Leadership Governance and Organization

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Theme Group Name
Leadership Governance and Organization

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Introduction
WT 125 is a strategic plan for the future of West Texas A&M University. The Leadership Governance and Organization Theme Group identifies developing, well-trained, and knowledgeable leaders as one of the keys to a successful future in higher education. While developing academic leaders is a given at any university, this theme group expands the call for leadership development to staff, students, and volunteers, as well as faculty. This report presents a plan for continual and intentional leadership development as well as a timetable for regular review of the University's governance structure.

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Innovation

Innovation: The introduction of something new. A new idea, method, or device.

With respect to Leadership, Governance, and Organization, the opportunity for innovation is without boundaries. The area of leadership is rich with new ways to identify, encourage, develop, and reward leaders. By contrast, innovation in Governance and Organization at WTAMU is a little more challenging, but not without opportunity. The key ideas and goals, along with action plans herein, are driven by a desire to create new structures. New and innovated ways of thinking are reflected along with action steps that might be considered outrageous or unrealistic in the university environment. Our theme group has steadfast commitment to push for fresh approaches, new ideas and respect for thought that may be unsettling to the status quo. We believe that WT 125 demands our best thinking as represented in this report.

Key Idea (1)

Key Idea (1)
Develop Effective University Leadership Among All University Stakeholders.

Goal 1:
Invest in consistent programs that identify, support, and retain effective current and future University leaders among University administrators, faculty, staff, students, and volunteers.

Actions 1.1:
Processes may include:
- Select University leaders to develop efficacy through participation in evidence-based leadership development programs and trainings.
- Encourage and support continuing leadership development.
- Identify and support external opportunities for leadership development.
- Utilize current, high-performing University leaders to coordinate and lead internal leadership development initiatives.

Measurable Outcomes 1.1.1:

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- Elicit and respond to feedback on a continual basis among University administrators, faculty, staff, students, and volunteers regarding their views on the adequacy and usefulness of leadership development activities.
- Amend annual assessments and evaluations for University employees to include leadership development activities.
- Obtain metrics related to alumni engagement, number of volunteers involved, to determine effectiveness of leadership development activities.

Goal 2:
Create a culture of trust among internal and external University stakeholders through open, honest, and direct communication

Actions 2.1:
Identify the processes that will:
- Insist upon open and public dialogue in matters pertaining to strategic decision-making.
- Elicit input from existing University bodies that represent and protect the interests of internal and external stakeholders (e.g., Staff Council, Faculty Senate, Student Senate, Alumni Association).
- Live stream meetings where key decisions are being discussed are publically post agendas and minutes from meetings in a timely manner.
- Solicit feedback and input from social media and private platforms to encourage a culture of transparency.

Measurable Outcomes 2.1.1:
- Document number and nature of meetings to validate appropriate processes were followed.
- Collect data annually to measure the level of trust held by internal and external University stakeholders.

Goal 3:

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Empower internal and external University stakeholders to actively participate in University initiatives.

Actions 3.1:
Identify the processes that will:
- Seek input by establishing regular town-hall style gatherings that elicit attendance and participation from internal stakeholders (e.g., students, staff, and faculty).
- Seek input by establishing regular town-hall style gatherings and briefings that elicit attendance and participation from external stakeholders (e.g., businesses, community members, local and state representatives).
- Utilize alternative methods that elicits input from internal and external stakeholders (e.g., use of mailings, technology tools, social media).

Measurable Outcomes 3.1.1:
- Similar to 2.1.1, document number and nature of meetings to validate appropriate processes were followed.
- Collect data annually to measure the level of input received from internal and external University stakeholders and determine the level at which input was implemented into university policies and/or procedures.

Key Idea (2)

Key Idea (2)
Establish and Communicate a Clear and Distinctive University Identity and Promote a Discernible University-Wide Culture.

Goal 1:
Foster a common University culture that unifies all internal and external stakeholders.

Action 1.1:
Identify Processes to Promote Unity and Obtain Input

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- Promote unity among University brand, programs, and services that emphasizes the University's presence throughout Amarillo and the Texas Panhandle (e.g., main campus, Amarillo Center, Enterprise Center, Small Business Development Center).
- Identify ways to obtain input from students, faculty, and staff who leave the University.

Measurable Outcome(s) 1.1.1:
- Via the Office of Communication and Branding, establish a checklist matrix of the following dimensions:
  - Panhandle points of contact for services offered
  - Panhandle points of impression (e.g. news outlets, press release channels, social media outlets, on-campus branding and marketing labs and incubators – Media Minds, etc.)
  - Panhandle active branding and information campaigns
- The checklist matrix above is reviewed each semester and is intended to establish oversight and evaluation to ensure the clarity and unity of purpose, message, and voice is understood and actively managed
- Approach the Marketing and Mass Communications faculty to solicit input for a community-based review process (to combine industry representatives, students, faculty, and staff in the review process).
- Separation Information Management:
  - Establish a LinkedIn presence that solicits community input and activity such that tool such as text analysis and social network analysis give a clearer picture of the depth and breadth of the constituency.
  - LinkedIn is suggested as it fosters and engenders a professional orientation which behooves students, faculty, and staff
  - Establish the LinkedIn community while students, staff, and faculty are current and active in the Campus and regional sphere of the University
  - Systematically capture and transcribe any exit interview process for faculty and staff such that text analysis may reveal interesting and valuable trends.

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Goal 2:
Create a distinctive University identity that identifies central attributes and unique characteristics that is aligned with the University's vision and withstand change.

Actions 2.1:
Identify the processes that will:
- Use University branding and marketing that is consistent.
- Create university brand focus groups consisting of both internal and external stakeholders to collect qualitative data relative to university branding.
- Use common campus spaces to host University events that coalesce internal and external stakeholder involvement.

Measurable Outcomes 2.1.1:
- Via the Office of Communication and Branding, establish a checklist matrix of the following dimensions:
  - Campus points of contact for services offered
  - Campus points of impression (e.g. digital signage, careful and selected email broadcasts, social media outlets, academic units, student organizations, athletics, etc.)
  - Campus active branding and information campaigns
- The checklist matrix above is reviewed each semester and is intended to establish oversight and evaluation to ensure the clarity and unity of purpose, message, and voice is understood and actively managed
- Document the number of branding themes implemented via data collected from the university brand focus groups.
- Approach the Marketing and Mass Communications faculty to solicit input for a community-based review process (to combine industry representatives, students, faculty, and staff in the review process).
- Identify and designate a handful of highly-trafficked common spaces and tie these to consistent and ongoing campus-to-community acculturation efforts
- Areas such as sports arenas, the JBK Commons, Founders Hall, and

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Student Services are cites for persistent community-oriented branding and marketing campaigns to introduce and reinforce themes and iconography that reinforce community perception of Campus goodwill towards the relationship between the campus, the community, citizens, students, faculty, and staff.

- In addition to surveys to gauge impression management, other proxies for traffic include some degree of video monitoring to determine the presence of branding in these spaces and the rates of traffic throughout the day and in conjunction and context of events and other draws to the spaces.

Key Idea (3)

Key Idea (3)
Elucidate a University Organizational Structure

Goal 1:
Create a clear sense of roles and responsibilities among all internal and external University stakeholders.

Action 1.1:
Identify the processes that will:
- Review existing roles and responsibilities for clarity and fit with the University's vision and make any necessary adjustments.
- Annual review of organization structure aligns with policy and procedures practiced at all levels.

Measurable Outcome(s) 1.1.1:
- Publish the University organization chart which establishes roles and responsibilities and clear chain of command.
- Five year evaluations of the University structure to similar institutions and corporations to determine relevance of organization.

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Key Idea (4)

Key Idea (4)
Enhance Teaching, Scholarship, and Service

Goal 1:
Foster a stimulating environment that results in academic excellence.

Action 1.1:
Processes may include:
- Attract and retain quality instructional faculty members.
- Provide opportunities for instructional faculty to engage with ongoing professional learning that fosters the highest quality learning environment among all students.

Measurable Outcome(s) 1.1.1:
- Provide competitive compensation and benefits packages to prospective faculty members.
- Increase the number of endowed chairs and professorships available within each college in the University.
- Elicit feedback among faculty who leave the University to identify issues that lose faculty to other universities.
- Review annual assessments and evaluations for faculty members to identify the number of professional learning events.

Goal 2:
Foster a stimulating environment that promotes high-quality research.

Actions 2.1:
Processes may include:
- Create more opportunities for faculty and staff to engage with scholarly endeavors with undergraduate and graduate students.
- Create more opportunities for faculty and staff to engage with scholarly endeavors individuals and entities beyond the University.

Measurable Outcomes 2.1.1:

- Offer incentives to undergraduate and graduate students to participate in University-sponsored scholarship, such as with honor cords at graduation or notations on official transcripts.
- Use media outlets to promote research collaborations.

Goal 3:

Foster a stimulating environment that encourages meaningful engagement with community, professional, and University service.

Actions 3.1:

Processes may include:

- Encourage faculty and staff to actively participate in service within the Amarillo and Canyon communities.
- Encourage faculty and staff to actively participate in professional service within their related discipline or professional field.
- Encourage faculty and staff to actively participate in University service.

Measurable Outcomes 3.1.1:

- Have 100% of community service involvement among all faculty and staff.
- Have 100% of professional service involvement among all faculty and staff.
- Have 100% of University service involvement among all faculty and staff.

Appendices and Additional Facts and Analysis

No information submitted.