

Category #5:
Leading and Communication

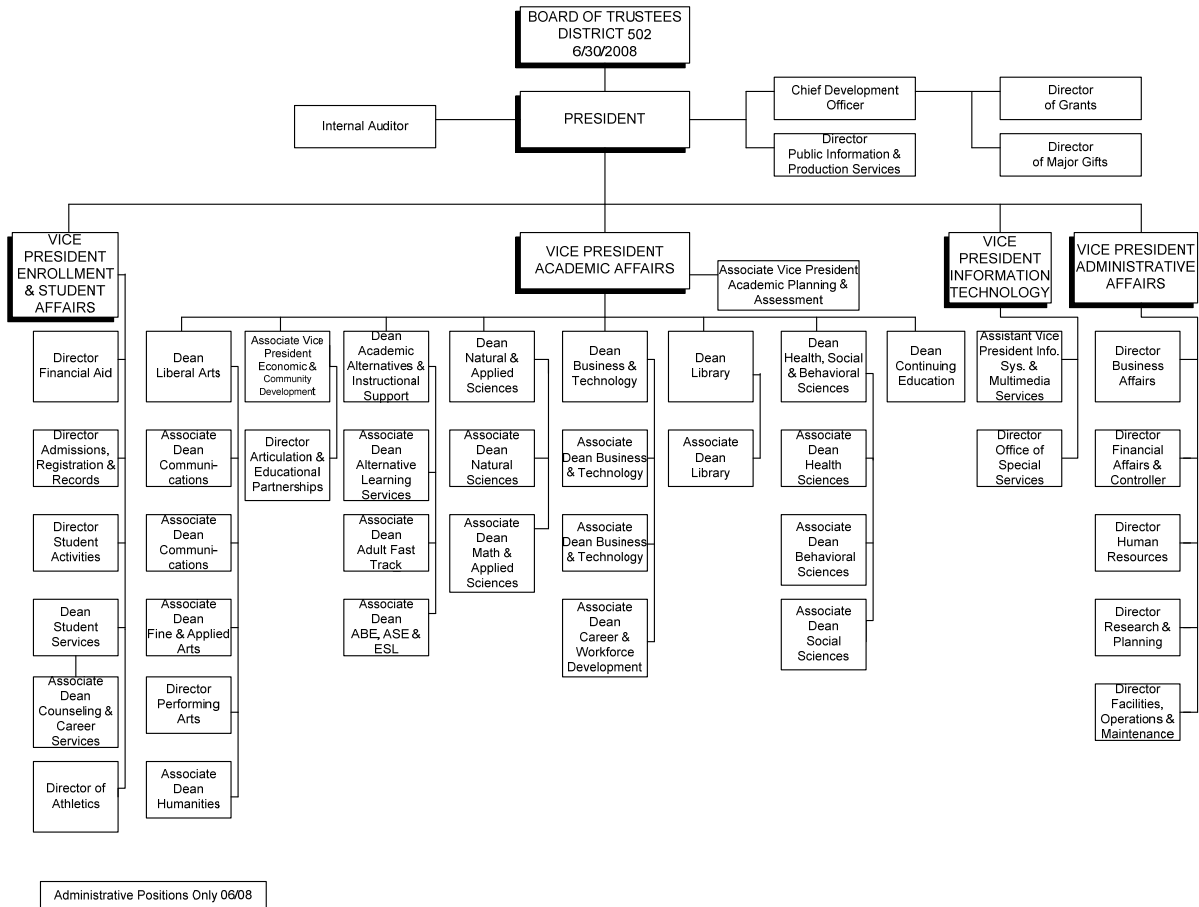
Category #5: Leading and Communicating

5C1 Leadership and communication systems

College of DuPage’s formal organizational structure is a dynamic system that provides the framework for its leadership and communication to its primary constituency groups: students, faculty, administration, classified staff and community residents. At the top of the hierarchy is the seven-member, citizen-elected Board of Trustees responsible for setting general policies, fiscal oversight and strategic direction for the College of DuPage in keeping with its mission, while ensuring the College meets community needs and

expectations. In addition, a peer-elected student representative serves as a non-voting member of the Board of Trustees. The President reports directly to the Board of Trustees. To communicate and implement the Board’s strategic planning policies, the President chairs the Cabinet, comprised of the vice presidents of the College’s four operational divisions—Academic Affairs, Enrollment and Student Affairs, Information Technology, and Administrative Affairs. As seen in Figure 5.1, each vice president has line supervisory responsibility for several elements of College operations.

Figure 5.1 Organizational Chart for College of DuPage administration.



Beyond the formal organizational structure, the primary leadership and communication system consists of a structured approach based on regular meetings of two Councils: the Leadership Council and the Institutional Effectiveness Council.

The *Leadership Council* is chaired by the President and co-chaired on a rotating basis by a constituency representative. It is comprised of the four vice presidents, the head and the elected successor of all the constituency groups: the Administrative Council, the College of DuPage Faculty Association, the College of DuPage Adjunct Association, the

Classified Personnel Association and the Student Leadership Council. The Leadership Council is advisory to the President. It provides a forum for discussion and communication of policy and procedural changes that have College-wide impact. Specifically, the Leadership Council reviews Board policies and oversees the strategic planning activities of the College. The Faculty Association, the COD Adjunct Association, the Classified Personnel Association and the Student Leadership Council are direct leadership and communication links to constituencies. Officers are elected from each constituency to represent that group's interests and welfare.

The *Institutional Effectiveness Council* (IEC) is a twelve-person team that has the responsibility for assessing the overall effectiveness of the College. For the past two years, the IEC has been meeting on a weekly basis to revise and improve upon the structure of the quality initiative at the College. The IEC's membership is roughly balanced between classified, faculty, and administration. The IEC is co-chaired by the Associate Vice President of Academic Planning and Assessment, and the Director of Research and Planning. One of its main functions is to create the charters for the Quality Improvement Projects (QIPs) and then to track the progress of the QIP teams. The IEC is working on aligning the College's planning processes with the four-year Systems Portfolio/AQIP cycle. The specific functions of the IEC include oversight of the Systems Portfolio, management of the QIPs, tracking of the institutional CI teams, creation of the College's quality manual, and generally assessing the effectiveness of College processes.

The Leadership Council and the IEC maintain the same meeting schedule, and every two weeks the two groups hold a combined meeting as the *Quality Improvement Council* (QIC). The general role of the QIC is to officially oversee the quality program at the College. One of its central duties is to approve the QIP projects and to then act upon the recommendations resulting from the work of the QIP teams. Each QIP team has an officially designated liaison from the QIC. The role of the liaison is to ensure that the QIP team is expending its efforts in accordance with the original charge developed and approved by the QIC. The idea is to avoid a situation where a QIP team does a significant amount of work, only to make a recommendation that the QIC would reject outright

5C2 Leadership system alignment with Board of Trustees and ICCB

The Quality Improvement Council (*Quality Improvement Council = Institutional Effectiveness Council + Leadership Council*) structure described in section 5C1 serves as the primary mechanism for ensuring the alignment of College functions with the practices and views of senior leaders, the Board and oversight entities such as the ICCB and the HLC.

In addition to the QIC structure, the College leaders maintain communication with the ICCB through associations, councils and other organizational channels. The Board of Trustees is actively involved in the Illinois Community College Trustees Association. In addition, COD administrators participate in the following councils convened by the ICCB: Presidents, Chief Academic Officers, Student Advisory, and Financial Officers. In addition, many COD faculty and administrators serve on curriculum articulation panels under the Illinois Articulation Initiative, and other collaborative bodies convened by ICCB. Finally, when dictated by special needs, the project officers at both ICCB and the College communicate closely to maintain continuity of policy and operations.

The President is responsible for the day-to-day operation of the College. In his leadership role, he reports to the Board of Trustees to educate and inform members of their responsibility to develop a shared vision with the College community that will motivate and inspire the community to turn that vision into reality.

5C3 Ethics and equity, social responsibilities, and community service and involvement

COD is committed to its Shared Ethical Values of Integrity, Honesty, Respect and Responsibility. Every effort is made to ensure that these values are incorporated in not only internal relations and decision making, but also in relations with the College's complex array of external communities. Moreover, COD maintains a strong commitment to community service and involvement. A recent set of courses offered through the Honors Program, for example, linked writing instruction and biology instruction with a community garden project that assisted the food bank sponsored by the People's Resource Center, a local, non-profit human services agency.

Social responsibility and community service are also addressed in the College's Service Learning Program,

which combines community service with academic instruction. In service learning courses, students are involved in organized service projects that address the needs of community organizations. This 'win-win' method of instruction develops students' academic skills in the classroom, as well as a sense of civic responsibility and commitment to their community. The Service Learning program at College of DuPage provides tools, resources and information for students, faculty members and community organizations.

See also Section 4P3 regarding ethics training.

5P1 Setting directions in alignment with your mission, vision, and values

As described in 5C1, the Leadership Council meets regularly to discuss and communicate policy and procedural changes that have College-wide impact. The Leadership Council is in charge of overseeing the institutional strategic planning process, which is in alignment with the mission, vision and values. Since the leaders meet at the same table on a regular basis, the needs and expectations of key stakeholder groups are, by definition, taken into account. Alignment is achieved through a collaborative process in which constituents are encouraged to take an active role in the operations of the College. More formally, the College's Online Planning Database (ODB), used to systematically implement the strategic planning process, requires that action plans be tied to the Institutional Strategic Objectives. This further serves to align institutional actions with the mission and vision. The ODB is described in Category 8.

Beyond the internal alignment, external alignment is achieved in a variety of ways. Career programs each have traditional advisory councils, but COD has taken this concept to a higher level with the formation of the Health Care Leadership Council (HCLC). The HCLC provides significant input and direction for the twenty-one AAS and Certificate Health Care programs offered at the College. The HCLC is comprised of leadership within the hospital community, university representatives, as well as the Work Force Board, the Illinois Hospital Association, the Metropolitan Chicago Hospital Association, and other trade groups. Efforts are underway to create similar leadership councils within other primary career clusters represented in the district.

5P2 Seeking future opportunities and building and sustaining a learning environment

There is considerable encouragement from senior leadership to seek out and act upon future opportunities, but work on systemic approaches has just begun. As a consequence, there is considerable faculty and staff entrepreneurship. As with most entrepreneurial activity, it is not well aligned within the resource structures of the College, leading to redundancies and other forms of waste. To counter this trend, the Vice President of Academic Affairs has implemented a sector planning approach designed to identify and meet the needs of industry sectors. The Healthcare Leadership Council, for example, has identified and action has been taken on an expansion of the nursing program, the creation of a Radiation Therapy program, the creation of a Licensed Practical Nursing (LPN) program, and the alignment of clinical placements and practices throughout the service area. For each, there has been improved alignment of resources both internally and externally, increasing the opportunity for grant and other forms of ancillary funding.

5P3 Decision Making

The Quality Improvement Council (QIC) has recently developed a template for institutional decision-making. This template is designed to ensure that decisions at all levels are made with the input of affected stakeholders. The template grew out of a presentation from the 2007 Continuous Quality Improvement Network (CQIN) annual conference. It is based on the Toyota approach to problem identification and solution. (See also Section 4I2 for an outline of the template.) An example of a major decision making process at the college is the Facilities Master Plan (FMP) Decision and Communication process. Charts were created using continuous improvement techniques processes that detail the responsibility and communications roles and timelines for new facility development. This is an improvement over previous facility development, where ad hoc procedures were used to come to major decisions.

In Administrative Affairs, advisory committees are used to obtain input from stakeholders regarding services provided by each Department. Advisory committees review user surveys, make suggestions for improvements, and provide communication links to each of the constituency groups. Advisory committees are used for the following services: Bookstore, Dining Services, Public Safety, Facilities, Employee Health Insurance, Affirmative Action,

Environmental Health and Safety, and Research and Planning.

5P4 Using information and results

The Cabinet has developed key performance indicators and outcome measures with targets. These measures will be used to track progress and provide information for future decision-making (Figure 5.2).

Figure 5.2 – Institutional Balanced Scorecard

COD Balanced Scorecard	Measures of Effectiveness
I. Student Success	
<i>A. Student Performance</i>	Course retention and success rates
<i>B. Student Outcomes</i>	Transfer GPA rates, employment rates
<i>C. Persistence to Completion</i>	Graduation rates, transfer rates
<i>D. Developmental Education</i>	Course success rates
II. Valuing Students	
<i>A. Engagement & Satisfaction</i>	Noel Levitz, CCSSE, ACT, and in-house student opinion surveys
<i>B. Access</i>	Participation rates
<i>C. College Climate</i>	Noel Levitz survey
III. Resource Utilization	
<i>A. Space Utilization</i>	Utilization rates
<i>B. Energy Usage</i>	Usage rates
<i>C. Financial</i>	Fund balance, budget accuracy, tuition as % of revenue, unit cost
<i>D. Human</i>	Staff turnover rate, student to faculty ratio, part-time to full-time ratio
<i>E. Technology</i>	Internet usage, email count, age of computers, student-computer ratio
IV. Valuing Colleagues	
<i>A. Satisfaction</i>	Wellness program participation rates, absenteeism rates
<i>B. Workplace Climate</i>	Staff surveys
<i>C. Recognition</i>	Awards, participation rates
<i>D. Staff Development</i>	Usage rates, TLC course enrollments, PDP completion rates
<i>E. Engagement</i>	Participation rates
V. Valuing Community	
<i>A. Satisfaction</i>	Community perception survey
<i>B. Service to Community</i>	GED participation rates, service learning enrollment, radio usage, MAC usage, BPI usage, CE enrollments
<i>C. Economic Development</i>	Number of BPI contracts, BPI fund balance
<i>D. Community Outreach</i>	Participation rates on community boards, projects
<i>E. Good Citizenship</i>	Compliance rates, dual agreements, articulation agreements

The Academic & Student Affairs divisions have also developed a strategic plan with six objectives and accompanying sub-objectives. Each sub-objective has a measurable outcome as well and can be seen in Section 8C2.

5P5 Communication between and among institutional levels

Various methods are used to communicate information in person, in print and through electronic media. Two formal paths exist for the communication of information across institutional levels. The first is through the recognized structure of the institution. The second is through the Leadership Council, as described previously. Day-to-day operational concerns are captured through a variety of staff meetings. Communication through the Leadership Council is intended primarily as an advisory forum for the President to the Board of Trustees to disseminate and discuss broad policy issues.

5P6 Communicating expectations

The College's mission, vision and values are published in many documents, formats and media. The *College Catalog*, the *Class Schedule*, and *Student Handbook* are examples of publications where student related missions, policies and values are described and reinforced as the overriding direction for the College. The President relates his expectations to the institution during In-service Days and official communications.

5P7 Encouraging, developing and strengthening leadership

The Board of Trustees' commitment to faculty, administration and staff leadership development is demonstrated by the allocation of funds for a broad range of personal and professional development vehicles. Board, administration, faculty and student retreats are examples. Professional development is encouraged across all constituency groups. Supervisors and managers routinely address leadership development through encouragement for faculty and staff to plan colloquia, seminars, special speakers, forums, Brown Bag lunches, and Teaching and Learning Center classes. As an institutional priority for FY08 to "Improve Leading and Communications," the Cabinet is conducting a series of meetings with all College supervisors to define expectations regarding leadership and communications. The Vice President of Academic Affairs is holding a series of meetings with the academic administrators during FY08 to work through the application of the information in the book *Good to Great*, by Jim Collins.

5P8 Succession

The College has recently developed a Human Resource Succession Plan. The plan outlines the importance of strategically anticipating workforce changes and offers basic planning steps, issues to consider, and strategies to create seamless transitions where possible. The purpose of the human resource succession planning process is to identify and develop successors for key institutional positions in order to ensure the ongoing success of the College of DuPage. The succession planning process is also designed to support the individual upward mobility of current employees and the advancing diversity goals. The nine-step succession planning template allows the institution to proactively manage its needs in a timely way, promote the finding or development of people with the needed expertise, create workforce diversity and maintain continued operations.

5P9 Measuring leadership and communication and analyzing results.

The College uses the Great Workplace Survey, the ACT Survey of Student Opinion, the Noel Levitz Student Satisfaction Inventory, and the Personal Assessment of the College Environment (PACE) survey to capture results that relate to leadership and communication. In addition, the College participates in the Community College Survey of Student Engagement (CCSSE) and the National Community College Benchmarking Project (NCCBP) which provide additional measures that tangentially relate to leadership and communication.

5R1 Results for leading and communicating

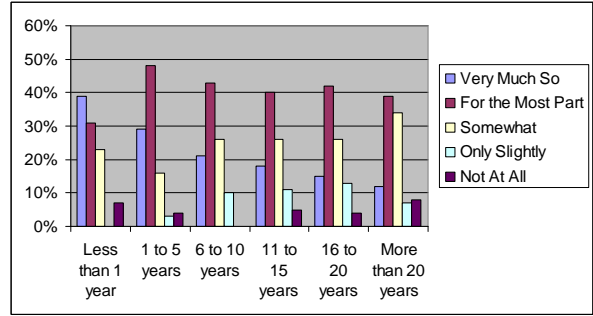
The College tracks two measures to assess the results for Leading and Communicating: The Personal Assessment of the College Environment (PACE) and the Great Workplace Team Survey. The results are summarized below.

Great Workplace Team Survey Results

Overall Satisfaction

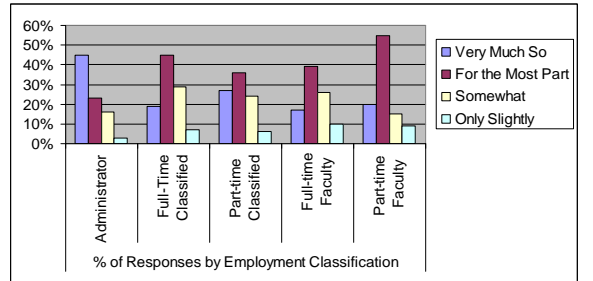
Employees were asked to indicate how satisfied they were overall with their employment at College of DuPage. Figure 5.3 shows the responses to this question for the April 2007 survey based on the employee’s length of employment and Figure 5.4 shows the responses based on employee classification. Figure 5.6 shows the level of employee dissatisfaction based on employee classification compared to last year’s survey.

Figure 5.3 Overall Satisfaction with Employment at C.O.D. Based on Length of Employment



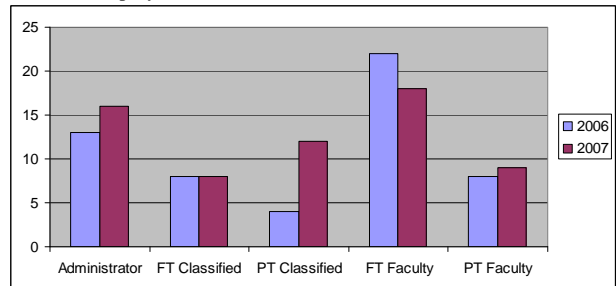
The results show a steady decline in Overall Satisfaction based on length of employment. Employees that have been here 1 to 5 years have a 77% satisfaction level, whereas employees that have been here 11 to 20 years have a 58% satisfaction level and those who have been employed longer than 20 years have a 51% satisfaction level (calculated by adding the Very Much So and the For the Most Part responses).

Figure 5.4: Overall Satisfaction with Employment at C.O.D. Based on Employment Classification



The results show a fairly substantial increase in dissatisfaction for the Part-time Classified segment, changing from 4% to 12% dissatisfied. There was a significant improvement in the Full-time Faculty segment, dropping from 22% to 17%.

Figure 5.5: Overall Dissatisfaction with Employment at C.O.D. Based on Employment Classification



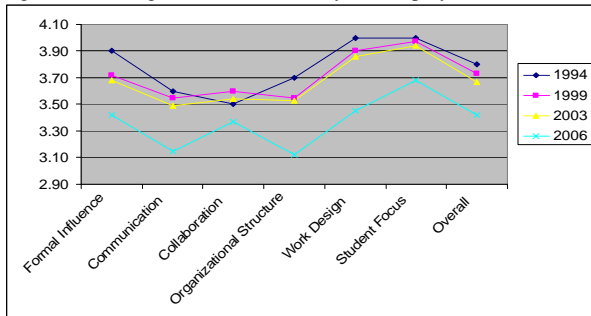
The results show a fairly substantial increase in dissatisfaction for the Part-time Classified segment, changing from 4% to 12% dissatisfied. There was a

significant improvement in the Full-time Faculty segment, dropping from 22% to 17%.

PACE Survey Results

Results from 1994, 1999, 2003 and the 2006 PACE are shown below in Figure 5.6. A score for any of the six items between 3 and 4 puts the College in the Consultative realm, where “leaders are seen as having substantial but not complete confidence and trust in employees, and employees are significantly involved in the decision-making process.” The results for each of the four surveys are progressively lower, indicating a downward trend from 1994 to 2006 in the way employees perceive the workplace climate.

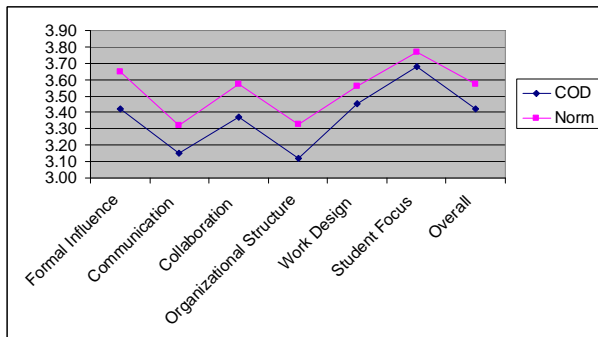
Figure 5.6: College Climate as Rated by All Employees Combined



5R2 Results comparisons

The PACE survey is nationally normed, providing a base against which the College can compare itself to other organizations. Figure 5.7 shows how College of DuPage compared with the PACE Norm Base from all the climate studies conducted at two- and four-year institutions since 1996 which have used the PACE standardized survey.

Figure 5.7: Overall COD 2006 Climate Scores Compared with PACE Norm Base



The results show that the College is consistently below the norm in each category.

5I1 Improvement of current processes and system

Based on the results from the PACE and Great Workplace Surveys, the College has identified “Leading and Communicating” as one of the institutional priorities for FY08. Action projects have been developed to specifically address the issues raised by the survey results. The QIC has also created a Communications Advisory Committee that will make recommendations to the QIC regarding potential improvements in the communications and leadership areas.

5I2 Targets, improvement priorities, communications

Targets for improving the results in Leadership and Communication are set by the President and his Cabinet. For FY08, the Cabinet has set targets for improving the results in the Great Workplace Survey as part of the institutional priorities planning matrix.