment Outreach 	<ul style="list-style-type: none"> • EE Value Proposition • Employer Branding
Compliance and Handbooks	<ul style="list-style-type: none"> • Update EEO Plan/Training • Develop Recruitment Handbook • Update Management Handbook • New Hire Onboarding Handbook • Update Policy and Procedure 	<ul style="list-style-type: none"> • Handbook Training • EEO Rep Training • Classified Handbook 	<ul style="list-style-type: none"> • Handbook Training • Student Empl. Handbook • Exit Interview Handbook
Business Process Improvement Initiative	<ul style="list-style-type: none"> • SOPs (Ongoing) • Frevvo Simple Workflows • Ellucian Training • Training re: New Processes • Update Website • Complete OPF Scanning • Determine Payroll/HR Functions*** 	<ul style="list-style-type: none"> • SOPs (Ongoing) • Frevvo Complex Workflows 	<ul style="list-style-type: none"> • SOPs (Ongoing)

*** In order for Fiscal Services and the Office of People and Culture to realize meaningful advancements and success, the District will need to determine what work belongs with which function. This plan will only be successful to the extent to which this actually occurs.


1.0 Plan Initiatives and Activities: 2023 – 2024

1.1 2023-2024: Community, Collaboration, and Communication Initiatives

Activities	Mapping
<ul style="list-style-type: none">• Plan Kickoff• Virtual Office Hours• Week on Campus Program	<ul style="list-style-type: none">• District Values: Equity-Minded, Community Oriented, and Communication.• District Goals: Goal # 2, 3, 4,5, 6, and 7.• FCMAT: Ref. #3 and 5.• Sustainable HRM Roadmap 


- **Plan Kickoff:** Planning events at Yuba College (Marysville), Woodland, Lake, and District Office (Sutter) to introduce ourselves and this plan.
- **Office Hours:** Schedule a regular time each week to be available to answer questions from faculty, staff, and administrators.
- **Week on Campus** Subject to College approval and facility availability. On a rotating basis, members of the team will spend a week at Yuba and Woodland to better integrate with the people and processes we serve.

1.2 2023-2024: Fair, Respectful, and Equitable Treatment Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Class and Comp • Health and Safety Committee • Code of Ethics • Principles of Community • Title IX • Behavioral Assistance Team 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Accountability, Community Oriented, Communication, Social Justice, Intellectual Diversity. • District Goals: Goal # 2, 3, 4, 5, 6, and 7. • FCMAT: Ref.# 1, 2, 3, 4 • Sustainable HRM Roadmap 


- **Class and Comp.** Complete activities related to the classification and compensation study. This involves negotiations with CSEA and implementation of a new classification and compensation structure.
- **H&S Committee:** Partner with Admin Services to restart the health and safety committee and identify key roles responsible for implementing health and safety policies.
- **Code of Ethics:** Meet ACCJC compliance requirement by working with appropriate groups to develop and implement a YCCD Code of Ethics.
- **Principles of Community** Work with appropriate groups to develop and implement District principles of community; i.e., the principles that guide our interactions with others. See, e.g., [UC Davis](#); [UCSD](#); [Gavilan College](#).
- **Title IX** Identify and train college-level Title IX personnel.
- **Behavioral Assistance** Develop processes through which we can support Employees where there are concerns about potential harm to self/harm to others.

1.3 2023-2024: Recruitment and Retention Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Institutional Identity • Onboarding/Orientation • Faculty Mentorship Program 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #2, 4, and 5. • Sustainable HRM Roadmap 


- **Institutional Identity** Advocate for District-wide discussions as to what our institutional identity is and, in particular, what our values are towards the people who work here. Update District Strategic Plan to reflect our values and commitments to our workforce, recognizing this as a primary student success initiative.
- **Onboarding/Orientation:** Develop and implement 12-month onboarding program for staff and administrators in consultation with appropriate groups. Faculty (all) onboarding and orientation delegated to colleges.
- **Faculty Mentorship:** Determine how we can assist the Senates and College leadership to restart/implement faculty mentorship programs.

1.4 2023-2024: Compliance and Handbooks Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Update EEO Plan/Training • Recruitment Handbook • Update Management Handbook • Create New Hire Onboarding Handbook/ Checklist • Policy/Procedure 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #2 and 5. • Strategic Roadmap 

- **EEO Plan/Training** Update per new regulations. Develop and implement self-service EEO training for screening committee members.
- **Recruitment Handbook** In collaboration with appropriate bodies, develop and implement a comprehensive recruitment handbook governing all recruitment types/ employee groups.
- **Management Handbook** In collaboration with DMC, update and clarify management handbook. Consider development of separate handbook for confidential employees.
- **Onboarding Handbook** Develop general guidelines and checklists pertaining to onboarding of new hires.
- **BP/AP** Update at least three (3) HR policies/procedures.


1.5 2023-2024: Business Process Improvement Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • SOPs • Frevvo • Ellucian Training • Training • Update Website • Complete OPF Scanning • Reorganize Work 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #2 and 5. • Strategic Roadmap 

- **SOPs** Develop, document, and publish standard operating procedures. Ongoing Process.
- **Frevvo** Automate all simple, unilateral workflows (i.e., workflows that involve submission of a form, only)
- **Ellucian** Align all personnel and payroll processes with contemporary Colleague/Ellucian processes.
- **Training** Develop and implement training for new/updated processes.
- **Website** Update Office of People & Culture website.
- **OPF Scan:** Complete scanning of official personnel files (OPF)
- **Reorganize Work:** This plan will only be successful to the extent to which the District determines/reorganizes the work appropriate for Fiscal Services and the Office of People and Culture.


2.0 PLAN INITIATIVES AND ACTIVITIES: 2024 – 2025

2.1 2024-2025: Community, Collaboration, and Communication Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Effective and Redundant Methods of Outreach • Community Engagement 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #3 and 5. • Sustainable HRM Roadmap 


- **Internal Outreach:** Develop effective ways to connect with District community, e.g., blog, vlog, newsletter. Develop incentives for folks to actually read the communications.
- **External Engagement:** Identify and engage community groups in EEO/Outreach Planning.

2.2 2024 – 2025: Fair, Respectful, and Equitable Treatment Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Ombuds • Value of Trust • Workforce and District Strategic Plan 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Accountability, Community Oriented, Communication, Social Justice, Intellectual Diversity. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref.# 1, 2, 3, 4 • Sustainable HRM Roadmap 


- **Ombuds** Determine feasibility of providing Ombuds services or mediation services. Explore creative funding opportunities, including whether costs could be shared with Los Rios and/or Butte (or other community college).
- **Trust:** Advocate to include “trust” as a District value, identify presentations/trainings regarding trust and provide trainings to Board and District/College leadership.
- **Strategic Plan** Advocate for, and work with appropriate groups, to update strategic plan to include express statements of our values and commitments vis-à-vis our workforce, recognizing that our commitments to our workforce are a primary student success strategy.

2.3 2024 – 2025: Recruitment and Retention Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Organizational Culture • Classified Mentorship Program • Administrator Mentorship • Recruiting 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #2, 4, and 5. • Sustainable HRM Roadmap 


- **Organizational Culture** Advocate for District-wide discussions as to organizational culture, roles, responsibilities, documentation, and activities.
- **Classified Mentorship:** Commence discussions with CSEA (and Classified Senate, if then existing) regarding the development and implementation of a classified mentorship /buddy program.
- **Admin. Mentorship:** Develop, vet, and implement administrator mentorship handbook/program.
- **Actual Recruiting:** Research other employer's recruitment outreach and determine potential applicability to YCCD.

2.4 2024 – 2025: Compliance and Handbooks Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Training • EEO Rep. Training • Classified Handbook 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #2 and 5. • Strategic Roadmap 

- **Training** Develop training for all new/updated handbooks.
- **EEO Rep Training:** Develop and implement EEO Representative Training focusing on, among other things, the Recruitment Handbook.
- **Classified Handbook** Commence discussions with CSEA (and Classified Senate, if then existing) regarding the development and implementation of a classified mentorship /buddy program.


2.5 2024 – 2025: Business Process Improvement Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • SOPs • Frevvo 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #2 and 5. • Strategic Roadmap 

- **SOPs** Develop, document, and publish standard operating procedures. Ongoing Process.
- **Frevvo** Automate all multi-lateral workflows (i.e., workflows that involve multiple contributors).

3.0 PLAN INITIATIVES AND ACTIVITIES: 2025- 2026


3.1 2025-2026: Community, Collaboration, and Communication Initiatives

Activities	Mapping
<ul style="list-style-type: none">Planning	<ul style="list-style-type: none">District Values: Equity-Minded, Community Oriented, and Communication.District Goals: Goal # 2, 3, 4,5, 6, and 7.FCMAT: Ref. #3 and 5.Sustainable HRM Roadmap <div>A horizontal row of six colored circles, each containing a two-digit number. The circles are blue (01), dark blue (02), green (03), teal (04), red (05), and orange (06).</div>

- Planning


Develop new three-year planning document.

3.2 2025- 2026: Fair, Respectful, and Equitable Treatment Initiatives

Activities	Mapping
<ul style="list-style-type: none"> Ombuds 	<ul style="list-style-type: none"> District Values: Equity-Minded, Accountability, Community Oriented, Communication, Social Justice, Intellectual Diversity. District Goals: Goal # 2, 3, 4,5, 6, and 7. FCMAT: Ref.# 1, 2, 3, 4 Sustainable HRM Roadmap <div>  </div>


- Ombuds** Implement conflict resolution/ombuds/mediation process(es).

3.3 2025- 2026: Recruitment and Retention Initiatives

Activities	Mapping
<ul style="list-style-type: none"> Employee Value Proposition/Employer Branding Strategy 	<ul style="list-style-type: none"> District Values: Equity-Minded, Community Oriented, and Communication. District Goals: Goal # 2, 3, 4,5, 6, and 7. FCMAT: Ref. #2, 4, and 5. Sustainable HRM Roadmap 


- EVP/EBS:** Determine EVP and branding strategies and implement as part of overall recruitment strategies.

3.4 2025- 2026: Compliance and Handbooks Initiatives

Activities	Mapping
<ul style="list-style-type: none"> • Training • Student Employment Handbook • Exit Interview Handbook 	<ul style="list-style-type: none"> • District Values: Equity-Minded, Community Oriented, and Communication. • District Goals: Goal # 2, 3, 4,5, 6, and 7. • FCMAT: Ref. #2 and 5. • Strategic Roadmap 

- **Training:** Develop training for all new/updated handbooks.
- **Student Employment:** Develop and implement student employment handbook.
- **Exit Interview Handbook** Develop and implement exit interview handbook, including process, questions/surveys, offboarding checklist(s), and data retention and analysis strategies.

3.5 2025- 2026: Business Process Improvement Initiatives

Activities	Mapping
<ul style="list-style-type: none"> SOPs 	<ul style="list-style-type: none"> District Values: Equity-Minded, Community Oriented, and Communication. District Goals: Goal # 2, 3, 4,5, 6, and 7. FCMAT: Ref. #2 and 5. Strategic Roadmap 

- SOPs** Develop, document, and publish standard operating procedures. Ongoing Process.

CHAPTER 7: SPECIAL NOTE REGARDING A DISTRICT STAFFING PLAN

Much has been said about the District's need for a resource allocation model, a classification study, and a staffing plan. But how do these tools interface with one another? They are, in fact, components of a broader organizational design discussion. Organizational design "refers to how an organization is structured to execute its strategic plan and achieve its goals."²⁸⁰ In other words, it is a strategy concerned with how the organization implements its strategic (sustainable) goals within the organizational setting.

In this context, a staffing plan is intended to "guide the District in determining a sufficient number of employees and identifying and prioritizing the District's specific staffing needs for classified, confidential, supervisory, and administrative positions in alignment with its vision, mission, and values."²⁸¹

Staffing plans must be driven by data which drive short, mid, and long-term planning assumptions. Unfortunately, the District has not maintained this data/does not readily have access to this data, including:

- Accurate retention data, including duration of employment across employee groups and reasons for leaving;
- The tracking of budgeted positions through a process called "position control." Position control is a process of organizing the District's workforce by position, not by person. Position control moves away from the District's current practice of tracking people and instead creates a framework of positions and tracks data relevant to those positions, without regard to whether there is a person currently in that position or not.
- Accurate classification data – ensuring that employees performing like-work are within a single classification is critical in determining what work is actually being performed and where resources are needed or need to be redeployed; and
- Full deployment of information technology which might, for example, reduce staffing needs in one area, but require different staffing needs (e.g., IT support) in another.

In addition, an appropriate staffing plan will dovetail in a number of ways with a resource allocation model currently being developed, as well as other strategic plans through the District's integrated planning model.

²⁸⁰ [Academy to Innovate HR](#).

²⁸¹ *Palomar Community College District Staffing Master Plan 2018-2023*, [URL](#). Accessed 02 March 2023.

Staffing planning is required by ACCJC Accreditation Standards. These requirements include:²⁸²

- Ensuring a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.
- Ensuring the integrity and quality of programs by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services;
- Aligning programs and services with the institution's mission;
- Integrating program review, planning, and resource allocation; and
- Utilizing institutional planning to address long/mid/short resource needs.

With regards to the staffing plan, we believe the adoption of the framework used by [Palomar Community College District Staffing Plan](#) will best suit the District for the following reasons:

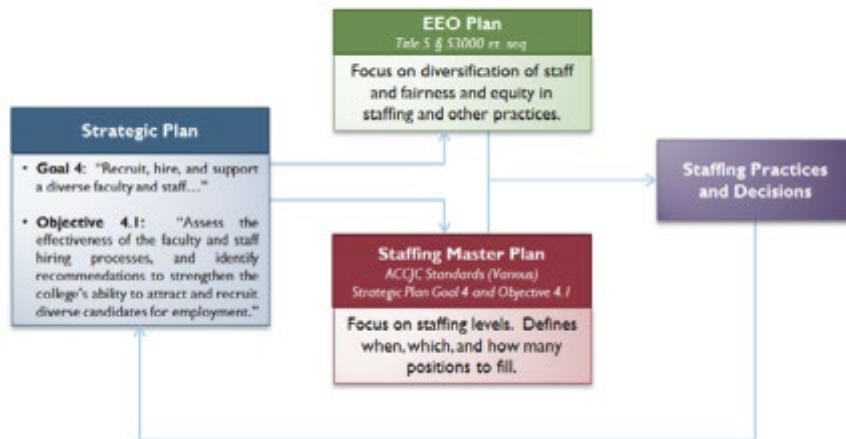
- It embodies important strategic goals;
- It plots out a logical approach to data gathering and application of that data to a complex set of influences:



²⁸² See generally, ACCJC Standard III.A et seq

- It maps staffing practices and decisions in a clear, accessible way:

Figure 2. Staffing Practices and Decisions



- It addresses the 50% law, FON, and a robust workforce analysis, including workforce diversity, student diversity, and the anticipation of potential retirements; and
- It accounts for the infrastructure required for every employee. Including
 - Computer
 - Productivity Software
 - Network Connectivity
 - Telephone
 - Access to a networked computer,
 - Average physical space requirements and associated costs; and
 - It benchmarks cost assumptions for positions within each employee group.

These concepts should be considered when finalizing the RAM and determining priorities moving forward. This process may warrant a reprioritization of initiatives in this plan.