

## Category 4: Valuing People

### Context

#### 4C1 Organization of work, activities, and job classifications

The framework of core values impacts the structure of the work environment, work activities, and job classifications at MSTC. Five categories of employees, not including two separate categories of student employees, have been created to achieve the mission and vision of the college. The administrative staff performs the management and leadership functions of the college looking to maximize effectiveness and efficiencies of all employee categories. The faculty and adjunct faculty develop and deliver the learning opportunities for the students and other stakeholders of the college. The support staff (clerical) and the

(custodial) through Mid-State Associate Staff Organization. All three bargaining units have state level affiliation with WEAC.

Table 2 (in the Overview) shows that the number of adjunct faculty members is greater than those represented by the Mid-State Faculty Association. All adjunct faculty must meet certification requirements as dictated by the Wisconsin Technical College System.

Adjunct faculty play an integral role in MSTC fulfilling its commitment to the district. MSTC's adjunct faculty work an average of 17 hours or less per week, and provide expertise that is relevant to occupational and other living skills through instruction in degree programs, diploma programs, and continuing education courses.

**Table 29 Highest education level of college work study students and tutors (7/1/04-6/30/05)**

	Highest Education Level							
	Number of Students	Not Indicated	Less than HS	HS	College	Diploma	Associate Degree	Bachelors Degree
College Work Study Student	104	10	0	76	0	11	7	0
Tutor	85	2	0	61	0	4	15	3
Totals	189	12	0	137	0	15	22	3

associate staff (custodial) provide key support in their respective areas. Table 2 MSTC Faculty and Staff (Overview) details each of these categories.

MSTC also employs a student workforce to directly impact student learning and development. College work-study opportunities are available for students demonstrating a financial need. Other qualified students have an opportunity to supplement their college income with peer tutoring positions. Table 29 details the two categories of MSTC work-study students and educational levels.

In an effort to deliver the best quality educational opportunity for MSTC students, faculty and staff hiring practices detailed in 4P1 are critical to the mission and vision of the college. All faculty members must also meet Wisconsin Technical College System certification requirements, further enhancing the student experience.

#### 4C2 Key institutional and geographic factors

Three of the categories of employees at MSTC have bargaining unit representation. They include the faculty through Mid-State Faculty Association, support staff through MSTC Educational Support Professional Association (MESPA), and associate staff

MSTC is sensitive to the impact the geographic demands placed on the student and the employee.

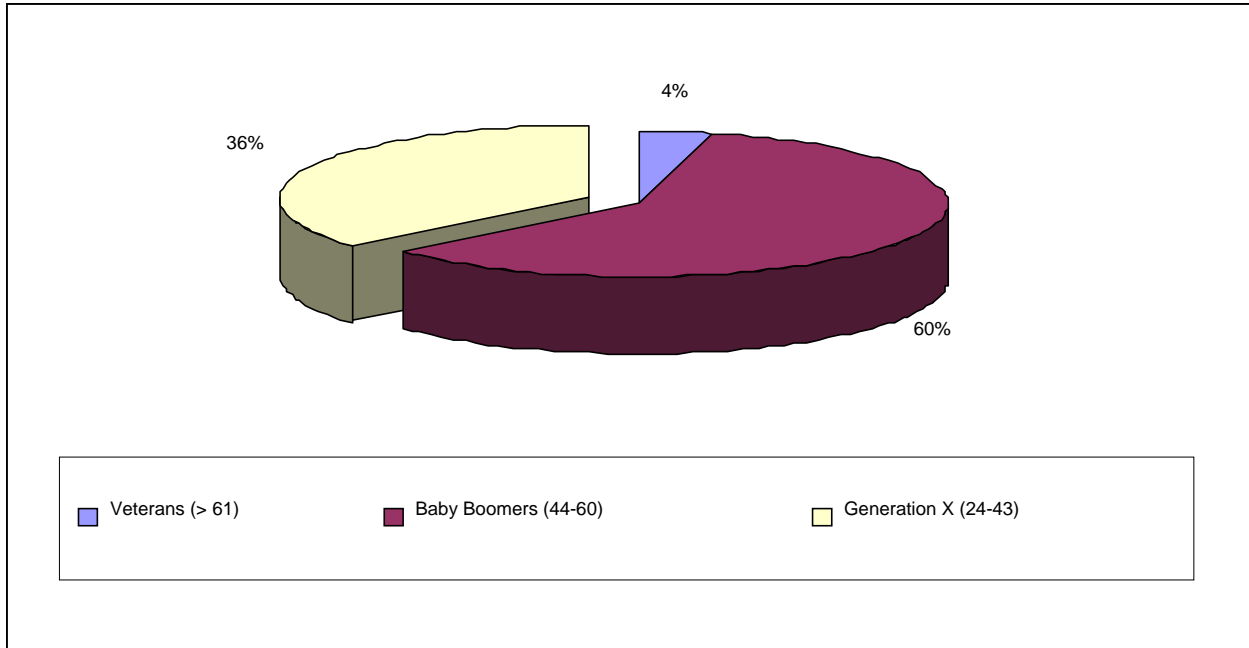
#### 4C3 Demographic trends of the MSTC workforce

The trend in faculty turnover has been stable at 2 to 3% annually. However, with nearly 15% of the faculty having over twenty years of seniority at MSTC there will be increased numbers of retirements in the next 10 years. The 2004 CQIN (Continuous Quality Improvement Network) Project evaluated MSTC student and employee demographics in terms of generation. Employee results as indicated in Figure 7 highlight the number of "Veteran" and "Baby Boomer" employees that may be reaching retirement age or considering retirement and substantiate the information from the seniority list.

The diversity of MSTC's students nearly mirrors that of the District according to 2003-04 WTCS Client Reporting System (the most recent statistics available). MSTC recognizes the value of a diverse workforce and uses a variety of recruitment strategies to achieve diversity.

Declining district high school student populations are projected beginning in 2006. New enrollments from high school graduates will decline unless the college

**Figure 7 MSTC employee generational makeup**



can increase the percentage of high school graduates choosing MSTC. This can be accomplished through other initiatives. Those declines are predicted to rebound as the third and fourth grades reach graduation.

Stable or declining manufacturing base in the district will put pressures on the enrollment numbers, but a growth in health, retail, and service industries may offset the effects of the manufacturing base change. Through 2012, total jobs in Wisconsin are projected to grow 13.3%, while the growth in healthcare jobs is expected to be 30.3%. MSTC will look for opportunities to retrain displaced workers from manufacturing to provide workers for the healthcare, retail, and service sectors in the district.

**4C4 Faculty, staff, and administrative training initiatives**

The Mid-State Technical College Board has made a commitment to providing professional growth funds to enable staff members to take advantage of special educational or training opportunities. As a result, the college encourages all MSTC staff members to participate in the professional growth program. The following outline details MSTC’s Advanced Education Opportunities reimbursement plan as administered by the Human Resources Department.

**Administrative Staff**

- Tuition Assistance for Graduate/Career Studies, WTCS Certification (\$3,500/yr)

**Faculty**

- Discipline Centered Masters Stipend (\$1,000 per 6 credits; 5 stipends maximum)
- WTCS Certification Stipend (\$500 total)

**Support Staff**

- Tuition Reimbursement (\$4,000 total)

In addition to Advanced Education Opportunities the Human Resources Department also administers a Staff Wellness program. The Staff Wellness program is located within the Human Resources Department in MSTC’s District Office with resources available for loan including audio cassette tapes, books, CDs, DVDs, and videos.

MSTC’s College Advancement, Instructional Services, and Technology Center cluster has the goal of providing faculty access to instructional technology resources that support and improve student learning. The cluster uses a variety of methods to achieve this goal as outlined below.

- Instructional Technology Sessions (various topics)
- Learn-A-Skill Quick Sessions (various topics)
- On-Site, Walk-In Instructional Technology Assistance (various topics)
- Computer-Based Training (various topics)
- WTCS Certification Courses
  - #50 WIDS Curriculum/Course Construction

- #52 Teaching Methods
- #54 Educational Evaluation

The Employee Development Center in Wisconsin Rapids is the primary location for this training. The Faculty Resource Centers in Stevens Point and Marshfield are used to deliver these training opportunities.

## *Process*

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### **4P1 Credentials, skills, and values required for faculty, staff, and administrators**

When an open position occurs at MSTC, the hiring supervisor analyzes the position to determine the knowledge, skills, abilities, and other attributes necessary to successfully fulfill the position's responsibilities. MSTC's six employee core values are a prerequisite for all new hires and a stated qualification in the position posting. For faculty positions, qualifications in terms of educational preparation, prior relevant work experience, and prior teaching experience are considered. In addition to qualifications, faculty and other certified staff must meet the WTCS certification requirements as outlined on the Wisconsin Technical College Systems web site. For administrative/managerial positions, the Statement of Accountability, a document outlining goals and key responsibilities, is a useful tool in identifying necessary qualifications. For office support and custodial positions, the hiring supervisor likewise determines job requirements based upon a thorough analysis of the position's duties. Clerical skill assessments may also be administered to applicants for office support positions to help determine qualifications. Human Resources works in conjunction with the hiring supervisor to define the required qualifications to be listed on the internal job posting and for external recruitment.

### **4P2 Recruiting, hiring, and retaining employees**

The employment process at MSTC is designed to ensure that high caliber, well-qualified individuals are hired for employment. Human Resources staff participate in all aspects of the employment process to give guidance, provide equal opportunity for all applicants, and ensure a non-discriminatory process. The complete employment process followed at MSTC is outlined step-by-step, noting activities and responsibilities, and is available on the Human Resources intranet page. Also, some of the steps in the hiring process are described in response 4P1.

Recruitment includes the internal job posting to provide new opportunities to current staff and external

advertisement in a variety of sources. The recruitment sources used are many and far-reaching to attract a qualified and diverse applicant pool. Sources used include local and regional newspapers, college career services, MSTC/WTCS web site, Wisconsin JobNet and other Wisconsin-based employment sites, and educational, minority, and occupation-specific journals and web sites. Transcript verification, reference checks, and a criminal background check are other steps required before a candidate is recommended for hire. Offers of employment are contingent upon the satisfactory result of a pre-employment drug screen. The Executive Committee must approve the recommendation before an offer of employment is extended.

A screening committee process is used to hire new employees and evaluate internal applicants for transfer and promotional opportunities within the College. The committee typically consists of administrative staff members with expertise or knowledge of the position duties. The credentials, skills, and values of applicants are evaluated during various steps in the employment process. Teaching demonstrations, work samples, situational assignments, and skill assessments are often additional factors used in candidate selection. Letters of application, resumes, application forms, transcripts, and licensures are carefully reviewed by the screening committee and Human Resources to determine that candidates possess the requisite qualifications for the position. If there is concern that an applicant may not be certifiable for a position requiring WTCS certification, MSTC's Certification Officer reviews the submitted application materials by following WTCS guidelines. The interview provides another opportunity to further determine the applicant's qualifications and "fit" for the position. A Human Resources staff member is either included on the screening committee or meets separately with each applicant who is invited for an interview. To better assess applicants, the interview usually includes a teaching demonstration for faculty positions and oftentimes a work sample or situational assignment for administrative positions. Throughout the interview process, the candidate is evaluated against the qualifications for the position that were previously determined. Reference checks and criminal background checks are additional tools used to verify credentials, skills, and values, and the "fit" of the applicant for the position. The screening committee and Human Resources meet to reach consensus on the candidate to recommend for hire. The Executive Committee considers the recommendation by making a final review of the individual's qualifications to be certain they meet the needs of the position and that the best qualified candidate has been selected.

New employee orientation for individuals or small groups is conducted by Human Resources in the first week of employment to familiarize new hires with the MSTC organization, its mission and strategic directions, to discuss policies and procedures, and to complete necessary paperwork for records setup and benefits enrollment. Employee handbooks and bargaining unit agreements are some of the resource materials provided to new employees during orientation. In addition, individual supervisors provide their own orientation to department/division-specific procedures. A mentor is assigned to new faculty to assist in transition and acclimation to the community and the college. Additional orientation and networking is provided to new and continuing faculty through in-service programs at the start of each semester.

MSTC attempts to retain employees by ensuring job satisfaction. On-going training and development, promotion opportunities, a safe, comfortable, and challenging work environment, competitive salary, and excellent fringe benefits all contribute to employees' well-being and satisfaction. Periodic performance appraisals during the probationary period and annual performance reviews thereafter, detailed in 4P6, address employee progress and provide feedback for improvement and goal-setting. Employee feedback is solicited through surveys, exit interviews, and listening sessions.

Each individual department and division engages in personnel planning usually in conjunction with the annual budgeting process. Need is determined by assessing factors including distributed workload of existing faculty, real and potential growth, and skill level requirements. The Executive Committee projects staffing changes and analyzes future staffing needs throughout the year. However, new program development, retirement projections, and assessments of direct-report job satisfaction are other factors that result in personnel planning at specific times. Also, as new individuals are considered for MSTC employment, Human Resources and hiring supervisors consider the individual's suitability for future career advancement within the College.

#### **4P3 Work processes and ethics practices**

MSTC's work processes and activities include the use of cross-functional standing and ad hoc committees. This structure promotes collaboration and team decision-making and problem solving. Committees encourage and value communication from all members. Faculty and support staff in-services and Management Team meetings provide excellent opportunities for employee communication. Communication is further enhanced through the solicitation of feedback in the form of Zoomerang

(web-based) surveys from attendees.

MSTC's performance appraisal process, as outlined in 4P6, contributes to empowerment, innovation, and high performance through the setting of departmental and individual goals and the assessment of goal attainment. In addition, recommendations for performance improvement, professional development, and developmental needs are included in the various performance appraisal tools. In our program offerings, the College strives to stay abreast of innovation and technological trends in business and industry through its Advisory Committee function.

Organizational learning and skill sharing is evidenced through various staff training programs, in-services, and workshops. Training opportunities discussed in 4C4 have included topics such as sexual harassment, substance abuse recognition for supervisors, health and safety issues, performance appraisal, e-timesheet and PeopleSoft applications, and numerous technology-related offerings through the Employee Development Center.

MSTC ensures the ethical practices of all employees through the communication of various policies and procedures. The College's six core values include "integrity" – MSTC employees embrace honesty and base their decision making on a combination of high ethical standards and practical considerations. This core value is a requirement for each position at the college and is one of the performance dimensions for all employees that are evaluated during the performance appraisal process. MSTC's Board policies, District Board Member Code of Ethics, and District Employee Code of Ethics address the issue of ethical practices for Board members and employees. In addition, other College policies and procedures pertaining to topics such as alcohol and drug use, Internet and personal computer use, equal opportunity/discrimination, and sexual harassment, are communicated through employee handbooks, the MSTC Intranet, the Student Handbook, and the Right to Know publication. Audit procedures, such as supervisory approval of travel expenses and purchasing card usage, also ensure ethical practices. Violations of ethical policies and procedures are dealt with in an appropriate manner.

#### **4P4 Training and development of faculty, staff, and administrators**

The continuous training and development of all faculty, staff, and administrators is crucial to the success of an organization. At Mid-State Technical College, employees are encouraged to participate in on-campus training and to also seek out professional development opportunities. Additional training and

development opportunities can also be included as goals in the employee's performance appraisal.

MSTC offers many in-house training options. In August and January, staff may enroll in hands-on training sessions related to instructional technology. The Employee Development Center (EDC) provides faculty with improved access to instructional technology resources that support and improve student learning. Learn-A-Skill Quick Sessions are 50-minute training and information sessions that are offered college-wide to all staff. On-site, walk-in instructional technology assistance is also available to faculty. Computer based training courses from SkillSoft are accessible online at any time and at no charge to all MSTC employees for their own personal professional development. The SkillSoft library of 800 titles range from basic computer skills to management/leadership to safety and health offerings. These courses may also be used as supplemental learning components of courses that faculty teach. Courses are completed at an individual's own pace.

Additional in-house training offered to MSTC employees on an "as needed" basis includes:

- Crisis Intervention
- AODA (for supervisors)
- Performance Evaluations (for supervisors)
- Bloodborne Pathogens
- AED Training
- CPR Training
- IP Telephone Training
- PeopleSoft Training
- eTimesheet Training

In-service sessions are held twice a year for faculty and administration and once yearly for support staff, offering additional opportunities for self-improvement and professional growth. The sessions are designed to keep the employee informed of new and upcoming college initiatives, introduce new ideas, provide professional growth, and to motivate.

Each year two staff members are invited to participate in the Wisconsin Leadership Development Institute (WLDI), which is committed to the ongoing development of future leaders of our system. This one-year program is designed to benefit all individuals aspiring to high-level leadership roles in the Wisconsin Technical College System.

Each Mid-State Technical College employee who is

responsible for the delivery of classroom, ITV, or online instruction or in the management of one or more programs in the district must obtain and maintain instructional certification as governed by the Wisconsin Technical College System Board.

All employees are encouraged to attend job-specific conferences, seminars, and training offered by external resources as opportunities arise in order to enhance their growth and development. Employees can apply for professional development funds to help defray the costs of these opportunities.

#### **4P5 Determining training needs**

Faculty surveys following in-service sessions evaluate the content of the workshops and serve as a source to determine future training needs. Executive Committee members usually determine the types of training and professional development activities that are offered during administrative in-services.

Mid-State Technical College understands that the strength of the college is wholly dependent on the strength of its employees. Therefore, training and professional development opportunities are embraced to ensure that employees are technically current and professionally prepared in their fields of expertise.

#### **4P6 Personnel evaluation system**

MSTC's performance appraisal forms are designed to be used as a tool for supervisors to provide feedback and guidance to employees they supervise regarding performance in key result areas and goals. Various performance dimensions are incorporated into the appraisals including pertinent skill areas, job functions and abilities, the college's core values, and goal-setting and recommendation sections.

Sample forms are distributed to new employees upon hire to make them aware of key areas that will be discussed during upcoming appraisals. Appraisals are conducted during probationary periods per contract language, and annually thereafter. Supervisors and employees sign appraisal forms acknowledging that discussion took place and appraisals become part of the employee's personnel file. While some employees have direct student contact, others do not. However, all employees are guided by MSTC's core values and add to the total package of services provided to students whether they provide instruction, manage personnel, or provide support services to the college.

#### **4P7 Recognition, reward, and compensation systems**

Human Resources (HR) strives to attract, retain, and develop individuals with the appropriate skills to positively support the strategic goals of the college.

Human Resources advises and assists employees with a wide range of benefits and services, and utilizes the Intranet as an alternative source for providing employees with general information.

Salary and wages are competitive with other educational institutions and are above average for our location. The college provides an excellent benefits package including health, dental, long-term disability and life insurance; a Flexible Spending Plan; a tax-deferred savings option; participation in the Wisconsin Retirement System; holidays, vacation, sick, personal and professional leave; opportunities for professional growth and development; an Employee Assistance Program; and Staff Wellness Program.

An Employee Recognition Program has been established, where employees receive lapel pins representing their years of service to the College. The lapel pins, presented to each employee personally by the President, were rolled out in January 2005. Upon retirement, retirees are recognized at a retirement reception and are awarded with their selection of a timepiece (either a watch or clock).

#### **4P8 Motivation of faculty, staff, and administrators**

The college utilizes performance appraisals, and in the process sets goals based on the mission, vision and values of the school developed by the college President and Board of Directors. The performance appraisals also look at employee core values to determine the key issues relating to the college. Another way the college determines key issues is through negotiations with employees as they voice their concerns in areas they would like to have improved. The college also has an open door policy, which allows all staff to approach any member of management to bring issues that need to be addressed to their attention. Finally a supervisor or Human Resource representative conducts an exit interview, which sometimes indicates issues relating to the motivation of staff.

Issues are analyzed by determining if what is brought forward will enhance the core values of the college. We then balance any issue according to how it will improve the college. Issues are also analyzed through the grievance procedure, through Board approvals of initiatives, while being student-focused. This is a collaborative effort between administration and Human Resources. An example of this process is the posting of classes giving faculty the opportunity to submit their preferences to the scheduling administrator. It was in response to and resolution of a past grievance.

#### **4P9 Employee satisfaction, health and safety, and well-being**

Through the AQIP Communication Action Project staff at all levels are encouraged to communicate and express any concerns whether they are positive or negative. Employee satisfaction, health, safety and well-being are also measured by employee retention levels and overall insurance claim rates. We have a very competitive benefit package. We also evaluate the level of satisfaction by the number of grievances and complaints that we receive. We provide for employee satisfaction by conducting training on various topics including wellness, crisis intervention, and in a variety of other areas. Our Employee Assistance Program also provides for the health, safety and well-being of employees. Our Safety Committee, which is comprised of a cross-section of staff, undertakes efforts to look out for the well-being of staff.

In Wisconsin, all public institutions undergo periodic Public Employee Safety and Health inspections. The most recent inspection at MSTC took place in 2005; results from the inspection are outlined in section 4R4.

#### **4P10 Measuring the value of people**

MSTC shows how the college values employees by providing the following:

- Service Awards
- Professional Development Funds
- Tuition Reimbursement Program
- Promotion Opportunities
- Seniority Retirement Recognition
- Recognition of Employee Achievements

Data is collected and analyzed on a regular basis to ensure that all staff have opportunities to receive recognition.

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### ***Results***

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#### **4R1 Valuing people results**

Because of the emphasis the college places on safety committees, the accident rating is low. Lower-than average insurance claim rates are attributable in-part to the wellness programs and preventative care benefits. As a result of the supportive educational programs, employees realize increased opportunities for promotions, which improve employee motivation and morale.

#### **4R2 Valuing people processes**

The leadership team regularly evaluates processes in

place to make sure they are aligned with the college's core values.

The process of recruiting is focused on explaining the school's core values and providing a full description of the positive culture that includes a collegial environment, an outstanding benefits package, and student centeredness. During the orientation of employees, within the first week of employment, new employees are reminded of the core values. Policies and procedures effective in ensuring the health, safety and well-being of the organization are distributed and explained. MSTC recently conducted a survey of the orientation process to incorporate suggestions for improvement and to ensure it assists employees in their transition into becoming effective in their new positions.

#### **4R3 Productivity and effectiveness of faculty, staff, and administrators**

Some of the evidence that indicates the productivity and effectiveness of college staff includes: the Graduate Success brochure, student retention rates, enrollment rates, the college's excellent reputation, academic success of our students, emphasis placed on providing programs that are relevant to today's marketplace, and working with business and industry to identify needs and provide instruction in the appropriate areas. Additional evidence of effectiveness and productivity is feedback from student satisfaction surveys. Productivity and effectiveness are also measured by staying within the financial constraints of our budgets.

#### **4R4 Comparison with the results of other institutions**

In Wisconsin, the state Department of Commerce conducts periodic Public Employee Safety and Health inspections for all public institutions. In 2005, the results of MSTC's inspection found only minor problems across the entire district. All but one of the corrective actions have been taken; the final outstanding correction will be completed before the end of 2006.

### ***Improvement***

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#### **4I1 Processes and systems improvements for valuing people**

One way the college improves current processes and systems for valuing people is by listening to communications expressed by staff and students, and then devising appropriate action plans to facilitate improvement programs in the areas needed. Since the AQIP Process has been undertaken, staff have been encouraged to provide suggestions and solutions for

improvement in a variety of topics including the following: identifying needs and solutions for specific staff, safety issues, energy, student retention, and other cost containment issues.

Listening to these concerns through open dialogue shows the college staff values employee opinions, and taking action further proves that their ideas are part of the total solution for improving the college.

#### **4I2 Setting targets for improvement**

Targets in the recruitment process include improving turnaround time in filling positions, and having a diverse candidate pool of qualified individuals from which to select. The recruitment process will be streamlined in the future by allowing applicants to apply for positions online.

MSTC targets improvements in benefits by continually monitoring them to make sure they are competitive, while trying to maintain cost effectiveness in premiums for all employees. The college also strives to maintain competitive compensation programs.

The college is undertaking measures to improve the safety program and safety awareness. MSTC plans to have quarterly initiatives to focus on safety-related topics and provide communication or necessary training. In addition, MSTC plans to implement the best safety-related practices at all campus locations. Safety improvements are being made by establishing a new emphasis for the Safety Committee that will focus on consistency, best practices, and topics that are relevant to all staff. Initiatives are communicated to all staff when they are improved and introduced.

Another target for improvement is communicated through the goals of the college, which become part of the leadership team goals that are shared with all staff. The college goals are included in Table 5 (Category 1).