Kern Community College District
Workplace Culture Town Hall Focus Groups
Classified and Management
Summer 2024
Report on Town Hall Focus Group Results

Introduction

In spring 2024, newly appointed Kern Community College District Chancellor Steven Bloomberg requested a districtwide qualitative survey of the workplace culture within the district. The Office of Institutional Research and Reporting collected 423 anonymous responses from employees across Kern CCD. The survey was done to explore levels of trust, behaviors, practices, and norms within Kern CCD. The overarching themes that emerged from this culture analysis were 1) Communication, 2) Policy, Processes, and Procedures and 3) Top-down culture.

In response to the qualitative survey, Chancellor Bloomberg organized a series of town hall focus groups with both classified and management across the district. Faculty town hall focus groups will be conducted in August 2024 as the fall term begins. Each town hall focus group was scheduled for one hour and was conducted for either classified or management. Each town hall focus group was held in person, at specific locations and an invitation was sent out for all members of each constituent group to attend.

Chancellor Bloomberg led the town hall focus groups. He started each meeting with a PowerPoint presentation that highlighted "new leadership and new opportunities" and focused on "making KCCD a place people want to work".

Dr. Bloomberg presented five themes that emerged from the climate culture qualitative survey and stated that these themes will be a focus for Kern CCD moving forward, 1. Leadership Development, 2. Communication, 3. District-wide Collaboration, 4. Updated Policies and Procedures, and 5. Improved Culture (hiring, initiatives, etc.).

1. **Leadership development**. Leadership was one of the top concerns that came out of the qualitative survey and is being actively addressed by Chancellor Bloomberg. There will be mandatory training for all management within the district, which will be rolled out this fall. Topics that will be addressed include implicit bias training, evaluation, positive discipline, multi-generational workforce, communication, and a variety of other tools that can help facilitate management to be better leaders. Also, plans are being formulated to address professional development. A plan will be announced for the whole district that is deliberate in addressing the gaps of professional development.

2. **Communication** was another overarching theme. Employees feel communication throughout Kern CCD is not adequate. The lack of communication contributes to the lack of transparency and the lack of accountability. According to Chancellor Bloomberg "Communication is one of the most important expectations that I have." He assured those

in attendance that "strategies will be put into place to help throughout the district to address the breakdown of communication."

      3. **District Wide communication**. There are opportunities for collaboration every day. Creating plans to work together and collaborate throughout our district to help our students.

      4. **Updated policies and procedures**. For example, the hiring process is insufficient when we are losing candidates due to lengthy hiring times. The district will work to find a way in which to streamline the process and make it more efficient.

      5. **Improved culture (hiring, initiatives, etc.)**. Chancellor Bloomberg addressed issues of culture and the need to create an organization which makes those in the organization feel empowered.

After presenting the five themes he plans to improve across Kern CCD, Dr. Bloomberg presented specific issues for each constituency group, some of which addressed the specific issues that appeared in the Culture Survey. The last slide consisted of the top 15 leadership objectives (shown below) in which Chancellor Bloomberg led a discussion on leadership objectives, communication, "Points of pain", and health and wellness.

TOP 15 LEADERSHIP OBJECTIVES

1 Recognize Achievements: Regularly and publicly celebrate both individual and team successes.

2 Cultivate Empathy: Actively engage in understanding and supporting the emotional needs of team members.

3 Enhance Communication: Ensure all communications are clear, open, and frequent, promoting a culture where every voice is valued.

4 Empower Through Autonomy: Trust team members with decision-making and encourage their growth with mentorship opportunities.

5 Respect Personal Time: Uphold a balance between work and personal life, respecting off-hours and break times.

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6 Promote Diversity and Inclusion: Create an environment that values and utilizes the varied strengths and backgrounds of all team members.

7 Combat Toxicity: Do not tolerate toxicity - ever. Tackle negative behaviors head-on and swiftly. Stay consistent.

8 Develop Quiet People: Enable quieter team members to contribute in ways that suit their strengths.

9 Mentor and Guide: Provide ongoing training and mentorship to both leaders and team members.

10 Share Success: Maintain transparency about organizational goals and share the fruits of success.

11 Be Present and Engaged: Actively participate and connect in team interactions, showing genuine interest and involvement.

12 Foster Innovation: Create a supportive space for new ideas and reward innovative contributions.

13 Manage Workloads: Prevent burnout and keep a sustainable work pace.

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14 Cultivate Thoughtful Leadership: Continuously refine your leadership approach based on feedback and introspection.

15 Lead by Example: Demonstrate the behaviors and work ethic you expect to see in your team.

"Top 15 Leadership Objectives" from LinkedIn post by Justin Mecham (April 7, 2024), https://www.linkedin.com/posts/justinmecham_great-leaders-are-built-by-habit-these-are-activity-7179092379419783170-4x_3/?utm_source=share&utm_medium=member_desktop

Findings

Communication

Communication emerged as the first theme throughout the qualitative survey, likewise it also re-emerged through the town hall focus group as a recurring theme. The issues that came up under communication are communication within and across district, silos, and technology.

Communication within and across district

The conversation around communication throughout the town hall focus groups hit on issues of culture, transparency, and accountability. The issue of communication contributes to an underlying culture that influences the ways in which employees interact with one another, "Culture on this campus where we are communicated at, not communicated with" (Porterville, Management). Though some employees feel that "We do very well with communication" (Porterville, Management). The lack of accountability in terms of communication was discussed in depth in the Porterville Management group, "then an email is not read so then no accountability" (Porterville, Management). This discussion highlighted the need to keep employees accountable to one another and the need for communication.

The issue of accountability also reached into the concept of communication being on a need-to-know basis, "If you're in those meetings you know what is going on but that is where it stops" (Porterville, Management). Furthermore, when employees do seek out information to do their jobs, they find that there are "sometimes there are barriers to getting information I need" (Bakersfield, Classified Employee). Furthermore, many classified staff felt that they were not communicated with on things they needed to do their job efficiently and asked the chancellor, "What is being done for classified staff who are not in management and want better communication?" (Cerro Coso, Classified). Both classified and management employees want to see better communication within Kern CCD.

This barrier in communication is not restricted to within colleges but also between colleges and the district office and the need to "break down the barriers of the us and them" (District Office, Management). A separation between districts and colleges has created barriers to Kern CCD as a whole, "I'm an extension of the DO on the BC campus. It's a little tough sometimes. I hear the "they" sometimes." (District Office, Management). More so, some employees feel stifled from being part of a smaller college within a large district, "Sometimes the perception is that we are not a real college" (Cerro Coso, Management).

Silos

The concept of silos is very present and real throughout Kern CCD, the question is not if they exist but, "How do we break up the silos?" (Porterville, Classified). It is imperative for employees to have a space where they feel safe to share ideas and where they can work together well. It is acknowledged by both management and classified throughout the district that working in silos is impeding productivity throughout Kern CCD. These silos exist between classifications, "the way we are spoken to, we are siloed off…. we are on our own here" (Porterville, Classified). Furthermore, they are also between departments, "These silos are not just between the district and colleges but there are "a lot of the silos are within each of the departments, it is a need to know" (Porterville, Classified). Employees are feeling siloed off from those who they need to communicate with to be productive.

Many employees view these silos as a symptom of something bigger, "Silos is one thing, but we are hitting up against something way bigger than that" (Bakersfield, Classified Employee). More so, the chancellor reiterated those same sentiments with these words "Silos are not the root cause, it is a symptom" (Chancellor). These silos are not new and have existed at Kern CCD for many years, "For many years we have operated in silos. It has not just been silos; it has been favorite people. It's a need to know on the district and the college level. It will take a lot of work to break that down" (Bakersfield, Classified Employee). Many employees find these silos isolating and lonely. Community and collaboration are stifled when employees work in silos, "Working in silos, it goes back to that. I don't see anyone unless there is a social or event." (District Office, Management). These silos are harmful to Kern CCD as a whole. Organizational silos affect interactions and hinder effective communications with all members of a team.

Technology

The barriers of communication are not restricted to person to person contact but also includes technological systems that do not work well together, "We have a lot of systems (technology) that don't work together and talk to each other" (Bakersfield, Management). It is not that there is a lack of technology, but instead that the technology does not work with other programs and software that Kern CCD uses. There are questions on "The decision making behind the software" (Bakersfield, Management). Even with the overabundance of technology between software and programs, there are still some things that are done manually that have not been updated in more than a decade, "Lack of technology, a lot of things doing on campus are manual" (Bakersfield, Management). When expressing the needs with updating processes, the barriers always went back to communication and the need for the programs to be able to work with one another instead of creating a barrier on the employees.

Policy, Process, and Procedure

Policy, process and, and procedure emerged as the second theme throughout the qualitative survey, likewise it also re-emerged through the town hall focus group as a recurring of consistent policy and procedure, training, professional development, lack of advancement, and evaluation.

Consistent Policies and Procedures

There is a consistent plea from employees that they "need written documentation of policy and procedures…. they (policies) are verbally told to us." (Bakersfield, Classified). In some cases, the lack of documentation was a source of frustration because employees felt they would get in trouble for following procedures they understood to have been relayed verbally. "We need clarity on what we can do and what we can't do in writing." (Bakersfield, Classified). This theme is closely related to communication in terms of documentation, "We have a history here that we don't write a lot of things down" (Bakersfield, Management). Even if processes and procedures are put into place, if they are not documented or communicated to the employees, they become more a barrier than anything else to the employee. "There is a lack of structure in processes "(Bakersfield, Management). Even when there is structure, it means that the workflow is not sufficient, "We need to streamline our processes" (District Office, Management). Even though "Covid pushed BC into the 21ST Century" (Bakersfield, Classified Employee), there are still several processes that are done manually and are a barrier to productivity.

The policies and procedures differ between each of the colleges and the district, "We don't know what BC's procedures are, we should know what the procedures are when we are running the same program (categorial)" (Porterville, Classified). Some employees feel that the lack of knowledge of policy pushes them to a place that makes them a gatekeeper, "We are here to navigate, we do not make the policies and procedures…we are here to guide, not to be a gatekeeper." (District Office, Management). Though these processes and procedures were put in place to streamline everyday tasks for the employees, there is a general consensus that, "We have processes to help people progress and its failing" (District Office, Classified). Unless policies and procedures are clearly documented and easy to access, they will create more of a barrier to processes than to streamline them.

Pay and Policy

A recurring theme was issues with job descriptions and pay as it pertained to policy. There were several Kern CCD employees that felt that "what I do is very different than my job description says" (Bakersfield, Classified). The issues around job description are not unique to classified employees but over contribute to managers being overworked and lacking clarity on their job descriptions, "Most program managers have identical responsibility and with venders no clarity and then no end to the responsibilities added to our duties" (Bakersfield, Management).

When issues of compensation came up, so did the Job Analysis Questionnaire (JAQ) process, Spanish speaking compensation, and contracts. Employees find the JAQ process to

be longer,

burdensome, insufficient and lacking transparency, "It is a lot of work for an employee to go through the JAQ process" (Cerro Coso, Classified). Employees who are bilingual in both English and Spanish feel that the duty to translate is added to their work responsibilities without compensation, "A lot of us are Spanish speaking and we are expected to translate for others where faculty is getting paid a lot more to translate than we are" (Porterville, Classified). Translating is not just an extra duty but also takes away time for the primary duties in their positions, "A lot of time we are taken away from our duties (to translate)" (Cerro Coso, Classified). One Cerro Coso employee recounted their experience of translating for several departments while still trying to keep up with her own duties, "It causes stress, it causes a weight on me to be spread thin when I have to make sure complete my job when every department does not have a Spanish speaker." (Cerro Coso, Classified). Furthermore, employees with special skills and talents are seeing consultants being hired to do jobs they are capable of doing, "Hey why don't you give me the work, contract me out?" (Cerro Coso, Classified). Many of the issues between employees and compensation are related to how policy and procedure is carried out at Kern CCD.

Training

Training has also been a point of pain for Kern CCD, "We need training, we need training badly" (Bakersfield, Classified Employee). The lack of training starts at onboarding, "Our onboarding process is horrendous…" (Cerro Coso, Classified).The way in which employees reflect on their onboarding experience lacks any type of orientation, "Our onboarding thing is the scariest thing…the experience is you're here to report to duty, your office is over there…" (Cerro Coso, Classified). The lack of training has contributed to high turnover, understaffing and overworked employees, "The lack of training in other departments and high turnover rates in other departments" (Bakersfield, Management). The lack of training at hiring contributes to a lack of knowledge throughout the district on items such as purchase orders and other business office processes. It is agreed upon that "We need something comprehensive. It makes people feel a little more comfortable when they are hired" (District Office, Management). The need for a comprehensive orientation was felt through the qualitative survey and now again in the town hall focus groups and needs to be prioritized by the district.

The lack of training does not just make it frustrating for employees, but it also creates backlogs for departments, "We get a lot of work in, and we have to push back, it's not correct. We try to do training, get backlogged and more stuff comes in that is not right. We try our best to teach." (District Office, Management). "The speed of onboarding, a lot of this can be tracked to being understaffed, people get 50 percent of the training and then they send PO's off" (District Office, Management). It is just not training that is needed, it is "targeted training", (District Office, Management). District management mentioned the need for targeted training with contracts. It is acknowledged throughout the district that, "We need training, proper training" (Bakersfield, Management). However, the question comes up "When you have so much on your plate, how do you train someone" (District Office, Management). Additionally, there are issues throughout the district in training in terms of soft skills and microaggressions, "… this leads into running into

some micro regressions, so maybe getting some training on different cultures" (Cerro Coso, Classified). Employees are asking to be trained, not just on procedure, which is desperately needed, but also on communication and soft skills. Kern CCD has to reevaluate their orientation and ongoing training in order to ensure that staff from every contingency group are properly trained.

Professional Development, lack of advancement

There is a consensus among classified staff that the professional development opportunities at Kern CCD are not adequate, "Professional development is seen as a joke and aimed toward what management needs, not in advancing classified staff." (Porterville, Classified). There are opportunities for professional development currently such as the leadership academy. To participate in the leadership academy a manager has to be with the district for one year, and a classified employee has to have been with the district for three years. Unfortunately, some Kern CCD employees feel that "Leadership Academy is a joke, I went through the academy and got nothing out of it" (Porterville, Classified). Even though several Kern CCD did not find value in the academy, there was discussion within the District office management team of presentations of onboarding and mentorship training that may be able to be adapted to help with training throughout Kern CCD.

The issues with professional development feed into issues of career advancement, "Professional development as a whole, an associate does not get you very far. We do not have the availability to move forward without putting ourselves into a lot of debt." (Cerro Coso, Classified). Many classified employees feel that they are not given the chance to advance and are even sometimes held back from advancing because of how well they do their current job. Even when these employees apply to new positions within Kern CCD, they are disappointed when people outside the organization are hired instead, "It's disheartening and frustrating to work here every day and apply for positions every day and then they hire from the outside when we have the skills and the knowledge" (Porterville, Classified). Employees feel that there should be a pipeline that allows them to gain experience and to cross-train in order to move up within the Kern CCD organization.

Evaluation

Evaluation also came up within the town hall focus groups. There is a disconnect when it comes to evaluation. Management at Bakersfield felt that by changing the probation period from one year to six months, it has made it harder to evaluate employees. Contrary to the management's sentiments, classified employees feel that they should be able to evaluate their managers in the same way that they are evaluated. "In almost ten years in the redacted department, I have seen lots of deans come and go. I have been evaluated but I do not feel there is the same feedback." (Bakersfield, Classified Employee). More so, some classified feel that it would be more of a reciprocal relationship if they were able to evaluate their managers, "In the spirit of solution

making, there should be opportunities where deans should regularly receive feedback from their staff to see if they are still a fit for that position." (Bakersfield, Classified Employee).

Top-Down Culture

Top-down culture emerged as the third theme throughout the qualitative survey, likewise it also re-emerged through the town hall focus group as a recurring of management and leadership, retaliation, and understaffing.

Management and Leadership

Kern CCD has a top-down culture that is currently going through a cultural shift. Part of this cultural shift is embracing change. "Adapting and embracing change management, we have a hard time changing in this district." (District Office, Management). It's not just changing behaviors, but also the amount of change that employees are put through. "I have had eight bosses, so when you talk about change, it's overkill" (District Office, Management). When issues arise, there are complaints of Kern CCD dealing with it by hiring more managers, "We throw titles at problems" (Bakersfield, Management), which contributes to a bloated administration without a solution.

There is a disconnect between leadership at the colleges and the district office, which contributes to lack of dialogue, "college has deadlines where we have to do things, you would think the district would also have deadlines." (Cerro Coso, Management). The lack of collaboration and a united front for leadership within the district harms morale and how employees view leadership. This issue is also repeated within the colleges, at one college, a mid-level administrator relayed a story of being forced to retract a decision by their supervisor, an act that had the long-term effect of undermining the administrator among their staff and diminishing morale.

There needs to be leadership, not just management, "newest batch of administrators have a "do as I say, not as I do" mentality" (Porterville, Classified). Classified employees are frustrated with workload and management style and want to enjoy coming to work. The need for credit for work is secondary to being a leader, "I will give you your kudos, you're the manager, I don't care" (Porterville, Classified). Employees within Kern CCD are looking to their managers to be leaders, "we need our leadership to give us guidance on where we are going…some of our departments are not focused" (Bakersfield, Classified Employee). There were two extremes that came up in terms of management styles, micromanaging and detached management, "Detached management, we here have a lot of representatives (managers) of employees, but they are essentially an island with no goal" (District Office, Classified). In terms of "Micromanaging, we get micromanaged to the T on everything we do…in my office, we have to jot down everything we do every day" write down every email you responded to, time you have to respond to those emails." It becomes depressing, it reduces your work productivity" (District Office, Classified). The disconnect is not just in management and leadership style but also in understanding the scope

of the work. Classified brought up issues of being overworked and having too heavy of a workload due to, "Management does not understand how long it takes to finish a project" (Porterville, Classified). Many employees feel that they are not supported to take care of work life balance due to, "No coverage if someone calls out sick" (Porterville, Classified). The management at the district office acknowledges this disconnect between managerial behavior and morale, "Internally, we have to change our behavior as management to make it more of an inclusive environment to make people want to work here" (District Office, Management). Some employees feel that the bloat of the district contributes to "Lots of meetings but no action" (Cerro Coso, Classified). More so, they feel that the number of managers at the district office is excessive, "Outside looking in the district office looks bloated" (Cerro Coso, Management). Even more importantly, there seems to lack the student voice in the decision making, "We always say that information is available, but without the student input we don't really get it" (Bakersfield, Management). Even if managers learn to become leaders "If it is not getting down to that (student) level, then it does not matter" (Bakersfield, Management). In order for Kern CCD to be effective, the student voice must also be echoed in the decisions that leadership makes.

Retaliation

Another recurring theme for the employees at Kern CCD is retaliation. The fear of retaliation creates a barrier when, "We are still faced with people not wanting to speak up" (Cerro Coso, Classified). Retaliation was not specific to any location but was spoken about at the district office and all three colleges. "Retaliation is a real thing here at BC" (Bakersfield, Classified Employee). This sentiment is a hindrance for employees across the whole district, "Retaliation, many people are afraid to speak up or say anything because they are afraid of being retaliated against" (District Office, Classified). The chancellor reiterated at each forum that he would not tolerate retaliation, but employees are still scared, "Leadership on this campus has always said the words, but when we do, we are slapped back down, and then retaliated against" (Porterville, Classified).

This culture of retaliation creates barriers for employees. "It feels like that culture trickles down. I feel like I have a roadblock" (Portville, Classified). This fear of retaliation depicts the way in which employees communicate with one another, "In person and over the phone communication is what we want to do, nothing in writing" (Porterville, Classified). One employee expressed the feeling as, "kicking down the dog" (Porterville, Classified). Another employee outlined how retaliation hindered her job as a classified employee at Porterville who has to make each email "appropriate". Unfortunately, this fear of retaliation goes beyond the way in which employees are able to communicate with one another, it also impacts morale. "I'm a little unhappy…scared, apprehensive" (Bakersfield, Classified Employee). As part of a cultural reset, issues of retaliation have to be addressed.

Understaffing

Understaffing and workload are two issues that are agreed upon by management and classified throughout the district. There is an acknowledgement from everyone that one of these 'points of pain' are due to the hiring process, "A lot is in the hiring process, it takes so long" (Cerro Coso, Classified). Some employees see the hiring process as biased and based on favoritism, "we have a level of nepotism at Cerro Coso" (Cerro Coso, Management). Some employees view the hiring process and the campus as a whole in missing diversity. "We lack diversity here, we lack diversity in hiring and the possible support to retain them" (Bakersfield, Management). Although the hiring process is an issue, there are issues with staffing that cannot be attributed to it.

"Most recent MOU from program review shows understaffed we are" (Cerro Coso, Classified). Positions are not backfilled when employees retire, "When people retire, those positions are not filled" (Cerro Coso, Classified). Also, during the recession, several positions were cut. "A lot of the issues are lack of staff, we don't replace people we lost from the recession" (Porterville, Classified). The lack of staffing creates an atmosphere where employees are overworked.

Employees feel that their work continually piles up with no end in sight, "Workloads, our workloads have increased dramatically, and we do not have time to do it" (District Office, Classified). This overabundance of workload creates barriers for classified and management alike in terms of personal time when the work is never done.

Other issues in staffing are finding qualified applicants for specialized positions such as IT, "Some of my challenges are that it is hard to find good help" (District Office, Management). After having qualified applications, there is also the issue of retaining employees, "We need to put some effort into retaining. People do not necessarily need to leave or want to leave to go to another district" (District Office, Management). Some of the lack of retention can be attributed to a lack of flexibility and remote work options, as well as a lack of pathways to advancement, "People they do not know what they need to promote and what the next step is in their family of positions." (District Office, Management).

Health and Wellness

The last theme is health and wellness. Topics of health and wellness were discussed through both the classified and the management groups across the district and college town hall focus groups. Part of keeping a happy workforce is keeping a healthy workforce. Unfortunately, some employees do not see the district as being able to care for the health and wellness of their employees, "I don't feel that the district is able to take care of their employees in that (work/life balance) nature" (Cerro Coso, Classified).

The chancellor asked each group what the district can do to help contribute to their health and wellness. For the district office, the lack of being able to use the outside balcony came up. Also, the area where the district office is located came up as a barrier towards getting enough steps in,

"I would like my 10,000 steps a day if possible" (District Office, Classified). Some talked about the district office resembling an insane asylum and asked if we "can we do something with the white walls" (District Office, Management). There was a suggestion of doing a "Competition with the colleges and having the students paint the walls" (District Office, Management).

For Porterville, issues of staff not having access to the fitness center was voiced as a concern for many individuals, "Staff can't use the fitness center" (Porterville, Management). Also, for Porterville, there were concerns of not having a nurse on campus. The idea of possibly sharing a nurse with Delano college came up.

In terms of mental health, hybrid schedules were brought up to create work life balance and also as a way in which to assist in mental health, "The flexibility due to hybrid work makes my mental health 800 percent better" (District Office, Management). Though, not everyone voiced a positive view of hybrid or remote work.

Discussion

The purpose of these town hall focus groups was to hear from the staff on the "points of pain" that are hindering their work within Kern CCD. The goal is to find a way in which to help bridge the gap to create a more cohesive environment for all employees and students.

Ongoing work

There are several things that need to be worked on at Kern CCD. The main themes that emerged from the town hall focus groups were communication, policy and procedure, and top-down leadership. As we work to address these issues, it is important to reflect on the causes. Some causes can include a lack of awareness of the institution's vision, competition between departments, physical separations, and/or silo tolerance from management. Currently, many employees feel that "We have a campus community without support" (Bakersfield, Management). The lack of a coherent culture and support has been detrimental for the morale across Kern CCD, "It feels like that culture trickles down. I feel like I have a roadblock" (Porterville, Classified). Kern CCD needs a cultural shift that provides the support needed to employees.

Employees at Kern CCD want to enjoy their work environment, feel supported, and be productive when coming to work. "I want to feel productive at the end of the day, but I was not feeling that" (Bakersfield, Classified Employee). We have a lot of work to improve morale and create an atmosphere where employees come to work and feel they are provided with the knowledge, skills and tools necessary to serve students, "We all come here to do a job; we all come here to do a good job. Everything we do impacts a student…in the day-to-day operations, in the cultural sense of it, a lot of people I have been hearing say that I am here for my team. It is no longer student focused; it is a cultural shift." (District Office, Classified). Part of this cultural shift that is happening is the need for support and understanding for one another through the district,

"We need to get to a better place of being supportive and being open and we can provide a better environment and help stop misinformation." (District Office, Management). To unify employees, provide support, and improve morale, we need to work to promote a shared vision, encourage cohesive communication, recognize employees for their hard work, implement team-building exercises, track organizational progress and apply feedback received.

Next steps in this process

The end goal of the qualitative survey and the series of town hall focus groups is to assess the culture within the district and gain an understanding of next steps needed to improve that culture. The chancellor referred to the process of this cultural shift and checking in which employees as a "visibility check in" and as a way to "close the loops while building community". Through the next 12-18 months the Chancellor will be working on leadership development, communication, district wide communication, updated policy and procedures and improving culture (hiring, initiatives, etc.). Every few months the Chancellor will be doing a visual check-in and meeting with each constituency group in town hall focus groups as he works to positively move forward Kern CCD.