

## 4.3 - Leadership

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Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

### 4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

### 4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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#### **4P3a. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)**

At LCCC, the Board of Trustees has established a strong model of governance and leadership through which the Institution establishes the appropriate Board/institutional relationships. The process places policy in the domain of the Board of Trustees; the Board expects the President to establish administrative procedures that demonstrate how the Board's policy expectations are realized through the actions of the Institution.

LCCC's model of policy and procedure governance is operationalized through LCCC's [online policy library](#). The first chapter includes the Board's [governance philosophy](#), as well as key policies and procedures that establish expectations pertaining to governance and leadership. The College's commitment to [shared governance](#) and its process for [policy and procedure development](#) have been described earlier in this portfolio. In addition, the expectations of key roles and [responsibilities for the President/CEO](#) are defined in this section of the manual (2.C.4).

Finally, the College has established two evaluation processes to ensure both the Board and the President/CEO operate effectively, with the expected separation of powers. These processes include the annual [Board Self-Evaluation](#) and the annual [Evaluation of the President/CEO](#).

#### **4P3b. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)**

As mentioned above, the Institution's process for establishing oversight responsibilities and policies of the governing board is its model of policy and procedure governance. The Board of Trustees adopts and adheres to Board policies that set the context for their governance. It is the Board's expectation that the President will establish and maintain effective and efficient administrative procedures to ensure the College's actions are in alignment with Board policy. The Board's series of governance policies, which include references to applicable Wyoming State Statute, clearly provide the foundation for the role and responsibilities of the Board of Trustees.

The Board's various policies, and the accompanying administrative procedures, range from department- or program-specific to College-wide. Whether program-specific or institutional in nature, all policies bear the imprimatur of the College and therefore require diligent review and official approval. Across this spectrum of policies and procedures, the Board is committed to ensuring collective input and shared governance in the development and approval of all policies and procedures regardless of the scope, intent and applicability (5.B.1). This intent is realized through the [College Council](#), the primary shared governance body of the Institution, and is central to the Institution's [policy development, review, and approval processes](#).

The Board of Trustees is knowledgeable about the Institution and provides the appropriate oversight of the College's fiscal and academic policies. Board policies form the basis of the processes to ensure this remains intact. For example, the Board's [Policy 1. 2.5](#) sets the overall responsibilities of the Board, including the responsibility for fiscal oversight and approval of the annual budget, for developing and maintaining written governing policies that address the

broadest levels of all organizational decisions and situations, for ensuring it meets legislative requirements, and for assessing organizational performance.

Subsequent Board policies further enforce the adherence to these responsibilities (5.B.2). Within its governance policies, the Board of Trustees has established a [Code of Ethics and Standard of Practice](#) and a [Conflicts of Interest](#) policy, which outline the expectations for how the Board should function. A central component of the Board's standards of practice is the commitment of the Board to demonstrate loyalty to the interests of the ownership, unconflicted by loyalties to staff, other organizations, or any personal interests as consumers of the College's services. Members of the Board of Trustees are also subject to the requirements established by Wyoming Legislation for addressing conflicts of interest. Those requirements include, but are not limited to, refraining from voting on or participating in any manner in any contract, rule or procedure in which the member (or his or her relative) has a substantial pecuniary interest and refraining from disclosing or using confidential information for personal gain in any matter before the Board of Trustees (2.C.3).

#### **4P3c. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)**

Through its [Delegation of Authority](#) process, the Board of Trustees delegates to the President the executive responsibility for administering policies adopted by the Board and executing all Board decisions requiring administrative action. The President, at his/her discretion, chooses the means through which these responsibilities are met. The President may delegate any powers and duties entrusted to him/her by the Board, but is specifically responsible to the Board for the execution of such delegated powers and duties (2.C.4).

#### **4P3d. Ensuring open communication between and among all colleges, divisions and departments**

Rooted in the Board of Trustee's commitment to shared governance described previously, LCCC believes in utilizing collaborative, interdisciplinary teams in the operations and governance of the Institution. None is more important to ensuring open communication across the entire college community than the College Council. Mentioned previously, and described in further detail in 4P1, the College Council serves as the primary shared governance group of the Institution and is charged with providing broad, two-way communication and feedback regarding issues of major organizational importance. The very design of the Council ensures connections to divisions and departments, as well as to and across all major constituency groups.

LCCC has established other bodies that help ensure open communication and collaborative problem solving. One such group is the College's Learning Leadership Team (LLT), comprised of key managers and directors at the Institution, such as directors from critical functional units (e.g., student services, public relations, etc.) and academic deans. The LLT, co-chaired by the Vice Presidents of Academic Affairs and Student Services, is focused on open, cross-institutional communication and collaborative problem solving for continuous improvement in the Institution's operations.

#### **4P3e. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)**

LCCC is committed to ensuring high academic standards are developed and maintained across the academy, as evidenced by the Board's [Academic Standards Policy](#). This is accomplished through the [Academic Standards Process](#) that establishes a like-named committee. The Academic Standards Committee's (ASC) primary function is to promote and maintain high academic standards, consistent with the College's overall mission, leading to student success. The ASC approves programs and curricula offered by the College that are relevant to identified community needs, have student learning outcomes comparable with curricula from peer institutions, are aligned with the entrance expectations for students' next step (e.g., next course level, transfer to a four-year curriculum, job entry, etc.), and are designed to promote student success. The ASC oversees the development and modification of programs, curricula, and student learning assessment in a manner that recognizes the interconnected nature of these functions within the College.

The ASC has broad, inclusive membership, and is jointly chaired by a faculty member and an academic dean. It includes individuals predominantly from instruction and academic affairs, as well as administrators and student services staff. The committee has various subcommittees (Program Review, General Education, and Student Learning Assessment, etc.) that further engage the campus community (5.B.3).

#### **4P3f. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)**

The College provides effective leadership to all stakeholders through its focus on its mission, vision, values, and achievement of its strategic plan priorities, evidenced throughout this category's responses. Mission, vision, values and strategic priorities have been designed and communicated to demonstrate that any and all stakeholders may assist the Institution to attain its goals and to continuously improve effectiveness towards meeting its mission. Although the Board of Trustees partners in many of the processes described herein, Trustees understand the Board's autonomous role and that it is solely responsible for preserving and enhancing the mission (2.C.1). The College balances the operationalization of activities that are inclusive, collaborative, and engage all major constituencies with a focus on objective analysis of needs and performance, allowing the Board to act in a way that considers interests of the internal and external community when making their decisions (2.C.2).

#### **4P3g. Developing leaders at all levels within the institution**

LCCC is committed to the development of institutional leaders from all major employee constituencies within the College. To this end, the College has developed its own professional development programs and has invested significant resources to support employee engagement in externally provided professional development opportunities (e.g., national conferences, continuing education programs, etc.). In addition, the College boasts a strong employee tuition waiver benefit, detailed in the [Employee Benefits Procedure](#) (pg. 5), that allows College employees at all levels to pursue college courses, certificates, and degrees at LCCC, at the University of Wyoming, or upon approval, at other institutions of higher learning.

LCCC also develops student leaders through a variety of avenues. Prior to Fall 2014, Student Government Senators, Student Ambassadors, Resident Assistants, and Campus Activity Board members were all trained independently and by the sponsors of those programs. To better utilize LCCC resources and share training that is beneficial to all student leaders, LCCC implemented the *Student Leadership Institute* in August 2014. Training includes topics such as communication, personality styles, team building, chaos management, critical thinking, suicide awareness certification, Title IX, FERPA, CPR certification, event planning and promotion, business skills, and diversity/sensitivity, as well as content specific to students' individual campus jobs.

#### **4P3h. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)**

As evidenced within this section, the College has integrated and objective processes for developing its mission, vision, values, and strategic and operational plans, and for embedding within these processes shared governance that by design is inclusive of internal and external constituencies. Although this design is built upon the foundation of interpersonal relationships and actions, the very objectivity of these processes and their focus on the mission, performance measures, and strategic plan goals force the Institution, collectively and as individuals, to act in accordance with the mission and vision of the College. These actions occur at all levels, including the Board of Trustees, which has policy and processes (refer 4P3b above) to ensure its decisions are evidence-focused on how to best serve the Institution's mission and free from undue influence not in the best interest of the College or its mission (2.C.3).

#### **4P3i. Tracking outcomes/measures utilizing appropriate tools**

LCCC tracks outcomes related to the governance and leadership of the institutions through the annual employee satisfaction and engagement surveys process described previously. These surveys include specific items that gauge employee satisfaction with and awareness of many aspects related to governance, leadership, and communication at LCCC.

#### **4R3a. Summary results of measures (include tables and figures when possible)**

[Table 4R3-1](#) presents results of the past employee surveys items pertaining to governance, leadership, and communication. Most recently, mean employee satisfaction was approximately 3 (on a 5-point scale) for these items.

#### **4R3b. Comparison of results with internal targets and external benchmarks**

LCCC is making substantial progress on improving all item results pertaining to leadership at the College, as shown by the trends presented above. Stated in other areas within this category, the internal targets for LCCC are to see improvement in these items each year until, at which time we meet or exceed the national benchmarks. Increases in these results far outpace the [national comparison data](#), which are trending downward. While LCCC still lags behind national benchmarks, that gap is narrowing each year.

### **4R3c. Interpretation of results and insights gained**

The Institution continues to make progress and improvements across many domains, including its processes for leadership, governance, and communication. Illustrated in the results above, the College's employees are increasingly satisfied with the leadership and communication at LCCC. Although LCCC still falls below its national benchmarks on these measures, like in previous sections and results, LCCC has made substantial, sustained growth while the national benchmarks have actually decreased.

### **4I3. Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?**

In all honesty, LCCC has not tried to implement any significant improvements in the area of leadership and communication. Rather, the College is working to allow its existing processes to mature across all generations of employees and stakeholders. While things the Institution is working on as part of its strategic plan will accelerate this maturity (e.g. Guided Pathways efforts, finalizing a competency-based employee development and performance management system, etc.), the College believes it is on the right path. LCCC is seeing improvements each year that will be sustained as it continues to adhere to the processes explained throughout this section.