Vision Statement

MATC is a premier, comprehensive technical college that provides excellence in education to enrich, empower, and transform lives in our community

Mission Statement

As a public, two-year comprehensive technical college, MATC offers quality educational and training opportunities and services to its diverse, metropolitan community by collaborating with partners to advance the lives of its students.
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**Purpose and Scope**
This handbook provides a description of how strategic and annual planning is integrated with the shared governance, budgeting, and continuous improvement planning processes at MATC.

**Shared Governance**
Shared Governance is one of the key tenets of quality higher education. At the community college level, shared governance means that responsibility for institutional decisions is shared among governing boards, district administrators, and faculty, with joint recognition and respect for the participation of staff and students (Lau, 1996).

An ideal shared governance model is collegial in nature, recognizing the contributions and requirements of all members of the college in a group consensus process. This process fosters a sense of empowerment, equal partnership, and a vested interest in successful outcomes of institutional policy and implementation decisions. The purpose of such a system is to direct all available physical and financial resources toward meaningful improvement and progress (Lau, 1996).

**MATC Values of Shared Decision Making/Governance:**
* Mission-Focused
* Action-Oriented
* Transparent
* Collaborative

At MATC, shared governance is an approach to decision making that requires:
- Input from all stakeholders;
- Clearly defined purpose and structure aimed at results;
- Emphasis on interest of all parties involved, not single self-interest;
- Prioritization of needs;
- Open communication in an atmosphere of trust and respect;
- Shared accountability;
- Celebration

*(developed by AQIP Shared Decision-Making Project, 2009)*

The levels of Shared Governance discussed in this handbook include: the Board of Trustees, the President, the Executive Vice President, Core Committees, the Strategic Planning & Budget Steering Committee, Advisory Committees, Divisional and Campus Teams, and Strategy Work Teams.

**Board of Trustees**
The Board of Trustees is the principal governing body of the college. Appointed from representative segments of the district population, it has statutory powers granted under Chapter 38 of the Wisconsin Statutes. The Board of Trustees retains the full legal, moral, and fiduciary responsibility for the institution, setting policy for the college. Stakeholders
of the college such as administration and faculty share responsibility for developing, evaluating, and implementing policy. This shared responsibility strengthens the college’s ability to fulfill its mission.

MATC District Policy A0111A, Areas of Responsibility of District Board Committees, defines the scope and responsibilities of the board and its three policy committees—Finance, Personnel, and Operations Committee; Education, Services, and Institutional Relations Committee; and Public Television Committee. These committees work with the college president and other appropriate MATC personnel. Recommendations for board policy are sent to committees by the Office of the President. Approved items are forwarded to the full board.

Finance, Personnel, and Operations Committee (FPO)
This committee develops and recommends district board action on district finance, human resources, operational, and administrative policies, and it reviews and recommends board action on bills and financial statements.

Education, Services, and Institutional Relations Committee (ESIR)
This committee reviews and recommends board action on district educational policies; reviews and recommends district board action on program additions, and reviews the district’s student affairs.

Public Television Committee (PTV)
This committee reviews the activities of public television stations WMVS/WMVT; reviews their operational functions; reviews the stations’ liaisons with related organizations; and reviews and recommends goals for the television station.

The President
The president is the chief executive officer of Milwaukee Area Technical College and is responsible to the Board of Trustees for the educational leadership and management of the College’s human, physical, and fiscal resources. The president is accountable for the execution and implementation of Board direction as well as responsible for developing the college governance system. The president is responsible to the Board for those decisions made in this system.

The Executive Vice President/Provost
The EVP/Provost reports to the President and is responsible for the Academic, Student Services, Information Technology Divisions and for the Regional Campuses.

Core Committees
In 1992, the college formalized its process of shared faculty-staff decision making through development and implementation of Core Committees: “Shared Decision Making Committees shall be formed to develop District policy on mutually agreed upon issues that have institutional impact and are not covered by the Labor/Management Agreement” (Article III, Section 1, B). Core Committees provide a system for
participation in decision-making and a means for improving communication using quality improvement practices. Each of the core committees serve a specific purpose related to the mission and vision of the college and is linked to the strategic goals.

**Academic Technology Committee (AT)**
**Mission:** To focus on providing quality lifelong education that integrates processes and information technologies to maximize the potential of its constituents.

**Curriculum, Learning and Assessment Committee (CLA)**
**Mission:** To provide leadership and support in the implementation of curriculum, instructional delivery, and assessment processes which sustain high-quality teaching and learning.

**Collaborations and Partnership Committee (CP)**
**Mission:** To provide direction in building relationships and enhancing community engagement that adds value and meets the needs of stakeholders.

**Human Resources Committee (HR)**
**Mission:** To use best practices and data to recommend strategies/initiatives and processes that build a high-performance workforce and culture to support the mission and vision of the college.

**Strategic Enrollment Management (SEM)**
**Mission:** To maximize the recruitment and of a well prepared and diverse student body in a supportive campus climate by working on issues related to access in the enrollment process.

**Student Success Committee (SS)**
**Mission:** To foster excellence in college pathways for student academic success by identifying areas for improvement through supportive initiatives primarily related to retention issues.

**Sustainability & Facilities Committee (SF)**
**Mission:** To ensure that the college optimizes environmental literacy, environmental quality, and resource conservation; and to provide education and leadership to the community at large.

**Strategic Planning & Budget Steering Committee**
The Strategic Planning & Budget Steering Committee (SPBSC) serves as a major planning body of the college. Its responsibilities involve strategic plan development by monitoring progress of action projects in meeting strategic objectives, assessing institutional effectiveness, establishing links to the budget, and reviewing and revising the shared decision making system and processes related to the Core Committees. The committee is comprised of the co-chairs from each Core Committee, as well as the Executive Vice-President of MATC, First Vice-President of Local 212, and the Director
of the Office of Institutional Research and Strategic Planning.

The Budget Development Committee of the College reports to the SPBSC. The Budget Development Committee of the College reports to the SPBSC and is a standing subcommittee. The SPBSC develops a charter for the committee, which reports progress at each meeting.

Advisory Committees
MATC's occupational programs are advised by external committees made up of incumbent workers, program graduates, and supervisors of employees in the occupation. With MATC faculty and staff serving as resources, the committees are linked to the curriculum development process by providing insight and direction based on professional experiences. Program advisory committees assist in maintaining programs that are technologically current and responsive to workforce needs. The committees are critical in occupational program development, modification, and discontinuance.

Divisional and Campus Teams
MATC’s academic divisions and campuses have administrative teams that provide planning oversight of issues relevant to their overall and daily functioning.

Strategy Work Teams
A Core Committee may establish Strategy Work Teams within their mission and scope of work. Their purpose is to assist Core Committees achieve their strategic objectives by working on focused action initiatives and finding evidence that may lead to the creation of recommendations. Only the Core Committee can make a formal recommendation for any Policy, Procedure, Standard, or Guideline.

Policy on Formation of Strategy Team
A Core Committee may establish Strategy Work Teams to complete Action Projects linked to specific objectives found in the Strategic Plan. A Strategy Work Team may be established by a consensus of the Core Committee. A Strategy Team will not exceed one year in length.

Procedure for Strategy Work Team Formation
The Core Committee creates an Action Project Charter. The charter identifies the purpose and delineates the scope with outlined restraints, outcomes, and timelines for the project. Membership on the team should be comprised of both Core and non-Core Committee members and should represent an equal balance between represented and non-represented employees when possible and appropriate. The Strategy Work Team will report back to the Core Committee, which tracks its progress throughout the academic year.

Standing Subcommittees
The SPBSC or a Core Committee may establish a Standing Subcommittee within their mission and scope of work. Their purpose is to assist committees achieve their strategic objectives by performing common but specific committee functions. Subcommittees are
not autonomous of the larger committee and only Core Committees can make a formal recommendation for any Policy, Procedure, Standard, or Guideline.

**Policy on Formation of Standing Subcommittees**
The SPBSC or a Core Committee may establish a Standing Subcommittee if there is a consensus to form such a committee. The maximum number of standing subcommittees connected to a Core Committee shall not exceed 4 (four), unless agreed to by the Core Committee.

**Procedure for Standing Subcommittee Formation**
A charter for a Standing Subcommittee must be submitted to and be tracked by the SPBSC or Core Committee. The charter will identify the purpose; delineate the scope with outlined restraints and outcomes. Membership on the Standing Subcommittee should represent an equal balance between non-represented and represented employees. Only Core Committee members should have membership on a Standing Subcommittee, unless otherwise agreed to. The Standing Subcommittee will report back to the Core Committee on its progress throughout the academic year.

**Accreditation & Guiding Principles for Shared Decision-Making**
MATC is accredited until 2012/2013 through the Higher Learning Commission (HLC) using the Academic Quality Improvement Program (AQIP). Accreditation through the HLC "... provides assurance to the public, in particular to prospective students, that an organization has been found to meet the agency's clearly stated requirements and criteria, and that there are reasonable grounds for believing that it will continue to meet them."

AQIP’s Principles of High Performance Organizations describe the characteristics that quality colleges and universities strive to actualize within their culture. Research and experience indicate that these principles permeate organizations that have achieved a systematic approach to continuous quality improvement. These principles have been adopted to guide MATC’s college shared governance system to ensure performance excellence.

**Principles of High Performance Organizations found at MATC:**
- **Learning:** Develop everyone’s potential in a learning-centered environment
- **People:** Respect for and willingness to invest in people
- **Focus:** Follow a Mission & Vision driven by students’ and other stakeholders’ needs
- **Agility:** Develop the ability, flexibility, and responsiveness to changing needs and conditions
- **Integrity:** Recognize and demonstrate responsible institutional citizenship
- **Collaboration:** Cooperate internally and externally with a shared institutional focus
- **Involvement:** Encourage broad-based participation of stakeholders to facilitate better decisions
• **Foresight:** Track trends and anticipate changes that may affect stakeholders and/or operations.

• **Information:** Seek and use data to assess current capacities and measure performance realistically.

• **Leadership:** Create and support a quality-driven culture by modeling values and behaviors that communicate a comprehensive and focused vision to all stakeholders.

The board, president, and all the shared-governance core committees are committed to such quality principles, as demonstrated in the Continuous Quality Improvement (CQI) and the Learning College Models.

**Continuous Quality Improvement (CQI) Model**
Continuous Quality Improvement is a systems approach to management that builds upon traditional quality assurance methods by emphasizing the organization and systems: it focuses on "process" rather than the individual; it recognizes both internal and external stakeholders, and it promotes the need for objective data to analyze and improve processes. At MATC, CQI involves the use of a Plan-Do-Check-Act learning cycle and relevant data in decision-making.

![Plan-Do-Check-Act Learning Cycle](image)

(Please see Appendix 1: Shared-Governance Meeting Guidelines for an overview of the 7-Step Improvement Method to be used by committees and strategy work teams when implementing the Plan-Do-Check-Act process).

**The Learning College Model**
The Learning College Model is predicated on developing everyone’s potential talents and committing to personal and organizational learning as a route to continuous improvement at the college. It is based on the following principles:

• To create substantive change in individual learners

• To engage learners in the learning process as full partners who must assume primary responsibility for their own choices

• To create and offer as many options for learning as possible

• To assist learners to form and participate in collaborative learning activities

• To define the roles of learning facilitators in response to the needs of the learners

• To succeed only when improved and expanded learning can be documented for learners.

**AQIP & Improvement Planning**
MATC submits its electronic Systems Portfolio to the Higher Learning Commission as
part of maintaining its accreditation. The Systems Portfolio is a 50,000 word website (100 page document) answering specific questions in nine categories set by the HLC regarding the college’s processes, results measuring the effectiveness of these processes, and improvements based on these results. MATC receives formal feedback (a Systems Appraisal) from the HLC to the Systems Portfolio. The Portfolio and HLC feedback serve as additional road maps for improvement planning and instituting change at the college over several years.

The most recent Systems Portfolio and the HLC feedback can be found at the following links:

http://ecampus.matc.edu/accreditation/portfolio.html

**AQIP Categories & Summary Feedback**

These are the nine categories that can guide future planning processes (see Appendix J for key findings related to each):

*Category 1 Helping Students Learn* remains the primary focus and goal of MATC. It addresses the design, deployment, and effectiveness of teaching-learning processes that underlie our credit and non-credit programs and courses, and the processes required to support them.

*Category 2 Accomplishing Other Distinctive Objectives* addresses the key processes (separate from instructional programs and internal support services) through which MATC serves its external stakeholders — the processes that contribute to achieving our major objectives, fulfilling our mission, and distinguishing MATC from other educational organizations.

*Category 3: Understanding Students’ & Other Stakeholder Needs* examines how MATC works actively to understand the needs of our students and other stakeholders.

*Category 4: Valuing People* explores MATC's commitment to the development of our faculty, staff, and administrators.

*Category 5: Leading & Communicating* addresses how MATC's leadership and communication processes, structures, and networks guide our institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to our internal and external stakeholders.

*Category 6: Supporting Institutional Operations* addresses MATC's support processes that help us provide an environment in which learning can thrive.

*Category 7: Measuring Effectiveness* shows how MATC collects, analyzes, distributes, and uses data, information, and knowledge to manage ourselves and to drive performance improvement.
**Category 8: Planning Continuous Improvement** examines MATC’s planning processes and how our strategies and action plans help us achieve our mission and vision.

**Category 9: Building Collaborative Relationships** examines MATC’s relationships - current and potential – to analyze how they contribute to accomplishing our mission.

**Strategic Planning & Shared Governance**

Strategic planning at MATC determines where the College is going over the next few years, how it’s going to get there, and how it will know if it gets there or not. The focus of a strategic plan is usually on the entire organization. Strategic planning is a formal process designed to help a college maintain an optimal alignment with the most important elements of its environment (Rowley, Lujan, & Dolence, 1997).

“MATC recognizes the need to further develop a culture of shared decision making to foster employee buy-in for action plans, align and link its plans and objectives, and integrate data and results into its planning processes in order to establish targets for performance” (HLC, Systems Appraisal, October 2009).

The MATC strategic and quality improvement planning process links and aligns all planning activities necessary to accomplish the college’s mission and vision. The foundation of this process rests in a culture committed to Shared Governance and Quality Improvement enacted within the Plan-Do-Check-Act cycle.

The college’s Strategic Plan is a long-term planning document created through a decision-making process involving the entire college community. The plan rests upon the college vision and mission, directs initiatives in support of them, and includes goals as key guidelines for organizational action. A Strategic Planning Retreat held in the summer of 2006 resulted in the current Strategic Plan set for 2007 – 20014, with annual reviews (see Appendix A: Strategic Planning Process at MATC for a complete diagram of the Annual Planning Cycle).

**Full Plan Creation**
Strategic Goals (2007 -2014):
1. **Provide Quality Student Learning** - Improve processes to align instruction and curriculum to meet the changing needs of the workforce in high demand areas  
2. **Promote Student Pathways for Success** - Maximize the success of a well prepared and diverse student body in a supportive campus climate  
3. **Enhance Internal and External Stakeholder Partnerships** - Maintain and improve effective and essential partnerships in the college and the community  
4. **Invest in People** - Strengthen human resource activities to maintain a high-performance workplace.  
5. **Ensure Sustainability** - Increase financial and physical resource potential to ensure sustainability and provide a learning environment that is operated efficiently and effectively.

**Annual Planning & Alignment Process**
Each year, the Strategic Planning & Budget Steering Committee reviews the mission of the college, the needs of its stakeholders, input from the Core Committees, environmental scanning outcomes, KPI’s, climate and satisfaction surveys, HLC feedback, and other relevant data. The SPBSC then adjusts the Strategic Plan and sets annual goals as the vital, broad activities that will have the most impact on the college’s ability to satisfy its vision and mission for the upcoming academic year. These Annual Goals are linked to the appropriate Core Committee via the Core Committee co-chair who sits on this steering committee.

**Annual Plan Modification**

The process of addressing accreditation categories by aligning them with strategic goals and core committees operates by identifying areas in the Systems Portfolio scored as an
opportunity for improvement and determining where each area fits under its corresponding strategic planning goal.

The following table lays out the alignment of our Strategic Goals, the HLC feedback, and Core Committee and Divisional Structure:

<table>
<thead>
<tr>
<th>Strategic Goal:</th>
<th>1= Provide Quality Student Learning</th>
<th>2= Promote Student Pathways</th>
<th>3= Enhance Stakeholder Partnerships</th>
<th>4= Invest in People</th>
<th>5= Ensure Sustainability</th>
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<tbody>
<tr>
<td>Goal Champion:</td>
<td>EVP / Provost &amp; IT VP</td>
<td>Student Services VP</td>
<td>OWED VP</td>
<td>General Counsel VP</td>
<td>President</td>
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<tr>
<td>Core Committee Responsible:</td>
<td>Curriculum &amp; Learning Assessment</td>
<td>Academic Technology</td>
<td>Student Success</td>
<td>Strategic Enrollment Management</td>
<td>Collaborations &amp; Partnerships</td>
</tr>
<tr>
<td>Primary Divisional Affiliation:</td>
<td>Academic Affairs</td>
<td>Academic Affairs</td>
<td>Academic Affairs</td>
<td>Student Services</td>
<td>Academic Affairs; OWED</td>
</tr>
<tr>
<td>Associated College Entities &amp; Functions:</td>
<td>Academic Divisions, Programs and Departments; Advising</td>
<td>Recruitment, Admissions, Testing, Financial Aid, Counseling, Registration, Career Placement, College Life</td>
<td>Transfer &amp; Articulation; MATC Foundation; OCL; ECAM; MPTV</td>
<td>Human Resources</td>
<td>Energy; Business Office; Facilities; Procurement; Payroll; Printing; Parking; Security; Food, Childcare Bookstore, etc.</td>
</tr>
<tr>
<td>HLC Category:</td>
<td>1= Helping Students Learn</td>
<td>3= Understanding Student/Other Stakeholder Needs</td>
<td>2= Other Distinctive Objectives</td>
<td>9= Building Collaborative Relationships</td>
<td>4= Valuing People</td>
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<tr>
<td>5= Leading &amp; Communicating, 7= Measuring Effectiveness, and 8= Planning Continuous Improvements Permeate All Goals</td>
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In September of each year, Core Committees create and track Action Project Charters that outline annual improvement projects to achieve particular goals and/or objectives. These charters embody strategies, tactics, key performance indicators, measures, and data for each newly-identified initiative, turning an opportunity into a potential strength. Each Action Project Charter must be linked to a specific Strategic Goal and Objective (see Appendix D: Action Project Charter), and an administrative champion who will assume responsibility for the project is also identified on this charter.

A Strategy Work Team is formed by the Core Committee that includes the appropriate administrative, faculty, and staff members needed to get this work done. One member of the Core Committee may sit on that Strategic Work Team and/or be a co-chair of that Team. An Institutional Research resource person will support the data needs of the project as well.

The Core Committee follows up with the Strategy Work Team at least one time each semester before submitting its 3rd Quarter Report to the SPBSC in April.

**Budgeting Principles & Process**
Guiding principles are used to support the college’s mission, vision, strategic plan and
board policies through the budgeting process. These principles meet federal and state legal requirements, including those statutory requirements for technical colleges in Chapter 38 of the Wisconsin Statutes. Furthermore, they comply with accounting / financial and accreditation standards, collective bargaining agreement requirements, and shared governance tenants. The principles also demonstrate the college’s commitment to a quality educational environment using the best available measurement of activities to optimize asset utilization.

These four principles are

1. **Quality Learning and Student Success** - Investing in high quality instruction and services that help all students to be successful;
2. **Long-term Sustainability and Infrastructure** - Investing in the college’s long run capacity to serve students to sustain economic well-being for our community;
3. **Diverse and High Performing Workforce** - Investing in the college’s workforce and valuing contributions of its employees to the mission while promoting high performance in the workplace through effective policies and practices; and
4. **Community Focus and Enrichment** - Providing community services or self-enrichment activities that add to the area’s quality of life, lifelong learning opportunities and the college’s visibility.

Operational planning documents demonstrate how divisional/departmental planning and budget processes are linked. Budget managers form a planning team involving a broad representation of members with an emphasis on those affected by it. Teams identify what divisions and/or departments are impacted by their plan and include them in the planning process. Standard forms are completed by divisional/department leaders.
Appendix A: Strategic Planning & Budget Process

- KPIs
- Environmental Scan
- College-Wide Surveys
- WI State Initiatives & Mandates
- External Stakeholder Feedback
- Current Strategic Plan

Core Committee Charters Created

JUNE

$$ Draft of Budget $$

JULY

$$ Annual Budget Approved by Board $$

AUGUST

$$ New Data $$

- KPIs
- 3rd Quarter Reports
- Internal Survey Results
- Environmental Scan
- Current Strategic Plan
- HLC Feedback

SPBSC Planning Retreat to create Annual Improvement Plan

MAY

Conversations Days

MARCH

Reports communicated to College Community

FEB

$ Capital Equipment Worksheets by Dept/Div $ 

JAN

JULY

SPBSC & Stakeholder Retreat to create 5 – 7 Year Strategic Plan

MAY

Core Committee 3rd Quarter Reports Due to IRSP Office

APRIL

$ Divisions submit budget drafts to Finance $$

MARCH

Progress Reports from Core Committee Strategy Work Teams

FEB

$ Capital Equipment Worksheets by Dept/Div $ 

JAN

JULY

Core Committee Charters Created

AUGUST

SPBSC Planning Retreat to create Annual Improvement Plan

JUNE

$$ Draft of Budget $$

SEPTEMBER

Strategy Work Teams formed & Action Project Charters created & submitted

OCT

$ Divisions submit budget drafts to Finance $$

NOV

College launches communications plan

DECEMBER

Strategic Planning Handbook 10/20/2011
Appendix B: Core Committee Charter

Shared-Governance
Core Committee Charter

Core Committee Name:

Mission Statement:

Alignment: A clear description of the alignment with a division, a Strategic Goal, and an AQIP Category

Key Stakeholders: Important groups with an interest (stake) projects initiated by this Committee

Responsibilities:

Statement of Authority: Statement of the role of the project as advisory, consultative, or determinative

Proposed Meeting Schedule:

Committee Membership:

Each committee is composed of at least 50% membership from the college’s faculty. Each committee is chaired by one faculty member and one administrator. The membership agreement is noted in the Local 212 contract. Inclusion of the other represented groups is recommended. As per Local 212 contract, Article III, Section 1, C, “Unless otherwise agreed to by both parties, Committees shall be equally comprised of no fewer than three (3) nor more than five (5) members, each, representing Labor and Management.”

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<th>Role</th>
<th>Name</th>
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Adapted from Shared Governance AQIP Project “Shared Decision-Making Charter” and the “Action Project Charter” from Academic Quality Improvement Program, The Higher Learning Commission (Updated 7/20/11)
Appendix C: Standing Subcommittee Charter
This Charter should be used for all Standing Subcommittees.

**Standing Subcommittee Charter**  
2010 – 2011

<table>
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<tr>
<th>Committee Name:</th>
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<tr>
<th>Sponsoring Core Committee:</th>
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<tr>
<th><strong>Purpose &amp; Scope:</strong> Clear statement of reason for the formation of this Subcommittee</th>
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<th><strong>Deliverables:</strong> Clear statement of goal of the Subcommittee, including timelines if appropriate</th>
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<th><strong>Committee Authority:</strong> Statement of the role of the project as advisory, consultative, or determinative</th>
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<th><strong>Champion:</strong></th>
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<th><strong>Proposed Meeting Schedule:</strong></th>
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<th><strong>Committee Membership:</strong></th>
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Each committee is composed of at least 50% membership from the college’s faculty. Each committee is chaired by one faculty member and one administrator. The membership agreement is noted in the Local 212 contract. Inclusion of the other represented groups is recommended. As per Local 212 contract, Article III, Section 1, C, “Unless otherwise agreed to by both parties, Committees shall be equally comprised of no fewer than three (3) nor more than five (5) members, each, representing Labor and Management.”

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<td>2. Labor</td>
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<td>3. Labor</td>
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<td>2.</td>
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</tbody>
</table>

Adapted from Shared Governance AQIP Project ‘Shared Decision-Making Charter’ and the ‘Action Project Charter’ from Academic Quality Improvement Program; The Higher Learning Commission
**Appendix D: Action Project Charter**

This Charter should be used for all Action Projects.

---

**Action Project Charter**

<table>
<thead>
<tr>
<th>Sponsoring Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title:</td>
</tr>
<tr>
<td>Problem, Opportunity, &amp; Purpose:</td>
</tr>
<tr>
<td>Organizational Need:</td>
</tr>
<tr>
<td>Key Stakeholders: Internal and external groups with an interest (stake) in the project.</td>
</tr>
<tr>
<td>Project Vision: A 25 to 30-word summary of objectives and goals that could be used to communicate with stakeholders. What does the project include and what does it specifically exclude.</td>
</tr>
<tr>
<td>Project Deliverables/Outcomes: Description of the key organizational process(es) that you expect this Action Project to change or improve and the overall &quot;outcome&quot; measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals.</td>
</tr>
<tr>
<td>Project Authority: Statement of the role of the project as advisory, consultative, or determinative</td>
</tr>
<tr>
<td>Resource Requirements: How much the project will cost and from what budget(s).</td>
</tr>
<tr>
<td>Critical Success Factors and Risks: Description of necessary conditions and pitfalls.</td>
</tr>
<tr>
<td>Monitoring: Description of how you plan to monitor how successfully the efforts on this Action Project are progressing:</td>
</tr>
<tr>
<td>Roles &amp; Responsibilities: Description of who will be doing what both on the team and for the team</td>
</tr>
<tr>
<td>Timeline: Explain the rationale for the length of time planned for this Action Project, including projected target dates</td>
</tr>
<tr>
<td>Planned project kickoff date:</td>
</tr>
<tr>
<td>Target completion date:</td>
</tr>
<tr>
<td><strong>UPDATE:</strong> Actual completion date:</td>
</tr>
<tr>
<td>Team Membership</td>
</tr>
<tr>
<td>Champion</td>
</tr>
<tr>
<td>Chairperson(s)</td>
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<td>Members</td>
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</table>

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Adapted from Shared Governance AQIP Project “Shared Decision-Making Charter” and the “Action Project: Charter” from Academic Quality Improvement Program, The Higher Learning Commission

Please submit completed copies of this form to (1) Core Committee Co-Chairs and (2) the Office of Institutional Research and Strategic Planning, Milwaukee Campus, Room M222.
Appendix E: Core Committee Structure

Contract Language

“Unless otherwise agreed to by both parties, Committees shall be equally comprised of no fewer than three (3) no more than five (5) members each, representing Labor and Management.

1. Each Committee shall be Co-Chaired by representatives from Labor and Management. The Labor Co-Chair shall be a Union Member.
2. The Members, including Co-Chair, from Local 212, shall be appointed by the President of the Local 212 and the Co-Chair from MATC shall be appointed by the President of MATC for a minimum of two (2) years. Members may be reappointed. Initial committee appointments shall be overlapping terms of two (2) or three (3) years.
3. All Committees shall be responsible for recording and distributing meeting minutes to Local 212 President, MATC President, and other appropriate persons.” (Labor Contract, Article III, Section 1, C)

Responsibilities

The core committees function at a strategic level. Therefore, the nature of committee work must be at a planning and policy level, not an operational or implementation level. Implementation should occur through strategy work teams, departments, divisions, and designated subcommittees designed to carry out the strategies. The co-chairs should make every effort possible to include key implementers as part of the planning process to ensure effective and efficient follow-through.

Each committee is encouraged to use the quality guidelines, tools and appropriate methods for listening, dialogue, and communication with the college community prior to, during, and following its deliberative process. Each committee is responsible for coordinating with the other committees and college-wide groups where there is overlap or the need to involve other groups for improved decision-making because of the impact of the issue(s) being discussed.

The Core Committees are also responsible for determining progress on their Strategic Goal in the third quarter of the year (March/April). Strategy team owners should present their progress in oral or written form to the committee. This review helps the committees to determine goal attainment and make adjustments to the objectives and strategies as needed. The Third Quarter Review form can be found in Appendix H.

If any of the following issues are discussed at a core committee meeting, the respective co-chair should contact the union President, First Vice-President and Director of Labor Relations immediately:

- Compensation issues
- Working conditions
- Curriculum revision/development
- School Calendar
- Class load
- Program changes/cancellations

**Membership**

**a. Represented Groups**

Milwaukee Area Technical College administration works together with the unions to fulfill the mission of the District. There are seven separate agreements between the administration and full- and part-time employees involving three unions. The unions are:

1. **Local 212**, American Federation of Teachers, AFL-CIO representing:
   - Full-time counselors, faculty, outreach specialists
   - Full-time paraprofessionals, Services for Students with Disabilities facilitators, child development specialists, library technical assistant, paralegal, media designer, library technician, academic support specialists, student service specialists
   - Part-time faculty
   - Part-time paraprofessionals, child development specialists, recruiters, specialists, technicians

2. **Local 587**, AFSCME, AFL-CIO representing:
   - Full and part-time accounting assistants, bindery assistants, building service workers, clerks, clerk stenographers, clerk typists, computer service assistants, draftsperson, duplicating equipment operators, electronics repair technician, food service workers, foundry workers, cashier, messenger, public safety officers, receiving and shipping clerks, stage assistants, stores assistants, student center operators, telephone operators, visual aids assistants.

3. **Local 715**, International Brotherhood of Electrical Workers, AFL-CIO-CFL representing:
   - Full-time television production assistants

**b. Co-Chairs**

The co-chairs of core committees work as a team to ensure productive meetings. They are the primary contact and effective communication point between their committee and the rest of the college, especially other core and college-wide committees.

**Administrative**

Specifically, an administrative co-chair is expected to work in tandem with the union co-chair to:

- Attend all committee meetings. If a co-chair cannot attend a meeting, he/she needs to contact their faculty co-chair.
- Prepare and distribute meeting materials, agendas, and minutes within a reasonable amount of time prior to each meeting.
• Co-lead the meetings, including approval of minutes. Ensure minutes are taken by a recorder at each meeting and sent to Institutional Research & Strategic Planning for posting to iMATC.
• Schedule training, including orientation of new committee members, as needed.

**Labor**

The Core Committee Co-chair shall be responsible for all of the following:
• Attend all meetings of the Core committee. Any absence must be reported to the union office the day the member is unable to attend.
• Submit a report each month to the membership on the Core committee’s meetings and on any actions taken or considered by the committee.
• Attend all Union Membership meetings held during the member’s appointment as Co-chair.
• Not engage in any policy-making agreements with administrators, especially if those agreements might be in conflict with the Local 212 contract. If the member is unclear as to decision making on agreements, he/she should seek clarification from Union leadership before proceeding in such agreements.
• All co-chairs of the committees shall report to the Local 212 Executive Board at the end of each semester, i.e., in December and May of each year, regarding overall functioning and issues of the committees.
• If the Co-chair fails in discharging any of the above stated responsibilities, the Executive Board of the Local 212 may terminate the member’s appointment as Co-chair.

Co-chairs must recognize that they are the main liaisons between respective committees and the union. As such, co-chairs must provide the union with any relevant information and respond to the union’s requests for information on a regular and timely basis.

Co-chairs of core committees shall prepare and distribute the meeting agenda to the committee members, as well as the First Vice-President, within a reasonable amount of time prior to each meeting. The First Vice-President of the union will contact the co-chair of the committee if there are any issues that need to be added to the agendas.

Based on the agendas, minutes, monthly reports received from the co-chairs and meetings with them, the First Vice-President will inform the union president and the Executive Board regarding the activities of the core committees during his monthly report to the Executive Board.

c. **Selection of Labor Core Committee Members**

The committees will receive new members each year due to one-half of the
members rotating off. In the first issue of the Local 212 newsletter in March of each year (to be followed-up by voice mail and e-mail messages), Local 212’s First Vice-President will solicit applications for core committee positions from the general membership. The deadline to return applications will be March 31st.

Upon the recommendation of the First Vice-President and with the approval of the Executive Board, the President of Local 212 will appoint core committee members, including co-chairs.

The formal appointment of the new members and co-chairs to the core committees shall be made by April 30th when the First Vice-President of Local 212 will announce the names and terms of all the members (old and new) and co-chairs to the Deans for purposes of scheduling of classes and load calculation. According to the contract, co-chairs are entitled to 10-15% release time.

d. Selection of Administrative Core Committee Members
The Administrative Co-Chair determines administrative member appointments. Appointments are for two-years.

e. Roles and Responsibilities of Membership
Administrative Members serving on Core Committees:
- Prepare for and attend all meetings. Any member who misses three consecutive or five total meetings or who is not an active and productive member of the committee may be removed from the committee and replaced by another Administrator who will fill out the remainder of that term.
- Carry out assignments given by the committee.

Labor Members serving on Core Committees:
- Prepare for and attend all meetings. Any member who misses three consecutive or five total meetings or who is, in the opinion of the Labor Co-Chair, not an active and productive member of the committee may be removed from the committee and replaced with a Labor member who will fill out the remainder of that term. The replacement will be appointed by the First Vice President of Local 212.
- Carry out assignments given by the committee.
- Inform Local 212 First Vice President in a timely manner if he/she intends to leave the committee.

f. Student Representation
Student input is important for many of the core committees to accomplish their work effectively. Students are often impacted by the policies, procedures and processes that guide the work of the core committees. Therefore, their perspective is unique and committees are encouraged to seek student input before recommending changes that impact them.
Core Committees are encouraged to solicit input from and about students in a variety of ways that meet the needs of the committees and students as follows:

- Student Senate meetings—presenting proposals or asking for feedback
- Asking students to attend meetings—regularly or for certain agenda items
- Sending out surveys/emails
- Data obtained from satisfaction surveys/complaints/focus groups/other
- Research data on students
- Orientations
- Student worker representation
- Communication liaison—report out to students and back to the committee

**Meeting Dates**

Core Committees meet primarily during the academic year on Thursday afternoons, biweekly or as scheduled by the Co-Chairs. Each Core Committee Co-Chair sends out an agenda prior to each meeting, along with the minutes of the previous meeting. Forms for agendas and meeting minutes are in Appendix 6 and can be accessed via iMATC, departments, core committees and scroll down to Forms.

Approved minutes are then forwarded to the Office of Institutional Research & Strategic Planning, which serves as a clearinghouse for committee information, and are posted on the iMATC site of the College. The iMATC link shall include committee approved minutes, membership, meeting schedule, Charters, relevant forms, handbook and other related information.

**Evaluation**

Each committee is responsible for conducting a self-assessment at the end of the academic year to identify areas of improvement. Input from the college community should be gathered as well to ensure feedback for improvement. See Appendix J for May (end of year) Evaluation form.
Core Committee returns findings to work team for more information

Strategy Work Team submits findings to Core Committee

Core Committee decides where Action Project should go next

Core Committee may revise and/or answer disapproval in writing

SPBSC makes suggestions to take back to Committee

YES

Recommendation approved & copied to college VP for implementation & 1st VP of Local 212 for accountability

NO

Formal Recommendation sent directly to presidents

Recommendation sent to champion

*NOTE: If one president does not approve the recommendation, the two presidents confer. Their decision is final.

Reasons for disapproval sent in writing to Core Committee*
Appendix G: Core Committee Recommendation Form

### Core Committee Recommendation Form

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsoring Committee &amp; Co-Chairs:</td>
<td></td>
</tr>
<tr>
<td>Strategic Plan Link:</td>
<td></td>
</tr>
<tr>
<td>Proposal Title:</td>
<td></td>
</tr>
<tr>
<td>Key Stakeholders &amp; their involvement (feedback) in creating proposal:</td>
<td></td>
</tr>
<tr>
<td>Proposal:</td>
<td></td>
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<tr>
<td>Timeline for Implementation:</td>
<td></td>
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<tr>
<td>Anticipated Budget:</td>
<td></td>
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<tr>
<td>Champion:</td>
<td></td>
</tr>
</tbody>
</table>

Submitted by: ___________________________ Date: ________________

Approved by: ___________________________ Date: ________________

Approved by: ___________________________ Date: ________________

Copies of this completed form (with signatures) should be forwarded to the EVP’s Office, Local 212, and the Office of Institutional Research & Strategic Planning (Updated 7/21/11)
# Appendix H: Core Committee Third-Quarter Review Form

## MATC Strategic Plan Review

### Third Quarter Review

#### Status Report


<table>
<thead>
<tr>
<th>Goal: ____________________</th>
<th>Review Date: ____________________</th>
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<tbody>
<tr>
<td>Objective: ____________________</td>
<td>Submitted By: ____________________</td>
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<tr>
<td></td>
<td>(Strategy Owner) ____________________</td>
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</table>

<table>
<thead>
<tr>
<th>PLAN</th>
<th>DO</th>
<th>CHECK</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy From Plan</td>
<td>Measure/Target</td>
<td>Actual Performance</td>
<td>C= completed  IP= in progress  M= missed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure/Target</td>
<td>Actual Performance</td>
<td>C= completed  IP= in progress  M= missed</td>
<td>Issues, Problems, Concerns</td>
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<tr>
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<td></td>
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</table>

Appendix I: Shared-Governance Meeting Guidelines

Sample Meeting Guidelines / Ground Rules

- All members will participate
- Consensus decisions will be made
- Members will treat each other with respect
- Will start and end meetings on time
- Will stay focused
- Listen as an ally
- Ask questions to gain knowledge, not to challenge
- Spontaneity / appropriate humor is encouraged
- Members will provide appropriate feedback – non-judgmental, timely, specific, etc.
- Comments should be supportable. “In God we trust, all others bring data.”
- No attribution of comments by name
- It’s OK not to like something. However, members should provide specifics about what is not liked, and alternatives offered
- Focus on issues, not people.

Quorum

A simple majority of the committee membership constitutes a quorum and is required before minutes can be approved as well as consensus on agenda items can be reached.

Decision-Making Protocol

Consensus is a goal of committees’ decision-making processes and should be the primary decision style. Consensus can be expressed through unanimous agreement or it can be a modified consensus where members can live with a decision even though they may not be in full support. In the event that consensus is not reached, the committee may take one or more of the following steps:

- Study and further discuss the issues, bring in expertise, amend/redesign the proposal to achieve consensus.
- Secure a facilitator to work through the issues
- Table the decision (postpone discussion).
- Reject the proposal and explain rationale.
- Seek advice from the Strategic Planning and Budget Steering Committee (Co-Chairs) or external constituencies.

The consensus “voice” of faculty, staff, and administrators on Core Committees can be heard through recommendations. “Decisions made by these Committees shall be by a consensus of 2/3 all members. They shall be forwarded directly to the Local 212 President and the MATC President for approval or disapproval. Either president has veto authority.” *(Please see Appendix F: Recommendation Flowchart.)*
Meeting Agenda Template
All committee meetings should use this template for agendas and minutes.

### Meeting Agenda Template

[ Click here and enter committee name. ]

Meeting Agenda / Minutes

<table>
<thead>
<tr>
<th>Mission:</th>
<th>[ Click here and enter committee/team mission statement. ]</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>Time / Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator:</td>
<td>Minute Taker:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendees:</th>
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<tbody>
<tr>
<td>Select and enter name</td>
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<td>Select and enter name</td>
<td>Select and enter name</td>
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### Agenda Items

<table>
<thead>
<tr>
<th>Items / Outcomes</th>
<th>Who / Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check In</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>5. Check Out</td>
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</tbody>
</table>

**Please Read:** [ Click here. ]

**Please Bring:** [ Click here. ]
### Agenda Item 1  Check In

<table>
<thead>
<tr>
<th>Discussion:</th>
<th>[ Click here and enter discussion information. ]</th>
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</thead>
<tbody>
<tr>
<td>Action items:</td>
<td>[ Click here and enter Action items. ]</td>
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<tr>
<td>Person responsible:</td>
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<td>Deadline:</td>
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### Agenda Item 2  [ Click here and enter agenda item 2 here. ]

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</tr>
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<tbody>
<tr>
<td>Action items:</td>
<td>[ Click here and enter Action items. ]</td>
</tr>
<tr>
<td>Person responsible:</td>
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</tr>
<tr>
<td>Deadline:</td>
<td>[ Click here. ]</td>
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### Agenda Item 3  [ Click here and enter agenda item 3 here. ]

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<thead>
<tr>
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<tbody>
<tr>
<td>Action items:</td>
<td>[ Click here and enter Action items. ]</td>
</tr>
<tr>
<td>Person responsible:</td>
<td>[ Click here and enter. ]</td>
</tr>
<tr>
<td>Deadline:</td>
<td>[ Click here. ]</td>
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### Agenda Item 4  [ Click here and enter agenda item 4 here. ]

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<td>[ Click here and enter Action items. ]</td>
</tr>
<tr>
<td>Person responsible:</td>
<td>[ Click here and enter. ]</td>
</tr>
<tr>
<td>Deadline:</td>
<td>[ Click here. ]</td>
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</table>

### Agenda Item 5  Check Out

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<tr>
<th>Discussion:</th>
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<tr>
<td>Person responsible:</td>
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<tr>
<td>Deadline:</td>
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### Agenda Items for Next Meeting -

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<th>Time</th>
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<tr>
<td>5. Check Out</td>
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</table>

### Additional Information:

| Special notes: | [ Click here and enter special notes. ] |

(Updated 7/21/11)
7-Step Improvement Method
Meetings are facilitated by a clear understanding of oversight responsibilities and the steps taken to assure that progress is made on Action Projects. MATC has adapted the 7-Step Problem Solving Method to be employed when developing strategies to achieve goals and objectives. This is a detailed enactment of the Plan-Do-Check-Act cycle of quality improvement (see page 16).

The keys to ensuring that Action Projects are successful are 1. Working on the right project; 2. Focusing efforts, and 3. Verifying theories with data. Employing the 7-Step Improvement Method helps achieve these 3 goals. Continuous Core Committee monitoring of Action Projects is essential.

The following is a summary of the method as it pertains to Strategy Work Teams’ Action Projects.

1. **Define Problem:** Determine the problem. Identify the stakeholders who are affected by this problem. Determine the processes involved with this problem? Identify strategies that could address problem? Identify potential barriers to those strategies?

2. **Assess Current Situation:** Discover the history of this problem. Determine the first time the problem appeared. Identify the key features of the problem and any processes associated with the problem. Determine the data available to verify and solve the problem.

3. **Analyze Causes:** Analyze data. Identify possible causes (using a fishbone diagram for root causes). Determine and address special causes not part of the process all the time (exceptions). Determine common or root causes. Identify which causes have greatest impact on problem.

4. **Develop and Try Solutions:** Generate and evaluate solutions. Select improvements. Identify conditions that may affect implementing solutions. Develop plans. Conduct tests (pilots). Gather data on test results.

5. **Study Results:** Analyze data from test results. Decide if modifications are needed to improvement or to run test (pilot) again with modifications.
6. **Standardize Improvements**: Document new process. Create any new forms or instructions needed. Develop measures to monitor and maintain improvements. Declare a champion who is responsible for overseeing the new process. Identify any specific work that has yet to be done and any accompanying resources needed. Develop a plan to roll-out improvement to community (if appropriate). Plan training and implementation (if appropriate). Operate new process.

7. **Develop Future Plans**: Record lessons learned, including barriers such as policies and practices. Report lessons learned to college community. Document other improvement opportunities identified on this journey. Recommend new process as model for other improvements (if appropriate). Develop a formal recommendation for future improvement projects.

**Appendix J: HLC Summary Feedback by AQIP Category**

**Category 1: Helping Students Learn**

*Feedback Summary:* Student assessment is a priority and the college is developing a campus tradition of shared governance. A set of processes and systems are emerging based on input from students, faculty and staff, state governing bodies, external accreditors, and regional employers. A wide variety of data is being collected on student learning and the college has an opportunity to analyze it more systematically, measure performance more directly, and communicate and organize results to more effectively inform decisions that help students learn.

**Category 2: Accomplishing Other Distinctive Objectives**

*Feedback Summary:* MATC has a significant opportunity to develop a clear, coherent strategy to identify, implement, and evaluate distinctive objectives to enhance external stakeholder partnerships. The college is in the preliminary stage of developing its objectives relative to non-academic programs. There is a lack of consistency in assessing how well it is meeting the needs of internal and external stakeholders. Continued exploration of the context for these non-instructional services, as well as their fit within the mission, vision, and values of the institution, will aid in creating measures and tracking results.

**Category 3: Understanding Students’ & Other Stakeholder Needs**

*Feedback Summary:* The College has developed many strategies for obtaining actionable information regarding student needs and has used this information to set improvement goals. However, it has several challenges that need to be addressed to strengthen the relationship with students and external stakeholders. Safety and security on campus is one, and MATC would benefit from implementing more processes to improve them. The College’s institutional research model is a key tool for creating effective planning and dialogue to address such issues.
Category 4: Valuing People

Feedback Summary: MATC offers opportunities for professional development while valuing a philosophy of promoting from within. While the college systematically defines leadership strategies that value people, it lacks a systematic identification of leadership candidates and ways of ensuring they receive training, development and preparation for future positions. Creating a leadership plan that includes assessment and addresses succession would benefit the College and would better demonstrate its commitment to valuing people as an ideal. Furthermore, MATC is in the very early stages of coordinating relevant data to make improvements to a process that does not include steps to actively recruit minorities, women, and candidates with disabilities. Its shared governance model is a tool for creating effective planning and dialogue in this area. The college also has an opportunity for improvement by regularly collecting and analyzing employee satisfaction and productivity data, formalizing processes for determining factors affecting motivation, and aligning compensation and recognition programs with college objectives.

Category 5: Leading & Communicating

Feedback Summary: MATC is just beginning to understand and appreciate the context in which processes for leading and communicating can be developed. Siloed operations predominate and processes have not yet been defined in many areas. The college has made significant efforts to provide venues for employee participation in decision making, including a shared governance structure and core committees. However, it is unclear how this system of shared governance works in practice, how strategic directions and targets for improvement are established, and how the needs of stakeholders are identified and incorporated into the process. How it makes and carries out decisions appears to be very “top-down,” and results from a recent employee survey confirms that employee involvement in decision making and dissemination of information are areas for improvement. MATC is encouraged to document its processes for decision making and communication to enhance transparency and to help the College identify how data can be used to inform decisions.

Category 6: Supporting Institutional Operations

Feedback Summary: MATC understands the challenges of supporting its institutional operations but it appears data-rich and information-poor in assessing performance in its support operations. The institution is just beginning to gather results to demonstrate successful approaches, processes, and outcomes. Conducting an overall assessment of the methods and data used by the College would be beneficial.
Category 7: Measuring Effectiveness

*Feedback Summary:* MATC is positioning itself well to address its data collection and analysis needs for measuring effectiveness in the future. Current performance results lack direct relevance to and congruity with the key performance indicators or with its Strategic Plan. Again, the college appears rich with data but information-poor, lacking clear methods to utilize data that assess performance, inform decision making, or shape planning efforts. The move to centralize data collection and analysis within Institutional Research will help to ensure that efforts to utilize information are well-coordinated and aligned with the college mission. MATC recognizes the need to develop and implement a systematic approach to select, gather, analyze, and distribute institutional data, and has identified opportunities for improvement, including comparative benchmarks and aligned performance indicators with strategic planning outcomes.

Category 8: Planning Continuous Improvement:

*Feedback Summary:* The Portfolio reveals a vague, top-down structure for strategic planning. While the Portfolio addresses key concerns with competition, preparedness of learners, skyrocketing unemployment rates, and unevenly distributed poverty within the district, these do not appear to be addressed in the College’s planning processes. MATC is in the beginning stages for developing its processes for continuous improvement and has an opportunity to engage its constituents with an “outside-in focus.” Furthermore, MATC recognizes the need to further develop a culture of shared decision making to foster employee buy-in for action plans, align and link its plans and objectives, and integrate data and results into its planning processes in order to establish targets for performance.

Category 9: Building Collaborative Relationships

*Feedback Summary:* MATC has demonstrated its ability to build collaborative relationships with other organizations, although there is growing awareness of the need for more coordinated, coherent processes in this area. The College demonstrates an interest in strengthening and systematizing its work with its partners. Leadership at the College is changing and a new vision of assessing quality seems to be underway. MATC is in a good position to implement significant improvements with regard to building its collaborative relationships.
### Appendix K: Committee Evaluation Form

**COMMITTEE NAME:** (fill in name here)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don’t Know/Can’t Say</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The committee mission statement, strategic goal and objectives are relevant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The committee membership works effectively together</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The committee membership is representative of relevant areas of the college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The amount of work expected of members is realistic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. All members are involved in decision making</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The role of the committee is clear to all its members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The recommendation process is effective</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The Strategy Work Teams function well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Allotted time for work is sufficient</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Budgeted monies are effectively used</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Size of budget is sufficient</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. The Committee met its goals for the year</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. If you disagree in Q 12, why do you say that?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How can the committee process be improved?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copies of completed forms should be collected by co-chairs and forwarded to the Office of Institutional Research & Strategic Planning for processing by May 15.

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