

CATEGORY 5: LEADING AND COMMUNICATING

INTRODUCTION

The College's annual planning process is integrated with its' annual budgeting process. In essence, planning drives budgeting at LLCC. Strategic initiatives are tied to one of the College's six goals (5P2) and informed by data. The remaining processes for Leading and Communicating are mostly "reactionary to systematic."

Over the past four years, much effort has been made to improve Leading and Communicating processes. Three of the College's initial action projects have improved aspects of Leading and Communicating. One action project team designed and then implemented a review process for the College's strategic plan (5P1). As a result of this year-long review process, revisions to LLCC's mission statement and core values were recommended to and later approved by the Board of Trustees. The review process ensures that LLCC's mission, vision, and values will be revisited on a five-year cycle as part of this strategic plan review process.

The Continuous Quality Improvement action project team designed a training program curriculum that will assist the College's leadership in communicating a shared mission, vision, and values (5P2, 5P8). As the College implements this action project, the curriculum's mantra of "advancing the vision, achieving the mission, and deploying the values of LLCC" will help everyone see "the big picture" and relate everyday tasks to fulfilling the College's goals and strategies. Essentially, LLCC employees will not "do CQI." Rather, LLCC employees will "live or carry out the College's mission, vision, and values."

The College began implementation of its newly formed shared governance structure (5P5) during the 2011-2012

academic year. This involved creating a Shared Governance Council (SGC) and reforming the existing committee structure into seven teams: Academic and Admissions Standards, Academic Assessment, Cultural Awareness, Curriculum, Environmental Health and Safety, Professional Development, and Sustainability.

The process is new to the College and reactionary at this stage of development. After operating for a year in this structure, an action project team reviewed the effectiveness of the College's new structure. Those recommendations will be reviewed by the President's Cabinet and acted upon as necessitated to improve the shared governance structure.

The College would be better positioned to improve Leading and Communicating processes if it strengthened the link between initiatives in the College's planning and budgeting database and data that informed the processes. Therefore, a focused improvement in this area would be devising a way to connect Leading and Communicating data to the College's annual planning and budgeting process. The College would also welcome suggestions for measuring leadership effectiveness.

As is the situation at most large institutions, communication between and among departments and throughout the various levels (5P7) at LLCC is challenging. While processes in this area remain mostly "reactive to systematic," employee feedback reflects improvement in all areas over the past six years. The College welcomes any feedback on ways to make communication processes at LLCC more "systematic and aligned." In addition, data that informs Leading and Communicating processes are limited primarily to the College's Climate Survey. LLCC seeks feedback on how to better evaluate processes for Leading and Communicating.

Reader's Note for Process Questions: The College's responses to the Criteria for Accreditation are denoted by a notation that references a specific core component subcategory. For example, [crit.1A3] alerts the reader that the preceding text is included in the Systems Portfolio in response to Criteria One, Core Component 1A, Subcategory 3.

CATEGORY 5: LEADING AND COMMUNICATING

Leading and Communicating addresses how our leadership and communication processes, structures, and networks guide our organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to our internal and external stakeholders.

PROCESSES

5P1. How are your organization’s mission and values defined and reviewed? When and by whom?

The process for defining and reviewing the College’s mission and values has evolved over time. The founding Board of Trustees formulated LLCC’s initial philosophy and objectives in 1967. The statement and objectives were revised twice in the 1970’s and guided LLCC until the first mission statement was created in 1995.

The inaugural mission statement guided College operations until February of 2000 when the Board of Trustees approved a new mission statement. Soon after its adoption, however, a North Central Self-Study Mission and Purpose Committee voiced concern regarding the process used to develop the new mission statement. Consequently, the President appointed a Task Force on Institutional Mission in the spring of 2001. The task force was charged with studying the recently-adopted mission statement via an inclusive review process. The process included examining feedback from nine regional Board of Trustees forums in 1999, analyzing Surveys of Institutional Mission results from 2000, polling college community members to pinpoint what in the previous mission statement was valued, and conducting a college-wide review of the proposed statement. [crit.1A1] The mission statement emerging from that process was reaffirmed during a 2006 review of the strategic plan, guiding College operations for approximately 12 years.

In June of 2011, an action project team was charged with designing and implementing a regular review process for the College’s strategic plan. A review of the College’s mission, vision, core values, and goals was incorporated in this process. The Strategic Plan - Transformation action project team investigated trends and held assorted campus activities throughout the year. As a result of this year-long review process, revisions to the mission statement (Figure O-1) and values (Figure O-3) were suggested by the action team and later approved by the Board of Trustees. The College’s mission, vision, core values, and goals will henceforth be revisited on a five-year cycle as part of this strategic plan review process. This process incorporates the flexibility for a more

frequent review when warranted by emerging circumstances. [crit.1A1]

Subsequent reviews will be initiated by the President and the President’s Cabinet with the appointment of two co-chairs from faculty and staff. The review team’s membership will be selected according to guidelines developed by the Strategic Plan – Transformation action project team which identified the divisions/offices that should be represented to ensure an inclusiveness process. Future changes to the College’s mission, vision, values, and goals that result from this process will be reviewed by the President’s Cabinet and then forwarded to the Board of Trustees for final approval.

In support of its mission, LLCC offers degree and certificate programs organized under five academic divisions: Arts and Humanities, Business and Technologies, Health Professions, Mathematics and Sciences, and Social Sciences. Enrolled students are supported through services such as advising and counseling, peer tutoring, special needs support, study skills specialists, financial aid advising, career development, and a comprehensive library. Students primarily enroll in baccalaureate/transfer (50%) and career technical (34%) programs, and graduates earn certificates and/or associate degrees. In fiscal year 2011, 2,063 certificates and degrees were awarded to LLCC students. Over half (61%) of the degrees and certificates awarded were career technical. Approximately one-fourth (27%) of the awards were from transfer and general studies programs. Approximately 7% of the awards were high school certificates. Consequently, LLCC’s academic programs, student support services, and enrollment profile demonstrate that the mission statement guides its day-to-day operations. [crit.1A2]

For criterion 1.A3, see the response to criterion 5.C1 in 5P6 and the planning process outlined in 8P1.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

The President assumes a primary role in setting the direction of the College. The President and the

President’s Cabinet use information from a variety of sources to establish strategic priorities for the year. These include but are not limited to:

- LLCC Environmental Scan and Fact Book;
- LLCC Strategic Planning and Key Performance Indicators Dashboard;
- Previous year-end operational plan update;
- Department/unit/program effectiveness data, including Academic Program Review;
- Recommendations from various advisory committees, teams, and groups;
- Recommendations from the Shared Governance structure;
- Recommendations and information from various economic development groups and Chambers of Commerce within the College’s District; and
- Other emerging planning opportunities from Board of Trustees or President.

Strategic priorities are developed to support achievement of the College’s goals. Once established, these priorities (i.e., the College’s direction) are communicated broadly at Convocation. The established priorities are revisited during Institutional Improvement Day, when departments and units (a) review institutional data as well as their own data and (b) begin developing annual strategies that align with the College’s goals and priorities. Such a process creates alignment of initiatives with the College’s mission and cultivates a shared focus in the annual planning and improvement process.

While the President sets the strategic direction, day-to-day management of the College is the responsibility of the administration, faculty, and staff. Much of this work is accomplished through Shared Governance Teams and work groups. For example, as part of the February 2012 consent agenda, the Board passed without discussion curriculum changes and new programs recommended by the Shared Governance’s Curriculum team (Motion 2-22-12-5) and a faculty sabbatical recommended by the Faculty Senate’s Sabbatical Leave work group (Motion 2-22-12-4). Such broad-based involvement in decision making distributes leadership while creating ownership of the College’s systems, activities, and initiatives. [crit.2C4]

Broad oversight or control of the College rests with an elected, eight-member [Board of Trustees](#) (Board). LLCC Board meetings, including the executive session portion, are conducted in accordance with the Illinois Open

Meetings Act (5 ILCS 120/1-6). All Board deliberation and action are taken in open session (Board Policy 2.5) and documented in meeting minutes. Collectively, the actions and deliberations of the Board, when coupled with established Board Policy, demonstrate their autonomy to make decisions in the best interest of LLCC and to ensure integrity.

All LLCC Board members work under an “undue influence” policy. Such a policy contributes to the integrity of Board action by directing Board members to avoid conflicts of interest. LLCC’s policy (Board Policy 2.12) includes the following provisions:

- All members of the Board, including the Student Trustee, shall avoid any conflict of interest or appearance of impropriety.
- Any member of the Board who has a direct or indirect interest in any matter presented to the Board shall not participate in the discussion, decision, vote or proceedings of the Board in connection therewith. [crit.2C3]

The Illinois Public Community College Act specifies which actions by boards and board members constitute a conflict of interest. Enforcement is possible because Illinois law requires that certain holdings of public officials such as community college Trustees be made a matter of public record. Board members comply with this law by filing an annual Statement of Economic Interest with the County Clerk. Consequently, Board members refrain from voting on any decisions where College action could result in substantial gain directly or indirectly, either in person or through an association, trust, or corporation in which the Board member has an interest (see Motion 9-28-05-8). [crit.2C3]

Meeting minutes also demonstrate the Board’s foresight. Board agendas commonly contain approval of construction projects (see Motion 7-25-12-2). Over the past 10 years, the Board has approved approximately \$70 million for campus renovation/building construction. The projects have been funded by a combination of state funds (minimal), PHS funds, Student Infrastructure Fees, and bonds. To ensure the sustainability of the College’s facilities, in 2010 the Board approved joining the American College and University Presidents’ Climate Commitment. Such action commits the College to implementing a comprehensive plan that pursues climate neutrality. Similarly, the Board supported a contract with CTS Group of St. Louis to identify College energy

conservation projects with a payback of 20 years or less (Motion 3-28-12-4). Collectively, such actions suggest the Board priorities include the preservation and enhancement of the College. [crit.2C1]

An examination of meeting minutes suggests the Board values both internal and external stakeholders. For example, at the April 2012 meeting the Board was discussing a motion that would align Policy 2.5 and 2.7 with the Open Meetings Act. According to the minutes, a Trustee expressed concern that the proposed new language might restrict public comment. The Board Chair then expressed concern that paralleled the Trustee's. After hearing an interpretation from the College's attorney, motion 5-23-12-5 passed during the second reading. Such deliberations suggest the Board values hearing from internal and external constituents. The makeup of the monthly Board agenda further demonstrates this openness. Each Board meeting agenda designates time for reports from the divisions (Academic Services, Student Services, Administrative Services, Information Technology Services, and Workforce Development and Community Education), the Faculty Senate, the Faculty Association, the Foundation, the Facilities Services Council, the Classified Association, and the Professional Association. [crit.2C2]

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Board Policy 1.2 identifies the College's constituents as District residents, businesses, community organizations, social service agencies, governments, and K-12 school districts. [crit.1B3] The College's mission focuses operations on student learning/instruction, community needs, and local economic development. These emphases are explicitly articulated in [Board Policy 1.2](#), stating that LLCC is committed to the following purposes:

- Providing, enhancing and sustaining a student-centered learning environment founded upon the commitment to innovative instruction, small class size and personalized attention from faculty;
- Measuring student achievement systematically with the goal of enhancing student learning and success;
- Maintaining a quality broad-based General Education program;
- Providing the developmental and preparatory courses to learn the skills necessary for college-level work;

- Assisting with the economic development of the community through public association, business partnerships, and career development, and through occupational, vocational and customized training;
- Preserving the practice of open admission;
- Offering opportunities for life-long learning and other educational experiences to all citizens of the District;
- Collaborating with businesses, community organizations, social service agencies, governments and schools to address District needs;
- Encouraging students to lead healthy, responsible and productive lives that include community service, responsible citizenship, personal growth, appreciation of the arts, physical exercise, leisure activities, environmental awareness and meaningful social interaction. [crit.1B2]

The College considers the needs and expectations of stakeholder groups in determining the direction of the College through a variety of structures.

For current and potential students:

- The College's Board of Trustees includes one student member. This Student Trustee is positioned to provide input and feedback regarding student needs to the other Board members and the President.
- The student body is represented by an elected Student Government Association (SGA). Through its formal leader, SGA is a conduit for moving student needs to the attention of the Vice President of Student Services.
- A student member sits on the College's Shared Governance Council and is the voice of student needs within that body. Additionally, there is a student member on several of the Shared Governance teams allowing student needs, ideas, and feedback to be heard and shared.
- For key stakeholder groups:
- LLCC maintains a presence with various external groups in the District such as local economic development groups and Chambers of Commerce. Through these affiliations, stakeholders are able to share information, communicate feedback, and express needs directly to College personnel.
- Academic programs with a career or occupational focus have formal external advisory committees. These programmatic experts and stakeholders are able to share information, feedback, and needs via the annual or biennial meetings.

- The College’s Educational Service Areas (ESAs) maintain advisory committees comprised of members from the local community. These stakeholders are able to share information, feedback, and needs to the college via two to three regular meetings each year.
- As described in 5P6 and 8P1, all College units (internal stakeholders) submit annual strategies that address (a) the College goals and (b) the needs and expectations of current and potential students as well as key stakeholders.
- As noted in 5P2, citizens are able to express themselves publicly at monthly board meetings via a standing agenda item. Such a venue provides an opportunity for articulating the needs and expectations of current and potential students and those of other key stakeholders.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

Goals that emerge from the College’s multi-year strategic planning cycle place a strong focus on students and learning. These goals align with the institution’s mission, vision, and values; and one of LLCC’s six strategic priorities or goals is Student Access and Success.

The annual planning and budgeting process described in 5P6 and 8P1 is key to the institution’s ability to seek future opportunities without compromising our focus on students and learning. Multiple sources of data are reviewed annually. Senior leadership communicates direction based on this data review. Departments are directed to review the institutional data as well as their own data and develop annual strategies that align with the College goals and priorities. The strategies that enter the annual planning and budgeting process are scrutinized several times for alignment with College goals before the President’s Cabinet arrives at a final plan and budget.

On a different level, there is another “check and balance” that attempts to ensure that certain types of future opportunities have a strong focus on students and learning. Any item that goes to the College’s Board of Trustees for action at the monthly meeting must respond to the following set of questions:

Student Learning Impact:

How will proposed agenda item impact student learning?

How will proposed agenda item be measured?

5P5. How do you make decisions in your organization? How do you use teams, task forces, groups or committees to recommend or make decisions and carry them out?

LLCC is committed to governance structures and processes that are open to, and encourage the participation of, the entire College community in the development and evolution of its policies and procedures ([Board Policy 3.1](#)). Four components of the College’s governance and administrative structures support policy and procedures development as a collaborative process: the Board of Trustees, the President, the President’s Cabinet, and a Shared Governance structure. Together, these bodies provide leadership that enables the College to make decisions that help in fulfilling its mission.

LLCC is governed by an elected, eight-member Board of Trustees. [Board Policy 2.2](#) articulates the Board’s roles and duties while [Board Policy 2.3](#) establishes the Board as the College’s policy-making body. With policy established at the Board level, the President then (a) implements the Board’s policy and (b) provides broad direction for operation of the College ([Board Policy 3.2](#)). At LLCC, the President utilizes a Cabinet and a Shared Governance structure to assist in the day-to-day operation of the College. [crit.5B2]

The President’s Cabinet involves representative senior leadership from each division of the College: the Vice President of Academic Services, the Vice President of Administrative Services, the Vice President of Student Services, the Vice President of Workforce Development and Community Education, the Chief Informational Officer, the Executive Director of Public Relations and Marketing, and the Executive Director of the Foundation. Among other responsibilities, the President’s Cabinet assists the President by (a) recommending new policy or modification of existing policies and (b) developing procedures to implement policies. [crit.5B1]

The College’s Shared Governance structure was implemented during the 2011-2012 academic year. A Shared Governance Council (SGC) was created to provide oversight for the College’s seven shared governance teams. SGC’s membership includes two members from each LLCC constituent group – student, faculty, administrator, professional and classified – plus the president of the Student Government Association.

The SGC reports to LLCC's President, a non-elected member of SGC. The Executive Director of Public Relations and Marketing, an additional non-elected member of the council, serves as a liaison between the SGC and the President's Cabinet. The Council is chaired by a member elected in the spring semester of each year. SGC's primary role is facilitating the College's shared governance process.

The Shared Governance teams are standing groups that affect the college as a whole. The seven teams include Academic and Admissions Standards, Academic Assessment, Cultural Awareness, Curriculum, Environmental Health and Safety, Professional Development, and Sustainability. Teams report minutes to the SGC. Team recommendations are routed through the appropriate Vice President as well as the SGC. Decisions regarding team recommendations then flow back down through the team leader and SGC. These decisions are followed up by SGC with the appropriate status/results posted on the LLCC portal site. The Shared Governance Teams can create sub-teams through their charters or by-laws. These sub-teams report directly to the respective shared governance team.

LLCC's Shared Governance structure enables the involvement of its administration, faculty, staff, and students in establishing academic requirements. The Academic and Admissions Standards Team reviews and recommends college-wide policies concerning academic and admissions standards including academic probation/continued probation/suspension, attendance policies, general education requirements, grading policies, graduation requirements, academic integrity, the academic grievance and appeal procedure, withdrawal policies, special admissions programs, placement cut scores, and the academic calendar. The Academic and Admissions Standards Team is composed of 18 members, including a chair selected from the faculty at-large. The group is representative with 11 faculty members, two academic deans, two student services administrators, two professional staff members, and one student from the Student Government Association. This team reports to the Vice President of Academic Services and the Vice President of Student Services. [crit.5B3]

In addition to the Shared Governance teams, the College utilizes work groups, task forces and action project teams. Work groups and task forces are organized by and report to the appropriate Vice President. Action

project teams are organized by the assigned cabinet-level Project Sponsor and report to the President's Cabinet.

5P6. How do you use data, information and your own performance results in your decision making processes?

LLCC's planning process is both systematic and integrated. The annual process begins in late summer and early fall with a review of prior fiscal year's planning strategies (see Figure 8.1). College planning strategies are documented in a planning and budgeting database. During the review, individual unit planning and budget leaders categorized the previous year's planning strategies as "complete," "no longer a priority," or "for continuation into the next year." Once senior leadership completes the updating, all faculty and staff are brought into the planning process during Institutional Improvement Day. This day's activities are designed to facilitate college-wide input regarding strategies for the next fiscal year's plan. The afternoon sessions, for example, allow department and unit-level discussion of planning initiatives for the next year. Planning initiatives identified during Institutional Improvement Day are moved into consideration in the planning process at the Planning Leadership Roundtable. [crit5C3]

The Planning Leadership Roundtable is a cross-divisional discussion of potential initiatives that have arisen from college-related activities, data sources, and processes involving both internal and external constituents. These include but are not limited to:

- LLCC Environmental Scan and Fact Book;
- LLCC Strategic Planning and Key Performance Indicators Dashboard;
- Previous year-end operational plan update;
- Department/unit/program effectiveness data, including Academic Program Review;
- Recommendations from various advisory committees, teams, and groups;
- Recommendations from the Shared Governance structure;
- Recommendations and information from various economic development groups and Chambers of Commerce within the College's District; and
- Other emerging planning opportunities from the Board of Trustees or President.

The Planning Leadership Roundtable allows for cross-divisional strategies to be identified and included in the planning process. [crit.5C2]

Reviewing LLCC's Environmental Scan allows emerging factors such as demographic shifts to inform the planning process. The Environmental Scan is a comprehensive compilation of the District's population, labor and jobs, and education demographics and trends. The Environmental Scan also brings into the planning process detailed data on funding and finances, facilities and budget, student body profiles and student satisfaction, faculty and staff, academic programs, enrollment, and academic achievement. [crit.5C5]

New strategies considered in the planning process must be tied to at least one of the College's six goals (Student Success and Access, Cultural Competency, Economic Responsiveness, Community Engagement, Financial Strength, and Operational Strength) in LLCC's planning and budgeting database (see 8P2). The planning and budgeting database allows strategies to be sorted by goal. The President's Cabinet then reviews strategies for their ability to contribute to the overall strategic plan. New strategies at this point receive one of eight designations. A strategy can be moved into the budgeting process (because it requires new funding), combined with another strategy, deferred, eliminated, put on hold, moved directly into the plan (because it did not require new funding), omitted by a member of the President's Cabinet, or categorized as a low priority. [crit.5C1]

Budgeting is incorporated into the planning process when planning strategies are categorized as requiring new funds. The President's Cabinet determines if the requested funds can be granted for the strategy. In some cases the President's Cabinet will identify alternative fund sources. For example, a strategy may be more appropriately funded through Carl Perkins funds or Technology Fees rather than the operational budget. Planning strategies are coded by funding source and prioritized during this final step in the process. Once completed, the College has an annual plan and a proposed budget that are subject to approval by the Board of Trustees. [crit.5C2; crit.5C4]

5P7. How does communication occur between and among the levels and units of your organization?

LLCC utilizes an array of communication methods to reach every level of the college community, including technology, print, and face-to-face communication. Each August, the President delivers an address at Convocation highlighting the College's strategic goals, progress made during the past year, and initiatives for the upcoming

year. Academic departments follow up the Convocation address with meetings that discuss important issues or elaborate on a department-wide focus for the year. On Institutional Improvement Day early in the fall semester, College-wide discussions and division-wide meetings are organized around the development of initiatives that support the College's strategic direction.

The Public Relations and Marketing (PRM) department disseminates College communications with the primary purpose of informing the campus community and encouraging cross-divisional cooperation, understanding, and knowledge. The *LincLetter*, a daily newsletter, "pops up" on all campus computers when users log in for the day. The *LincLetter* is updated daily and highlights campus activities, college news, faculty and staff achievements, and upcoming initiatives. Faculty and staff contribute items to share via the *LincLetter*. The *LincLetter* can be accessed by both internal and external constituents through the LLCC webpage with no log-in required. Future enhancements include PRM sending an email each weekday morning (except when the College is closed) to all employees with headlines and a link to the day's *LincLetter*. A complete redesign and name change for the *LincLetter* are in the planning stages with the goal of increased readership. In contrast to the present format (i.e., a current list of stories), the new format will include various permanent categories, including minutes to Shared Governance meetings, AQIP news, events, human resources and other important sections, that will always be displayed.

Senior leaders hold regular meetings with their direct reports to discuss issues which impact their College roles. Each division or department modifies its intradivisional and intradepartmental communication to fit its unique circumstances and needs.

For emergencies, important health notices, and facility notices, all-campus emails and texting are used. Procedures are in place for also posting these on the website, using social media, and notifying the news media. Emergency texting and voice mails are used through the LLCC Connect system. The College emergency notification system is activated through the Police department.

The College's intranet or portal is a primary conduit for internal communication, making information accessible to all employees. For example, minutes of campus-wide

Shared Governance team meetings and other meetings are placed on the portal. The portal also includes information for employees from Human Resources, the Business office, Public Relations and Marketing, Facilities, the Budgeting office, Bookstore, Information Technology, and additional departments.

Most teams, work groups, and task forces are built around internal constituency group representation. Organized constituency groups (student, faculty, administrator, professional, and classified) with a designated leader help disseminate information and communication in both directions.

Communication with students occurs through weekly emails to students from the Student Life office; social media, including LLCC's Facebook and Twitter pages as well as the Student Life Facebook page; notices in *The Lamp* student newspaper; and faculty-to-student communication via emails, Blackboard, and face-to-face interaction.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

To deepen and reinforce the characteristics of high performance organizations, LLCC's [mission](#) is articulated publicly through the College's [vision](#) statement, core [values](#) (civility, collaboration, diversity, innovation, integrity, learning, and sustainability), and [goals](#) (Student Access and Success; Financial Strength; Economic Responsiveness; Community Engagement; Diversity and Cultural Awareness; and Operational Strength). The College's six goals, which derive from the mission statement, are the basis for planning and determining institutional priorities. For example, during the College's annual planning and budgeting process, submitted initiatives must be tied to at least one of the College's six goals. Furthermore, LLCC's senior leadership has identified key performance indicators (see Figure 8.2) to gauge the College's performance in each of the six goal areas. Embedding the six goals in the planning and budgeting process ensures that any identified institutional priorities support the College's mission.

The College's mission statement is communicated to internal and external stakeholders via the LLCC [website](#), [Catalog](#), [Annual Report](#), and bookmarks distributed to all employees and available in the Public Relations and

Marketing office and Information Desk. In addition, the College is in the beginning stage of a signage project that involves adding the mission statement, along with LLCC's vision, values and goals, to the walls of the newly renovated Student Services lounge area in Menard Hall. The mission statement will be included in upcoming editions of the Student Planner and *Forward* magazine/class schedule as well as printed on the back of business cards provided to full-time faculty and staff. [crit.1B1]

A collective focus on the College's mission, vision, and core values begins at new employee orientation when a member of the President's Cabinet discusses each. This introduction initiates a connection between the College's mission, vision, and core values and the employee's role at LLCC.

The President reaffirms the shared mission, vision, and core values as well as the College's strategic goals at Convocation, the day before the new academic year begins. Senior leadership is then responsible for ensuring that the divisions keep a focus on the shared mission, vision, and values as initiatives are developed on Institutional Improvement Day (a full-day set aside for institutional improvement and planning) and as part of the annual planning and budgeting process.

The College invests in its faculty and staff with professional development initiatives and opportunities appropriate for the various constituency groups. Faculty and staff efforts to advance the College's mission are acknowledged at the annual Employee Recognition program (e.g., Distinguished Service Awards for each constituency group, the Pearson Master Teacher).

The Continuous Quality Improvement action project, one of the College's initial action projects, was designed to enhance a culture of involvement at LLCC. The curriculum methodology is grounded in advancing the vision, achieving the mission, and deploying the values of LLCC. This training provides faculty and staff a common language and common understanding of quality tools for (a) making fact-based decisions and (b) strengthening the College's processes.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

LLCC encourages the development and strengthening of leadership abilities among the faculty, staff, and administrators in many ways.

The College sends two employees annually to Leadership Springfield (a yearlong leadership development program) and regularly sends employees to the Chair Leadership Academy. In addition, the Human Resources (HR) department, in cooperation with the College's Capital City Training Center, offers a planning and management series for supervisors. Here, supervisors develop the skills needed for moving from non-supervisory to supervisory positions of responsibility.

Leadership development opportunities are also embedded in the day-to-day management of LLCC. Faculty are encouraged to seek leadership opportunities by serving as coordinators (e.g., Assessment Coordinators, Course Coordinators) within their own academic departments. The College's Shared Governance teams and other work groups provide additional opportunity for faculty and staff to demonstrate their ability to effectively manage additional responsibility within the College. Further opportunities for leadership development exist within each employee constituent group, on action project teams, and in temporary work groups.

The College encourages employees to assume leadership positions in the community (e.g., United Way, the Springfield Urban League, Rotary International, and Junior League) and on state or national academic committees and organizations.

The annual performance review process provides all supervisors with the opportunity to communicate individually with faculty and staff regarding performance, leadership, and skill development. Professional development goals, including any associated skill development needed to carry out assigned responsibilities or duties, emerge from this process.

Several funding mechanisms are in place to support staff members who wish to take advantage of leadership opportunities. For example, members of the Shared Governance Council each have \$1,000 per year to spend on leadership training. Departmental budgets are allocated funds to allow staff to attend conferences and training. The College offers tuition reimbursement for

employees seeking undergraduate and graduate degrees. In addition, faculty receive a negotiated professional development allocation. The College also schedules two Professional Development Days annually; one of these days features a leadership track.

5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plan?

The Board of Trustees and President's Cabinet provide a process for continuation to ensure the smooth operation of the College and transfer of mission, vision, values and commitment to high performance to new leaders. In the event of a vacancy in leadership, an interim from within the institution is typically assigned while a search is conducted for a permanent replacement. That interim then orients the replacement, ensuring a smooth transition and continuity of the College's mission, vision, values and commitment to high performance.

Depending on the level of the leadership position, the committee to replace the leadership position is representative of relevant constituencies from across the College, and may also include community members. If no agreement on a replacement is reached, the search is extended. Unlike the conventional business-oriented or corporate approach to succession planning, the College typically does not designate a specific individual to ascend into a key leadership position. Rather, the institution works to ensure that there is cross-training and mentoring to minimize gaps during a leadership vacancy.

As evidenced by the President's Cabinet and Board of Trustee minutes, the College is well-prepared for a presidential vacancy or absence by maintaining a well-informed President's Cabinet. In most cases, members of President's Cabinet step up in an interim role in the event of a leadership vacancy. In the unlikely event that the President is absent and cannot be reached, Vice Presidents are empowered to make presidential-level decisions for their areas of the College.

RESULTS

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

The College collects and analyzes two measures related to communication. First, processes associated with internal communication are a performance area addressed in LLCC’s Climate Survey. Those data are collected on a three-year cycle. Additionally, external communication processes are measured by the number of press releases issued, website hits, media interviews, column-inches in print media, and community participation in campus events. These data are collected on an annual basis.

The College collects and analyzes two measures related to leadership. One measure is the feedback survey mentioned in 4P10. Here, direct reports have the opportunity to provide feedback to administrators on an annual basis. Results are provided directly to the administrator for personal reflection and growth. Many choose to also share the results with their supervisor during the performance evaluation process. Results are aggregated at the department level to maintain anonymity of specific staff member feedback.

The Board of Trustees (BOT) participates in an annual self-evaluation process that is facilitated by an external professional. For the past seven years, the Executive Director of the Illinois Community College Trustee Association has led this process with LLCC’s BOT. During the self-evaluation, each Board member is encouraged to express concerns as well as satisfaction with their performance. The associated dialogue may lead to changes in Board Policy or procedure which they deem appropriate.

5R2. What are your results for Leading and Communicating processes and systems?

Aggregate results for communication-related questions from the Climate Survey are provided in Figure 5.1. Data are analyzed by employee classification, gender, and age but not reported here. Rather, the mean scores of agreement for all employees are provided. All mean scores over the six-year period show an increase or a relatively level performance. For the four questions directly related to internal communication within LLCC, “communication within the work unit” reflects the greatest level of employee satisfaction. Cross-divisional communication remains the greatest challenge. Overall, the strongest level of satisfaction continues to be with employees understanding how their position supports student learning.

Figure 5.1 – Select Questions for Cooperation and Communication

Question	2005	2008	2011
Before changes are made that affect my work, I am informed.	3.30	3.41	3.47
I am able to find out things I need to know to get my job done.	3.70	4.00	4.03
I am satisfied with the communication within my work unit.	3.60	3.74	3.74
I am satisfied with the communication within my division.	3.30	3.42	3.48
I am satisfied with the communication between divisions.	2.90	3.05	3.07
I am satisfied with the communication between administration and faculty/staff.	2.90	3.09	3.22
I have a clear understanding of LLCC’s mission, vision, values, and strategic goals.	3.80	4.15	4.35
I have a clear understanding of how my position supports student learning.	4.20	4.55	4.59

Source: LLCC Climate Survey

Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

Results for external communications processes are documented in the College’s Strategic Planning and Key Performance Indicators Dashboard. This allows internal benchmarking of year to year performance. For the latest year, the 2011 results were as follows:

- website hits: 2,586,234
- press releases sent: 259
- column inches in print media: 25,953
- media interviews: 172
- recruitment event attendance (Campus Visit Day and Open House): 874

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Results from the Climate Survey cannot be compared to other institutions or organizations outside of higher education because LLCC utilizes a locally developed instrument. This benchmarking gap will be addressed in 2014 with the College’s initial administration of the Personal Assessment of the College Environment (PACE) instrument.

IMPROVEMENTS

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

Recent improvements associated with Leading and Communicating processes include the following:

New Climate Survey. The President’s Cabinet selected the Personal Assessment of the College Environment (PACE) instrument to measure faculty and staff perceptions of LLCC’s climate. This will position the College to begin benchmarking its performance in Leading and Communicating with the initial administration in 2014.

Continuous Quality Improvement Training. One of the College’s initial action projects was “Continuous Quality Improvement: Learning to Make Systematic, Informed Decisions.” This action project team developed a comprehensive professional development program to provide faculty and staff with a common language and common understanding of quality tools for (a) making fact-based decisions and (b) strengthening the College’s processes. The curriculum methodology is grounded in advancing the vision, achieving the mission, and deploying the values of LLCC. It therefore has the potential to positively affect the College’s Leading and Communicating processes.

Shared Governance. Following more than one year of campus-wide deliberation, LLCC implemented a new shared governance structure to create a more representative, efficient, and communicative governance process. The “Establishing and Assessing an Effective Shared Governance Structure” action project team was created to serve two roles related to the new governance structure: assist in implementing the new governance structure at LLCC and establish feedback mechanisms to assess the effectiveness of the new structure.

Stages one and two of the action project included finalizing and implementing the new committee and reporting structure. This was completed in Spring 2011. The new committee and reporting structure was then allowed to operate for one academic year before completing stage three – data evaluation and feedback. In Fall 2012, the action project team assessed the new shared governance process. The team’s findings suggest the new system has improved the College’s governance structure. The new governance structure is more

representative and jurisdictions are more rationally specified than previously. On the whole, members of the College find work within the governance structure meaningful, attendance at team meetings is good, and the team meetings operate smoothly. Jurisdictions appear appropriately specified. Issues remain to be addressed, but LLCC has clearly moved forward in this regard.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

The College’s Shared Governance Council (SGC) serves as a communication conduit allowing college community input into decisions, policies, and procedures affecting the College as a whole. SGC is comprised of representatives from all employee classifications – classified, professional, administrative, and faculty. The SGC reports issues to the President through the assigned Cabinet-level liaison.

As noted in 5P2, LLCC’s “communication presence” is a key performance indicator with six measures under Goal 6 – Operational Strength. As a result, the College can set targets for communication effectiveness and adjust practices through the Strategic Planning and Key Performance Indicators Dashboard.