AGENDA

1. **Enrollment & Completion Trends Update** – Roger Stanford ........................................ Page 2

2. **Policy Review** – Amy Thornton
   a) A0121 Administration in Absence of Policy .................................................. Page 6
   b) A0122 Board Budget .......................................................................................... Page 7
   c) A0123 Lifetime Membership Program (ACCT) .............................................. Page 8
   d) A0124 Borrowing of Equipment and Supplies by Board Members ....... Page 9
   e) A0200 Delegation of Authority ....................................................................... Page 10
   f) A0201 Board and President Relations ............................................................... Page 11
   g) A0201a Succession Planning ............................................................................ Page 12
   h) A0202 Code of Ethics for President ................................................................. Page 13
   i) A0203 President Evaluation ............................................................................. Page 15
   j) A0204 Services of Legal Counsel .................................................................... Page 16
   k) A0205 Hold Harmless Policy for President ...................................................... Page 17

3. **Policy | Procedure Revision** – Wade Hackbarth
   a) C0801 Performance Coaching Process & Progressive Discipline ............... Page 18

4. **Procedure Update** – Amy Thornton
   a) A0106p Oath of Office ....................................................................................... Page 21
Guiding Principles

- **Enrollment Monitoring**
  - Manage projected and actual enrollment.
  - Scheduled course times with consideration to diverse needs of adult learners and students.
  - Align delivery modes with course/program needs.
  - Review program size vs. job demand.
  - Establish strong advisory connections to ensure relevance to industry.

- **Cost Controls**
  - Validate course section maximums.
  - Validate program capacities.
  - Habitually consider cost per credit hour factors:
    - Hours vs credits
    - Fulltime vs adjunct
    - Retention efforts for 2nd, 3rd, and 4th term fills
  - Manage sections based on fills/demand.
  - Appropriate minimums for type of instruction to run.

- **Respect**
  - Honor commitments to staff and minimize “final hour” changes to instructional schedules.
  - Establish continuous division, department, and advisory meetings.
  - Practice open door policies that allow faculty access to their deans.

- **Curriculum, Scheduling, and Admissions**
  - Align curriculum with industry standards.
  - Be committed to documenting and improving outcomes in Technical Skill Attainment (TSA).
  - Maintain effective communications with admissions, registrations, and scheduling.

Program Management Considerations

- **Program Management Questions:**
  - Should we work to grow the program, shrink it, suspend and rework, or discontinue based on jobs, student demand, etc.?
  - How expensive is the program to run? Are there cost saving opportunities? Is this the right program to grow based on costs? What system changes could we make to control costs?
  - Are there admitted students who haven’t registered?
    - Call students to check status and encourage enrollment.
    - Engage departments to assist in matriculating those in the pipeline to register.
  - Are there continuing students who haven’t registered?
    - Contact students to check status and encourage enrollment.
    - Engage the departments to assist in helping current students persist.
  - Does the job data indicate there are unfilled positions in the region?
Instructor Positions: When an instructor leaves, does the job need or enrollment justify replacing the person?
By shrinking or discontinuing a program, what are the political consequences with employers and the community?
Which parts of programs could be supported by adjuncts?

Program Management Functions
- Work with program faculty on curriculum review and revisions to improve outcomes/completion/persistence.
- Review and control Pre-requisites.
- Plan for sections and necessary course offerings.
- Advise programs on the proper sequencing that helps with student success.
- Ensure proper cost controls are considered with all program decisions.
- Engage in team meetings to discuss program continuous improvement.
- Advisory Committee meetings:
  - Help program team with management of members.
  - Industry membership that adds value.
  - Help program team with agenda for meetings.
  - Ensure scheduling of a minimum of 2 meetings annually.
  - Engage in the meetings.
- Conduct new student orientation sessions (12-18 sessions per year).
- Conduct faculty observations and provide feedback.
- Honor and manage student concerns.
- Advocate for faculty concerns.
- Review student evaluations of faculty and provide feedback to instructors.
- Work with faculty and staff on employee success plans.
- Meet with academically suspended students requesting reinstatement.

Course Scheduling Considerations
- Course Scheduling Questions:
  - What were enrollments last year? Are they trending up or down?
  - What is the employment demand? Is it trending up or down?
  - How many sections do we need to offer to cover projected demand?
  - When (e.g. time of day) should courses be offered to best meet student demand?
  - What format(s) (e.g. face-to-face, blended, and online) need to be offered to meet student demand and program commitments?
  - Which classes are best assigned to accommodate faculty skills and loads?
  - Do we have all of the sequences covered and where can we overlap program needs to promote efficiencies?
  - Should General Education courses be on a schedule block for a program or not?
- Course/Enrollment Management Questions:
  - When a course is low enrolled-
    - Is it being offered to fulfill a commitment to students?
    - Could we combine sections?
    - NOTE: Look at enrolled students to gauge the impact on them.
    - Does an alternate time fit in their schedule?
Do they need the course to graduate soon?
Is the format different than what we promised (e.g. trying to force a f2f student into an online section)?
- Look at availability of and impact on faculty (is it too close to the start of the term for this adjustment? - often adjunct faculty are affected).
- Can the room accommodate the students?
- With planning, could room capacities be increased if the learning environment will support it?
  - When additional seats may be necessary:
    - Could we accommodate overrides?
    - If another section is added, could we fill it to the point of breaking even on the course cost?
    - Do we have qualified faculty available to teach an additional course?
    - Do we have appropriate rooms available?

Conditions:
- What we may impact:
  - Quality of programming
    - QRP data
    - Program Mix data
    - TSA outcome data
    - Future score card data
  - Align programming to regional job openings.
  - Employ instructors with real-world work experience.
  - Provide training and mentoring so instructors are more effective teachers.
  - Align scheduling blocks at times that best serve students.
    - How do we know what they need?
    - Multiple section starts could include multiple time and delivery modes to meet different markets.
  - Strong community relations
    - Engaged Advisory Committees
    - Business and Industry Services
    - Strong community involvement and service learning opportunities
  - Promote Western Technical College, divisions, and programs.
  - Be mindful of reasons for program growth or program elimination.
  - Student support:
    - Advising/Counseling
    - Financial aid
    - Disability Services
    - Tutor
    - Academic Success Center
    - Career Services
    - Learner support resources
- Limited impact or control:
  - The regional and global economy
External financial issues of students
- Non-cognitive factors that impact student success (personal issues)
- Higher Learning Commission standards
- Program accreditation, certification, and regulatory requirements

These challenges should prompt college wide discussion on problem solving.

**Success Metrics:**
- Completion and persistence of data
- QRP data
- Program Mix data
- Accreditation/certification feedback
- SSI (student feedback)
- Key results updates
- Benchmarking from program improvement plans
- Future program score cards and uniform process for program improvement
In matters of policy where action must be taken within the College and where the Board has not provided policies, the President shall have the power to act.

The President's action in this regard, and only in that specific instance shall be subject to Board review.
The District shall maintain a budget, in order to carry out the duties of the District Board. The purpose of the Budget shall include routine expenses normally associated with Board activities as defined under Wisconsin statutes, as well as activities designed to enhance the development of the Board, and its members, in carrying out the duties of the Board.

The Treasurer shall review the status of the budget periodically and make recommendations to the District Board as a whole.

Reviewed June 15, 2004
Adopted August 21, 1997
The Association of Community College Trustees (ACCT) offers a Lifetime Membership Program as a way to honor outstanding and retired Board Members and to pay tribute to trustee contributions to their communities and their college.

The Lifetime Membership Program investment supports and promotes continuing trustee education and professional development. Lifetime members receive a complimentary registration to all meetings after retiring from the Board, including the Annual Convention, Regional Seminars, and National Legislative Seminar; The ACCT Advisor, Trustee Quarterly; and other special publications. Lifetime members also receive recognition in the ACCT Annual Report and special publications.

The Board of Directors of Western Technical College finds it in the interest of the College to recognize retiring Board members with ten years or more of service and also who have an expressed interest in continuing to participate with the Association of Community College Trustees membership and the Lifetime Membership Program. The conferring of a lifetime membership in the Association of Community College Trustees is subject to approval and authorization by the Board of Directors.

Reviewed June 15, 2004
Adopted October 17, 2000
In the interest of improving communications on a District-wide basis, Board members are encouraged to access District computer services from remote locations.

Board members may request the loan of College computer or communication equipment to aid and facilitate them in the performance of their duties. The College will bear the expenses of the installation, maintenance, and repair of such equipment and other expenses as may be associated with the routine operation and use of the equipment. The use of College equipment loaned to Board members is limited to the educational purposes of the College or for the functions of the Board and not for personal reasons or gains.

Appropriate sign-out and sign-in procedures as well as an inventory of equipment loaned to Board members will be maintained by the Computer and Telecommunication Services Information Management and Networking Systems Department. The lending of College equipment may not extend beyond the term of office of the Board member.

Revised June 15, 2004
Adopted December 18, 2001
A0200 DELEGATION OF AUTHORITY

The Board employs a President who shall serve as the Chief Executive Officer of the College. The Board delegates to the President the administrative responsibilities of carrying out the details of educational programs and services, student support services, business operations and finance, personnel, college and community relations, and all other operational functions of the College.

The President, at his/her discretion, may delegate to other College personnel the exercise of any powers and the discharge of any duties imposed upon him/her by the Board. The delegation of the power or duty, however, does not relieve the President of responsibility for the action taken under such delegation.

Revised October 20, 2004
Reviewed December 15, 1992
Revised June 21, 1988
Adopted November 28, 1979
Wisconsin Statute 38.12(3)(a)(b)
The Board's primary functions are the review and adoption of policies, the review of College programs and services, and the employment and evaluation of the President. The President’s primary function is to administer the operations of all functions of the College.

This delineation of duties of the Board and the President allows the Board to focus its time and energy on policy development and implementation, strategic planning, and review of College accomplishments in light of the Mission Statement (Policy A0100) and Board Values (Policy A0100a); whereas, the President is to administer the College within the policies established by the Board and to keep the Board informed of College operations.

Revised October 20, 2004
Reviewed December 15, 1992
Revised June 21, 1988
Adopted September 26, 1979
Wisconsin Statute 38.12(3)(a)
A0201a  SUCCESSION PLANNING

Western Technical College is dedicated to an organizational philosophy of continuous quality improvement where the College President plays an essential leadership role in advancing continuous quality improvement. The Board is dedicated to maintaining leadership consistency. When a leadership change occurs with the College President’s position, the Board will actively seek a new leader who has the requisite experience, leadership philosophy, and commitment to maintain a philosophy of continuous quality improvement.

Adoption Dec 20 2005
First Reading Nov 22 2005
Policy & Instruction Committee Oct 18 2005
CODE OF ETHICS FOR PRESIDENT

It shall be the duty of the President to comply with Wisconsin Statutes with respect to the proper and appropriate conduct of the position. In keeping with the College's goals to develop quality educational programs and services, consistent with the College's philosophy and objectives which leading to gainful employment of students, the President shall:

1. Shall perform all mandatory, nondiscretionary and ministerial duties of his/her office within the time and in the manner required by law.

2. Shall make a personal commitment to the duties of the position, uphold the law and conduct College business with fairness, honesty, integrity, professionalism, and with full regard to the public trust of the office.

3. Shall never act in excess of his/her lawful authority.

4. Shall not, by act of commission or omission, in the capacity as an employee of this College exercise a discretionary power in a manner inconsistent with the duties of his/her position or in the rights of others, or with the intent to obtain a dishonest advantage for her/himself or for another.

5. Shall not, in his/her capacity as an employee of the College, make an entry in an account or record book or return, certificate, report or statement which, in a material respect, is intentionally falsified.

6. Shall not, under color or cover of his/her position, intentionally solicit or accept for the performance of any service or duty anything of value, including but not limited to, any gift, loan, favor or service given for the purpose of influencing him/her in the discharge of official duties.

7. Shall not surrender his/her responsibilities under law to any other person, group, or organization.

8. Shall not use College property, facilities or resources for private or personal gain for self, family or others.

9. Shall act with high moral and ethical standards in the use of technology in the District.

10. Shall not use confidential information for personal gain or benefit or that of family or others.

11. Shall observe pertinent policies of this Board.

12. Shall act in what is, in his/her opinion, conceived to be the best interest of the citizens of the entire District. Similarly, shall grant no special consideration, treatment or advantage to any citizen beyond that which is available to every other citizen.

13. Shall not participate, either directly or indirectly, in purchases for personal use for less than full value by utilizing discounts allowed to the College.

14. Shall remove oneself from consideration on any matter before the Board which does, or could, result in personal financial gain for oneself or family except as allowed in Wisconsin Statute 946.13, or as otherwise permitted by law. The President/District Director shall use due diligence to be apprised of the details and scope of the business of the College so as to refrain from considerations where a conflict or an unresolved potential conflict of interest may exist.

15. Shall endeavor to meet all the requirements of state and federal law and regulations pertaining to education including the regulations of the Wisconsin Technical College System Board.

16. Shall utilize all due diligence in carrying out the directives of the Board.

17. Shall follow the directives set forth in the Hatch Act when conducting any political activity.
49. Nothing in this policy shall deny an employee the rights of a citizen under the Constitution of the United States of America, the Constitution of the State of Wisconsin, Wisconsin Statutes or any other bona fide regulations of this State.

The President is responsible for establishing a code of ethics for all employees of the College.

Revised October 20, 2004
Reviewed April 19, 1994
Reviewed December 15, 1992
Revised June 21, 1990
Adopted February 24, 1981

Wisconsin Statute 946.13
The Board will provide an annual evaluation of the President's performance. The evaluation process will be conducted by the Chairperson of the Board in accordance with the procedure established by contract with the President.
A0204 SERVICES OF LEGAL COUNSEL

College business may require the procurement of legal services. These services, when required on behalf of the College, may be requested from outside legal counsel only through the Board Chairperson or the President, or their designees.

When a Board member believes there is a need for legal counsel on behalf of the College, a request should be made to the Board Chairperson for approval. When a College administrator believes there is a need for legal counsel on behalf of the College, a request should be made to the President, or his/her designee.

When the above-named persons conclude that unusual amounts of legal service may be required, the Board Chairperson or President shall inform the Board of the matter.

Legal counsel will be established annually by the District Board during its July organizational meeting and formalized through an engagement letter. Retainer agreements will not be utilized nor will fringe benefits be applied to legal services.

Revised April 18, 2006
Reviewed February 21, 2006
Revised August 16, 2005
Revised October 20, 2004
Reviewed December 15, 1992
Revised June 21, 1988
Adopted August 26, 1980
Wisconsin Statute 38.14(1)
A0205 HOLD HARMLESS POLICY FOR PRESIDENT

The Board of the Western Technical College District does hereby indemnify and hold the President totally harmless for any liability which he/she may incur in the normal course of his/her duties and per his/her employment contract.

The foregoing resolution shall be applicable to acts occurring both prior to and subsequent to the date of adoption of this policy, and the indemnification provided for herein includes reasonable attorneys' fees and costs.

Revised February 8, 2005
Revised October 20, 2004
Reviewed December 15, 1992
Revised June 21, 1988
Adopted November 28, 1979
Wisconsin Statute 38.12(3)
CO801
O. Performance Coaching Process & Progressive Discipline

Proposed Policy

Policy C0801 Performance Coaching Process & Progressive Discipline
The College believes in the ability of our employees to meet and exceed performance expectations and to consistently conduct their work in a way that showcases the College’s values and practices. When an employee’s behavior or performance does not meet that standard, the College is committed to work with the employee to reach and sustain the needed improvements. In severe or unusual cases, the College, in its discretion, may move immediately to termination. In addition, the Western Technical College District Board has vested the President with the authority for termination of employment based on the concept of progressive discipline.

Refer to: Procedure C0801p – Performance Coaching Process & Progressive Discipline

Current Policy

Policy C0801 PROGRESSIVE DISCIPLINE - TERMINATION OF EMPLOYMENT
The authority for termination of employment is vested in the President upon the Western Technical College District Board approval and based upon the concept of progressive discipline.

Refer to: Procedure C0801p – Progressive Discipline – Termination of Employment Procedure
**Proposed Procedure**

Procedure C0801p Performance Coaching Process & Progressive Discipline (MOVE TO MANAGERS’ APPENDIX)

The College believes in the ability of our employees to meet and exceed performance expectations and to consistently conduct their work in way that showcases the College’s values and practices. When a supervisor observes that this is not the case, he/she should respectfully bring that to the attention of the employee with the expectation that the respective behavior or performance will improve. If the reminder does not achieve the needed improvement, the supervisor will then begin the Performance Coaching process with the goal of the employee achieving the needed improvement.

The Performance Coaching Process is as follows:

1. Verbal Coaching – Discussion between employee and supervisor with documentation at the department level.
2. Formal Coaching – Discussion including HR and, if desired, an employee representative. Written documentation will be placed in the employee file.
3. Performance Improvement Plan (PIP) – Discussion including HR and, if desired, an employee representative. Written documentation will be placed in the employee file.

Although not part of the Performance Coaching Process, failure to achieve the needed improvement at the PIP stage, will lead to the following steps:

1. Decision Making Leave (performance issue)/Unpaid Suspension (behavioral issue) – Discussion including HR and, if desired, an employee representative. Written documentation will be placed in the employee file.
2. Termination of Employment – Discussion including HR and, if desired, an employee representative. Written documentation will be placed in the employee file.

**Current Procedure**

C0801p PROGRESSIVE DISCIPLINE - TERMINATION OF EMPLOYMENT PROCEDURE

The College’s procedure is to follow a system of progressive discipline except in unusual and severe cases as determined by the College. The steps of progressive discipline normally include:

Oral reprimand

Written reprimand

Suspension (with or without pay)

Discharge
H. Employee Performance Improvement Plan (MOVE TO MANAGERS' APPENDIX)
When concerns regarding employee performance and/or behavior cannot be resolved through discussions between the supervisor and employee, a Performance Improvement Plan may be initiated with the purpose of establishing a plan with the belief the performance and/or behavior can be corrected. The procedure relating to a Performance Improvement Plan will generally be as set forth below, but may be modified by the College on a case-by-case basis.

Procedure
1. After the supervisor has completed both a verbal coaching and a formal coaching with the employee, and the supervisor determines that there is insufficient change in the employee’s performance and/or behavior, he/she may contact Human Resources to initiate a Performance Improvement Plan.
2. Human Resources and the supervisor will outline specific concerns and action taken to date, and develop possible actions to assist the employee in improving his/her performance and/or modifying his/her behavior.
3. A meeting will be scheduled with the employee, the supervisor, and a Human Resources representative to discuss the concern(s) and obtain feedback from the employee regarding assistance that could be provided to the employee. The employee is welcome to bring a representative of his/her choosing to the meeting.
4. The supervisor will draft a Performance Improvement Plan, taking employee input into consideration. The Plan will include expectations of the employee and will be reviewed by Human Resources prior to a follow-up meeting being held with the employee to review the Plan.
5. A copy of the Performance Improvement Plan will be provided to the employee and filed in his/her personnel file. The employee may respond to the Plan in writing, which will be attached to the Plan.
6. The supervisor will provide reasonable support to the employee in implementing the Plan.
7. The employee and the supervisor will meet to review progress at least once every month for up to six months. If the expectations of the Performance Improvement Plan are not met, the employee will move into the disciplinary process.
8. If the supervisor verifies that the employee’s performance and/or behavior has improved sufficiently, it will be noted, attached to the Performance Improvement Plan, placed in the employee’s file, and the Plan will be closed.

Refer to: Performance Improvement Plan
Policy C0801 Performance Coaching Process & Progressive Discipline
MEMBER OF THE WESTERN TECHNICAL COLLEGE DISTRICT BOARD

I, the undersigned, who have been appointed to the office of member of the District Board of the Western Technical College District, but have not yet entered upon the duties thereof, swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Wisconsin, and will faithfully discharge the duties of said office to the best of my ability. (So help me God.)

____________________________
Signature

____________________________
Name of Board Member

Subscribed and sworn to

Before me this ______ day of ____________, 20__

____________________________
Notary Public, Wisconsin

My commission expires ____________________________

Reviewed September 15, 2015
Reviewed October 20, 2004
Adopted April 16, 1997
Reference: Policy A0106