

**NORTH CENTRAL STATE COLLEGE
TRANSITION TEAM**

**RECOMMENDATIONS FOR THE IMPLEMENTATION
OF GARDNER SHAW PROPOSALS**

Completed April 1, 2004

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In order to address long-standing environmental challenges identified by the Gardner-Shaw Report,

The Transition Team:

1. **Recognizes** that it has a responsibility to review and make recommendations in response to the Gardner Shaw Proposals.
2. **Reviewed** the Gardner Shaw Report and in reaction to that report began its study by determining the core values that would guide North Central State College as it enters the 21st century.

After due deliberation, the team recommends the following values guide North Central State College in addressing its environmental challenges: The College must become a more learning-centered, interdisciplinary institution led by empowered servant/advocate leaders, who in turn have the empowerment of their people as their first goal.

The team also recognizes the following needs:

- 1) An improvement in communication,
- 2) A change in the evaluation-reward system,
- 3) An alteration in the responsibilities among leaders,
- 4) An increased awareness by everyone regarding other people's responsibilities at the institution,
- 5) And a change in the mood at the institution that improves cooperation.

The Transition Team, taking note of these values and the need to make changes in the institution, makes the following recommendations:

1. The Transition Team strongly recommends that a new formative evaluation plan (Opportunity Survey), with input from all employees (associates), be implemented at the institution. The Opportunity Survey should consist of the following key elements:
 - a. A 360-degree evaluation of each associate/department;
 - b. A continuing education component;

- c. A job-shadowing component whereby associates learn about the jobs that other people perform at the College;
 - d. A teaching component for administrators;
 - e. A system whereby each associate creates an annual personal and professional improvement plan in line with the learning-centered, interdisciplinary, servant/advocate leader model;
 - f. A merit pay component;
 - g. A summative evaluation form with designations other than ‘unsatisfactory/neutral/satisfactory.’ A Likert-type scale with 5 or 7 points would more effectively give associates an indication of their performance.
2. The Transition Team strongly recommends that the College plan and implement an **Annual Retreat** that takes place off campus, that involves overnight accommodations, and that is dedicated to reviewing the status of institutional goals, finances, environmental scan and in broad terms plans a course for the college for the coming year, where all associates have input into the planning process at the institution. The team strongly recommends that the retreat also include programs that will teach all associates how to confront issues from different perspectives. One of our communication challenges is finding a way to disagree, occasionally with emotion, and continue to interact in a professional manner.
3. The Transition Team strongly recommends the establishment of an **Institutional Effectiveness Plan** with the creation of task forces to accomplish the following:
- a. Develop the Opportunity Survey;
 - b. Implement the Annual Retreat;
 - c. Streamline academic departments and the changes in duties among deans, vice president, and chairpersons;
 - d. Study the issues of transferability;
 - e. Determine how effective communication will occur, to include data, plans, finances, proposals, etc;
 - f. Establish the steps necessary to become a more learning-centered institution;
 - g. Determine a common meeting time within the college schedule.
4. The Transition Team strongly recommends that the Academic Departments be restructured to facilitate intra-division communication and inter-division communication in order to create an atmosphere that is more conducive to the development of learning-centered, multidisciplinary courses within and across the divisions. The Transition Team strongly recommends restructuring the

- departments to be led by department chairpersons whose job descriptions will include a teaching component. The changes are:
- a. The Arts and Sciences Division would house two departments: the Arts Department (English, speech, humanities, sociology, and psychology) and the Science Department (physics, math, chemistry, and biology);
 - b. The Health Sciences Division would house two departments: the Nursing Department; and the Allied Health Department (radiology, respiratory therapy, massage therapy, physical therapy assisting, human services, and educational assisting);
 - c. The Business Division would house two departments: the Business Department (accounting, business administration, office administration, computer information systems, and digital media) and the Allied Business Department (criminal justice, early childhood education, and paralegal);
 - d. The Engineering Division would house two departments: the Engineering Department (degree programs) and the Workforce and Community Development (non-degree programs);
5. The Transition Team strongly recommends that department chair people be given the authority to hire, evaluate, and recommend for continued employment both full-time and adjunct faculty members within their department. The compensation will be commensurate with these responsibilities. The implementation of this recommendation would allow the deans' time to manage such things as the budget, interdisciplinary course supervision, and transfer considerations. Deans will be required to teach at least one course per academic year.
 6. The Transition Team strongly recommends that all operations that offer student services (Admissions, Career Services Center, Financial Aid, Student Records, Student Success Center, Child Development Center, Physical Activities Center, Student Activities, Bromfield Library, and Continuing Education and Community Outreach) move to a **Team Management** approach whereby associates work together in cross-disciplinary teams that can deal comprehensively with various situations presented by learners. The Transition Team further strongly recommends that the nature of the cross-disciplinary team management approach should be guided by "process mapping" to cover all processes impacting students from the initial inquiry to graduation.
 7. The Transition Team strongly recommends that recruitment and admission functions be combined to foster a seamless transition for students from initial inquiry through the enrollment process and enhance the effectiveness of enrollment management.

8. The Transition Team strongly recommends that Business Office (Facilities, Information Technologies, Controller, Human Resources, and Bookstore) and Institutional Advancement should move to a **Team Management** approach whereby associates coordinate their efforts with student service operations and the academic divisions. The Transition Team recommends that Business Office and Institutional Advancement become more visibly involved in the College's focus on becoming a more learning-centered institution.
9. The Transition Team strongly recommends that the new associate **Orientation Program** at the College be upgraded so that orientation sessions occur at least once each year, more often if necessary, and involve new faculty (full time and adjunct), staff (full time and part time), and administrators. The Orientation Program should specifically and effectively clarify the responsibility of each associate to the shared governance process (decision making process). Administration, faculty, and staff have a responsibility to the shared governance of the College, as it is required of all accredited institutions. A process to acclimate current associates to the shared governance needs of the College should be developed.
10. The Transition Team strongly recommend a **Mentoring Program** be established whereby each new associate at the College is assigned a senior mentor whose job it is to advise, counsel, and guide that new associate for at least their first year on the job. The Mentoring Program would include faculty (full-time and adjunct) and staff (full and part time).
11. The Transition Team strongly recommends that the values and needs identified above be revisited, reaffirmed and/or revised on a regular basis. The Transition Team strongly recommends that the College community live by and promote the values, the vision, the mission, and the goals of the institution.

Respectfully submitted: by the Transition Team to the Board of Trustees, the President, the Administrative Cabinet, and the College Congress.

Completed on April 1, 2004.

Definitions

Job shadowing: Learning the essential elements (specifically those that facilitate the learning process) of a job through communication with and on-site observation of the person currently holding that position.

A Servant/Advocate Leader's mission is to make certain that his or her constituencies can do their jobs effectively. From a practical point of view this means providing supplies, logistical support, budgetary support, continuing education opportunities, and an atmosphere in which associates feel free to do their jobs in an independent manner. A servant/advocate leader must also be a team builder, a symbol of the institution's vision, and a "buck stopper" who accepts responsibility, champions causes, and makes difficult decisions. If a servant/advocate leader is doing an effective job his or her associates will feel they have a champion who makes their jobs as easy as possible.

"A 360°" Opportunity Survey is an evaluation process that helps an associate improve his or her performance on the job by receiving helpful and supportive input from those individuals that he or she impacts directly. For example, a dean's "360°" opportunity survey would include input from learners, faculty members, chairpersons, administrative assistants, the academic vice president, and peers. The baseline measurement for a "360°" opportunity survey is two fold. It includes a job description which details the associate's general duties and responsibilities and a plan for professional and personal development identifying individual goals and objectives.

Process mapping - the examination of each process (ie: application, placement, financial aid, advising, registration, etc.) encountered by learners as they proceed from inquiry to graduation, establishing current practice as well as optimal practice.

Shared governance - the shared responsibility, among staff, faculty, administration and board of trustees, for efficiency, effectiveness and scope of operation of the College.

Likert - a scale with specific points of gradation, balanced on both sides of neutral, allowing for graphic presentation of a current status of evaluation or observation. Ideally a Likert type scale would have 2-3 points on each side of neutral allowing for an indication of the degree of positive or negative evaluation.