ThunderValues

Richland College affirms these values for our learning and work together:

**Integrity:** We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.

**Mutual Trust:** We value students and employees as whole persons – sharing perspectives, valuing and accommodating both differences and commonalities, assuming our motives are trustworthy.

**Wholeness:** We believe whole people best learn, teach, serve, lead, and build community. Our programs, services, practices, and facilities nurture our unified mind-body and the emotional and intellectual intelligence requisite for meaningful lives.

**Fairness:** We treat students and employees justly and expect the same in return – applying rules without bias, giving all the benefit of the doubt, and providing both compassionate support and challenge for individual success.

**Considerate, Meaningful Communications:** We share information, ideas, and feelings – listening carefully, speaking forthrightly, respecting diverse views, participating productively in dialogue and conversations. We rush not to judgment but turn to wonder what was intended or being felt. Next, for clarity, we ask honest, open questions of ourselves and others. We welcome paradox and ambiguity as we move toward decisions.

**Mindfulness:** We are consciously aware of the present moment, actively noticing new things, sensitive to context and perspective, energizing us toward better performance and greater creativity. We respect silence, using it for reflection and deeper understanding – not immediately filling silence with words after someone has spoken.

**Cooperation:** We work with students and employees to achieve common goals – looking beyond self-interests. We offer both support and challenge, remain helpful and forgiving in difficult situations, help build consensus toward positive results, and help one another shape meaningful lives.

**Diversity:** We value and encourage diversity in its many dimensions, developing intercultural competence, and appreciating and cultivating both local and world community.

**Responsible Risk-Taking:** Inspiring students and employees to innovate, while expecting follow-through with creative ideas that work, we respond well to challenges, considering our actions carefully. Although uncertainties remain, we move forward despite possible criticism.

**Joy:** We value laughter, play, love, kindness, celebration, and joy in our learning and work – taking our learning and work seriously and ourselves lightly.

Mission

The mission of Richland College is teaching, learning, community building.

Richland College identifies and meets the educational needs, primarily of adults, in our principal geographic service area of northeast Dallas, Richardson, and Garland, Texas. To this end, Richland College offers courses, programs, and services to empower students to achieve their educational goals and become lifelong learners and global citizens, building sustainable local and world community. We empower employees to model excellence in their service to students, colleagues, and community.

Vision

Richland College will be the best place we can be to learn, teach, and build sustainable local and world community.
Organizational Practices

In the context of our organizational values, we advance an exceptional learning environment and experience for students:

- Identifying the learning needs of the communities, students, and employees we serve and using that information to guide our teaching, programs, and services
- Welcoming new opportunities for learning and professional growth
- Identifying and using benchmarks and best practices to improve our work as we focus on institutional purpose, vision, mission, and values
- Holding and communicating high standards for ourselves, our students, and our colleagues
- Practicing inclusive, learning-centered planning and decision-making, informed by data and our best judgment
- Recognizing problems, collaborating to seek root causes, and implementing effective solutions
- Empowering and freeing those closest to the work to make responsible decisions
- Assuming personal and collective stewardship of college systems, processes, programs, facilities, and resources to keep them vital
- Celebrating individual and group initiatives and achievement
- Promoting, both individually and collectively, a positive image of the college, its collegiate high school, and the early college high schools to all segments of the communities we serve

Philosophy

We believe that whole people who are authentically engaged in mind-spirit-body best learn, teach, serve, and lead. In individually connecting soul to role in our values-inspired culture, each of us contributes in nurturing the whole organization, working together in the broader context of creating whole communities and a whole, healthy planet for future generations. These beliefs are at the core of Richland’s ongoing commitment to achieving exceptional performance results.
Richland College’s Core Competencies are our areas of greatest expertise. Core Competencies are strategically important capabilities in our educational market, providing a sustainable advantage for our organization.

Richland College’s Core Competencies are:

Agility — Our capacity for making rapid, timely, meaningful change to improve educational programs and services, processes, and operations
• We respond to challenges, placing students’ needs first.
• We proactively deploy responsive listening and learning approaches to anticipate and meet our students’ needs.
• We nurture strong relationships in the community to anticipate and meet community and business needs.

Innovation — Our organizational culture nurtures and embraces new approaches and enhanced learning, creating value for students and key community stakeholders
• We promote instructional discipline and departmental collaboration in implementing innovative practices to empower student success.
• We support the innovation process with funding and with professional development opportunities.
• We compare and align with best practices inside and outside the higher education sector exemplifying our desire to be a role-model institution.

Shared core values — Our expectation for how we conduct ourselves individually and collectively each day, empowering student, employee, and community success
• We use our shared core values as a guide in the recruitment and selection of new talent.
• We reinforce organizational values daily in our work and college communications.

Disciplined strategic performance improvement — Our ability to tangibly advance the college vision “to be the best place we can be to learn, teach, and build sustainable local and world community”
• We strive to improve, not to prove.
• We hold ourselves accountable through systematic review of our performance to target.
• We leverage the discipline of Approach-Deploy-Learn-Integrate.

Employee engagement and development — We strategically empower employee success.
• We ensure continued mastery of job skills through multiple opportunities for meeting annual professional development requirements.
• We reinforce the college and system network mission and vision through mindful engagement in college initiatives and through funding of professional development opportunities.
• We empower employees to demonstrate their individual roles in the college mission and vision through inclusion of line of sight on annual performance evaluation.

Inclusive, multicultural, global environment — We strategically expand our perspective to deepen mutual understanding and to ensure that the organization considers and balances the needs of all stakeholders.
• We ensure that our faculty, staff, and administrators represent a diverse population reflective of the multiple dimensions of diversity.
• We value and benefit from the diverse ideas, cultures, and thinking of our students and workforce by including different perspectives in decision-making.
• Our faculty ensure that, as appropriate, textbooks and curricula are reflective of our diverse student body.
• We celebrate diversity and inclusiveness through regular and intentional programs and activities.

Strategic Priorities

Dallas County Community College District Board of Trustees
• Meet the goals of 60x30TX
• Impact income disparity throughout our community
• Streamline navigation to and through our system and beyond

Richland College
• Engage with the community to identify and meet educational needs
• Empower all students to succeed

• Implement the Integrated Higher Education Network
• Serve as the primary provider in the talent supply chain throughout the region
• Empower all employees to succeed
• Ensure institutional effectiveness
From Farmland to 21st Century
When they arrived for classes in fall 1972, 3,500 Richland College (RLC) credit students shared their campus with sheep grazing on the farmland and ducks swimming on the lakes that separate the campus buildings. Architects, winners of numerous awards for RLC’s design, had carefully protected the trees, the lakes—even the animals—as they planned the campus. The sheep graze elsewhere now, but students and staff still enjoy and protect those first campus ducks’ descendants, Richland Thunderducks.

Commitment to Sustainability
Richland’s ongoing commitment to building sustainable local and world community also extends to its facilities expansions. The Sabine Hall science building, opened in 2010, achieved the U.S. Green Building Council’s highest LEED Platinum certification. Richland College Garland Campus achieved LEED Gold certification in 2009.

Student Demographics
Each semester, Richland serves some 20,000 credit and 4,000 non-credit students who come from 113 countries and speak 79 first languages.

Richland serves 1,221 (7%) international students studying in the U.S. on F1 visas.

Richland College’s purpose is to prepare students for successful living and responsible citizenship to build sustainable local and world community. Richland does this by providing accessible, accredited, affordable, cost-effective, quality learning opportunities for development of intellectual and emotional skills, specific job skills for in-demand, living-wage jobs, and/or transfer to a baccalaureate program, or for personal growth. In fulfilling its purpose, Richland furthers cultural, economic, and workforce development in the communities it serves. In all its efforts, Richland strives to meet the needs and exceed the expectations of those it serves.

Specifically, Richland’s purpose is to provide:
- freshman and sophomore courses in arts and sciences for university transfer
- technical programs up to two years in length leading to associate degrees or certificates
- vocational skills programs leading directly to employment
- continuing education programs for maintaining needed workplace skills and competencies
- workforce development programs to meet local and statewide business needs
- developmental education programs to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students
- counseling and guidance to assist students in achieving their individual educational and career goals
- adult literacy and other basic skills programs for adults
- other programs and courses as may be prescribed by the Texas Higher Education Coordinating Board or the DCCCD Board of Trustees in the best interest of post-secondary education in Texas.

Richland Collegiate High School (RCHS)
RCHS was one of the first junior-senior dual credit charter schools administered by a community college. The Texas Education Agency rated RCHS with the highest ratings in accountability and financial management, providing students the opportunity simultaneously to earn a high school diploma and an associate degree.

Richland College Dual Credit/Concurrent Enrollment Program
The Richland College Dual Credit/Concurrent Enrollment Program provides a unique opportunity for motivated high school students to receive college credit while they are completing high school. A primary goal of the program is to help students transition to college by providing a collegiate experience. Dual Credit increases access for students by offering classes at their schools, on the Richland campus, and online. While enjoying traditional high school activities, students in the Dual Credit Program are offered course options in career preparation and college transfer, saving time and money for students and parents.

Early College High Schools
Partnering with area independent school districts, Richland College provides Pathways to Technology (PTEC) and other early college high schools (ECHS), where students can simultaneously earn a high school diploma and an associate degree.

Profile

From Farmland to 21st Century
When they arrived for classes in fall 1972, 3,500 Richland College (RLC) credit students shared their campus with sheep grazing on the farmland and ducks swimming on the lakes that separate the campus buildings. Architects, winners of numerous awards for RLC’s design, had carefully protected the trees, the lakes—even the animals—as they planned the campus. The sheep graze elsewhere now, but students and staff still enjoy and protect those first campus ducks’ descendants, Richland Thunderducks.

Commitment to Sustainability
Richland’s ongoing commitment to building sustainable local and world community also extends to its facilities expansions. The Sabine Hall science building, opened in 2010, achieved the U.S. Green Building Council’s highest LEED Platinum certification. Richland College Garland Campus achieved LEED Gold certification in 2009.

Student Demographics
Each semester, Richland serves some 20,000 credit and 4,000 non-credit students who come from 113 countries and speak 79 first languages.

Female 54%  Asian/Pacific Islander 16%
Male 47%  Unknown 7%
Anglo 24%  Native American 0%
Hispanic 34%  Average age 25
African-American 19%  
Richland serves 1,221 (7%) international students studying in the U.S. on F1 visas.
Approach
We approach our performance discipline systematically. We annually review and update our:
- Vision, Mission, Values, and Core Competencies
- Strategic challenges, advantages and opportunities
- Strategic Planning Priority Goals for Student Learning
- Key Performance Indicators (KPIs) and Measures
- One-, three-, and five-year Performance Targets
- Organizational Focus Document
- Budget projections, operating reserves, and fund balances

Deploy
We deploy approaches broadly and deeply to relevant work groups throughout the college through:
- Organizational Focus and Departmental Action Plans
- Process Mapping
- Assessment Plans
- Faculty and Staff Engagement

Learn
We analyze and evaluate our success learning from:
- Monthly reviews of KPI Thunion Report Targets achieved
- End-of-year results for KPI Measures
- Results of Learning Outcomes and Services Assessments
- Departmental Action Plan outcomes
- In-depth review of Academic, Administrative, and Support Services programs
- Benchmarking selected best in-class organizations

Integrate
We integrate what we have learned into our daily work by:
- Working through cross-functional teams and councils
- Managing performance based on results
- Prioritizing resources for strategies that improve organization performance
Departmental Action Plans

Approach
1. Identify improvement need
2. Assign ownership
3. Identify root cause
4. Develop solution

Deploy
5. Implement/Pilot approach

Learn
6. Measure impact

Integrate
7. Disperse results
8. Evaluate the process
Malcolm Baldrige National Quality Award (2005) — Richland College is the first community college to receive the Malcolm Baldrige National Quality Award, presented by the President of the United States and the Secretary of Commerce. This award is the nation’s highest honor for performance excellence.

Texas Award for Performance Excellence (2005) — Richland College is the first accredited institution of higher education in Texas to receive the Texas Award for Performance Excellence, presented by the Governor of Texas and the Quality Texas Foundation. This award is Texas’ highest honor for performance excellence.

Texas Higher Education Coordinating Board (2012) — Richland College received Recognition of Excellence from the Texas Higher Education Coordinating Board (THECB) for its Thunderwater Organizational Learning Institute Faculty Professional Development Program.


Asian American Native American Pacific Islander Serving Institution (2010) — Richland College received U.S. Department of Education’s designation as an Asian American Native American Pacific Islander Serving Institution, becoming Texas’ only college or university with this recognition.

Tech Titan of the Future Award (2005 and 2008) — Richland’s associate in science engineering degree program received the first Metroplex Technology Business Council’s Tech Titan of the Future Award in 2005 for innovative approaches to promote tech-related knowledge transfer. Richland Collegiate High School received the 2008 Tech Titan of the Future Award for its innovative approach to closing gaps in K-16 Science, Technology, Engineering, and Math (STEM) education.

The Carnegie Foundation for the Advancement of Teaching (2010) — Richland College was selected as one of the Founding Colleges of the Carnegie Foundation’s Statistics Pathway (Statway) Network and the Carnegie Collaboratory to develop an accelerated pathway for developmental mathematics through transfer-level statistics in one year.

Achieving the Dream Leader College (2014-present) — Richland College was named among 16 community colleges in 2014 as an Achieving the Dream Leader College, a national designation awarded to select community colleges that are committed to improving student success and closing achievement gaps.

Achieving the Dream (2009-present) — Richland was selected to join a national Lumina Foundation Achieving the Dream initiative to help more community college students of color and low-income students to succeed in college completion.

Association of American Colleges and Universities (2007-Present) — Richland College is one of only two community colleges in the AAC&U report, “College Learning for the New Global Century,” as a leading exemplar of the four “Essential Learning Outcomes” that form the core of a 21st-century education.

Earl W. Eames Award (2008) — United Nations Association (UNA) Dallas Chapter in partnership with Richland College and the LeCroy Center for Educational Telecommunications received the UNA/USAS’s national Earl W. Eames Award for progress and contributions in the use of electronic communication technology.

Vanguard Learning College Project (2000-2005) — Richland College was one of 12 American and Canadian community colleges selected by the international League for Innovation in the Community College to develop institution-wide learning college models during a five-year project.

National Conference Athletic Championships — Richland’s five non-scholarship athletic teams are the first in NJCAA or NCAA history to hold simultaneously three national titles (in men’s soccer, women’s soccer, and baseball) and have won 18 national championships.

Tree Campus USA (2016) — Richland is designated a Tree Campus USA by the national Arbor Day Foundation.

WasteWise College/University Partner of the Year (2010 and 2011) — The U.S. Environmental Protection Agency’s Office of Resource Conservation and Recovery has twice named Richland College as the winner in the nation’s first national voluntary solid waste reduction program for Richland’s strategic efforts in waste prevention, recycling, and recycled content purchasing policies.

RecycleMania (2010-2017) — Richland has won Grand Champion in the state of Texas for eight consecutive years with the highest recycling rate as a percentage of its overall waste reduction. Richland has been ranked in the nation’s top ten for three consecutive years and was the RecycleMania National Grand Champion in 2016 with a recycle rate of 81.7%.


Topping Out Award (2010) — Richland College Garland Campus was named by the Metroplex architectural and construction community as a Top Ten Finalist for having the first public project built as part of the master-planned redevelopment for downtown Garland and the first USGBC LEED Gold-certified project in Garland.