



## CATEGORY 5 LEADING AND COMMUNICATING

### 5C1 Leadership and Communication Systems

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As the attached organization chart shows (Appendix F), the president of the college heads the administrative leadership team of the college. He is assisted by the college's Administrative Council, whose members include the vice president for academic affairs and dean of the college, vice president for professional studies, vice president for finance, vice president for institutional advancement, vice president for enrollment management and planning, vice president for communications, vice president for student life and dean of students, and vice president for information technology. The Administrative Council meets weekly, and each member of the council normally has a one-on-one meeting with the president each week. All of the college's faculty and administrative staff report to these members of the Administrative Council.

The college's internal leadership and communication systems also include a system of faculty governance, meetings of administrators, and the student government association.

The college is governed by a 41-member, self-perpetuating, Board of Trustees. The trustees do their work through standing committees on academic affairs, institutional advancement, business affairs, endowment investment, facilities and technology, and student development. Members of the college's Administrative Council are assigned key liaison roles with the board committee that provides oversight for work in their administrative area. The Board meets three times each academic year. The Board's executive committee, which includes Board officers, committee chairpersons, and two at-large members, meets as needed to handle matters that can not be deferred until a scheduled meeting of the Board.

### 5C2 Achieving Institutional Goals

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The Board of Trustees, working with the college's senior administrative leadership and the college's Planning Council, annually reviews and approves a comprehensive *Statement of Goals and Directions* for Southwestern College. The statement of goals presents ten-year goals for the college. The statement of directions and steps specifies tasks to be completed within three years and in one year (Appendix A).

The Administrative Council of the college operationalizes these goals, directions, and steps through a series of implementation assignments. These assignments, which normally have timelines for completion of two years or less, are reviewed and revised twice each year and commit the college's senior administrators to achieving steps that are integral to the achievement of the college's goals and directions.

More detail on the college's planning and performance monitoring systems is presented in the section on Category Eight: Planning Continuous Improvement.



## 5C3 Ethical Values and Behavior

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The college's values and expectations regarding ethics, equity, social responsibility and community service are expressed in the statement of the vision of Southwestern College, which affirms the college's commitment to:

- "...freedom of thought, and responsible action..."
- "Promoting responsible citizenship through active learning, professional growth and volunteer service."
- "Fostering opportunities for service in personal, family and professional life."
- "Recognizing the inherent worth of each person, the need for personal and social responsibility, the interdependence of all peoples, and the requirements of the age for justice and responsible living on earth."

Ethical values are further stressed through the inclusion of "Ethical Behavior" as one of the five key curricular assessment outcomes for the college.

The following are additional examples of the Southwestern's exercise of equity, social responsibility, and community service:

- The college funds continuing education for all employees, and institutionally-organized continuing education such as technology training is also offered. Employees earn college credit if they complete this training. Many employees have earned undergraduate and graduate degrees with the financial assistance of the institution.
- On the main campus, the college actively supports programs that develop leadership, entrepreneurship, and discipleship in its students. Students apply for and are awarded activity grants in these areas that are equal in value to the grants available in athletics or the performing arts.
- College-wide, active community involvement of faculty, staff, and students is encouraged. The college is an active participant in the Chambers of Commerce in the cities it serves (Winfield, Arkansas City, Wichita, and Junction City (all in Kansas); and Midwest City, Oklahoma) and has been a leading participant in economic development efforts. One of the college's administrators is immediate past mayor of Winfield, and a number of faculty serve on appointed boards of the city. Students participate in community efforts through such events as Freshman Work Day and Big Brother/Big Sister participation.

Expectations for the ethical behavior of faculty, administrators, and students are specified in many college policies, presented in the college's policy volumes. The college's Board of Trustees works to ensure the ethical behavior of trustees in their interactions with the college through the implementation of policies on conflicts of interest and intermediate sanctions. The application of these policies is overseen by the Committee on Trusteeship, a special committee of the Board of Trustees.



## 5P1 Setting Goals for Institutional Achievement

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Each year the college's Administrative Council, with the assistance of the college Planning Council, submits for trustee review and approval a comprehensive set of goals, directions, and steps for the college. The statements in this document move from general statements of the college's mission and values to specific performance objectives that further Southwestern mission and values. The principal focus of the document is on achieving outcomes valued by the college's students and other key stakeholders.

## 5P2 Seeking Future Achievement

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The Task Force on the Future of Southwestern is a key group in which such opportunities are sought. The task force is a working group that includes trustees and senior administrators whose work is supported by members of the college Planning Council. The work of the task force is augmented by the completion on a regular cycle of a SWOT analysis that solicits the opinions of community members, alumni, and friends of the college. The college works actively to scan the environment for opportunities through advisory councils whose members include alumni, friends, and corporate and community leaders. These councils are organized around disciplinary and career-path interests (e.g., natural science advisory council, performing arts advisory council), on a regional basis (e.g., Wichita advisory council, Kansas City advisory council), and by Professional Studies sites. The college periodically convenes ad hoc advisory groups as it explores possible program and degree offerings, reviews extant program offerings, etc.

## 5P3 Making Wise Decisions

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The college uses a number of committees and groups to make and implement decisions:

- The college's Finance Committee develops the college's proposed budget each year. The budget is approved by the Board of Trustees each January.
- Curriculum decisions for main campus academic programs are reviewed and approved by the college's full-time faculty (with leadership provided by the faculty Curriculum Committee), and are forwarded to the vice president for academic affairs and the president for final approval.
- Decisions concerning the administration of the college's main campus academic programs are made by the academic vice president in consultation with faculty division chairs and the faculty.
- The college's planning process is led by the Planning Council which, each year, prepares a proposed update of the college goals and directions for review and approval by the Board of Trustees.
- Curricular decisions for the college's Professional Studies program are made by the Professional Studies Academic Council and the Graduate Studies Academic Council, and are forwarded to the president for final approval.
- Decisions concerning administration of the college's Professional Studies academic program are made by the vice president for professional studies in consultation with the Professional Studies director of academic programs.



- Day-to-day administrative decisions are made by members of the administrative council in consultation with the president.
- Major decisions involving academic affairs and faculty are guided by the vice president for academic affairs and dean of faculty in collaboration with division chairs, faculty committee chairs and the chair of the faculty. Division chairs work with program directors and faculty within their divisions on decisions regarding divisional recruitment, budget proposals and expenditures, workload assignments and class schedules, curriculum development and assessment. Division chairs meet monthly with the dean of faculty to report, discuss, and make decisions regarding the business of the divisions. Eight elected standing committees of the faculty meet monthly to discuss issues with which they have been charged by the faculty constitution or by the elected chair of the faculty. The chairs of these committees compose the Executive Committee of the Faculty which meets monthly with the chair of the faculty to report on the current business of the committees and discuss proposals to be brought before the faculty at large at its monthly meeting. Occasionally, task forces may be created to address issues not within the purview of existing councils or committees. These task forces have varied membership and are limited in scope and length of existence.
- The Board of Trustees of the college works actively to set policy and direction for the college. Trustees annually approve the college's budget, monitor endowment investment and earnings, review and approve all contracts, approve all new degree offerings, and review and approve the college's statement of goals, directions, and steps.

## 5P4 Fact-Based Decision-Making

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The following key information sources and reports are used in the college's key decision-making processes:

**Finance:** Three-year and ten-year financial model; annual budget report; monthly budget compliance report. These reports are used to develop, implement, and monitor annual operating budgets of the college. They support decision-making by the president, Administrative Council, Finance Committee, and Board of Trustees concerning college priorities.

**Institutional Advancement:** Weekly gifts paid report, campaign gifts and pledges report, and gift officer activity reports. These reports are used to support decision-making by the president, the vice president for institutional advancement, and advancement staff concerning fund-raising activities of the college, and to track gift income available to support college operations.

**Enrollment management:** Weekly report of applications, acceptances, and deposits; campus visit report; athletic and activity grant award report; financial aid committed report; and semester-to-semester retention reports. These reports are used to support decision-making by the vice president for enrollment management, the director of admission, the director of financial aid, and the Enrollment Management Team concerning admission and financial matters.

**Financial Aid:** Financial aid committed report; status of aid offers; activity grant tracking reports. These reports are used by the president, vice president for finance, vice president for enrollment management, director of admission, and director of financial aid to support decision-making concerning main campus financial aid awarding.

**Professional Studies:** Term aggregate enrollment report; term course enrollment report; year-to-date enrollment and income report. These reports are used by the president, vice president for finance, and



the vice president for professional studies to support decision-making concerning enrollment and finance matters in professional studies. Course and faculty evaluations are used by the director of academic programs and the director of SC Online to support decision-making on evaluation, continuation, and faculty development activities for professional studies instructors.

**Student Life:** College Student Inventory, Student Satisfaction Inventory, focus groups with students. These are used by the vice president for student life, the associate dean of student life, and others on campus to support decision-making about a broad range of student services on the main campus.

**Academic Affairs:** National Survey of Student Engagement; IDEA, teaching evaluations. These are used by the vice president for academic affairs, vice president for professional studies, director of academic programs, division chairs, and faculty committees to support decision-making about instruction, curriculum design, and faculty evaluation and development on the main campus and in professional studies.

## 5P5 Communication Throughout the College

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Communication from senior administrators to the rest of the college, and within and between levels of the college, occurs in a variety of ways, including all-campus meetings, meetings of the faculty, meetings of the administrative forum and staff forum, through e-mail updates from the president and other key administrators, and one-on-one communication.

## 5P6 Communicating Mission and Values

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The college's overall planning process, along with its processes for performance evaluation and planning, are the principal means by which this communication is achieved.

In February 2007 the college's supervisors completed a training program, designed and presented by consultant John Jasinski, designed to strengthen alignment between institutional goals and objectives, departmental operating plans, and individual performance evaluations and plans.

## 5P7 Encouraging High Standards of Leadership

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Participation in the leadership and governance of the college, through committee and group work, is the principal means by which faculty, staff, and administrators develop and strengthen their leadership abilities. Participation in educational and training programs, both on campus and at other sites, help employees develop expertise and confidence in their respective areas of responsibility.

Faculty develop leadership abilities through committee work undertaken in the faculty governance structure and as members of campus-wide committee and task forces. The college's recent conversion to SCT administrative software was largely completed through the leadership efforts of the college's mid-level (director and assistant director) administrative staff. Members of the college's faculty and staff provide leadership for meetings of disciplinary advisory councils, participation in the Kansas Independent College Association digital tools project, and in leadership roles in state and national professional organizations.



## 5P8 Leadership Succession

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For the Board of Trustees, development of leaders and planning for leadership succession is a necessity. Term limits on board service ensure that the membership of the board will change each year. The board's Committee on Trusteeship is charged with the identification and recruitment of new trustees, development of a proposed slate of board officers and members of the board Executive Committee, and with organizing (every three years) a board retreat. These activities, along with periodic rotation of serving trustees among standing board committees, help ensure that the board's members are well-acquainted with the many facets of the college. The board's review and approval each year of the college's goals and directions ensures that members understand and reinforce the mission, vision, and values of Southwestern College.

The college's plan for succession among administrative leaders is centered on a commitment to open and active search processes when administrative vacancies occur. While the college encourages internal applicants for administrative openings (a practice that encourages continuity), its paramount commitment is to find and hire talented and energetic administrators who are committed to the success of the college. All new employees participate in a college orientation program that acquaints them with the history and values of the college.

The college's recent training program for supervisors concerning performance evaluation and planning has prompted supervisors to work more deliberately to develop "bench strength" through careful planning and cross-training.

## 5P9 Measuring Leadership and Communication

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The college had not, until recently, focused on measures of leading and communicating. In the spring of 2005 the college used a modified version of the Baldrige "Are We Making Progress?" questionnaire to gather baseline data. The survey was administered in 2006 and 2007.

## 5R1 Applying Survey Results

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Results of each of the three years indicate a fairly high level of general satisfaction with working at the college. In the 2007 survey, 79% of respondents stated that they are satisfied with their jobs. The results also indicate that the college's leaders need to work more effectively to:

- Help employees see how their work assignments and performance advance the broader performance objectives of the college.
- Help employees understand the financial situation of the college and, in general, "how the college is doing."
- Remove perceived impediments to effective job performance by employees.



## 5R2 Comparing Ourselves to Others

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Southwestern's results from the "Are We Making Progress?" questionnaire have been compared to the aggregated results obtained by 228 Baldrige examiners who used the questionnaire with their organizations in 2002 and 2003 (Appendix G). Per the Baldrige National Quality Program ([www.baldrige.nist.gov/Progress.htm](http://www.baldrige.nist.gov/Progress.htm)), "These results constitute a national database that can reveal how your employees' perceptions compare with the perceptions of other organizations in all sectors – business, education, health care, and nonprofit – and can help your organization set priorities for improvement."

Comparison indicates that the college's employees, overall, are more satisfied with their jobs than are employees at other organizations surveyed. Southwestern College employees are more pleased with the extent of teamwork and cooperation in their work than are other employees and are much more likely to state that they have good processes for their work. The comparative findings tend to echo the findings of the Southwestern surveys. Key areas for improvement at the college include: communication of information, seeking input from employees, and showing employees how their tasks and performance relate to and further the goals of the entire organization.

## 5I1 Improving Communication and Leadership

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In response to results from the "Are We Making Progress" survey findings the college has taken a number of steps to improve communication:

The college's president has commenced a series of luncheon meetings with the college's mid-level administrators to ensure that they have fuller opportunities to discuss and "buy in" to the college's overall direction and plans. John Jasinski was brought to campus to meet with mid- and upper-level administrators, presenting sessions that linked individual performance evaluations with departmental plans, and with the college's strategic goals and directions.

More importantly, the 2005-06 academic year was the first year in which all college administrative employees have participated in a new performance evaluation program that also focuses on performance planning for the coming year. As mentioned above, the college is working to be more intentional about connecting the dots for employees through this focus on evaluation and planning, tying the work objectives of specific employees to the broader goals of whole college.

## 5I2 Priorities for Improvement

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The Administrative Council has evaluated results of the "Are We Making Progress?" survey. This evaluation, in addition to the expert knowledge of the group, has led to the adoption of several priorities for improvement. These are:

- Improved involvement of all employees in the college planning process.
- Improved understanding by all employees of the college's goals, directions, and steps.
- Improved understanding by all employees of the college's financial situation and the connection between their performance and the college's financial outcomes.



- Improved use by all college employees of performance metrics, particularly those that measure satisfaction of stakeholders.
- Improved communication between levels of the college to identify and remove obstacles to employee performance.

The results of the “Are We Making Progress?” survey have been communicated to all employees. Improvement priorities are communicated to the trustees and employees by the president and senior administrators.