Category 5: Leading and Communicating

Category 5 Overview
In the category of Leading and Communicating, WCC employs an aligned approach to organizational quality development. The college groups and manages operations as processes that are repeatable and regularly evaluated for improvement. The college strives to make sure that what is learned is shared among organizational units, that processes address the organization’s key goals and strategies, and that coordination occurs among units, divisions and departments. Items selected for inclusion in Category 5 are designed to reflect that the college’s leaders and leadership systems support a quality culture that encourages broad-based faculty, staff and administrative involvement; fosters collaboration, shared institutional focus, community building and social capital; and models values and behaviors that communicate to all constituents a clear and compelling vision for the future.

5C1: Leadership and Communications Systems
WCC, a unit of local government, is governed by a Board of Trustees, composed of seven community members elected by the district at-large for six-year terms and a non-voting student trustee elected by the student body for a one-year term. The Board of Trustees operates at the strategic level and formulates longer-range strategy and policy. They also decide on issues concerning governmental relations, hiring and other personnel actions, property acquisition, expenditure and acquisition of funds and resources, acceptance of gifts, and contracts over $10,000 (established by Illinois law). The President of WCC is the college’s Chief Executive Officer and creates the structure and procedures to implement Board of Trustee policy and strategy.
The college’s formal administrative structure, illustrated in the diagram on the previous page and discussed in Institutional Overview Section 05, provides the foundation for vibrant communication and leadership channels. WCC’s senior management team, composed of the President and three vice presidents, provides leadership for the college’s daily operations and continuously reviews systems, policies and procedures with an eye on quality improvement. The senior management team works collaboratively, frequently meeting and communicating. The three vice presidents provide leadership and serve as the communication channel for their respective division. The three divisions are: 1) Educational Affairs; 2) Finance and Operations; and 3) Quality and Strategic Development.

Each vice president leads a team of administrators that oversee functional areas in their division. The Executive Vice President for Educational Affairs and Chief Learning Officer provides leadership for the Learning Council, which consists of five direct administrative reports: Assistant Vice President of Instruction, Assistant Vice President of Student Development, Assistant Vice President of Program Development and Distance Learning, Assistant Vice President of Community Development, and Director of Marketing and Communications.

The Vice President of Finance and Operations provides leadership for the Finance and Operations Council, which consists of the six direct administrative reports of Chief Information Officer, Comptroller, Construction Superintendent, Director of Campus Operations, Director of Financial Services and the Director of Human Resources.

The Vice President of Quality and Strategic Development provides leadership for the Quality and Strategic Development Council, which consists of the two direct administrative reports of Director of Fund Development and the Dean for Campus Development, and four staff direct reports including The Outcomes Program Coordinator, Manager of Institutional Research, Grants Development Coordinator, and Quality and Organizational Development Coordinator.

Additionally, the President’s Cabinet, made up of the senior management team and four assistant vice presidents, meets on a monthly basis in an advisory capacity, continuously assessing how the college can improve learning at all levels. The Quality Team, a cross functional team composed of 16 administrators, faculty, staff, and students, works collaboratively with the President’s Cabinet and senior management team to support the college’s quality journey and quality improvement initiatives.

Integral to WCC’s governance is the college’s 50+ cross-functional teams/committees. Membership on cross-functions teams/committees includes administrators, faculty, staff and students. Team membership represents a cross-section of perspectives, functions and locations at the college. These teams/committees provide a forum for college employees and students to engage in conversations with other individuals with whom normally they might not have an opportunity to converse. The college’s current cross-functional team/committee structure is a viable example of WCC’s Ad Hocracy Model of governance, which has been a part of the college culture since the 1970s. This model is based upon voluntary participation in problem-solving and decision making and is exclusive of any collective bargaining process. The Learning First! AQIP Action Project has been instrumental in creating conversations across the college about learning, quality and change. These conversations have fostered and increased use of cross-functional teams/committees and invigorated collaborative processes. The process has been agile, with teams/committees forming or disbanding as needed. The use of WCC’s collaborative Ad Hocracy Model fosters community-building and social capital, and the creation of a community of individuals who care about the well-being of the whole.
### Learning Excellence Teams
- Administrative Staff Development Team
- Assessment Advisory Committee
- Collaborative Action Team
- Faculty Development Committee
- Learner Services & Student Development Team
- Learning Resources Team
- Curriculum Council
- Natural Resources Education Advisory Team
- The Outcomes Program (TOP) Team
- Quality Team
- Student Success Committee
- Support Staff Committee

### New Development Committees
- Aurora Campus (New) - Executive Committee
- Aurora Campus (New) - Functional/Technical Committee
- Aurora Campus (New) - Program Committee
- Aurora Campus (New) - Project Committee Groups
  - Includes eleven subcommittees

### Plano Campus - Executive Committee
- Plano Campus - Functional/Technical Committee
- Plano Campus - Program Committee
- Plano Campus - Project Committee Groups
  - Includes seven subcommittees
- Student Center - Executive Committee
- Student Center - Functional/Technical Committee
- Student Center - Program Committee
- Student Center - Steering Committee

### Operating Committees
- Crisis Assessment Team (CAT)
- E-Discovery
- Emergency Response Team
  - Includes two subcommittees
- Finance and Operations Council
- Instructional Council
- Learning Council
- Quality and Strategic Development Council
- President's Cabinet

### Student Focus Committees
- Academic Review Board
- Health Care Petitions Committee
- Health Careers (Nursing) Admissions Committee
- Honors Committee
- Satisfactory Academic Progress (SAP) Appeal Committee
- Student Conduct Board
- Scholarship Committee
- Transition Taskforce

### Institutional Committee Memberships
- Academic Calendar Committee
- Archival Committee
- Banner Implementation Group (BIG)
- Counseling and Advising Coordinating Council
- Developmental Education Advisory Board
- Diversity Council
- Emergency Preparedness & Safety Committee
- FERPA Committee
- Health Insurance Committee
- The Integrity Project (TIP)
- mywcc Work Group
  - Includes three subcommittees
- Web Advisory Committee

### Cross-Functional Teams/Committees

### 5C2: Leadership System Alignment
WCC is one of 48 public community colleges in the Illinois Community College System. The Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE) and Illinois State Board of Education (ISBE) are state agencies that have an impact on broad state-level policies, but do not direct the college. These organizations also form a link to the state legislature. College leaders maintain communication with the ICCB, IBHE and ISBE by meeting reporting requirements, through memberships in association and councils, and through relationships with the project offices at these agencies. The Executive Assistant to the President serves as a governmental and legislative liaison. This role monitors activities of governmental and legislative offices and maintains contact with these offices by providing updates regarding WCC programs and stakeholder needs.

The ICCB “approves” the college through a self-study system every five years through the formal “Recognition Process.” The college’s senior management team participates in the ICCB’s President’s Council, Chief Academic Officers Council and Chief Finance Officers Council. The college’s Board of Trustees actively participates in the Association of American Community College Trustees (ACCT) and the Illinois Community College Trustees Association (ICCTA). Many faculty and administrators have served on curriculum panels formed by the ICCB for the Illinois Articulation Initiative (IAI); advisory groups focused on teaching and learning formed by the ICCB, such as the Illinois Community College’s Online (ILCOP) and ILCCO Learning Academy; advisory groups focused on economic impact, such as the ICCB’s Economic Impact Study; and other state-wide collaborative advisory panels. Many faculty and administrators participate and assume leadership roles in the Illinois Community College Faculty Association (ICCFCA) and the Illinois Council of Community College Administrators (ICCCA), respectively, as well as other job-related state and national professional organizations.

Additionally, WCC ensures that the practices of its leadership system at all institutional levels align with the practices and views of its Board of Trustees, senior leaders and oversight entities through the use of its strategic goal alignment process which is described in Section 8P1.
5C3: Institutional Values and Expectations
WCC’s vision, values and commitments are highlighted in the Institutional Overview Section 01. The college’s President meets with recently-hired administrators and annually with all administrators to share the college’s organizational vision and administrative team mutual expectations. (Excerpts from the college’s organizational vision and administrative team mutual expectations are outlined in the charts that follow). This message is reinforced with college administrators during administrative in-services and administrative retreats (see Section 4C4), and Administrative Board Review. Administrative Board Review is held the morning after each monthly Board of Trustees meeting. Administrative Board Review serves as an opportunity to communicate with the college’s administrative team regarding Board of Trustees actions as they relate to institutional values, expectations and the college’s strategic directions.

Organizational Vision

WCC will...
- Nurture student success by fostering a caring, friendly, positive, open and progressive learning environment.
- Exemplify the value of learning and the power of learning to shape future dreams and enlighten lives.
- Seek consistently to become a more learning-centered college by always placing learning first.
- Demonstrate exceptional value to our communities and be recognized as “their” college.
- Thrive on change and let go of systems and processes that are no longer relevant.
- Recognize and advance professional growth and leadership at all levels of the organization.
- Sustain pride and confidence by celebrating the achievements and success of our students, faculty, staff and alumni.

Administrative Team Mutual Expectations

WCC administrators will...
- Exemplify the college’s core values.
- Recognize the importance of human relations and systems and strive to empower, encourage and enable others.
- Always consider “process” and “communication” in decision making, problem solving and conflict resolution.
- Respect college policies and procedures, and serve as role models for compliance.
- Be knowledgeable about the college and its district

Reflective of WCC’s community college mission, WCC requires active administrative participation in community outreach through liaison duties to community organizations and active participation in college cross-functional team/committees. WCC operates in compliance with FERPA and its Board of Trustee’s Ethics Policy which requires ethics training for all new employees on an annual basis.

5P1: Setting Directions in Alignment with Mission, Vision, Values and High Performance
WCC leaders set directions in alignment with college mission, vision and values that are conducive to high performance during the strategic goal alignment and performance appraisal processes. These processes are described in Sections 8P1 and 4P6, respectively.

5P2: Seeking Future Opportunities and Sustaining a Learning Environment
Seeking future opportunities and building and sustaining a learning environment are integral part of the college’s strategic planning framework and quality infrastructure. Representative of WCC leadership’s commitment to seeking future opportunities and building and sustaining a learning environment is the college’s learning-centered commitment (Learning First! AQIP Action Project), the college’s organizational structure (See Section 5C1), and the 2006 organizational restructuring and creation of the Quality and Strategic Development division. The college’s new organizational structure aligns college resources in a manner that: a) creates a more strategic and unified approach to implementing continuous improvement principles, measuring effectiveness and program review; b) facilitates access with student success; c) supports the college’s learning-centered initiative; d) improves institutional effectiveness and efficiency; and e) builds a culture of evidence, where data-driven decision making is facilitated. Seeking future opportunities and building and sustaining a learning environment. As discussed in Section 5C1, the Vice President of Quality and Strategic Development, one of three Vice Presidents that reports directly to the President, is responsible for working with the senior management team to seek future opportunities and building and sustaining a learning environment.
5P3: Decision Making and Team Involvement
As highlighted in 5C1, WCC’s quality infrastructure employs cross functional team/committees during the strategic goal alignment process, which is described in Section 8P1, and in course creation and program review, which are described in Sections 1P2, 1P3, 1P6 and 1P8, respectively.

5P4: Use of Information in Decision Making
WCC leaders use information and results in their decision-making process as described in Section 8P1.

5P5: Communication Across Organizational Levels
WCC’s learning-centered college mission informs the college’s communication plan which continuously seeks to promote understanding of the college’s mission, challenges, goals, growth, programs, diversity, and services to both internal and external stakeholders.

<table>
<thead>
<tr>
<th>Method</th>
<th>Audience</th>
<th>Communicates…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and presidential address</td>
<td>Administrators, faculty, staff and Board of Trustees</td>
<td>State of the college and strategic goals and objectives</td>
</tr>
<tr>
<td>President’s columns in local newspapers</td>
<td>Students and community</td>
<td>College initiatives and accomplishments</td>
</tr>
<tr>
<td>President’s web page</td>
<td>Administrators, faculty, staff, Board of Trustees, students, and community</td>
<td>College initiatives and accomplishments</td>
</tr>
<tr>
<td>President’s end of the year message</td>
<td>Administrators, faculty, staff, Board of Trustees, students, and community</td>
<td>End-of-year statement of significant accomplishments</td>
</tr>
<tr>
<td>WCC’s monthly employee publication, Newsbits</td>
<td>Administrators, faculty and staff</td>
<td>Campus happenings, employee achievements and employee participation in the community</td>
</tr>
<tr>
<td>WCC’s intranet, L-Net</td>
<td>Administrators, faculty and staff</td>
<td>College resources, policies and procedures</td>
</tr>
<tr>
<td>CTLT workshops</td>
<td>Administrators, faculty and staff</td>
<td>Education on new initiatives, Programs and services</td>
</tr>
<tr>
<td>Annual Strategic Goal Accomplishment Reports</td>
<td>Administrators, faculty, staff and Board of Trustees</td>
<td>College’s accomplishments</td>
</tr>
<tr>
<td>Annual Unit Goal and Goal Accomplishment Reports</td>
<td>Administrators, faculty, staff and Board of Trustees</td>
<td>Unit goals and accomplishments</td>
</tr>
<tr>
<td>Board of Trustees meeting minutes</td>
<td>Administrators, faculty, staff, community and Board of Trustees</td>
<td>Official Board Action</td>
</tr>
<tr>
<td>WCC’s informative newsletter for students, Learning First!</td>
<td>Students</td>
<td>Student resources, college initiatives, new programs and services</td>
</tr>
<tr>
<td>College brochures and catalogs</td>
<td>Students, prospective students and community</td>
<td>College offerings</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>Students</td>
<td>College services, policies and procedures</td>
</tr>
<tr>
<td>Departmental newsletters, e-mails and Web pages</td>
<td>Administrators, faculty, staff, Board of Trustees, students, and community</td>
<td>Updates, offerings and accomplishments</td>
</tr>
<tr>
<td>Committee meeting minutes</td>
<td>President’s Cabinet</td>
<td>Meeting discussions and recommendations</td>
</tr>
</tbody>
</table>

WCC’s Communication Channels

WCC communicates its distinctive objective expectations in a multitude of ways: a) WCC’s Presidential Action Initiative, which provides the college community with a way to focus on new, different, or emerging issues of importance to the college, is communicated at fall orientation. The Presidential Action initiative for 2007-2008 is Reinventing the Learning Curve which challenges us to continue to be forward thinking and to work together to create a learning environment where dreams are shaped and lives are changed; b) WCC’s Major Support Plans indicate the achievements particular units should make towards other distinctive objectives over a 5-year period. Major Support Plans include the 5-Year Financial and Budget Analysis Plan, Information Technology Plan, Human Resources Plan, Student Development Plan, Program Development Plan, Marketing and Communications Plan, and the Community Development Plan; c) WCC’s 2020 College Master Plan (See Institutional Overview Section 06) which communicates distinctive objectives as related to current and new campus development and programming; d) The college’s Board of Trustees meeting minutes and Newsbits, the college’s employee publication, include
initiative announcements are distributed to all employees; and e) WCC’s strategic goals and unit goal reports are disseminated across the college to communicate fiscal year objectives (See Section 8C2).
Unit goal accomplishments and strategic goal accomplishments are similarly communicated to community members and the Board of Trustees to disseminate information on advancements made towards unit and institutional objectives at the close of every fiscal year.

The preceding chart entitled, WCC’s Communication Channels, identifies many of the vehicles used for communication organizational levels. In addition to these communication channels, WCC encourages all administrators, faculty and staff to submit recommendations for continuous improvement using the college’s guidelines for recommendations. In the near future, WCC will roll out a new communication mechanism, its “mywcc” Web portal (see Section 3I2).

5P6: Communication of Vision, Mission, Values and High Expectations
WCC leadership communicates the college’s shared mission, vision, values, and high performance expectations during its new employee orientation sessions and semester orientation sessions, described in Section 4P2, and in the performance appraisal process which is described in Section 4P6.

5P7: Encouragement of Leadership Development
WCC encourages, develops and strengthens administrator, faculty and staff leadership abilities as part of its key training initiatives (see Section 4C4) and its performance appraisal process (see Section 4P6). Leadership best practices, knowledge and skills are communicated in the Spotlight Sessions and Newsbits, the college’s monthly employee publication.

5P8: Leadership Succession
WCC’s President and Board of Trustees have established a succession plan to ensure the longevity of the college’s mission, vision and values. The succession plan has been communicated with key stakeholders.

5P9: Measures of Leading and Communication
WCC collects and analyzes the following measures of leading and communicating: number of organizations within WCC’s community organizations database to which the college has assigned liaison duties; number of cross-functional committees, recommendations made and approved; number of college mentions in the media; and number of college publications disseminated to the community.

5R1: Results for Leading and Communicating
In WCC’s continued effort to create and continuously improve a communication plan that promotes understanding of the college’s mission, challenges, goals, growth, programs, diversity and services to both internal and external audiences, the college conducted a yearlong brand and visual identity study. The college’s Brand Identity Committee conducted extensive qualitative and quantitative research with students, graduates, staff, faculty, new residents, long-time residents, employers and Board of Trustees. After a year of work and collaboration, WCC unveiled its new brand and visual identity in August 2006. The diagram to the below details the symbolism behind the colleges new brand and visual identity.

[Diagram of Waukonsee Community College logo and branding elements]

The sun is a symbol of hope, new beginnings, new horizons and new possibilities, all of which are available at WCC.

The sun’s rays form “W’s.”

The sun also symbolizes the literal meaning of the name “Waukonsee,” “early dawn.”

Vermillion red, one of Waukonsee’s school colors, is used within the logo.

The shield is a strong, collegiate symbol.

The shape of the shield is similar to an arrowhead.

The shield is a symbol of hope, new beginnings, new horizons and new possibilities, all of which are available at WCC.

The tagline supports the logo and comes directly from our vision statement.

Where futures take shape
The National Council for Public Relations and Marketing, the Admission Marketing Report and League for Innovation recognized the college with 18 awards for excellence in marketing and communications. These awards honored the college’s new brand, logo design, college catalog, non credit schedule, folder cover, Learning First! publication, sports brochure, government/community relations program, special event campaign and work of the Brand Identity Committee.

As demonstrated in the diagram to the right, the college systematically employs many mediums to communicate with college constituencies. As a result the college was mentioned over 1,000 times in print and other mediums during 2006-2007

5R2: Results Compared
As cited in Section 5R1, WCC has received national recognition for excellence in marketing and communications. Comparative data regarding leading is not available. In WCC’s continued effort to benchmark best practices, the college is currently engaging in The Kansas Study and the National Community College Benchmarking Project to garner additional comparative results.

5I1: Improving Processes and Systems
WCC employs an integrated approach to improving processes and systems. The college’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the college’s ability to improve processes and systems for leading and communicating. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3.

5I2: Setting Targets for Improvement
WCC employs an integrated approach to the creation of targets and priorities. The college’s quality WCC’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the creation of targets and priorities for leading and communicating. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3. Communication of targets and priorities is discussed in Section 5P5. Leadership and communication systems supporting the creation of targets and priorities are discussed in Section 5C1. WCC’s Organizational Effectiveness Model is discussed in Section 7C2.

Examples of priorities for leading and communicating include capturing the college’s institutional memory with a new archival center and the publication of two books on the history of the college. These priorities evolved from the 40th anniversary commemoration events (See Section 9R1). A cross-functional committee has developed a plan for the creation of a college archive that will serve to communicate how the college values its history of service to the community. Additionally, two books on the college’s history will be published in the coming year. These books will reflect the college’s mission and vision as a part of the community. These initiatives focus on continued community-building.