**4P4: PROCESSES**

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

**4R4: RESULTS**

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. 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

**4I4: IMPROVEMENT**

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

legal matters through the Board of Trustees policy and procedure [governance model](). As described in Section 4.3, the Board adopts and adheres to policies that set the context for their governance. The Board expects the President to establish and maintain effective and efficient administrative procedures, developed within an environment embracing shared governance, to ensure the College's actions align with Board policy. The Board's [code of ethics and standards of practice policy]() provides the foundation, and the President establishes administrative procedures to ensure these standards are carried out in the operations of the Institution.

The Board's policy on [Policy Development and Approval]() and its accompanying [procedure]() establish a rigorous, inclusive process through which the Board ensures broad, two-way communication regarding the Institution's practices, grounded in the ethical conduct and appropriate legal practices. Policy and procedure development, review, and recommendation to the President and the Board is one of the key processes of the College Council (described previously) and helps facilitate the College's commitment to shared governance. Policies and procedures are published publicly online in the [College's Policy Library]().

**4P4b. Training employees and modeling for ethical and legal behavior across all levels of the institution**

LCCC develops legal and ethical behavior within the College's workforce through a robust offering of human resource development programs. For example, all new College employees participate in a new employee orientation program that, among other things, orients new employees to College policy and procedure including employee conduct (see [Policy 6.10]() and [Procedure 6.10P]() (pg. 2)), standards of practice, relevant legal parameters (e.g., Family Educational Rights and Privacy Act [FERPA]), etc.

Many other employee training programs also support legal and ethical behavior of employees. For example, all employees must complete a screening committee certification program before being allowed to serve on new employee search committees. This training includes expectations for conduct, confidentiality, and ethical participation in the recruitment and hiring processes of the Institution. Ethical behaviors and legal parameters are also covered in the mandatory LCCC basic supervisory training and Title IX training.

In addition to formal training, employees see ethical leadership modeled daily by administrators. Described previously within this section and in section 4P3 (Leadership) above, the Board of Trustees has adopted a code of ethics and standards of practice that they model and that they expect the College's executive leadership to model on a continual basis. This expectation for ethical and legal behaviors by the Board and its senior leadership is assessed annually through the Board's evaluation process as well as the 360° Feedback process incorporated into the annual performance evaluations of the President and President's Cabinet members. The 360° Feedback process includes an entire section devoted to integrity and trust.

**4P4c. Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)**

LCCC is focused on three areas of improvements that pertain to specific processes intended to ensure the legal and ethical behavior of its employees and fulfills its societal responsibilities. These include the following:

Over the past few years, LCCC has invested heavily in the development of a robust process for mitigating and responding to issues of alleged harassment and/or sexual misconduct. Given the changing landscape with federal regulation and directives and the rise of the public awareness around campus safety, LCCC has been a leader in the design of a comprehensive structure and process for education, investigation, and response.

For example, LCCC has implemented mandatory Title IX training for all employee and all students, engendering an awareness of the duties to notify, identifying potentially concerning behaviors, their own conduct, etc. Likewise, the College has implemented an integrated process for Title IX investigations that include a trained, knowledgeable corps of Title IX investigators from all areas and employee classifications who are empowered to objectively investigate, report, and record the circumstances of Title IX cases. For the past five years LCCC has also been a leader in the region by hosting an annual Title IX Investigator training for regional higher education institutions. Finally, LCCC has improved significantly in its case management system allowing for better tracking and archiving of cases.

LCCC has also begun the early work to improve upon the policies, procedures, and processes for the education and reporting of both the Board of Trustees and all employees around their responsibilities to uphold integrity, standards of practice, and conflicts of interest. Although LCCC has had a good process in place for many years (referred to earlier in this section), complexities of external rules, regulations, and expectations, as well as advances in technology, provide the opportunity to improve how the College instills and complies with expectations for ethical behaviors and standards. Updated and/or new policies and procedures have been drafted and are in the consultative review and feedback stages. From there, education/training offerings will be developed and deployed, and improved systems for reporting, compliance monitoring, and response will be created.

Finally, and referenced in Chapter 6, a robust performance evaluation model (system) is being developed to aid in the accurate and consistent performance assessment of LCCC's people. This will enable specific employee improvement within current roles and competency-based, focused development toward the fulfillment of future roles at LCCC. Accomplishing this goal will require aligning employee job performance with meaningful, role-focused competency models in order to foster shared understanding and establish clear expectations across LCCC; providing employees with consistent performance feedback; enabling better coaching on the part of supervisors; allowing for better institutional tracking and reporting of employee performance across levels and groups; and tying employee development and performance assessment to function outcomes.