

Experience 2025 Project Charter

Strategy Name

Hope and Resilience Team

Related Strategic Directions:

1. First Choice Service -

Western is committed to providing students and others with a level of personal service that makes Western a college of first choice. First choice service is a daily intentional choice to provide a positive emotional experience--to serve others as they want to be served.

- First choice service comes from a place of humility and void of judgement.
- Employees should feel safe and empowered to make decisions that serve the best interests of students.
- Interactions with others should be consistent with Western's values and practices.
- First choice service creates a positive emotional experience that is the foundation of the essential experience at Western.

2. Equity, Inclusion and Support -

- Infuse 21st Century teaching and learning practices in all programs and general education disciplines.
- Infuse poverty-informed practices throughout the college.
- Infuse trauma-informed practices throughout the college.

3. Workforce and Community Engagement -

- Creating strong partnerships with the regional agencies that are currently committed to resiliency and trauma-informed efforts:
 - Gundersen Health System
 - K-12 School Districts
 - YMCA
 - Regional human services agencies
 - Local law enforcement agencies

What is the Purpose of the Work and the Team?

Develop a collaborative and comprehensive trauma-informed plan that allows Western to fully infuse trauma-informed principles, policies and procedures through the Western Experience for staff and students. Serve as the leadership team and central clearinghouse for all current and future trauma-informed initiatives, trainings, and related activities. Align the overall trauma-informed plan within the Experience 2025 strategic plan and other organizational priorities.

Objectives and Outcomes

- **Form a high functioning inter-disciplinary team.** An inter-disciplinary team was created in July 2019 and has been meeting since August 2019. The 11 member leadership team includes practitioners, managers, faculty members and two external stakeholder representatives, who serve with varied experiences and content expertise related to trauma-informed care. (See full list below.)
- **Develop a long-term, comprehensive professional development plan.** The trauma-informed message is powerful and has the potential to significantly impact every person at this campus, students and staff alike. Our team is committed to developing a customized training plan that intentionally lands the message in a way that resonates with each individual and prompts a call to action – personally and professionally.
- **Lead, coordinate and act as a clearinghouse for all current and future trauma informed trainings, activities and initiatives at Western.** The team has already begun to gather a list of the current trauma-informed activities that are in place at Western or being considered for the future. Our goal is to provide direction, support and strategic oversight related to training, messaging and the scoping of projects. Our desired outcome is consistent and shared understanding, language and vision across the College.
- **Partner with other trauma-aware leaders in the community.** Western currently has 5 Resilient and Trauma Informed Community (R-TIC) “Champions” on staff who have received advanced training on regional TIC efforts. Ann and Peggy are committed to regular meetings with the R-TIC leadership group to help provide direction and advance existing and emerging partnership opportunities.

Why is this work important?

Western has a responsibility to understand and address the impact of ACEs within the context of students’ learning and success throughout their educational experiences. Creating academic environments that are trauma informed can have significant impacts on the retention and overall success of students.

Additionally, employees who are equipped with increased understanding of the impacts of trauma – their own and that of the students -- can better manage their own self-care to reduce compassion fatigue, burnout, and disengagement.

Who does this work impact and what is included and not included? (Project Scope)

- Students
- Staff/Faculty
- External community partners

Connection to Experience 2025

- Increase overall student satisfaction from 69% to 75% by 2021
- Increase in employee engagement

Executive Sponsor (SLT level)

Amy Thornton

Strategy Lead

Ann Brandau and Peggy Vogel

Decision-making Protocol/Decision Rights

Consensus among team led by Ann and Peggy

Team Members and Titles

BrandauHynek, Ann <BrandauHynekA@westerntc.edu>; Director of Counseling

Breckenridge, Betsy <BreckenridgeB@westerntc.edu>; Faculty, Learner Support and Transition

Catherine Kolkmeier (ckolkmeier@uwlax.edu); Executive Director, La Crosse Medical Health Science Consortium

Delagrave, Amy <DelagraveA@westerntc.edu>; Counselor

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Follansbee, Kris <FollansbeeK@westerntc.edu>; Access and Language Services Manager

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Kettner-Sieber, Jacqueline <KettnerJ@westerntc.edu>; Associate Director of Talent, Retention, and Employee Relations

Moffler-Daykin, Kirsten <DaykinK@westerntc.edu>; Learning Commons Coordinator

Thomas, Lyndsey <ThomasL@westerntc.edu>; Financial Literacy Coordinator

Vogel, Peggy VogelP@westerntc.edu Faculty Developer

Assumptions

Faculty and Staff are in different places in their understanding of trauma and resilience. We need to honor where they are in their education and implementation and offer a variety of entry points and paths of professional development along the way. Student are arriving at Western in different places with regard to their own experience that may include trauma. This team's focus is to build resilience and create hope for both staff/faculty and students.

Data Collection and Evaluation Plan

- Faculty and Staff Surveys that show growth in their foundational knowledge of Trauma-Informed Practices
- Attendance or participation in each professional development opportunity that is made available

Major Milestones and Compelling Scoreboard

100% of faculty and staff have a working knowledge of the effects of trauma and the impact on the lives of students and staff.