

STRATEGIC FOCUS AREAS
TO MEET WORKFORCE NEEDS

CONSENSUS PLAN OF THE
WISCONSIN TECHNICAL COLLEGES

Collaboratively prepared by the WTCS
Presidents, Human Resources Administrators, and
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Approved by Presidents

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Impetus: Each College and the System as a whole, face challenges in fulfilling the Mission and Vision/Ends Statements within the reasonable expectations of our taxpayers and students and in view of declining state aid levels. The specific challenges include the ability to:

- Respond rapidly to current, anticipated and emerging workforce needs;
- Ensure the success of all learners;
- Provide flexible learning alternatives at an affordable cost;
- Pay the escalating costs of providing instruction with the appropriate allocation of resources.

The Colleges must address a number of variables including restrictions on or reductions in available state and federal funding, threats to local funding sources and heightened taxpayer sensitivity to property tax levy increases, students' difficulty in paying higher tuition, increased legislative and regulatory mandates and restrictive policies, procedures and contract language.

The Colleges reconfirm those Strategic Focus Areas which will allow the achievement of maximum performance levels in serving their communities at what they consider a reasonable cost. These Strategic Focus Areas are intended to serve as a blueprint which the colleges and the administrative groups can utilize to plan and assess individual and collective progress. It is recognized that a number of the Colleges may choose to utilize the philosophies which underlie AQIP, continuous quality improvement initiatives, the Learning College and the Baldrige model in order to pursue and achieve these Strategic Focus Areas.

Calendar and Instructional Delivery: In order to meet the service and delivery objectives for students, business and industry the college needs to retain maximum flexibility in the instructional calendar, the time of day that instruction may be delivered, the manner in which instruction is provided, and the assignment of qualified faculty/staff on a cost effective basis.

Modes of Instruction: In general, the method used for instruction should not impact either the content covered or the cost of instruction. Rapid advancement in the technology available to deliver instruction demands that the colleges retain and promote maximum flexibility to utilize technology and different modes of instruction, sometimes in combination, so quality instruction may be efficiently delivered in the customer preferred manner and on a cost effective basis.

Professional Model: Teaching and Non-teaching Personnel: Professional staff, both faculty and non-teaching personnel, should adhere to a professional model in order to ensure a thriving academic environment for the comprehensive delivery of quality services to student and customers on a cost effective basis. The professional model includes such core job responsibilities as instruction, counseling, curriculum

development, student contact, office hours, advising, attending advisory committee meetings, contacts with business and industry, professional development, team participation, maintaining the currency of instruction and services, college accreditation, continuous improvement, flexibility and accessibility, and marketing and promotion activities including student recruitment.

Evaluation of Faculty/Professional Staff: To ensure that effective learning facilitation and all other associated professional duties occur in a quality manner, regular supervisory evaluation/assessment that includes student/customer input and feedback to faculty/professional staff based on a professional model is essential.

Certified/Certifiable and Qualified: The College must maintain the ability to offer instruction and services with personnel who are qualified to perform the required work based on content of the course, quality instructional delivery methods and student/customer needs and demands.

Intellectual Property Rights: The colleges must retain exclusive ownership of all instructional materials, curricula, etc. which are developed and delivered by instructors in the normal course of their work or as “work for hire” regardless of where or when such work is performed. Agreements for joint development of instructional materials should recognize the college’s right to use and revise the materials at no cost. Instructional materials developed outside of an instructor’s normal course of work and without the use of college resources shall be treated the same as any work offered for sale.

Benefit Cost Increases: The cost increases for funding insurance benefits has far exceeded the growth in general purpose revenues for the colleges. Employee benefit cost increases which are not absorbed by adjustments to employee payments or plan design/carrier changes shall be factored into the total costs of any settlement which may include expanding work time/responsibilities to reflect the increased cost of existing benefits.

Post Retirement Benefits: The cost of funding post retirement benefits has increased at a pace disproportionate to other expenditure categories and mandates new approaches to post retirement benefits that have lower funding expectations.