



Board of Trustees

Handbook

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2740 West Mason Street, Green Bay, Wisconsin
920-498-5500
www.nwtc.edu

Introduction

Welcome to the Northeast Wisconsin Technical College Board of Trustees. We hope your service to the College as a member of the Board is a rewarding experience for you.

Your service will be invaluable as you share your knowledge and expertise with other Board members and College staff in shaping the future of the Northeast Wisconsin Technical College.

The purpose of this handbook is to provide you with both historical and organizational background information on the Northeast Wisconsin Technical College District and the Wisconsin Technical College System. Other sections of the handbook will address the Board Governance Policies, the Vision and Mission of the College, College Value Statements, the makeup of the current NWTC Board of Trustees, information on monthly Board meetings, a listing of professional organizations, and travel and reimbursement information.

The Executive Assistant to the President serves as your resource in coordinating all your meeting and travel needs.

Thank you for sharing your time and talents with us.

Board & Administration

NWTC District Board

The District Board is the governing body of the Northeast Wisconsin Technical College District. This is in accordance with Chapter 292 of the 1965 laws of the State of Wisconsin. The Board consists of nine members. They are residents of the District and include two employers who have the power to employ and discharge, two employees who do not have the power to employ or discharge, three additional members, a school district administrator of a school district that lies within the District, and an elected official. Of the nine members, each gender must be represented by a minimum of three individuals. No more than two additional members may be employees, and no more than two additional members may be employers. In addition, no two Board members may be officials of the same governmental body.

Any adult who is a resident of the District is legally qualified to become a member of the Board. Appointments are made by the NWTC Appointment Committee consisting of county board chairpersons of counties having territory within the District (Brown, Door, Florence, Kewaunee, a portion of Manitowoc, Marinette, Oconto, a portion of Outagamie, and Shawano counties). The Appointment Committee forms and approves a Plan of Representation for the membership of the District Board that takes into consideration the population distribution within the District and considers minority group representation. The Wisconsin Technical College System State Board confirms the appointments.

District Board policies contain specific regulations for Board members regarding private interests and public contracts, gifts, orientation and training, and similar subjects.

The NWTC Appointment Committee appoints board members to the Board for three-year terms. Officers include a chairperson, vice-chairperson, secretary and treasurer.

Regular meetings of the Board are held on the second Wednesday of each month, with the exception of the July Board meeting, which is statutorily held on the second Monday of the month. This meeting is the organizational meeting of the Board, at which time officers are elected. Meetings are held in the afternoon in the NWTC District Board Room located on the Green Bay Campus, 2740 West Mason Street, Green Bay, Wisconsin. The Board also holds a meeting on the Marinette and Sturgeon Bay Campus (usually in September and October). This allows Board members to visit the satellite campuses during the year. Laws do provide for additional special meetings, budget meetings, and executive sessions. All Board of Trustee meetings are open to the public. Agendas for these meetings are prepared by the President of the College, with input from his administrative cabinet, and are mailed out to Board members on the Thursday preceding the Board meeting day.

This enables the Board ample time to review agenda materials sent out prior to the Board meeting.

The District Board has exclusive control over the policy-making operations that govern the District. The Board is responsible for developing policies in accordance with educational needs of the people to be served by the District, and furnishing the financial resources by which the educational programs are run, and performing other responsibilities as prescribed by state statutes.

The Board is charged with the responsibility of offering full-time and evening programs at each of the three main campuses at Green Bay, Marinette, and Sturgeon Bay, as well as at 30 adult centers where courses are conducted.

A pivotal function of the District Board involves policy and evaluation. The term policy in this context is a strategy for meeting the mission and purposes of the College. In the same manner, evaluation of the policies determines the degree of success to which the mission and purposes are being achieved.

The policy and evaluation function involves the application of critical analysis and review. It is in this process that the Board interacts with the administration and staff to determine policy and the effectiveness of the policy. The Board has at its disposal a variety of information such as the annual report, the facilities plan, program and service evaluations, student follow-up programs, and committee data to aid in its decision-making.

The President, Vice-Presidents, and the Chief Financial Officer will meet with new Board members prior to the beginning of their term of office for a one-day in-service session. The President and Executive Assistant will review policies and procedures that will assist the Board members in their duties as members of the Board of Trustees. The Board members will meet with the Vice-President of Learning, the Vice-President for Student Services, the Vice-President for Administration, and the Chief Financial Officer. You will also meet the Director of Instructional & Information Technology, the Director of College Advancement, and the Director of College Diversity. They will provide information on their respective areas and share their individual organization structure with the Board.

Many Board members actively participate in the Wisconsin Technical College District Boards' Association, the Association of Community College Trustees, and the American Association of Community Colleges to round out a full and varied schedule.

A unique function performed by Board members is to be an advocate for the College and of vocational, technical and adult education in general. This function is one that has never been reduced to writing, but it has been accepted and performed by every person who has served on the Board. Board members act as a liaison for the College in their own geographic areas and provide strong support for the institution by providing information to the public and direct comments, concerns, and complaints

back to the President, who, then, refers the item to the appropriate place for disposition.

Overall, the Board plays a crucial role in the operation of the College and in aiding the College to achieve its mission and purposes. This is reflected in its deliberate and cautious decision-making style that has become characteristic of the District Board and is reflected in a variety of ways such as ensuring that those administrative details involving bidding, purchasing, and other similar functions meet the standards one would expect in the public sector. Also, some decisions are carried from one meeting to the next in order to allow the Board members time to review supportive material and receive input from staff members. This results in a profitable interaction between the Board, the population it represents, and the College.

Administration

The Northeast Wisconsin Technical College District administrative structure includes the District Board, the President of the College, Vice-Presidents, Chief Financial Officer, Directors of College Diversity and Instructional and Information, and Deans, Associate Deans, Supervisors, and Managers.

The President's Executive Leadership Team includes the Executive Assistant to the President, the Vice-President of Learning, the Vice-President of Student Services, the Vice-President of Human Resources, the Vice-President of College Advancement, the Chief Financial Officer, the Director of College Diversity, the Director of Instructional and Information Technology, the Marinette Campus Dean, and the Sturgeon Bay Campus Dean. The Leadership Team oversees the operation of the district that employs 597 full-time benefited employees and 1,912 part-time employees and manages a budget of \$82 million. NWTC is the fourth largest district in the Wisconsin Technical College System.

NWTC Planning Process

The Vision and Mission is the core of NWTC's planning process. Each was developed with staff and community input and drives all decisions at the College. This process includes Critical Success Factors (CSF), Key Performance Outcomes (KPO's), Key Performance Indicators (KPI's), Decision Tree, and Action Plans.

The planning process is influenced and maintained by several outside forces. These forces are:

- Organizational Values – The NWTC value statements adopted by NWTC.
- Community Environment – The communities within NWTC's District have supported and influenced all phases of the action plans. Suggestions and input from the local areas strengthen and move the College in new directions.

- Economic Conditions – The economic base of the NWTC district is strong and has continuously supported the programs and services at NWTC.
- Customer Demands – The needs of customers have become the number one focus of NWTC's new planning process in pursuit of its vision by achieving its mission.

End Statements – NWTC's Board of Trustees follows a planning course parallel to the administrative planning process and has developed end statements which are foundations to the key performance outcomes in the Leadership Plan. The End Statements within clusters address the following issues:

1. Diversity
2. Delivery
3. Partnerships
4. Institutional Effectiveness
5. Outcomes
6. Basic Education and K-12 Alternative Education
7. High School Student Preparedness and Access
8. Learning
9. Business, Industry and Economic Development
10. Cost Effectiveness
11. Infrastructure

Executive Leadership Plan

The Executive Leadership Team establishes an annual Team Action Plan wherein the goals of the team for the upcoming year are established and monitored on a bi-weekly basis. The Team Action Plan is developed in June of each year during an Executive Leadership Team Retreat. The NWTC Leadership Plan helps to keep the College focused on the ultimate goal of achieving its vision. The Plan has several important purposes:

1. It provides direction in achieving the Critical Success Factors (CSF) of product Development (D), Sales (S), Delivery (D), Effectiveness (E), and Organizational Development (O) – **DSDEO**.
2. It assures that each of the initiatives and activities of the College are integrated into a consistent whole.
3. It establishes measurable and attainable goals for each component of DSDEO.
4. It aligns all of the College's actions through a standard template of action.
5. It has set priorities by establishing timelines.
6. It is part of a comprehensive effectiveness plan for the College.

All of the Elements of the Leadership Plan are:

- The Vision and Mission of the College
- The Value Statements
- The Value Proposition
- Critical Success Factors
- Dashboard of Key Performance Outcomes (KPO's)
- Key Performance Indicators (KPI)
- Decision Tree
- Team Action Plans

Definitions:

“Product” is defined as any unit of learning, learning opportunity or customer service.

“Development” refers to the creation and/or modification of a learning opportunity and/or service so that new competencies are attained or the customer receives a service currently not available.

“Sales” refers to the process of convincing a learner to purchase or use a product and/or service offered by the College. Sales occur throughout the lifetime of the learner's interaction with the College.

“Product Delivery” refers to the manner in which the learning opportunity or service is offered over time, duration, method, and/or location.

“Effectiveness” refers to the extent to which the learner/customer attained the skills desired and/or the service requested in the manner and time requested in the most cost-effective way. Effectiveness can be measured at the individual level and aggregated to other levels.

“Organizational Development” refers to steps taken to assure the growth and progression of NWTC to a new state of being wherein it adopts a new culture and manner in which it organizes itself into a Learning College.

Key Performance Outcomes (KPO's):

The Key Performance Outcome presents a clear, concise, and precise statement describing a major desired product. It is related to a critical success factor and describes the end result or outcome, not the activities or the process. The following are the Key Performance Outcomes:

A. Product Development

1. To increase the number of new learning products (i.e., programs, courses, certificates, course competencies, etc.).
2. To increase the number and variety of services to customers.
3. To increase the number of community and social services products (will include a training center at another company, helping the community meet technology infrastructure needs, working with a community in addressing the increase of diverse populations, economic development issues, etc.).

B. Product Sales

1. To increase the number of new customers served.
2. To increase the retention of customers.
3. To increase the number of repeat sales.
4. To penetrate new markets.

C. Product Delivery

1. To expand the variety of learning opportunities over time, place, and method.
2. To expand the variety of customer services over time, place, and method.
3. To increase the number of products delivered in a competency-based format.

D. Product Effectiveness

1. To increase the percentage of customers who attained their career objectives.
2. To increase the percentage of customers who achieved their learning objectives.
3. To increase the percentage of customers who demonstrate mastery of the competency.
4. To increase the cost effectiveness to the learner, employers, and stakeholders.
5. To increase customer satisfaction.
6. To increase the extent to which the diversity of needs and populations in the district is met.

E. Organizational Development

1. Increased shared decision-making opportunities throughout the College based on information and data.
2. Increased collaborative efforts between departments/divisions within the College.
3. Increased flexibility and responsiveness to internal customer needs.
4. Increased cost effectiveness and efficiency of our internal processes and systems.
5. Increased leadership initiatives by employees at the College.
6. Increased internal customer satisfaction.

Key Performance Indicators (KPI's)

The Key Performance Indicator is the criteria by which the attainment of an outcome is measured. It provides measurable and observable specifications for the product stated in the outcome. It begins with the name of the product and identifies one or more of the following characteristics of quality, degree of change, percent or number, degree of excellence, or action taken. It must be easily assessed in the context of the action plan time frame.

Decision Tree

The decision tree reflects the process of deciding the priority, urgency, and method of accomplishing a specific objective, goal, and/or project at the College. Given the necessary amount, rapid pace, urgency, and systemic nature of the change the College is undergoing, these guidelines reflect a strategy that minimizes the impact on the current employees. Consequently, these guidelines provide for the use of outside resources, off-the-shelf products, and the involvement of as few people as possible in the implementation of a specific strategy.

Team Action Plans

All teams and units within the College follow the same process of developing action plans based on DSDEO. Each plan follows this template:

- Naming the Key Performance Outcome
- Naming the Key Performance Indicator or the measurement criteria
- Listing the specific Goal
- Listing the Team Action Steps relating to:
 - What activity?
 - Who is responsible?
 - When will it be done?

At every Executive Leadership Team meeting the plan is reviewed for progress on a particular activity.

Educational Programs

The College offers a total of 72 programs (46 of which are Associate Degree and the remaining 26 are Technical Diplomas) – **Attachment A**. Technical Diplomas contain a minimum of 70% occupational specific courses and a maximum of 30% occupational supportive/general education courses. Associate Degrees require a minimum of 60 semester credits and up to a maximum of 70 credits. The Associate

Degree must include a minimum of 39 occupational specific credits, 21 general education credits, and 6 elective credits.

The College offers 21 apprenticeship programs (**Attachment B**) that are approved by the State Board and are offered at the request of the Bureau of Apprenticeship Standards and/or the Wisconsin Department of Industry, Labor, and Human Relations. Apprenticeship programs of three or more years of on-the-job training shall have a minimum of 400 hours of paid, related instruction and require a minimum of 90% in the occupational-specific area and a maximum of 10% in the occupational supportive area.

The College offers 85 certificates (**Attachment C**). Certificates are designed by industry representatives to help students enter a field (or change fields) quickly and confidently and are offered in a number of flexible learning options including weekend and evening class times, online, distance learning, and accelerated formats. Certificates range from a minimum of 6 to a maximum of 18 credits.

The College offers over 100 online courses during the course of the academic year and has provided 215 online classes during that same timeframe.

NWTC serves over 40,000 (unduplicated) students annually and over 5,000 FTE's. Unduplicated headcount numbers represent the actual number of students served in a year. The duplicated headcount is the number of courses taken by learners, and FTE is full-time equivalent student and is measured by the number of credits taken in the year by learners. The FTE is determined by taking credits taken for the year divided by 30.

Wisconsin Technical College System: Vision and Background Information

Vision:

The Wisconsin Technical College System is the premier provider of technical education. It develops individuals who apply knowledge and skills to enhance quality of life and boost economic vitality. The WTCS is committed to extending learning beyond the classroom and throughout life. To meet each student's educational needs, the WTCS:

- Delivers high quality instruction and services that are responsive, flexible and accessible.
- Joins talent and technology to make learning generously available and imaginatively delivered.
- Commits to high standards and accountability.
- Creates strategic alliances that expand students' learning opportunities.
- Respects each other's dignity, embraces diversity, and offers opportunities for growth.

State Board:

The Wisconsin Technical College System Board is the coordinating agency for the Technical College System. The State Board establishes statewide policies and standards for the educational programs and services provided by the 16 technical colleges in Wisconsin. Each technical college serves a geographical area referred to as a district.

The State Board meets approximately six times a year. The State Director and the State Office staff carry out State Board administrative operations. The State Board supervises technical college operations through reporting and audit requirements and consultation, coordination and support services. It sets standards for building new schools and adding to current facilities. Through the State Office, it provides assistance to technical colleges in meeting the needs of target groups, including services for the disadvantaged, the disabled, women, dislocated workers, the incarcerated and minorities.

The State Board administers state and federal aids. It works with the Wisconsin Department of Public Instruction to coordinate secondary and postsecondary vocational and technical programs. It also cooperates with the University of Wisconsin System to establish coordinated programming in order to make the services of the two agencies fully available to state residents. The Board cooperates with the Wisconsin Department of Workforce Development to provide training for apprentices.

State Board Membership:

The 13 members of the Technical College System Board include 9 members appointed by the Governor to serve staggered 6-year terms and a technical college student appointed for a 2-year term. The student must be 18 years of age and a state resident who is enrolled at least half-time and in good academic standing. The Governor may not appoint a student member from the same technical college in any two consecutive terms. No person may serve as Board President for more than 2 successive annual terms. A 1971 opinion of the Attorney General (60 OAG 178) held that a member of a technical college district board could not serve concurrently on the State Board (60 OAG 178).

The State Board appoints a State President from outside the classified service to serve at its pleasure, and the State President selects the Executive Assistant and Division Administrators from outside the Wisconsin classified civil service.

State Office:

The State Office is organized into two Divisions: the Division of Finance, Planning, and Policy and the Division of Program and Economic Development.

The Division of Finance, Planning and Policy develops and coordinates budgeting, planning and policy analysis. It is responsible for facilities development; research; labor market information; legislative analysis; management information; government relations; and oversight of district budgets, enrollments and policies. The division also provides accounting, data processing, and purchasing and personnel services.

The Division of Program and Economic Development has responsibility for program definition, approval, evaluation and review. It focuses on programs in agriculture, office services, marketing, home economics (including family and consumer education), health occupations, trade and industry (including apprenticeship, fire service, law enforcement, safety, and technical and vocational training), general education, adult basic education and environmental education.

The Division is also responsible for personnel certification (instructors, supervisors, administrators, counselors, librarians, and AODA counselors), student financial aid, federal projects for the disabled and disadvantaged, and adult and continuing education outreach. It serves as liaison to business, industry and secondary schools

Technical Colleges:

The 16 technical college districts encompass 47 campuses. A Board of 9 members who serve staggered 3-year terms heads each district. District Boards include 2 employers, 2 employees, a school district administrator, a state or local elected official, and 3 additional members as defined by statute. A district appointment

committee, composed of county board chairpersons or school board presidents, appoints board members, subject to approval of the state system board. Each technical college is governed by a board that is responsible for the direct operation of their respective schools and programs. They are empowered to levy property taxes, provide for facilities and equipment, employ staff and contract for services. Each technical College Board sets academic and grading standards, appoints the technical college president, hires instructional and other staff, and manages related budgets.

Interagency Relationships:

The WTCSB is designated by state law as the agency which "shall cooperate with the federal government in carrying out any federal act pertaining to technical education. The Department of Public Instruction supervises federally aided secondary career and technical education in Wisconsin under an agreement with the Wisconsin Technical College System Board.

The WTCSB maintains close working relationships with the Wisconsin Department of Public Instruction in developing vocational and technical education opportunities for all people in the state, and for facilitating articulation between secondary and postsecondary programs. The WTCS and the University of Wisconsin System have also developed a strong commitment to maintain effective administrative cooperation in serving the state's residents. Moreover, the WTCSB works with the Department of Workforce Development on questions of apprentice training, labor market information, placement services, and other programs and issues.

In order to ensure appropriate cooperative arrangements in all areas of higher education, the WTCS maintains a close working relationship with the University of Wisconsin System. Three joint advisory committees have been established in order to keep communication lines open. The Joint Administrative Committee on Continuing Education provides a vehicle for dialogue in order to ensure efficient delivery of educational services and maximize areas of cooperation between the two systems. The Joint Administrative Committee on Academic Programs is a liaison committee serving as a vehicle to provide intersystem planning coordination between the two systems of higher education. A Joint Committee on Facilities has been established to explore ways of sharing and utilizing campuses.

History:

Laws passed in 1907 permitted cities to operate trade schools for persons age 16 or older as part of the public school system (Chapter 122) and allowed them to establish technical schools or colleges under the control of either the school board or a special board (Chapter 344). Wisconsin was the first state to establish a system of state aid and support for industrial education (Chapter 616, Laws of 1911). The law appropriated state aid for continuation, trade and evening schools; required every community with a population of 5,000 or more to establish an industrial education

board; authorized the local boards to levy a property tax; and created an assistant for industrial education in the office of the State Superintendent of Public Instruction. It also created the State Board of Industrial Education.

Wisconsin was also the first state to set up apprenticeship agreements (Chapter 347, Laws of 1911) and require employers to release 14- to 16-year-olds for part-time attendance in continuation schools if such schooling was available (Chapter 505, Laws of 1911). These schools became schools for apprentices. Hours in class were to count as part of the total paid work hours. The schools, established through the work of Charles McCarthy, first director of the present-day Legislative Reference Bureau, emphasized general cultural and vocational education, as well as trade skills.

Due in part to the efforts of McCarthy and modeled after Wisconsin's vocational training programs, the U.S. Congress passed the Smith-Hughes Act in 1917, the first federal legislation specifically designed to promote vocational education. The act offered financial aid to states to help pay teachers' and administrators' salaries and provided funds for teacher training.

In Chapter 494, Laws of 1917, the Wisconsin Legislature changed the name of the State Board of Industrial Education to the State Board of Vocational Education, authorized it to employ a state director and designated it as the sole agency to work with the newly created federal board.

During the Great Depression, Wisconsin tightened its compulsory school attendance laws, which resulted in more 14- to 18-year-olds attending vocational school. The demand for adult education also increased, as recognized by Chapter 349, Laws of 1937, which renamed the board the State Board of Vocational and Adult Education. During that same period, the vocational school in Milwaukee began to offer college transfer courses.

Events of the 1960's transformed the Wisconsin vocational-technical system into the postsecondary system of today. Federal vocational school legislation affected business education and emphasized training for the unemployed. The federal Vocational Education Act, passed in 1963, helped the local boards build new facilities. Chapter 51, Laws of 1961, authorized the state board to offer associate degrees for 2-year technical courses. The 1965 Legislature passed Chapter 292, which required a system of vocational, technical and adult education (VTAE) districts covering the entire state by 1970 and changed the board's name to the State Board of Vocational, Technical and Adult Education. (Chapter 327, Laws of 1967, dropped "State" from the name.) College transfer programs were authorized in Madison, Milwaukee and Rhinelander.

As a result of the federal and state legislative changes in the 1960's, VTAE enrollments more than doubled to 466,000 between 1967 and 1982. The 1970's also saw significant increases in the number of associate degree programs. Other major

statutory changes included the requirement that VTAE schools charge tuition, and that they improve cooperation and coordination with the University of Wisconsin System. More recently, a greater emphasis has been placed on services to 16- to 18-year-old students.

In the past two decades, the system has increased its focus on lifelong learning; education for economic development; and services for groups that formerly had less access to education, including people in rural areas, women and minorities. Special emphasis has been given to assisting the unemployed, displaced homemakers and those with literacy problems.

1993 Wisconsin Act 399 renamed the VTAE system, changing it to the Technical College System, and designated the state board as the Technical College System Board. District VTAE schools became "technical colleges".

Northeast Wisconsin Technical College Background and History

Northeast Wisconsin Technical College is one of 16 districts that operate within Wisconsin in a statewide plan for vocational, technical and adult education. The District serves all or parts of nine counties in Northeast Wisconsin around the bay of Green Bay. It was organized July 1, 1967, and operates campuses at Green Bay, Marinette, and Sturgeon Bay. Green Bay is designated as the comprehensive campus and is the location of the District Office.

Vocational education has been a significant part of American instruction for over a century, and Wisconsin has long been a pacesetter in the nation's job training movement. The State was steered into its present thrust toward education at this level when it passed its first compulsory education legislation in 1911. Industrial revitalization brought to reality the fact that new educational needs had to be met with fresh ideas in the constantly changing American way of life. Alarmed by the number of students who did not "complete" their educations, the legislature in those early pace-setting laws required that each city provide forms of compulsory education.

The 1911 statutes set up a State Board of Industrial Education, the first of its kind in the nation, and required municipalities to establish continuation schools. The law also set attendance requirements. The application of the requirements varied according to population classes of the municipalities and a number of other factors. The result was that many municipalities started their own occupational schools, and a number of others offered courses and programs on a more limited basis.

The early schools were primarily extensions of the secondary education system, and instruction was directed toward students who left school to work or who had otherwise dropped out of the then traditional system.

Green Bay and Marinette were among the first in the state to respond, and they organized city vocational schools in 1913 to provide this form of compulsory education. The city of Sturgeon Bay organized its own school in 1941. Other communities in the area were also active under that law. Among them were Niagara in Marinette County and Oconto in Oconto County. Both organized boards and conducted some adult programs, although they did not form schools of their own.

As the changes continued through the years, these individual city vocational schools adapted to meet them. They operated more or less independently, yet they maintained strong ties with the state governing board, as the statutes required. The schools developed programs and facilities to meet their local needs. This development added trade extension classes for the indentured apprentice programs and the development of adult education classes for both vocational and avocational (hobby) interests.

A major force affecting the growth of the schools was the depression in the 1930's. Vocational education in Wisconsin moved toward occupational training programs for the unemployed. The 1940's brought the massive training programs for the "war effort". VA training, population mobility, and resettlement brought more great changes that started in the late 1940's and continued through the 1950's.

By the end of the 1950's most of the larger city vocational schools had phased out their compulsory education programs, those students being retained and served by the local high schools. The thrust of the vocational schools was moving toward educational programs for specific vocations, and a greater emphasis was placed on a more adult clientele.

The ever-changing needs of the cities and their citizens in the 1960's created new demands for training. It was a growth period for the cities of Sturgeon Bay, Marinette, and Green Bay and the vocational schools kept pace. The local vocational schools expanded their vocational offerings and began to offer new programs in technical education. They continued the services provided for the apprentice programs and broadened their service to adults through "night school" programs. The Green Bay school became one of the larger schools in the state, expanding its service area into much of the surrounding parts of Northeast Wisconsin.

Change also affected the state vocational education organization. The Wisconsin legislature in 1965 created Chapter 292 of the state statutes, which reorganized a State Board of Vocational, Technical, and Adult Education and expanded its powers. Its mission was to initiate and supervise programs with "specific occupational orientations" below the baccalaureate level. Other services included training apprentices and offering adult education activities below the professional level. The powers given to the State Board in 1965 included the authority to authorize local districts to grant associate degrees, to establish requirements for post-high school instruction, and to approve programs. Further, the Board was named the state agency that cooperates with the federal government to execute federal statutes pertaining to vocational, technical and adult education. In Wisconsin, this Vocational, Technical and Adult Education Board is independent of the Department of Public Instruction and the university system, although there are efforts to coordinate activities of the three agencies.

The same law stipulated that all the territory of the state be apportioned into 18 vocational, technical and adult education districts. These districts were to replace the local city vocational schools with the organization deadline of July 1, 1970. Consolidations and realignments have since reduced the number to 16.

The first efforts toward organization for the College began in 1966 when the county governments of Brown, Door, Kewaunee, and Oconto counties adopted resolutions that requested the state to approve organization as a district under the plan. The State Vocational, Technical and Adult Education Board acted on the resolutions on

April 18, 1967 and established Area Vocational, Technical and Adult Education District 13, as the District was then called.

The transition from the separate city vocational schools to the area concepts was underway. The Green Bay, Sturgeon Bay, and Oconto Boards were abolished, and the independent city vocational schools at Green Bay and Sturgeon Bay no longer existed.

A new Board to oversee the District was appointed by the county board chairpersons of the four counties, and it became a functioning unit with the election of officers at its organizational meeting on June 19, 1967. The power of the local board under the state law includes the authority to levy a local property tax, accept grants, employ a president and staff, own property, build facilities, purchase equipment, and exercise exclusive control of the vocational, technical and adult schools it establishes.

The 1970's brought the transition to the modern school. The compulsory programs, the basis for the old system, had been completely displaced. The District was now empowered to offer associate degrees in two-year technical programs and vocational diplomas in one and two-year vocational programs. The programs in apprentice training, occupational extension, and adult continuing education were expanded.

The stage was set for the new thrust, but District 13 first had to overcome the problems it had inherited from the old city vocational schools. Programs were expanding but they needed guidance in light of the tremendous changes that had taken place. The facilities were deteriorating, and the schools still carried the "trade school" image that remained from the compulsory education days.

The Green Bay school, as the District comprehensive school, was renamed Northeast Wisconsin Technical Institute. The acronym NWTI was adopted to more easily identify the institution, and a logotype was designed to portray the newly developing image.

The concept of campus center operations was first put into practice at Sturgeon Bay. The services of the school there were expanded to include the entire Door County area, and the school was renamed Northeast Wisconsin Vocational and Technical School-Sturgeon Bay to reflect its new role.

Marinette joined the District on July 1, 1968, when the Marinette County Board took action to join the growing District. The Marinette city vocational school became Northeast Wisconsin Vocational and Technical School-Marinette, and its service area and responsibility were expanded.

The reorganization was completed on July 1, 1970 when Florence County and the parts of Shawano County served by the public schools at Shawano, Bonduel, and Gillett joined the District. The schools at Marinette, Sturgeon Bay, and Green Bay were now operating interdependently under the three-school concept of the District.

In September 1971 the names of the Sturgeon Bay and Marinette schools were changed to coincide with the Green Bay school to further the single image concept under the NWTI symbol. The schools were named Northeast Wisconsin Technical Institute-Marinette and Northeast Wisconsin Technical Institute-Sturgeon Bay.

New facilities at all three campuses were next. New facilities were constructed at Sturgeon Bay and Marinette and occupied in 1971. The Green Bay campus was ready in 1972. All three campuses have been expanded since then to meet growing demands. It was during the 1970's that the Institute applied for and received accreditation.

As the Institute moved into the 1980's, it faced new challenges. The growth experienced in the previous decade has continued with an increase in the number of returning adult students in spite of a decline in the numbers of high school graduates. Programs and the number of students have expanded, and the District now offers in excess of 68 post-secondary programs to over 7,647 students and nearly 44,000 adult and continuing education students. With the growth, a reorganization of the administrative functions was necessary to handle the total educational needs of the District at all locations and increase its emphasis on services to business and industry. In addition, a strategic planning process was instituted to provide for long-range planning in the educational, fiscal, and personnel areas.

Responding to a change of policy enacted by the State Board of Vocational, Technical and Adult Education (now titled the Wisconsin Technical College System State Board) and to better reflect the orientation of the institution, the District Board changed the name of the school on November 11, 1987, from Northeast Wisconsin Technical Institute to Northeast Wisconsin Technical College. The administrative title of the District has since changed to the Northeast Wisconsin Technical College District. Its service area has remained as all of Brown, Door, Oconto, Kewaunee, Marinette, and Florence counties, and part of Shawano county. Small portions of Outagamie and Manitowoc counties are also part of the territory. The adjoining District serves a very small portion of Brown County.

The citizens of the Northeast Wisconsin Technical College District built the existing Marinette and Sturgeon Bay campuses in 1971 and the Green Bay Campus in 1972. In 1978, a successful referendum enabled the District to increase instructional capacity in the Trades and Technology Division, Health Occupations Division, General Studies Division, and Business and Marketing Division. A referendum passed in 1991, was limited to an expansion of NWTI's ability to offer training and services to business and industry through the addition of a Center for Business and Industry and Protective Services. No significant expansion to instructional areas took place in 1991.

On April 3, 2001, residents of the NWTI District passed a \$46.6 million referendum to pay for the cost of site improvements; constructing new buildings and constructing additions to, upgrading, remodeling, and renovating existing buildings at all three

campuses and the Shawano Regional Learning Center; and acquiring equipment, furnishings, and fixtures by issuing general obligation promissory notes. The project included the realignment and expansion of educational offerings into nine centers of technology. These include the Business and Information Technology Center, the Center for Business and Industry, the Student Learning Center, the Manufacturing Technology Center, the Building and Construction Trades Center, the Apprenticeship Center, the Fabrication and Automotive Center, the Engineering and Design Technology Center, and the Health Sciences Center. There was also new construction and renovations at the College's three main campuses in Green Bay, Marinette and Sturgeon Bay, as well as at the Shawano Regional Learning Center. In addition, NWTC will lease space for four new regional learning centers: East Region (includes Algoma, Denmark, Kewaunee, Luxemburg, and Casco); North Region (includes Florence, Pembine, Niagara, Goodman, Tipler, and Aurora); Central Region (includes Coleman, Crivitz, Wausaukee, and Oconto), and the Northwest Region (which includes Gillett, Suring, Oconto Falls and Lakewood).

Already completed and in use in 2003 were the expansions on the Marinette and Sturgeon Bay campuses. On the Green Bay campus the Center for Public Safety, Tactical House, and Construction and Technology Trades Center were complete and have been in use since the 2002-2003 academic year. Regional Learning Centers were opened in Oconto Falls and Crivitz. The Health Sciences Technology and the Business and Information Technology Centers on the Green Bay campus were operational at the start of the fall semester, 2003. The Regional Learning Center in Shawano was also operational in the fall semester. The Manufacturing Technology Center was open for the spring semester in 2004, and the Student Learning Center was open at the end of the 2003-2004 academic year. The Regional Centers in Niagara and the east region opened in 2005..

The College's research reports indicate that change will take place in business and industry needs, the composition of the student population, and physical facility needs. Change has always been part of the College's history, and the College is geared toward managing the approaching changes.

Board Governance Policies

In October of 1999, the NWTC Board of Trustees, the President and his Executive Leadership Team, and the Presidents of the Faculty Association, the Educational Support Personnel, and the Maintenance Unit were lead through a facilitated process to develop Board End Statements. Those End Statements are included in this Handbook. The purpose of the End Statements was to allow the Board to state the direction they wanted to take the College in meeting the needs of the district residents. They define what benefits are expected from a particular product. They define the customers, list the benefits the customers may expect, and prioritize those needs according to relative worth. The Board also established the boundaries within which College staff could operate in order to accomplish those End Statements or goals. At the beginning of each Board meeting, staff provides a report on staff progress in achieving End Statements. Staff is encouraged to invite community representatives to provide input to the Board as to how the College is meeting the needs of the community. The College developed an End Statement Matrix that indicates in which quartile a particular End Statement was prioritized and the month a particular End Statement will be reported to the Board by staff.

From the End Statements, the Board developed its Board Governance Policies. These received formal Board approval on November 6, 1999.

There are three components to the Governance Policies. They include the Executive (Chief Financial Officer) Boundaries, the Governance Process, and Board-Staff Relationships.

The Executive Boundaries are policies developed by the Board to establish the prudence and ethical boundaries within which executive activity and decisions take place. The Boundaries list what the Executive “shall not” do and determines the level of specificity that the Board requires. Boundary categories include communication and counsel to the Board, treatment of staff, treatment of customers, financial planning, financial condition, asset protection, improper compensation, and emergency executive succession.

The Governance process specifies how the Board conceives, carries out, and monitors its own task and typically covers the following areas: Governance Commitment, Manner of Governing, Board Job Products, Chairperson’s Role, Board Committee Principles, Annual Board Planning Cycle, and Code of Conduct.

In following the Governance process, the Board enforces upon itself whatever discipline is needed to govern with excellence. The Board concentrates its efforts on the following job products: legislative advocacy, responsiveness to customers, and assurance of CEO performance. The Board Chairperson assures the integrity of the Board’s process and is the only Board member authorized to speak on behalf of the Board.

The Governance policies contain a section on Board-Staff Relationships. This section looks at how power is delegated and monitored, and the CEO's role, authority and accountability. This typically covers the following areas: delegation to the CEO, the job description of the CEO, and monitoring the CEO's performance.

To assure accountability, the President presents a quarterly performance report based on Key Performance Outcomes, Key Performance Indicators, and benchmarks. This is reviewed with the Board at the appropriate Board meeting. The Board reviews no less than annually its End Statements, Executive Boundaries, the Governance Process, and Board-Staff Relationships. They make modifications to the Governance Policies as necessary. Staff submits an annual plan (Team Action Plan) detailing performance goals for the year relative to the End Statements.

NWTC Travel Policy

The Board of Trustees position for the Northeast Wisconsin Technical College is a volunteer position and receives no compensation. The Board does get reimbursed for all travel expenses. This includes mileage to and from meetings (Board meetings and state and national conferences), meals, and hotel expenses. Mileage is reimbursed using the IRS standard mileage rate for the use of a car for business purposes.

The following Northeast Wisconsin Technical College District Travel and Expense Reimbursement Policy is in effect for Board members and all NWTC College staff. The policy includes information on meal limitations, non-reimbursable expenses, required documentation for expense reimbursement, and timelines for filing travel expense reimbursement claims. Board meeting travel will be logged by the Executive Assistant and paid on a quarterly basis. All other mileage and meeting expenses incurred by Board members must be submitted on the Meeting Expense Reimbursement form. These forms can be obtained from the Executive Assistant. Please enter the date of the activity, the type of activity, and appropriate meeting expenses (miles, meals, and other expenses related to the travel). If air flights are necessary, these can be booked by the individual Board member or can be made by the Executive Assistant. Hotel rooms for conferences and Boards' Association meetings are booked for Board members by the Assistant and prepaid. Any room charges incurred during the stay should be recorded on the expense reimbursement sheet and turned in for processing and payment (telephone calls, parking, etc.).

Board members are encouraged to attend College activities such as graduations, award banquets, College open houses, ribbon cutting ceremonies, ground-breakings, and retirement/recognition banquets.

The Board of Trustees is also a member of the WTCS District Boards' Association, the American Association for Community Colleges, and the Association for Community College Trustees. The District Boards Association conducts meetings and professional development activities for the 16 technical college district boards, and meetings are held on a quarterly basis at varying locations throughout the state.

Tips for Effective Boardsmanship

The following tips for effective boardsmanship are taken from the Wisconsin Indianhead Technical College Board Handbook (with modifications).

Board members are policy makers and not administrators. It is the Board member's responsibility to set policy and evaluate whether College administrators are implementing policies successfully. Board members must work through the College President. If a Board member feels a job is not being done properly, he or she should discuss the concern with the President.

Northeast Wisconsin Technical College is a business. The business of education requires proper financial accountability and management. Generally speaking, a business-like attitude helps make a College more successful and easier to manage.

Learn about all the facets of Northeast Wisconsin Technical College. A Board member should understand curriculum concerns, finances, policies, maintenance requirements, and the unions, among other components of NWTC. Each component is an integral part of the whole system. Ask a lot of questions. Don't be afraid to ask the President for information or to suggest the President ask employees to do a presentation before the Board.

Be visible at NWTC. Show appreciation of the staff's efforts. Attend as many functions within the College as your schedule will permit. Employees like to know Board members are interested enough in the College to attend some of the functions and to meet students and staff members. Let staff members know Board members recognize and appreciate the high quality work staff members do.

Prioritize. In response to issues before the Board, the welfare of the entire College must come before the welfare of the people or region a Board member directly represents. Board members are selected to run the business of the entire College, not just the region they represent. Concerning people associated with the College, consider NWTC students first, NWTC staff next, NWTC district citizens next, and individual Board members last.

Be a team player. The more willing a Board member is to work with everyone on the Board – despite differences of opinion and “politics” – the more successful and respected that Board member becomes. Remember the larger purpose of the Board.

Be professional. A Board member's behavior on and away from the Board reflects on the College, as well as on the Board member. Keep objectivity and the overall good of the College in mind when casting a vote.

Be consistent and fair in all decisions. A Board member's reputation and the well-being of the College is at stake here. Decisions have an impact on the entire

College, and a Board member's decision-making history is subject to review and scrutiny by the public.

Say what must be said, not what you think others want to hear. It takes courage to be a good Board member. There will be times when tough decisions must be made. When speaking about an issue, address it in the best interest of the entire system. Don't resort to political rhetoric.

Demand accountability. If a Board member is not satisfied with the performance of someone or something, demand accountability. Insist on answers to your questions.

Make service your motto. Be a public servant – not a politician.

Truisms of Boardmanship

Successful, respected Board members:

- Represent collective authority.
- Use proper channels for communication and action.
- Maintain confidentiality.
- Represent the interests of the College, not personal or special interests.
- Participate in the political interest of the College when they can.
- Are open and trustworthy.
- Remain free of conflicts of interest with the College.
- Act in a professional manner.
- Promote the College.
- Provide leadership which supports the administration of the College.

Responsibilities of a Board:

1. Adopt Board bylaws.
2. Abide by the state statutes which govern Board member action.
3. Conduct Board meetings with the president or the president's designee present.
4. Delegate responsibility for keeping minutes of meetings and giving financial reports to individuals other than Board members.
5. Conduct Board meetings following Robert's Rules of Order.
6. Assign appropriate responsibilities to Board committees.
7. Conduct an annual Board planning session.
8. Conduct a self-evaluation at least annually.

(Refer to Board Governance Policies)

Responsibilities of Board Members as a Board:

1. Establishment and prioritization of the mission, objectives, and goals of the College.
2. Establishment of College policy.
3. Selection, evaluation, and termination of the President.
4. Ensure professional management of the College.
5. Evaluate institutional, President, and Board performance.
6. Management of College financial resources and facilities.
7. Creation of a climate conducive to creativity and change.
8. Engage in public relations.
9. Keep informed and be prepared.
10. Participation in local, state, and federal legislative issues.

(Refer to Wis. Stats. Chapter 38, Sections 38.12 – 38.51, and to District and Board Governance Policies)

Successful Board Members:

1. Respect the fact that only the Board as a collective body has the authority to act on behalf of the College.
2. Speak for the Board only if delegated by the Board to do so.
3. Are accessible to the community. They interpret the College's services to the community and interpret the needs of the community to the Board.
4. Demonstrate a commitment to the College's mission and are an advocate for the College.
5. Attend Board meetings regularly, are prompt, and participate in discussions and decision-making.
6. Study all materials provided in advance of the Board meeting to be prepared for Board decision-making.

7. Work cooperatively with other Board members and avoid dominating Board meetings by presenting prolonged points of view. This does not mean a Board member should not express an opinion or point of view.
8. Participate in College activities and social functions.
9. Keep informed about educational, community, and student issues.
10. Commit time and energy to provide the best possible public service.

(Refer to Wis. Stats. Chapter 38, Sections 38.12 – 38.51, and to District and Board Governance Policies).

How to Be an Effective Team Member of the Board:

1. Practice “active” listening.
2. Know, understand, and watch the non-verbal clues in your communications.
3. Provide constructive and objective feedback.
4. Motivate by your own example.
5. Take a sincere interest in what makes others do what they do.
6. Believe that the needs of others are as valid as your own.
7. Work as a member of a team.
8. Reward accomplishments and the sharing of ideas and goals.
9. Recognize the value of every individual’s contributions.
10. Encourage individual’s emotional investment in the College’s activities.

Tips for Effective Board Political Action:

1. Participate in the Wisconsin Technical College System District Boards’ Association.
2. Participate in the Association of Community College Trustees (ACCT) and the American Association of Community Colleges (AACC).
3. Periodically visit offices of state and national legislators.
4. Periodically invite state and national legislators to the College, particularly when they can be exposed to large numbers of people and/or the news media.
5. Meet with state legislators at the beginning of each legislative session and inform them of the College’s priorities.
6. Encourage alumni and other friends of the College to write letters to legislators or call them urging their support or opposition (as appropriate) to bills and issues affecting the College.
7. Know the facts and be absolutely truthful when communicating with legislators.
8. Honor legislators and other elected officials who have been of great help to the College (present them with a distinguished service award, for example).
9. Become acquainted with all state and national legislators who represent the College and with the administrative assistants and other key aides.

Ten Ways to Enhance the Education of Board Members:

1. Participate in educational activities which enhance your ability to govern effectively.
2. Participate in articulating the College's services to the community and the community's educational needs to the College.
3. Participate in formal in-service training opportunities which are offered through state and national educational and trustee organizations.
4. Participative as delegates to these organizations.
5. Read books, newspapers, periodicals, and other publications which contain information relevant to the College's activities, the community, and to responsibilities as Board members.
6. Read all materials furnished to you in advance of Board meetings.
7. Prepare for all Board meetings.
8. Participate in College activities to become better informed of what's happening.
9. Assist new Board members in learning the ropes.
10. Conduct an annual Board retreat with the President and his direct reports.

Professional Organizations

The following are some of the professional associations which are dedicated to the advancement of quality education and leadership in higher education and in which College staff and Board members actively participate:

American Association of Community Colleges (AACC) – National Center for Higher Education, One Dupont Circle, No. 410, Washington, DC 20036

AACC consists of organizational and individual association members from community, technical and junior colleges. AACC offers development activities; maintains a library of community, technical, and junior college catalogs, references, textbooks, and journals; compiles and publishes statistical information on community colleges; and publishes a weekly letter, bi-monthly journal, and annual directory.

Association of Community College Trustees (ACCT) – 6928 Little River Turnpike, Suite A, Annandale, VA 22003

The basic objectives of ACCT are to unify trustees in order to give direction to the community college movement and to promote the philosophical concept of community and technical colleges and to eliminate existing and potential barriers with regard to race, creed, or sex that may hinder the development of community and technical college philosophies. Some of the activities of ACCT are:

- To develop liaisons with other national and international organizations concerned with community and technical colleges;
- To conduct seminars;
- To assist Boards in the selection of chief executives;
- To provide advice services through expert trustees;
- To offer institutional services on subjects such as alumni/foundation services, collective bargaining, and women's programs;
- To provide insurance plans;
- To publish a monthly newsletter, the *Advisory, Trustee Quarterly*, and other books, reports, guidebooks, and materials.

Wisconsin Technical College System District Boards' Association – 22 North Carol Street, Suite 103, Madison, WI 53703

The Wisconsin Technical College System District Boards' Association is composed of members from the state's 16 technical college Boards with one representative from each of the Colleges serving on the Executive Committee. The Association works closely with the WTCS Board, the State WTCS Director, and the WTCS Presidents' Association to address the educational and legislative issues affecting the technical college system.

NWTC Acronyms

AA	Academic Advising
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
ABC	Associated Builders and Contractors
ABE	Adult Basic Education
ACE	Adult Continuing Education
ADA	Americans with Disabilities Act
AND	Nursing-Associate Degree
AODA	Alcohol and Other Drug Abuse
A&P	Anatomy and Physiology
AS	Advanced Standing
ATC	Advanced Technical Certificate
AUD	Auditing Course
BAS	Bureau of Apprenticeship Standards
BE	Basic Education
CAD/CAM	Computer Aided Drafting/Computer Aided Manufacturing
CBI	Community, Business & Industry
CBT	Computer Based Training
CD	Cognitively Disabled
CDA	Child Development Associate
CE	Credit by Examination
CESA	Cooperative Educational Service Agency
CLR	Client Reporting
COBRA	Consolidated Omnibus Budget Reconciliation Act of 1986
CPI	Consumer Price Index
CPR	Cardiopulmonary Resuscitation
CRT	Cathode Ray Tube
CSF	Central Student File
DA	Dental Assistant
DACUM	Developing a Curriculum
DH	Dental Hygienist
DHFS	Department of Health and Family Services
DWD	Department of Workforce Development
DMA	Dietary Manager Association
DOD	Department of Development
DP	Data Processing (Information Processing)
DVR	Division of Vocational Rehabilitation
DWD	Department of Workforce Development
E&I	Electrical and Instrumentation
EAP	Employee Assistance Program
ECE	Early Childhood Education
EMS	Emergency Medical Services
EOB	Explanation of Benefits (statement from insurance)

NWTC Acronyms

ESL	English-as-a-Second Language Program
FA	Faculty Association @ NWTC
FMLA	Family and Medical Leave Act
FT	Full-Time
FTE	Full-Time Equivalency
FY	Fiscal Year
GE	General Education
GED	General Education Development
GOAL	Goal Oriented Adult Learning
GPA	Grade Point Average
HIT	Health Information Technology
HO	Health Occupations
HR	Human Resources
HRIB	Human Resources Investment Board
HSED	High School Equivalency Diploma
HT	Half-Time
HUC	Health Unit Coordinator
HVACR	Heating, Ventilating, Air Conditioning and Refrigeration
IA	Institutional Advancement
INC	Incomplete
IP	In-Progress Grade
IS	Instructional Services
ITV	Interactive Television
JAC	Joint Apprenticeship Committee
JOBS	Job Opportunity Basic Skills
JACAP	Joint Administrative Committee on Academic Progress
JPTA	Job Training Partnership Act
LEP	Limited English Proficiency
LD	Learning Disabled
LPN	Licensed Practical Nurse
LRC	Learning Resource Center
LTC	Learning Technology Center
LTE	Limited Term Employment
M	Missing Grade
MA	Medical Assistant
MIS	Marketing Information System
MLT	Medical Laboratory Technician
N	No Grade Given
NA	Nursing Assistant
NCA	North Central Association
NEW-ACTE	NE Wis Assoc for Career and Technical Education
NWTC	Northeast Wisconsin Technical College
NWTC FA	NWTC Faculty Association
NWVA	Northeast Wisconsin Vocational Association

NWTC Acronyms

OJT	On-the-Job Training
PACE	Personal Assessment of the College Environment
PEP	Personal Education Plan
PN	Practical Nursing
PO	Purchase Order
PT	Part-Time
PTA	Physical Therapy Assistant
RAS	Returning Adult Services
RBS	Responsible Beverage Server
RCP	Respiratory Care Practitioner
RD	Repeated Below Average
RF	Repeated Failure
RFP	Request for Proposal
SADHA	Student American Dental Hygiene Association
ST	Surgical Technician
SYSDOC	Systems Documentation
TABE	Tests of Adult Basic Education
T&T	Trades & Technical
TC	Transferred Credit
TCA	Technical College of the Air
3 C's	Copes, Caps, and Cops Assessment Package
TLC	Technology Learning Center
TSA	Tax Sheltered Annuity
UI	Unemployment Insurance
VICA	Vocational, Industrial Clubs of America
W	Withdrawn
WACTE	Wisconsin Association of Career and Technical Education
WE	Work Experience Credit
WERC	Wisconsin Employment Relations Commission
WIDS	Wisconsin Instructional Design System
WLDI	Wisconsin Leadership Development Institute
WMEP	Wisconsin Manufacturing Extension Partnership
WMMA	Wisconsin Marketing and Management Associates
WRS	Wisconsin Retirement System
WTCS	Wisconsin Technical College System
WTCSB	Wisconsin Technical College System Board
WWW	World Wide Web