

Vital Focus Conversation Day Summary Report
Waukesha County Technical College
March 1, 2005

OBSERVATIONS –

This section was authored by Lesli Barger, Ph.D, and Terry Fuller, AQIP Facilitators staff from the College of Du Page located in metropolitan Chicago, Illinois

The following comments and observations are based on a review of:

- **Constellation Survey** data from 476 respondents (full and part time II faculty/counselors, non-represented staff, part-time I faculty, support staff, and temporary/casual staff)
- Conversations with the Waukesha County Technical College’s (WCTC) Accreditation Team and President
- Data gathered from input provided by 434 participants (faculty, counselors, support staff, non-represented staff, managers, President and Trustee) during WCTC’s **Conversation Day**, March 1, 2005.

The purpose of this portion of the summary report is to assist WCTC to most effectively plan its future. The comments and observations are intended to complement the interpretation and analysis conducted by WCTC. Intensive institutional study of the **Constellation Survey**, **Conversation Day**, and pertinent WCTC stakeholder data, with input from the Vital Focus facilitators is an important component of data-driven quality improvement.

It is very apparent to the Vital Focus facilitators that WCTC employees care very deeply about their students, the college and their own work, as evidenced by the active participation of attendees at **Conversation Day** and the nearly 3,654 thoughtful comments on the **Constellation Survey**. Modest college performance ratings by employees in the survey data indicate a high degree of readiness for quality improvement. Equally important is the observation that in WCTC’s culture, having respect for and willingness to invest in the faculty, staff and management is a very important value (People). Also most important are integrity and responsible institutional citizenship (Integrity), a learning-centered environment (Learning), collaboration,

INTRODUCTION

This section was authored by WCTC Accreditation Team members (Adrienne Chang, Liane Dolezar, and Jill Metzger) to summarize Conversation Day activities and the next steps.

Following ten-year accreditation in 2000, a team of individuals explored the pros and cons of the two accreditation options: PEAQ and AQIP. The decision was made to continue our quality improvement efforts by embracing the future-oriented AQIP model.

A college-wide climate study was completed in 1996 and 1999 using the NILIE “PACE” document. Using this document was considered again but it was determined that there was not enough emphasis on processes and systems. The college also examined other instruments including the Wisconsin Forward, Baldrige Award, Pacesetter, Community College Culture Index, the Cultural, Environmental, Structural and Technical Assessment, the Noel-Levitz Institutional Priorities Survey, the Performance Horizons Campus Quality Survey and the Vital Focus Constellation Survey. After attending a workshop on the entire Vital Focus process in summer, 2004 it was decided that this process encompasses the most thorough look at the college systems, processes and climate by both surveying, Conversation Day, and follow-up opportunities.

CONVERSATION DAY LOGISTICS

Four hundred thirty four full and part time support staff, non-represented management, faculty, and board members attended Conversation Day in the WCTC gymnasium on March 1, 2005. Of the 434 in attendance, 40% were support staff, 38% were faculty, 20% were non-represented and board members and 2% were counselors. There were 93 tables setup for 6 people with a mix of employee groups sitting at each table. We rented a high quality sound system and very large screens so that all would be able to see and hear. There was a team of approximately 25 staff members acting as greeters, microphone handlers, question takers/answerers, setup, clean-up, etc. The college maintenance staff installed a special

communication and a shared institutional focus.

temporary floor so that the gym floor would be preserved. They were also responsible for table setup and take-down. The media staff worked with the rental company to facilitate sound and computer systems. Food Services Inc. provided continental breakfast and box lunches for all in attendance. The WCTC Accreditation Team, chaired by the College Advancement Coordinator, coordinated the event. The College Advancement Administrative Assistant was instrumental in logistic coordination.

CONVERSATION DAY OBSERVATIONS AND TRENDS

Conversation Day provided WCTC staff a rare opportunity to focus together on the strengths of the college and its people. A highly energized cross section of the internal community (434 of 558 or 78% invitees) worked hard at sharing perceptions and hearing what colleagues had to say about the reality they experience in the day-to-day life of the college. Participants took the opportunity to create a picture of the current state at WCTC by professionally engaging in all three conversations.

A clear desire for genuine and sustaining collaboration across the college emerged as the major theme of the day. Despite the difficult environment caused by unsettled employment contracts with both the support staff and faculty professional associations, participants left their titles at the door and committed themselves to the work. The conversations were characterized by a mix of opinions and an appreciation for the different talents and contributions various members have to offer. People left with hope that the good start of Conversation Day will produce effective follow-through as the improvement projects provide on-going opportunities for collaboration.

CONVERSATION ONE

Several themes about what is important to WCTC employees emerged during Conversation One and the construction of the What Matters Most Wall. Job satisfaction and recognition, dedication and pride of employees and being part of innovation were major themes. Additional themes were:

- Settled voluntary contracts
- Quality Service delivery
- Providing value to the community (recognition)
- State-of-the-art facilities and technology
- Professional development to better serve

CONVERSATION ONE: WHAT MATTERS MOST

During the first conversation, employees individually identified their peak experiences at WCTC where they felt engaged and excited about their work. In groups at their tables, employees then shared, summarized, and came to consensus on 3-4 common themes in their peak experiences that the group felt matters most at the college. Comparing these themes to the results of the Constellation Survey that addressed what matters most at WCTC, the groups then identified the most important process and the most important principle

<p>students</p> <ul style="list-style-type: none"> • Necessary resources • Pay and benefits • Empowerment and trust, risk-taking, reward, freedom to innovate, freedom from retaliation. <p>Respondents to the <i>Constellation Survey</i> also identified what is most important in terms of groups of processes, known as the AQIP Criteria. The four top process areas are Supporting Institutional Operations, Helping Students Learn, Valuing People, and Leading and Communicating. In addition, the High Performance Principles that were identified as most important at WCTC are People, Integrity, and Learning. Below are the top three priorities for what is most important to do at WCTC as identified by the <i>Constellation Survey</i> data:</p> <ul style="list-style-type: none"> • It is most important that students succeed at WCTC through the effectiveness and relevance of courses and programs, as well as access to the information and services that support their educational pursuits. • It is most important that WCTC has the necessary resources in place, particularly in the areas of technology, facilities and equipment to enable employees to do their job effectively. • It is most important that WCTC demonstrates it values learning through the promotion of excellence in teaching. <p>Further conversations should help clarify points of strong agreement among employees, what students say they value most about WCTC, and how best to begin to create an environment where optimal experiences characterize the quality of work on a daily basis. Key questions to ask:</p> <ul style="list-style-type: none"> • Which processes, if improved, will do the most to enhance WCTC’s visibility, quality, and reputation? • Which of the processes, if done exceptionally well, would most enhance teaching and learning, provide most benefit or add value to the work? <p><u>CONVERSATION TWO</u> <i>Constellation Survey</i> results show there is strong alignment related to what is most important to do and performance at WCTC. The top seven as perceived by staff as most important items are also among the top 10 done best currently. Additionally, there is strong alignment of strengths with priorities – seven</p>	<p>for the college to focus on first. The themes, processes, and principles were documented on post-it notes, collected, and posted on a “What Matters Most” wall. A small team of employees, who have been trained in quality principles, then sorted and compiled this information into larger themes based on the AQIP Criteria, AQIP Principles, and other key themes. The wall display provided a highly visual affirmation of the collective thinking of all staff on the priorities of the college.</p> <p>Building Collaborative Relationships, Valuing People and Helping Student Learn emerged as three strong AQIP-related priorities for the college. <i>Details of Conversation One are included in the appendices.</i></p> <p>CONVERSATION TWO: WCTC’S CORE STRENGTHS WCTC’s core strengths are its students, its staff and its mission fulfillment. In accordance with AQIP principles, it is clear that WCTC focuses on <i>Helping Students Learn</i> above all other things. This is at the very heart of the institution no matter what else is occurring. As we examine our strengths and work together to build on them, we will integrate our</p>
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of the top 10 most important items appear in the top 10 strengths. This demonstrates that employees feel strongly that WCTC focuses on and is engaged in important activities. These key traits impact how employees think and work together and form a strong foundation for quality improvement.

Many WCTC strengths were identified by respondents to the *Constellation Survey* and participants in the *Campus Conversation Day*. However, it is evident to the facilitators that WCTC's greatest strengths are in two key process areas:

Supporting Institutional Operations

- Technology is up-to-date and well-supported.
- Appropriate maintenance ensures both facilities and equipment can be used effectively.

Helping Students Learn

- WCTC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.
- WCTC regularly evaluates the effectiveness and relevance of its courses and programs.
- WCTC intentionally promotes excellence in teaching.
- Students have convenient access to the information and resources necessary to support their learning.
- WCTC ensures that students have easy access to the people and services they require to be successful.

In terms of the AQIP Principles of High Performance, WCTC's greatest strengths are People, Integrity and Learning.

Comments in the *Constellation Survey* identified specific college areas that are very strong:

Helping Students Learn

- Program Evaluation
- Program Review
- Student Life
- Teacher Improvement System
- Teaching Innovation Center

Supporting Institutional Operations

- Information Technology
- Up-to-date Equipment
- Capital Equipment Process
- Appropriate maintenance of facilities and equipment

During Conversation Two of *Conversation Day* participants elaborated on WCTC'S core strengths:

AQIP (accreditation) improvement projects into our strategic plan. The brainstorming results generated during Conversation Two are all included in the appendices attached to this report. By using the Appreciative Inquiry process we have shared many areas of strengths about which we may not all have previously known.

RECENT CHANGES THAT HAVE RESULTED IN WCTC BECOMING MORE STUDENT CENTERED

During the last eight years WCTC has been working to adopt a philosophy that focuses all work on the common aim of student learning. This student-learning centered awareness has helped to shape the daily and long-range improvements and changes the college has experienced. Specific areas that demonstrate this focus on students' learning needs include the following recent developments identified during Conversation Two:

- The re-organization of the college created a separate Enrollment Management function that will better align a variety of student services (Counseling, Admissions, Registration, etc.) into an integrated one-stop service area;
- New Student Orientation and a re-vamped admissions process have provided timely and accurate information for students and parents;
- Classroom environments have been re-configured in the new and remodeled areas to reflect a more adult learning environment which accommodates alternative delivery methods as alternatives to lecture-only design;
- Distance Learning course offerings have been well-designed using Blackboard and an expanded student e-mail service to support learning.

AREAS WHERE COLLABORATION IS ALREADY THRIVING

Collaboration is already thriving in many areas of WCTC, the most important of which is all staff working together for the common goal of Student Learning.

In addition, themes around collaboration with business, high schools, other higher education institutions and community agencies were prevalent. Besides these, WCTC partners with other technical

- Excellent support services – centralized student services, counseling, recruitment and admissions processes, new student orientation, suicide intervention program, opening library resources and service, and La Casa
- Employees’ commitment to excellence in teaching and facilitation of the educational process – evening programming, introduction of new certificates, partnership between teaching staff and support staff to promote student learning, advisory committees, partnerships with business and industry, area high schools and transfer institutions
- Commitment to the community.

Specifically, faculty are recognized for their concern for and dedication to students’ success, their expertise, work ethic, pride in work, high standards, accessibility and approachability, and their commitment to professional development, life-long learning and continuous improvement.

Support staff are admired for their commitment to customer service, talent and skills, flexibility and responsiveness to students and faculty, quality work, experience and dedication, exceptional problem-solving skills and sense of humor.

Managers are recognized for their respect for and appreciation of staff as professionals, dedication, sense of humor, high principles, open door policy and their willingness to listen, support, collaborate and take on conflicts.

colleges for curriculum delivery, planning, procurement, to name a few.

Advisory committee partners are central to WCTC’s instructional improvement and abilities to keep in tuned with technology and employer needs.

The WCTC Foundation is a strong partner in assisting WCTC to meet students’ needs in scholarship and equipment.

WHAT STUDENTS SAY ABOUT WCTC’S STRENGTHS

The staff’s insights into what students would say are WCTC’s core strengths strongly paralleled the college’s mission, vision, and values. The strengths identified included high quality, affordable, and accessible education; qualified faculty and staff; good facilities and resources; flexibility and responsiveness; and a genuine concern and caring for students and their success.

WHAT EMPLOYERS SAY ABOUT WCTC’S STRENGTHS

Employers tell us we provide well-trained skilled workers that have been educated via a rigorous curriculum in high quality facilities using up-to-date equipment and technology. We are responsive to their needs and provide continuing training to their current employees as well as assist them in finding new skilled workers. One employer sums it up by saying, “WCTC is the best in the state, if not the nation!”

CORE STRENGTHS OF FACULTY

The faculty’s reputation among students and community members is defined by a dedicated focus on student learning. The faculty at WCTC is skilled at serving a diverse cadre of learners who display a wide range of abilities and a cross-section of ages ranging from 16 to the mid-80s. They provide support to students outside of the classroom and maintain connections to local business and industry including a commitment to on-going professional development and life-long learning in their areas of expertise. They are available, concerned, and supportive to their students and work to continuously improve course curricula, materials, technology, tools and labs.

CORE STRENGTHS OF CLASSIFIED STAFF

A major strength identified of the college’s classified staff is their strong customer service focus to meet our students’ needs which contribute to strengthening student learning. These staff possess the skills, experience, and dedication needed to

CONVERSATION THREE

During *Conversation Day*, participants were asked for their thoughts on what would really make a difference at WCTC in the near future as well as enhance the college's ability to continuously and systematically improve. Sixty-eight provocative propositions were developed that relate to key process areas. The top four areas that emerged as opportunities are:

- Helping Students Learn – learning environment, advising, assessment, placement, remediation, advisory committees and the full-to-part time faculty ratio
- Valuing People – environment of respect, open-communication and trust, timely negotiation of contracts, personal wellness and professional growth, hiring staff members, performance evaluation, election of board members, use of job manuals
- Leading and Communicating – open communication without recrimination, decision-making based on input of key stakeholders, effective communication vehicles, sharing best practices across the organization, succession planning and a shared vision for WCTC
- Building Collaborative Relationships – win-win philosophy to support collaboration among employees and a positive working environment, all employees and their contributions are valued, efficient resource-allocation given budget constraints, settled labor issues, commitment to mission, vision and goals and responsiveness to recommendations of quality assurance teams.

Respondents to the *Constellation Survey* and participants in *Conversation Day* recognize that

“work behind the scenes to keep the place running.” They accomplish this with pride, friendliness, and a good sense of humor.

CORE STRENGTHS OF MANAGERS

As employees considered their immediate working groups, the value of their managers centered around supportiveness, energy, and dedication.

Managers take on tremendous workloads, meet “endless” deadlines, and take on staff and student issues while still being willing to listen, encouraging personal and professional growth in their staff, and demonstrating respect and appreciation of their staff as professionals.

Details of Conversation Two are included in the Appendices.

CONVERSATION THREE: PROVOCATIVE PROPOSITIONS

An afternoon's hard work resulted in sixty-eight tables of 6-8 people developing provocative proposals for continuous improvement of processes at WCTC. Some were very all-encompassing and some were quite focused. There were proposals concerning each of the nine AQIP criteria however the themes that were the strongest were: Helping Students Learn, Building Collaborative Relationships, Valuing People, and Leading and Communicating.

Detailed transcription of each Provocative Proposal is included in the Appendices..

thoughtful attention to how WCTC employees think and work together could have tremendous impact on improving WCTC's performance.

NEXT STEPS

The next phase of WCTC's self-assessment will be to integrate and share with the College community data from the *Constellation Survey*, *Conversation Day* and other WCTC student and stakeholder reports for the evaluation and prioritization of the 68 Propositions that emerged from *Conversation Day*. This will help create opportunities for maximum input into WCTC's planning efforts from students, trustees, faculty, support staff and managers. During this important phase, WCTC will need to ensure that:

- Processes are in place to communicate on-going progress with all stakeholders
- WCTC's institutional effectiveness is measured
- Faculty, support staff and managers are thoroughly involved in the process
- WCTC's systems are reviewed and improved on a regular basis.

NEXT STEPS

This Conversation Day Summary Report begins our Next Steps. Included are all the detail from Conversation Day on March 1. Next, a memo will be coming to all staff that will categorize the provocative proposals and ask the employees to rank top preferences of the proposals. The rankings will be analyzed by the Accreditation Team that will narrow the 68 down to approximately 10 proposals.

These 10 proposals will be taken by a team of WCTC staff, administrators and board members to the Higher Learning Commission AQIP Strategy Forum, May 18-21, where we will conduct reviews of the proposals with representatives from five other colleges that have gone through the same process. At that time, we will attempt to narrow the proposals down to 3-4 action projects that have varying end dates that can be accomplished over the next 1-3 years.

Our plan is to integrate the action projects into the college's strategic planning efforts. The projects will support various strategic goals and initiatives. Accomplishment of the projects will be reported to the Higher Learning Commission as part of our re-accreditation efforts thereby accomplishing two things: re-accreditation and follow-through on projects arrived at by collaborative idea generation and participative decision making.

APPENDICES

I. CONVERSATION ONE: WHAT MATTERS MOST

THEMES

1. *Job satisfaction and recognition; Dedication and pride of employees, being part of innovation*

- Personal reward of working with students
- What gives us vitality is students and colleagues
- When we are nurtured, supported and recognized for our good work, it motivates us to work together for continuous improvements
- Validating our success by: seeing students succeed, seeing community business prosper, college recognition & a settled contract.
- Dedication to mission of college
- It is the dedication and pride displayed by WCTC personnel that gives life and vitality to WCTC
- Reaching parent as well as students
- Able to influence students to meet individualized needs of students are challenging and rewarding
- Need to feel secure with contracts and wages
- Meeting challenges job transitions, projects and deadlines
- Recognition of need and accomplishments
- Sense of accomplishment
- Staff's many multi-cultural experiences
- Employee commitment
- WCGTC makes certain that students acquire the knowledge and skills required by their program before awarding them credentials
- All of our jobs contribute to successful student outcomes
- Actively making a difference in student's lives
- Dedicated staff and faculty that continue to do a good job under stress & adversity
- The feeling of accomplishment
- Getting things done
- Faculty, staff and admin. Making decisions together
- WCTC staff and faculty embrace innovation for progressive changes
- Job satisfaction
- We use our skills and talents to make a difference
- Novelty: doing something different is stimulating
- Innovation
- Love of your work
- Pride in work
- Creating our futures together
- Satisfaction in helping students

- Satisfaction of a job well done! The ah-ha from a student
- Positive work environment for learning
- We gain satisfaction from meeting the needs of our customers
- Celebration of success
- Student appreciation feedback, thank-yous
- To be able to view a tangible outcome from our work.

2. ***Settled voluntary contracts***

- What matters most – settle contract, settle contract, settle contract
- Let's get a settled contract – not having one gets in the way of everything else we do
- Building collaborative relationships
- Valuing people
- Collaborate on negotiations so that we can focus 100% on serving students
- Voluntarily settled contract
- Settle the contract x 2
- Negotiate! Listen and settle contracts
- Melded direction between college & employee
- Promote excellence by settling contract
- Being more connected
- Having an on-time contract was (note verb tense) refreshing and hopeful!
- Improve labor relations

3. ***Service delivery***

- WCTC staff and students show appreciation for good customer service
- Give/teach students positive attitude and that they are valued, unique individuals, with skills to achieve vocational goals in their desired field.
- What matters most is to meet the needs of our customers
- Making a difference
- Across all staff, everyone has the student's interests at heart.
- Assist students in meeting individualized educational goals.
- WCTC ensures that students have easy access to the people and serviced they require to be successful
- Approachability – customer service attitude: Students to staff/faculty to management to students
- Servicing the student and customers x 2
- Ensure those we service are getting their questions answered without 3 transfers.

4. ***Providing value to our community (recognition)***

- Community value, reputation of excellence
- Recognition of quality education in the community
- A stake in the community's success
- Making a difference in the larger community (local/state level)

- The desired connection to the educational process
- Positive impression of school: community, instructors, students
- Meeting employees needs in the community
- Positive community perception
- Positive feedback from the community

5. ***Facilities***

- Physical plant (tools) provide an environment conducive to progress
- State of art equipment, labs and technology
- Programs and facilities that support skills needed in the workplace
- Facilities, resource allocation and support for teaching and learning
- Classroom success
- Safe environment

6. ***Professional development to better serve students***

- WCTC provides opportunities for: occupational competence, flexibility, good benefits and career path changes!
- Flexibility with personal & professional life
- Promote excellence in teaching
- Professional development opportunities
- Professional development
- Opportunities for professional development & innovation
- Dedication to individual growth
- Opportunity for advancement and growth in our jobs
- Maintain a successful system through professional growth and technologies which enables us to develop successful students
- Adequate/trained faculty to meet WCTC's growing demands
- Passion (for work, learning, teaching)
- Challenge & support for growth
- Proactive in meeting community needs
- Respect for and willingness to invest in people (faculty, staff, Administration) to plan for innovation and improvement
- Value learning through the promotion of excellence in teaching – Most important.

7. ***Necessary resources***

- People, facilities, technology and positive communication
- Administrative commitment to departmental needs
- Having resources to do our jobs x 2

8. ***Pay and benefits***

- Full-time status with benefits
- Job security and benefits
- Fair compensation for work
- Rewards we get fro serving the students

- Good pay and benefits
 - Pay and benefits above average
 - Equitable salary benefits and working environment
 - Monetary benefits
9. ***Empowerment and trust; risk takings; reward, freedom to innovate, freedom from retaliation***
- Personal empowerment
 - Empowerment/acknowledgement
 - Freedom to take risk
 - Freedom from fear of retaliation
 - Be give the responsibility and the independence to accomplish a task
 - Personal empowerment
 - Academic freedom
 - Self management (empowerment) to accomplish what we do
 - Autonomy – control our work
 - Autonomy & empowerment
 - Valued as autonomous employee
 - Trust (peers, admin. students) and open campus
 - Being trusted – not micro-managed
 - Recognition of strengths
 - Autonomy: encourage risk-taking, reward efforts for creativity and freedom to innovate
 - Empowered to do our jobs
 - Feeling trusted
 - Trust
 - Personal empowerment
 - Trust between co-workers, administration, managers

PROCESSES

Building Collaborative Relationships - 54

- Building collaborative relationships x 21
- Helping others in collaborative effort
- Cooperation among staff
- Collaboration to ensure quality learning environment
- Collaborative teamwork
- Positive and caring environment
- Collaborate: respect for the results of collaboration, more time to communicate for each other, student success

- Collaboration and teamwork
- Working together to meet the wider goal – community needs
- Collaboration between levels and departments (reduce silos)
- Understanding students and other stakeholders' needs and building collaborative relationships
- Working together for the students
- Freedom to use thought process to solve problems
- Communication with co-workers
- Collaboration! Settle contract.
- Positive relationship between administration and staff
- Cooperation between employees (facilities, media, support staff)
- Support and encouragement for role and ideas
- Encouragement from fellow employees
- Collaboration for student learning
- Collaborative effort/positive results
- Improve labor relations
- Maintaining and fostering relationships (internal & external)
- Build relationships, measure effectiveness, understand needs
- Supportive collegial environment
- Supportive environment (co-workers and management)
- Feeling supported
- Respectful collaboration and negotiations
- Cooperation
- Collaboration: faculty, students, support staff, facilities
- Teamwork – very important
- Respect: Recognize the underlying dedication within the ranks despite administration
- Mutual respect for staff/employees from management
- Understanding students' and other stakeholders' needs to build collaborative relationships

PLANNING CONTINUOUS IMPROVEMENT - 2

- Problem solving
- Quality value process

LEADING AND COMMUNICATING - 15

- Leading and communications
- Re-establishing communication and trust
- Two-way communication
- Honest and complete communication
- Leading and communicating (empowerment without fear)

- Being listened to and heard
- Ensure our systems allow open dialog to ensure that the services needed are in place when and where needed
- Resources/support to do your work
- Involving everyone that will be affected
- Leaders who value employee input
- Leading and communicating
- Positive attitude from top – down! Promoting collaboration at all levels
- Leading and communicating
- Leading and communicating in a collaborative manner
- Weak/inept middle management

VALUING PEOPLE - 24

- Valuing people – feel valued; compensation!
- Trust all employees to fulfill the clear and measurable expectations given them
- Create a culture where fear is driven out and trust has been rebuilt
- Valuing people x 16
- Valuing people and continuously improving through leadership and communication
- We value the freedom to be creative in our teaching to meet our students' needs.
- Valuing people by building collaborative relationships
- Trusting employees to do their work effectively
- Mutual respect and integrity amongst co-workers

SUPPORTING OPERATIONS - 11

- Current technology x 2
- Technology x 2
- State-of-the-art
- Technology & resources (equipment, training)
- Technical support and resources
- Success with new technology
- Resources – people, technology
- Cutting edge technology and the positive energy towards students and each other
- Technology supports creative endeavors

UNDERSTANDING STAKEHOLDERS' NEEDS - 6

- Sense of responsibility for our jobs and doing what needs to be done
- WCTC leaders trust and encourage employees to do their work effectively x 2

- The employees are respected and involved in the decision making process that lead to students that are successful, contributing members of society!!!
- Empowerment: When something works well
- Personal empowerment: recognize expertise of “workers;” provide time, resources; allow for personal decision making

HELPING STUDENTS LEARN - 25

- Student focused x 4
- Passion for creating and utilizing a wealth of resources to address the many needs of our diverse student population
- WCTC ensures that students have easy access to the people and services they require to be successful. X 3
- Helping students to break through academic and personal barriers and develop confidence based upon competence.
- Enable students to feel empowered in the workplace and world (community) with tools, knowledge, technology.
- Appreciation by students for excellence in education and services
- Success of the students
- Student success as the student defines success
- Ensure student success: appropriate advising working together across departments
- Positive student influence and results
- Success levels in post-graduate placement
- Serving the needs of our students
- Relevant instruction
- Understanding students’ and other stakeholders’ needs x 2
- Ability to make a difference in a students life by sharing our strengths and knowledge
- Faculty growth innovation and success in teaching
- Faculty passing on knowledge – facilitating students learning under adversity
- The ability to maintain current technological advances within the institution
- Provide personnel, facilities, and compensation necessary to ensure that students have easy access to the people and services they require to be successful
- It is important that students have timely access to career information and support services to succeed at WCTC through the effectiveness and relevance of courses and programs to support their educational pursuits and career goals.

PRINCIPLES

Focus - 4

- Shared vision
- Focus x 2

- Focus & people

Involvement - 7

- De-centralized decision making
- Valuing the contributions of all individuals enhances learning and growth for all!
- Management involvement, employee involvement, positive interaction
- Open-mindedness
- Involvement x 2
- Involvement & agility

Leadership - 3

- Leadership x 2
- Leadership & integrity

Learning - 29

- Helping students x 2
- Valuing people and students
- Focus on the students
- Student successes & growth impacts community
- Working with students
- Students (development – growth our purpose)
- Student success x 3
- Helping students realize potential
- Student focuses
- Facilitation of learning
- Making a difference in student's life
- Impacting student's success
- Energy of successful learning
- Facilitating students
- Learning x 8
- Promoting student vitality & success
- Students
- Meeting needs of students
- Help students succeed

People - 43

- Valuing employee input
- Valuing employees
- Diversity of staff & students
- People X 24
- Emotional needs met through supportive networking
- Being valued and ability to value others respect
- In-departmental teamwork & collegiality
- Positive support of people you work with

- Peer support
- Feeling valued and making others feel valued
- High performance principles
- Relationships of staff to students and staff to staff
- Staff
- Dedicated outstanding employees who work together
- Valuing people results in student's success and student learning
- Helping others to be successful and valuing our co-workers
- Climate of respect that appreciates the contributions of all organizational members.
- Valuing people results in student success and learning
- Colleagues and students
- Leadership that supports people
- People with integrity
- People in collaboration
- People and collaboration
- Dedicated and outstanding employees that work together

Collaboration x 44

- Support we give each other
- Positive collaborative experiences
- Faculty/staff continued commitment to delivering quality services despite conflict between administration and faculty/staff
- Supportive atmosphere among work groups
- More to communicate to each other
- Collaboration x 18
- Strive to achieve our collective goals through respectful collaborative work among college members
- Provide an atmosphere allowing for open dialogue among all groups
- People working together
- People working together for student success
- Collaboration between dept, instructors and staff, administration and staff in reevaluating our mission as a college
- Effective internal and community communications
- Co-worker (support collegiality resource, team)
- People working together
- Teamwork
- Co-workers that inspire and energize
- Faculty, management and support staff are able to solve problems as a team
- Professional growth opportunities within the campus for everyone to participate in.
- Performance principles / collaboration
- Working collaboratively

- Leadership supports planning continuous improvement through building collaborative relationships
- Staff working together to make student centered quality work
- Positive interaction
- Communications
- Break barriers and suspend assumptions
- Collaborate with positive attitude
- Collaboration is most important to do now

Agility - 5

- Flexibility, ability to handle crises as they come up
- Work flexibility
- Flexibility to change as needed
- Agility
- Flexibility and freedom to develop new ideas

Foresight - 5

- Entrepreneurship: promotion, flexibility, initiative, creative and taking ownership
- It is the dedication and pride displayed by WCTC personnel that gives life and vitality to WCTC
- What gives us vitality is students and colleagues
- When we are nurtured, supported and recognized for our good work, it motivates us to work together for continuous improvements
- Personal reward of working with students

Information - 1

- Information

Integrity - 6

- Integrity x 7
- Being part of a quality WCTC team/staff

II. CONVERSATION TWO: WCTC'S CORE STRENGTHS

RECENT CHANGES THAT HAVE RESULTED IN WCTC BECOMING MORE STUDENT CENTERED

CNA Lab Waukesha Campus

Blackboard – Internet – Email/Students

Centralized Student Services

Moving GED Testing to Waukesha Campus

New Book Store Manager

Instructional Assistant – Technical Diploma to Associate Degree

Opening of College Center

Student Self-Serve – Admissions

Revamping Admissions Process

Expanding Evening Hours – Counseling/ Admissions

Critical Life Skills Certificate

Moving Testing Center to C-Building

New Student Orientation – Students/ Parents

Evening Programming

More Sections – Medical Terminology

Introduce New Certificates

Career Focus Events

Expanding Tiny Tech

Open Door for Understanding

Expanding AH Methods of Instruction

Suicide Intervention Program

Remodeling Lower B Classroom

Limiting Distance Learning Courses Class Size

AREAS WHERE COLLABORATION IS ALREADY THRIVING

WCTC Participatory Adv Manufacturing Network

Two Strong Unions Working Together

Teaching Staff – Support Staff Working Together for Student Learning

Marquette 2 + 2

High School Robotics Expansion

Encouraging, Promoting, Empowering Teams

Procurement

Collaboration with High School Partners

Collaboration with Waukesha County – Suicide Prevention Program

Summer Recruitment Events

Industry Advisory Committees

Wisconsin Emergency Management Group

Inclusions of Under 50% of Faculty in Decision Making

Norwegian Cruise lines for Student Cruise

With Other Colleges to Create Statewide Nursing Program

Waukesha South H.S. Academy for Health Professionals

Counseling/Recruitment/Admissions

State Level Curriculum – Instructional Assistant Program

Dental Hygiene/Nursing/Medical Assistants State Curriculum

Associate Dean/Counselors

Library Resources/Services – WTCS

External Partners/WTCS - Global Business Program

Allied Health – No Associate Dean

Waukesha County Heart Health

Wisconsin Tech Connect – Job Search Process

La Casa – Hispanic Community – Waukesha

WCTC/Older Adult Group – Learning & Retirement

College Advancement – WCTC Foundation – Raise Money

Faculty Within Depts./Across the School

WHAT STUDENTS SAY ABOUT WCTC'S STRENGTHS

Concern for Their Success

WCTC Facilities

Despite Negative Atmosphere – Here to Help Students

Resourceful

Affordability

Class Size

Rapid Response

Quality of Nursing Program

Faculty Expertise – Allied Health Program

Employers Appreciate Onsite Training

Faculty Expertise – All Departments

Faculty – Open Door Policy/Access/Office Hours

Cost Effectiveness of Degree

Support Services for Students

Learning Place

Real World Instruction

Ability to Solve Problems Where Work Is Done

One-on-One Rapport With Students

Annual Spring Job Fair

Adult Students Can Complete H.S. Education

Flexibility of Support Staff to Meet Needs

WHAT EMPLOYERS SAY ABOUT WCTC'S STRENGTHS

Clinical Experience for Students

Rigorous Curriculum

Infuse CLS Into Curriculum

Shop Facilities

Skills – Employed Now

WCTC Is “Best in State, If Not the Nation”

Develop Programs Quickly – Meet Needs of Employers

Employers Value Input Into Advisory Committees.

CORE STRENGTHS OF FACULTY

Subject Matter Expertise and Student Focus

Concern for Student Success

Work Ethic

Pride in Job

Focus on Student Success

Occupational Related Experience

Leading Edge Technology

Dedicated to All Students' Abilities

Dedication Under Adversity

Maintain High Standards

Faculty Meet Where They Are At

Commitment to Organization

Willingness to Be Role Models

Life-Long Learning

Commitment to Extra Curricular Activities

Informal Tutoring of Students

Accessibility/Approachability

Counselors Advocate for Holistic Approach to Student Learning

Commitment – H.S./Community Programming

Commitment to Professional Development/
Life-Long Learning/Continuous Improvement

Keeping Labs State-of-the-Art

CORE STRENGTHS OF SUPPORT STAFF

Customer Services

Talent and Skills to Strengthen Student Learning

Technical Expertise/Responsive to Students

Excellent Response to Faculty Needs

Pride – Quality Work

Breadth of Experience/Dedication

Willingness to Work Behind Scenes to Keep the Place Running

Flexibility

Learning New Computer Skills

Exceptional Problem-Solving Skills

Smile on Their Faces

Best Front-Line Resources

Sense of Humor

Proofreading Skills

CORE STRENGTHS OF MANAGERS

Respect/Appreciation of Staff As Professionals

Ownership In Resolving Individual Student Problems

Open Door/Willingness to Listen

True Collaboration

High Energy/Sound Vision for Future

Encourage Personal/Professional Growth

Supports Work Values/Career Goals

Impeccable Taste in Hiring Staff

Appreciate Work as President of Faculty Unit

Meets Endless Deadlines

Champion Needs of Special Populations

Listens To Us

Sense of Humor

Ability to Stretch Capability Level

Take On Conflicts

Provide Support for Tough Spots

Extreme Dedication

Empowers With Humor

Willingness to Change for Department

Team Approach/Listening Ear

Values/High Principles

Always Available

Openness to Discuss Without Judgment

Talk to Manager About Anything

Manager Intimately Knows Faculty Challenges

Vision for Future/Willing to Act On It

Innovative/Forward Thinking

Seeks Input/Respect for Decision-Making

Additional Strengths

Beautiful Facilities

Extra curricular activities – athletics, community nursing program, wellness program, counseling for students and the Workforce Development Center

Ample parking (FREE)

Most students feel safe here

Access to the QV teams and use of process to make real improvements

Financial Strength and Equipment

Retention of faculty and staff

Advantages of the improvements to the web page

Geographic access to Milwaukee and Waukesha counties and our access to business, health care facilities for our students

Lunches at the Classic Room

Practice of service learning and community contributions that our students can practice

Adaptability

Support of our community partners

Offering tours of different departments

We have a fast response time to curriculum changes

We're affordable and community uses us

Evolution of new employee orientation program

Expertise and knowledge base of employees

Positive image in the community and willingness of taxpayers to support us

Students are workforce ready

Friendly environment

Proactive and early intervention for student success

Placing students in appropriate programs

Graduates have a high placement rate in their chosen field

Community Nursing Clinic that serves the public

Caring about our students at a level beyond their academic needs

Mutual support and collaboration among dept is excellent

Excellent financial aid ad scholarship opportunities for students

Investment of academic recruitment

Work collaboratively with other 15 tech colleges to save time, money and use the best resources

Outreach campuses – Waukesha, Menomonee Falls

Opportunity that we have today to begin collaboration

Campus Signage improvement

Willingness to write grants to start new programs and support existing programs

Ability to change quickly to meet the needs of our community

Welcoming environment to the community to Library, Tiny Tech and Room Reservations

III. CONVERSATION THREE: PROVOCATIVE PROPOSITIONS

Proposition 1 Leading and Communicating (Improving Organizational Process)

We propose that our patterns of communication and decision making support our individual roles as responsible partners in the achievement of fiscal and educational outcomes of the college.

Specific strategies include:

- Ensuring participation in the decision making process of those whose work will be affected.
- Input that is gathered is valued and the justification of implementation or non-implementation is made explicit.
- Results of decisions are communication to internal/external stakeholders prior to implementation.

- Implementation and outcomes of decisions are evaluated.

Because we have concluded that what will improve our organizational performance is a comprehensive approach to ensure that a broad range of ideas are consistently evaluated to enhance our outcomes.

Proposition 2 Leading and Communicating (Communication with Respect)

We propose an environment that supports respectful, open/honest, free-flowing communication where everyone feels confident to share information without repercussions.

Because poor communication results in ineffective decisions. Great communication will create a positive learning/working environment through accurate and positive communications.

Proposition 3 Leading and Communicating

We propose to create an empowered environment where everyone understands and shares open lines of communication, where everyone can tap into those lines of communication without fear or retaliation. We also propose that we work together to create fair and consistent guidelines on communication.

Because all levels will feel the college is theirs to improve, change, and maximize its full potential.

Proposition 4 Leading and Communicating (Foster Effective Communication)

We propose that that college work towards improving the college culture by building effective, honest, trusting relationships that foster continued growth, ultimately benefiting ourselves, our students and the community. Dick Richards says.....

Because (nothing was listed here)

Proposition 5 Leading and Communicating (Effective Committee Utilization)

We propose committees, when created, are established for a specific purpose/outcome and are subsequently empowered to achieve that outcome, with committee minutes and reports being published to WCTC Intranet site, along with the final disposition. (i.e., what is being done with recommendations).

Because we want to improve communication and we do not want to disenfranchise hard-working committee members.

Proposition 6 Leading and Communicating (Open Decision-Making)

We propose an environment of leadership that fosters open communication and trust without fear of retaliation; involves all stakeholders in decision-making; and empowers other to contribute without fear, and share without ridicule. A leadership that values the ideas and expertise of everyone. We recommend that this form of leadership be modeled by upper administration.

Because we have concluded that recent decisions made in isolation resulted in bad decisions; that decisions need to be “owned” by those affected; and that positive changes are only fostered when the people who are affected by the decision are involved.

Proposition 7 Leading and Communicating (Formalized Communication Process)

We propose a formalized communication process that establishes a consistent method that connects the lines of communication between all parties affected by the decision. This process will foster an environment that supports college-wide collaboration and focuses on what matters most.

Because we have concluded that effective communication is essential to what we do.

Proposition 8 Leading and Communicating (Communication)

We propose the college involve key stakeholders in the process to communication pertinent information in a timely manner.

Because it will lend to better time efficiency, less stress and rework in our environment.

Proposition 9 Leading and Communicating (Speaking to our Future)

We propose the college create innovative and creative opportunities for communication that address succession planning, shared financial understanding, and issues that serve as a foundation for trusting relationships in the WCTC community.

Because when we proactively plan for succession and our future financial needs by sharing knowledge openly, we create the basis for those relationships and ensure educational success.

Proposition 10 Leading and Communicating

We propose that the college develop a process for sharing best practices within the organization to provide for consistency and allow for the availability of accurate and current information which will be shared and effectively communicated to all stakeholders.

Because we have concluded that a shared understanding of the “Big Picture” purpose of the college, and each persons role in it, is essential to effectively serving our students and other stakeholders.

Proposition 11 Leading and Communicating

We propose developing a communication vehicle that creates a forum for all employees to #1 know when major initiatives/strategic goals/policies/procedures are being developed or reviewed and #2 be informed as to names of committee members.

Because often we hear about decision after they are made. Most staff would like to contribute at the formation stage of decisions to create a stronger feeling of collaboration and ownership of issues.

Proposition 12 Leading and Communicating

We propose establishing open and honest communication, decision-making, and recognition within and across all levels that creates an environment permeated by trust, without fear of recrimination.

Because our past history tells us that what we have been doing isn’t working to build trust-filled relationships and we need to make changes to the way we communicate and interact at all levels.

Proposition 13 Leading and Communicating (Take a Board Member to Work Day)

We propose that the college improve communication and support a trusting environment by instituting an ongoing “Take a Board Member to Work Day”.

Because we have concluded that the best understanding and communication evolves from experience/observation/involvement.

Proposition 14 Leading and Communicating

We propose we establish an atmosphere that encourages open and honest communication across campus and within individual departments. Create an

environment that encourages the sharing of thoughts and ideas valuing a persons talents and experience.

Because we have concluded our lack of standards in our communication process hinders us from accomplishing our goals.

Proposition 15 Leading and Communicating

We propose leadership continuously demonstrates participatory decision making that is supported by communicated Mission, Vision and Strategic Objectives.

Because our core business is student learning, we believe those whose work will be affected and have the expertise and knowledge, can inform the decision making process need to be included in an atmosphere of respect and trust.

Proposition 16 Leading and Communicating (Participatory Decision-Making)

We propose the college implement a participatory decision-making model to be utilized institution-wide. An example of this would be a collaborative effort at the department level to define and implement an objective set of admission criteria to maximize student success and minimize program wait lists.

Because we have concluded that the most effective way we can make decisions in times of diminishing financial resources, and still meet industry demands for quality graduates, is to do so collectively.

Proposition 17 Leading and Communicating (Better Communication/Understanding)

We propose that the college and the Unions establish and agree to a process that will create a better negotiation environment that will lead to a timely and mutually beneficial settlement. Where everyone shares and understands the “big picture” purpose and vision for the college. The ultimate goal and purpose is serving our students and community at large.

Because we as an institution need to understand that we do not live in a perfect world. That we cannot lose sight of our primary responsibility – our students.

Proposition 18 Valuing People (through performance evaluation and incentive)

We propose that the college and unions create a system for performance evaluation at all levels that recognizes job performance, which ultimately holds individuals accountable.

Because we have concluded that we need to attract and retain exceptional employees who will better service the institution, the student, and the community.

Proposition 19 Valuing People

We propose that staff be recognized for strengths and matched to area of their expertise to ensure that full knowledge is utilized for students.

Because when staff shares strengths with colleagues and students all benefit.

Proposition 20 Valuing People

We propose that WCTC make students our top-priority by valuing faculty and staff through establishing open-dialogue about contract settlement in a way that is committed to resolving the contract dispute in a compromised “give and take” manner.

Because we have concluded that we need to put students and their education first, increase work productivity while boosting morale and gaining healthier staff relationships.

Proposition 21 Valuing People

We propose that we establish communication, decision-making, recognition, resource-allocation processes that create an environment permeated by trust, where employees are honored, respected and rewarded for their wealth of experience.

Because (nothing was listed here)

Proposition 22 Valuing People

We propose that the college creates an environment for personal wellness and professional growth in an honest, respectful manner. After needs assessment re-align support staff according to each department’s needs.

Because we have concluded that empowering employees to reach their full potential and create a positive environment.

Proposition 23 Valuing People (Negotiate a settled contract)

We propose that WCTC commit itself to negotiating contracts and settling before the contract expiration date.

Because we have concluded that a healthy, harmonious environment better enables WCTC to meet all of its goals.

Proposition 24 Valuing People

We propose that the Board of Directors be an elected position.

Because we have concluded that decisions made by the board should take into consideration the vested interest of the community, administration, faculty, staff and students. This would lead to a more collaborative environment.

Proposition 25 Valuing People (Voluntarily Settle Contract)

We propose that the college and both unions return to the bargaining table to bargain in good faith for a new fair contract.

Because we have concluded that in order to re-establish trust settling the contract voluntarily will help to begin to improve relationship.

Proposition 26 Valuing People

We propose that before any major changes are made at WCTC, there is a need to include everyone affected by the change to have an opportunity to provide input.

Because we value and respect the opinions of those who will be impacted by the change.

Proposition 27 Valuing People (The importance of “U” in Value)

We propose WCTC commit to having an environment that fosters mutual honor and respect by valuing the vast experience of our employees. The most pressing way to demonstrate this is by settling the union contracts. Secondarily, WCTC should recognize and reward employee efforts.

Because we have concluded that this will improve employee satisfaction, morale, and our internal and external relationships.

Proposition 28 Valuing People

We propose we establish our primary customer as our student, and decisions be based on their needs and whatever is best for them.

Because there is no need for the college without our students.

Proposition 29 Valuing People (Empowerment)

We propose that we create an environment that encourages open communication and conflict resolution within the college.

Because we have concluded that people would be more productive and emotionally health. It will encourage innovative thinking.

Proposition 30 Valuing People

We propose the Board settle the contract issues to create a more positive work environment and recognize the value of its teaching and support staff.

Because we recognize that to promote a positive and effective work environment will ultimately benefit our students.

Proposition 31 Valuing People

We propose the development of “orientation to the job manuals” which would include contacts, a calendar of events/timetables related to the work of the department, procedures, job duties of others in the department, etc, and the assignment of a mentor to staff orienting to new positions.

Because we have concluded that there is wasted time, missed deadlines, inefficiencies, frustration in completing tasks and anticipated turnover due to retirement.

Proposition 32 Valuing People (Fair and Effective Contract Settlement Process)

We propose establish the communication, decision-making, recognition and resource allocation processes that creates an environment permeated by trust, where everyone is self-empowered.

Because we have concluded that we must rethink our work rather than add to our work. What holds us back most is effective communication between departments, staff, management and a staff that is recognized for its talents and expertise and encourage to continue to professionally develop those skills.

Proposition 33 Valuing People (Labor Issues)

We propose because of labor issues encompassing unsettled contracts, lack of valuing employees, and failure to hire full-time staff rather than more part-time, we recommend genuine collaboration between management, the Board and unions on the issues of a) settling contracts, b) establishing the atmosphere of genuine mutual respect and c) establishing a career ladder for part-time staff. This will alleviate the problems of employees not feeling valued, the generally negative daily atmosphere, and the lack of hope for genuine valuing of employees in the future and will impact the culture/high performance principles of people, collaboration, leadership, involvement and integrity.

Because (nothing was listed here)

Proposition 34 Valuing People

We propose that the college effectively communicate throughout departments by allowing easier registration by adding staff members, focusing on students, leading to happier employees, which will spiral to overall longevity.

Because this will increase customer satisfaction and the increasing number of students in classes. Leading to increased revenue.

Proposition 35 Valuing People (Practice what we teach)

We propose WCTC will “practice what they teach” at all levels of the institution, applying critical life skills that we espouse to our behavior here at WCTC.

Because we would meet our goal of serving students

Proposition 36 Valuing People

We propose that we establish open communication, information based decision-making, staff recognition to create an environment of trust. We believe everyone at all levels feels they belong to team WCTC and is theirs to improve, change or help become what it can potentially become.

Because we believe that WCTC already practices these attributes in small groups and one-on-one relationships as evidenced by our continued growth and success but often fail to apply these principles in larger settings.

Proposition 37 Building Collaborative Relationships (Collaboration instead of Arbitration)

We propose that all contracts be voluntarily settled on time without resorting to arbitration.

Because excessive time, money and energy are wasted and could be better spent on providing services to students.

Proposition 38 Building Collaborative Relationships

We propose that we RE-establish communication, decision-making, recognition and efficient (Efficient means best use of resources for what we get from resources. It does not simply mean less dollars. Cheaper often is less efficient.) resource allocation processes that create an environment permeated by trust, while being respectful of budget constraints.

Because we have concluded that what holds us back most is our own assumptions and ways of doing things we need a fully engaged staff not burdened with the frustration of continuing unsettled labor issues many of which have had arrived at possible solutions by the collaborative efforts of several QVT teams.

Proposition 39 Building Collaborative Relationships (Culture)

We propose to create a collaborative environment that promotes commitment, at all levels of the college to our mission, vision, and goals, an environment that respects the contributions of all stakeholders in order to build and sustain a learning environment.

Because aligning priorities, planning and decision-making across the college is now vested in the hands of a few, who do not recognize or encourage the leadership, involvement, and foresight of those who have contributed to the development and growth of the college.

Proposition 40 Building Collaborative Relationships

We propose create a positive environment where employees are free of fear and retaliation, free to creatively be involved openly in decision-making and problem solving and engage in mutual understanding and trust in the workplace.

Because we have concluded that our quality value process has broken down.

Proposition 41 Building Collaborative Relationships

We propose improved collaboration within the college at all levels starting with reframing of our communication process

Because through true collaboration and understanding the college will achieve positive employee relations and be prepared to address and voluntarily settle our labor contract issues.

Proposition 42 Building Collaborative Relationships

We propose that the college respond to committees, i.e., quality assurance teams recommendations and put into effect more of the ideas.

Because it is discouraging when time and effort are put into inservices, planning, etc., and results are not seen.

Proposition 43 Building Collaborative Relationships (Collaboration and Open Communication)

We propose that we establish communication, decision-making, and recognition, resource-allocation processes that create an environment permeated by trust, where everyone creates rich learning experiences for students – where everyone shares and understands the big picture purpose and vision for the college where everyone at all levels feels the college is theirs to improve, change and help become what it can potentially become.

Because if everyone's voice is heard, valued, and respected, this will positively impact all staff and students.

Proposition 44 Building Collaborative Relationships

We propose that all parties negotiate in good faith by problem-solving internally without arbitration. That all parties are willing to do what is necessary to achieve quality in the classroom by providing adequate resources and support.

Because we desire a qualified, well-trained, happy staff that is able to provide the community businesses with qualified employees.

Proposition 45 Building Collaborative Relationships (Collaboration – United We Stand – Divided We Fall)

We propose to promote a collaborative atmosphere that values work and ideas of all staff that will overflow and strengthen partnerships throughout the community.

Because we have concluded that we have to build upon our internal strengths, in order to successfully share our strengths with our community partners.

Proposition 46 Building Collaborative Relationships

We propose recognizing that collaboration is the key to mutual resolution of challenges facing WCTC, we recommend that the board, administration, support staff and faculty join the processes of: 1) a voluntary contract settlement prior to the expiration of the previous contract a) include the presidents of the board, college and two associations as members of the teams in negotiating session and b) incorporating QVT recommendations and 2) decision-making affecting daily operations, policies and procedures.

Because all stakeholders would thus be able to invest all their resources into daily operations, focusing on students and learning.

Proposition 47 Building Collaborative Relationships

We propose that we (WCTC) establish an atmosphere in which all individuals are valued; communication/dialogue exists among all parties and among all levels; each individuals' views are equally considered and respected. The environment of the institution is one that provides opportunity for individual growth and advancement.

Because we have concluded that we need change, we need to collectively break away from existing behaviors, actions, and attitudes that have resulted in a significantly long history of low morale, feelings for not being valued and a lack of rewards for jobs consistently well done.

Proposition 48 Building Collaborative Relationships

We propose creating a positive atmosphere that includes meaningful collaboration with each other to benefit all WCTC stakeholders.

Because we have concluded that continuing in our current negative atmosphere violates the mission of our school and its principles, it is also detrimental to our learning environment, and impedes the building of collaborative relationships.

Proposition 49 Building Collaborative Relationships

We propose an environment in which negotiation teams will always work together to reach voluntary settlement of contracts on time.

Because when employees' concerns are valued, everyone benefits.

Proposition 50 Understanding Students' and Other Stakeholders' Needs

We propose that all WCTC employees value one another by practicing a win/win approach to resolving issues and concerns in the classroom, at the negotiations table, in the boardroom, in administrative offices and in the community.

Because such win/win solutions improve relationships, meet stakeholders' needs, increase operational efficiency, enhance organizational synergy, promote higher levels of cooperation, demonstrate the inherent value of all those within the organization and enable us to serve students by providing the best quality of education. We have concluded that if we don't all work together collaboratively with a win/win philosophy, our quality of: efficiency, morale, customer service and decision-making will continue to decline.

Proposition 51 Understanding Students' and Other Stakeholders' Needs

We propose that the college commit the financial and human resources to establish a full-time position to support ESL and minority students.

Because we have concluded that we have a significant need for a culturally diverse workforce.

Proposition 52 Understanding Students' and Other Stakeholders' Needs (Establish Definite Enrollment Category Parameters)

We propose that the college establish parameters for identifying customer categories, use those definitions to examine enrollment processes, and develop processes that best serve the needs of our customer groups.

Because we believe the current enrollment services are built on outdated assumption lack of information, and are based on the needs of the college instead of the needs of the customer.

Proposition 53 Planning Continuous Improvement

We propose the creation of an "idea well" be created where ideas for improvement can be collected, prioritized and acted upon by having a college-wide ranking system. The

ranking system would be designed to emphasize that ideas that focus on the needs of the WCTC community.

Because we have concluded that suggestions for planning and continuous improvement process needs to be inclusive.

Proposition 54 Accomplishing Other Distinctive Objectives

We propose that quality instruction be provided to ensure employer satisfaction by producing graduates with best professional competencies, life skills to include ethics, fearless technological command and professional attitudes thus promoting a desire for continuing education.

Because we recognize the increasingly competitive and challenging world in which our students function. We affirm an obligation to provide an understanding that continued learning with technology is necessary. Further, we recognize the need to promote the attitudinal transition from student to professional.

Proposition 55 Accomplishing Other Distinctive Objectives (Contract Training Processes)

We propose the college provide an efficient and effective means to deliver off-site training to our business community using a stream-lined process from inception of contract creation to final billing.

Because current processes are cumbersome and limit availability of capacity to meet the challenges faced in workforce development. This will ensure the college will be known for its resources that are affordable, accessible and of a high quality.

Proposition 56 Helping Students Learn (Guaranteeing Students Success)

We propose that the college commit to providing an environment where students are challenged with workplace-sensitive curriculum and state of the art technology through innovative teaching methods provided by an adequate number of qualified full-time instructors.

Because we have concluded that this type of environment will adequately prepare our students to become productive members of the workforce and community.

Proposition 57 Helping Students Learn (Student Preparedness)

We propose the development and implementation of course specific readiness assessment tools for General Education courses.

Because we have concluded that properly prepared students will complete their courses, finish their programs, and succeed in their chosen careers.

Proposition 58 Helping Students Learn (Proper Placement of Students)

We propose in order to ensure student success, there needs to be proper placement of students in courses as well as programs through assessment (testing) and counseling, advising and/or mentoring.

Because there is an increasing lack of background and adequate preparation of students taking courses.

Proposition 59 Helping Students Learn

We propose a process be developed for identifying students who may be at risk if not succeeding in their educational goals. Once these at-risk students are identified programs and services need to be put into place to help them achieve success in obtaining their educational goals.

Because on-going data needs to be collected to continuously evaluate the effectiveness of the programs and services.

Proposition 60 Helping Students Learn (Critical Life Skills and Life Long Learning)

We propose that the college create a learning environment that fosters the ideal of Critical Life Skills and prepares students for a workplace that requires workers who have “learned how to learn”. By incorporating critical life skills into everyday learning, whether in the classroom, library, at home or in the workplace, we believe a successful and well-rounded student will result.

Because we believe that most students will need to be life-long learners to ensure life/career satisfaction in a rapidly evolving world.

Proposition 61 Helping Students Learn (College Success 101)

We propose that the college requires completion of “College Success 101” to every students that is admitted to the college and that all students be officially admitted to the college.

Because we have concluded that students do not understand the expectations, rigor and skills needed to succeed. Additionally, students that are accessing the college late are not prepared academically thereby affecting retention.

Proposition 62 Helping Students Learn (Assisting Students to Make Good Career Choices)

We propose that prospective students be better supported in career choices through creative and innovative technology and personal commitment by faculty and support services.

Because we have concluded that this approach will improve both retention and student satisfaction in career choice.

Proposition 63 Helping Students Learn (Implementing a process to assist students in identifying and achieving career goals.)

We propose that the college commit the resources required to implement a process to assist students in identifying and achieving career goals.

Because we have concluded that a well-trained workforce will benefit our customer base.

Proposition 64 Helping Students Learn

We propose that we increase involvement in our community to gain more strength in our teaching and learning. Then we can apply these to help students gain life-long stable careers.

Because the advisory committees will have a hand on the pulse of the community.

Proposition 65 Helping Students Learn (Optimize Student Learning)

We propose WCTC examine the educational and financial impact of balancing the full-time and part-time faculty.

Because increasing the number of part-time II and full-time instructors can increase cohesiveness and continuity in the department.

Proposition 66 Supporting Institutional Operations (Resourcefulness)

We propose new strategies for setting institutional priorities, resource allocations, facilities utilization and generation of new revenues from external sources.

Because of limitations on budget, improvements of safety, security, expectations of accountability, new and expanded educational needs.

Proposition 67 Supporting Institutional Operations (Technology Maximization)

We propose that the college continue to investigate and purchase the most efficient and user friendly technology across the WCTC community using tax payer money as fiscally responsibly as possible.

Because we wish to maintain and improve upon the high standards of education that we current provide.

Proposition 68 Measuring Effectiveness

We propose that the college develop an innovative relationship with the community which fosters the development of a shared vision and shared responsibility to identify and assess measures of institutional effectiveness.

Because the college must be responsive to the community; because we believe that internal and external feedback mechanisms can provide information for continuous improvement; because the college is accountable to the students, taxpayers, funding sources and the community; and, because ultimately WCTC seeks to establish its effectiveness as an internationally-respected institution.