May 14, 2009

PLEASE NOTE CHANGE IN MEETING DATE

NOTICE TO RESIDENTS OF THE MILWAUKEE AREA
TECHNICAL COLLEGE DISTRICT, WISCONSIN

A regular open meeting* of the MILWAUKEE AREA TECHNICAL COLLEGE
EDUCATION, SERVICES, AND INSTITUTIONAL RELATIONS COMMITTEE of the
Milwaukee Area Technical College District Board, Wisconsin, will be held in the BOARD
ROOM (ROOM M210) of the MILWAUKEE AREA TECHNICAL COLLEGE, 700 West
State Street, Milwaukee, Wisconsin on MONDAY, May 18, 2009, beginning at 5:00 P.M.
The agenda** for said meeting is presented as follows:

The agenda for said meeting is presented as follows:

A. Roll Call

B. Compliance with the Open Meetings Law

C. Approval of Minutes – April 23, 2009 - Attachment 1

D. Comments from the Public

E. Action Items

1. Resolution (E0014-5-09) to Approve Districts Plan for 5-Year Certification
   Renewal – Attachment 2

2. Resolution (E0015-5-09) to Approve MOU between UW-Milwaukee and MATC –
   Attachment 3

G. Discussion Items

1. Program Improvement Grant Activity Update – Attachment 4

2. Innovation Grant Update – Opening Doors with China – Attachment 5

H. Information Items

I. Miscellaneous Items

1. Communications and Petitions
2. Information Items

J. Old Business/New Business

1. Date of Next Meeting:

    Thursday, June 18, 2009, Board Room (M210), Milwaukee Campus

Committee Members: Holmes, Michalski, Royal

* Other members of the MATC Board may be present, although they will not be participating as members of this committee. This meeting may be conducted in part by telephone. Telephone speakers will be available to allow the public to hear those parts of the proceedings that are open to the public.

** Action may be taken on any agenda item, whether designated as an action item or not. Agenda items may be moved into Closed Session for discussion when it becomes apparent that a Closed Session is appropriate under Section 19.85 of the Wisconsin Statutes. The Board may return into Open Session to take action on any item discussed in Closed Session.

Reasonable accommodations are available through the ADA Office for individuals who need assistance. Please call 414-297-6221 to schedule services at least 48 hours prior to the meeting.
CALL TO ORDER

The regular monthly meeting of the Education, Services, and Institutional Relations Committee of the Milwaukee Area Technical College District Board was held in open session on Thursday, April 23, 2009, and called to order by Chairperson Royal at 5:02 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Mr. Fred Royal, Ms. Melanie Holmes
Excused: Mr. Thomas Michalski

ITEM B: COMPLIANCE WITH THE OPEN MEETINGS LAW

The Education, Services, and Institutional Relations Committee meeting was noticed in compliance with the Wisconsin Open Meetings Law.

ITEM C: APPROVAL OF MINUTES – March 19, 2009 – Attachment 1

Motion: The minutes were approved without objection.
Action: Motion approved.

ITEM D: COMMENTS FROM THE PUBLIC

Mr. Terri Iverson, owner, Iverson & Company, spoke about his company’s dedication to MATC’s ECAM initiative and presented MATC with a plaque.

ITEM E: ACTION ITEMS

E-1 Resolution (E0013-4-09) to Approve the Scope Proposal for New Program Titled Landscape Horticulture Technician (31-001-x) – Attachment 2

Discussion: Dr. Evonne Carter, interim provost, introduced Mr. Mike Jenkins, curriculum manager. Mr. Jenkins introduced Mr. Gary Stanwood, instructor, and Dr. Richard Ammon, associate dean, Business Division. Mr. Jenkins explained that this was the second step in the process to create this new technical diploma. There was a discussion related to the job prospects in the Landscape industry.

Motion: It was moved by Ms Holmes, seconded by Mr. Royal, to approve the Resolution to forward Scope of Project for Baking and Pastry Arts Associate Degree Program – Attachment 2.
ITEM G: DISCUSSION ITEMS

G-1 Strategic Enrollment Management (SEM) Update – Attachment 3

Discussion
Dr. Carter introduced Ms. Theresa Barry, vice president, Student Services and Dr. Andrew Bern, faculty & co-chair of the SEM Committee, to briefly describe the role of this core committee as well as the work that is being developed.

G-2 Policy Review – D0701 – Honorary Degrees – Attachment 4

Discussion
Dr. Carter explained that this is a new policy. Ms. Janice Falkenberg, vice president and general counsel, explained that this policy will give the college the opportunity to award a degree to someone in the community as well as to students post hummus. Ms. Holmes moved, Mr. Royal second to move to the full board.

Motion: It was moved by Ms Holmes, seconded by Mr. Royal, to approve the Policy Review – D0701 – Honorary Degrees – Attachment 4.

Action: Motion Approved

G-3 Policy Revisions:
- E0101 – Faculty Professional Development – Attachment 5
- F0202 – Program Admissions Waiting Lists – Attachment 6
- F0400 – Guidance, Counseling, Psychological Services, Placement – Attachment 7
- F0511 – Return to Title IV Funds (R2T4) – Attachment 8
- F0900 Standards of Academic Progress – Attachment 9
- F1100 – Codes of Conduct – Attachment 10
- H0300-2 – District Administration – Institutional Research – Attachment 11
- H0300-3 – District Institutional Research --12

Discussion
Dr. Carter explained that these policies are being presented with various minor revisions.

Motion: It was moved by Ms Holmes, seconded by Mr. Royal, to approve the Policy Revisions – Attachments 5-12.

Action: Motion Approved

G-4 – Quarterly Advisory Committee Report – Attachment 14

Discussion
Mr. Jenkins explained that the members of these advisory committees are individuals that work in industry from around the MATC District and the State of Wisconsin. These individuals volunteer their time and expertise to these committees.

G-5 Practical Nursing Program and Nursing Program Update – Attachment

Discussion
Dr. Carter introduced Ms. Dessie Levy, dean, and Dr. Nancy Vrabec, associate dean, Health Occupations. Ms. Levy shared a recent publication from a nursing newsletter that goes to all individuals in the nursing profession across the state. Ms. Levy also
presented the official certificate for the continued accreditation from NCNAC for the Associate Degree Registered Nursing Program and the Practical Nursing Program. Ms. Levy thanked the administration and the board for their support during this process. The practical nursing program probation status has been lifted from the State Board of Nursing. Due to the probation status being lifted, courses will run at the Oak Creek Campus beginning fall semester 2010. The Registered Nursing program is being monitored by the Board of Nursing due to the low pass rate of students on the NCLEX exam. An action plan has been submitted to the State Board of Nursing. There was a discussion of how to deal with the anticipated increased need of clinical sites. Dr. Vrabec explained that simulation is one option that is being explored.

G-6 Student Health Care Update

Discussion Theresa Barry, vice president, Student Services explained that the students continue to meet to discuss options.

ITEM H: INFORMATION ITEMS

ITEM I: MISCELLANEOUS ITEMS

I-1 COMMUNICATIONS AND PETITIONS

None

I-2 INFORMATION ITEMS

ITEM J: OLD BUSINESS/NEW BUSINESS

Date of Next Meeting: Monday, May 18, 2009
Milwaukee Campus, Board Room (M210)

ADJOURNMENT

The Committee adjourned at 5:45 p.m.

Respectfully submitted,

Michele M. Conroy
Administrative Specialist to the Provost
Attachment ESIR – 2

ESIR Meeting – May 18, 2009

Approval of District Plan for WTCS Five-Year Certification Renewal and Activities Eligible for Faculty Salary Reclassification

BACKGROUND

District Certification Office

- Has responsibility to administer the WTCS certification code
- Approves courses and credits used for certification and faculty salary reclassification

WTCS Certification Code

- States minimum educational and occupational standards for instructors and certified staff
- WTCS Office conducts an annual audit of certification records
- Districts are penalized through reductions in state aid for assigning uncertified employees
- Approximately 2,000 certified MATC employees (faculty, counselors, certified administrators)
- Goal is to obtain or renew Five-Year Certification
  - Employees holding Provisional Certifications renew by completing required educational courses
  - Individuals holding Five-Year Certification renew by completing six credits from the District Plan for Five-Year Certification Renewal

District Plan for Five-Year Certification Renewal

- WTCS code mandates review of each District Plan every five years and revision if appropriate
- MATC District Certification Committee has responsibility to review/revise the District Plan
  - Committee includes 2 administrators and 3 represented appointments plus alternates
  - Advisory members from Certification and Professional Development Offices, Local 212

Communications Regarding District Plan Revision

- Received input from certified employees through email.
- Reviewed District Plans from other WTCS districts for comparison
- MATC’s District Plan is consistent with Plans from other districts
Modifications to the current District Plan are identified below:

- **Activities 1-2   Academic coursework:** No change.
- **Activities 3 MATC Professional Development courses:** No change other than to clarify documentation required.
- **Activity 4 Audited Courses:** No change.
- **Activity 5 Training:** No change.
- **Activity 6 Workshops and MATC Professional Development < 1 credit:** No change.
- **Activity 7 Independent Projects:** No change.
- **Activity 8 Publications:** No change.
- **Activity 9 Presentations:** No change other than to add “copy of presentation” to documentation required.
- **Activity 10 Consulting Work:** No change.
- **Activity 11Travel:** No change.
- **Activity 12 Paid Work Experience:** No change.
- **Activity 13 Professional and Community Service:** No change.
- **Activity 14 Teaching:** No change.
- **Activity 15 Examinations for Certifications and Licensure:** No change.

**Timeline**

- Following MATC Approval submit to the State Certification Committee June meeting
- Effective May 1, 2009 in order that activities completed during the summer may be included

**Administrative Procedure CC1200 Professional Growth Credit Evaluation for Certified Positions**

- Provides certification and faculty salary reclassification information
- Reorganized to provide clarification and easier reading

**BE IT RESOLVED** that the Milwaukee Area Technical College Board approves the revisions to the District’s Plan for WTCS Five-Year Certification Renewal and Activities Eligible for Faculty Salary Reclassification proposed by MATC’s certification committee.
Certification is a process by which the Wisconsin Technical College System (WTCS) evaluates the occupational, academic, and teaching experience of an employee to determine his/her preparedness to work in the Wisconsin Technical College System. Certification is an effort to assure quality education in the WTCS through a program of continuous participation in activities that will contribute to the professional growth of employees within the system.

A. EMPLOYEES REQUIRING CERTIFICATION

- Full-time and part-time faculty teaching courses in state approved Apprentice, Associate Degree, Basic Education, Liberal Arts Transfer, and Diploma programs are issued a State Certificate and must meet renewal requirements.

- Full-time faculty, including those teaching 400- or 600-level courses, must meet MATC institutional certification requirements for education, occupational experience, and cyclical credits for renewal.

- Counselors who are responsible for counseling students on vocational, career, and personal concerns.

- Instructional Supervisors who manage one or more instructional programs and supervise certified staff that deliver, develop, or design instruction.

- Instructional Related Supervisors who supervise student services staff, including counselors or other certified instructional related staff, act as a liaison with business or industry and the secondary schools within the district, without the responsibility of delivery, development, or design of instruction.

- Instructional Administrators who manage, supervise or evaluate certified instructional staff and exercise overall responsibility for the delivery, development, or design of instruction.

- Instructional Related Administrators who manage, supervise, or evaluate instructional related supervisors or counselors and exercise overall responsibility for the delivery, development, or design of instruction.
Instructional Specialists who advise and assist instructional staff in the development and use of various curriculum materials, instructional devices, and presentation techniques including audiovisual equipment, television, computers, and equipment used to provide distance learning.

Alcohol and Other Drug Abuse (AODA) Facilitators who are responsible for coordination of alcohol and other drug abuse prevention and intervention programs funded in whole or in part under 38.35 statutes.

Part-time faculty teaching Adult and Continuing Education (ACE) courses numbered in the 400-level series must meet minimum educational and occupational experience certification requirements to be hired but are not issued State Certificates. They do not need to meet WTCS certification renewal requirements #50 - #69.

Part-time faculty teaching Personal Enrichment or Avocational courses numbered in the 600 series do not require WTCS certification.

It is the responsibility of the Instructional and Instructional Related Supervisors to:

- know the certification requirements of their instructional areas of supervision in order to assign certified faculty and staff to appropriate assignments
- guide the professional growth of the supervised employees
- follow-up with each employee and provide guidance needed for certification.

It is the responsibility of each certified individual to meet certification requirements and deadlines or be subject to layoff. (Represented employees are subject to the negotiated labor agreement between MATC and Local 212.)

B. CERTIFICATION RENEWAL REQUIREMENTS AND TIMELINE

The criteria for meeting certification renewal requirements varies on the type of certification held and whether an employee is full-time or part-time. The individual may also earn credits for advanced degrees while completing certification requirements. These credits will not apply toward Provisional, Part-time Provisional or Part-time Approval certification renewal unless they also satisfy a remaining certification requirement; however, the credits may apply toward salary reclassification.
• Full-time employees holding Provisional Certification must make progress toward the Five-Year Certificate. Six credits of certification requirements must be completed during each certification cycle until all requirements have been satisfied (last cycle may require less than six credits).

* Part-time employees holding Part-time Provisional Certification must make progress toward meeting the requirements for Five-Year Certification during their certification cycle. Two credits of certification requirements must be completed during each certification cycle until all requirements have been satisfied.

• Part-time occupational faculty holding Part-time Approval Certification and teaching the same one or two courses during each certification cycle holding Part-time Approval Certification must make progress toward meeting the requirements for Five-Year Certification during their certification cycle by completing one of the following options:

1. Two credits of certification course requirements #50-69
--OR--
2. Two months (330 hours) of verified occupational experience plus a ten-hour module of approved in-service training related to certification course requirements #50-69.

* Full-time and Part-time employees holding Five-Year Certification must complete six credits of approved professional growth activities in accordance with the MATC District Plan or 330 hours (two months) of verified occupational experience during each certification cycle.

Certification renewal credits or activities, which are begun after May 1 and completed before August 31 during the final year of a certification cycle, may be applied toward either the current or immediately succeeding renewal cycle.

C. CREDIT EVALUATION

Credit evaluation is a process by which certified individuals are provided the opportunity to be awarded credits for courses and other professional growth activities. All completed activities must be submitted with appropriate documentation and a "MATC
Professional Growth Application (PGA).” Form 12:147, Rev. 5/04, to the supervisor. Following the supervisor’s approval and submission of a Professional Growth Application (PGA). Form 12:147, Rev. 5/04, the MATC Certification Officer reviews each application and required documentation and awards credits as appropriate.

1. Provisional or Part-time Provisional certification course requirements are satisfied through MATC Professional Development course activities #50-69 or approved university courses. The MATC Certification Officer or appropriate Professional Development facilitator will evaluate submitted university course descriptions or course syllabi for possible substitution of certification course requirements.

2. MATC Professional Development certification course activities #50-69 earn two credits to fulfill WTCS course requirements #50-69. These are non-transcriptable and non-transferable activities. The course completions are automatically entered into an individual’s certification record. The Certification Office will obtain an MATC transcript for verify on COSMO completion of MATC courses.

3. Original official transcripts must be submitted to the Certification Office for all courses completed outside of the MATC Professional Development department.

4. All completed activities must be submitted with appropriate documentation and a “MATC Professional Growth Application (PGA).” Form 12:147, Rev. 5/04, to the supervisor and District Certification Office.

5. A Professional Growth Plan developed with one’s supervisor should guide an individual’s professional growth activities. The process for obtaining approval of professional growth activities is:

- Individual obtains prior approval from supervisor to participate in professional growth activity. The activity is included in the individual’s Professional Growth Plan and is directly related to professional and/or occupational area.

- MATC Certification Officer verifies that activities conform to the District Plan by reviewing approved Professional Growth Application and documentation verifying completion of activity. Certification Officer awards credit as appropriate for certification renewal and salary reclassification.

5. Professional growth activities will be equated to semester credits as follows:
• CECs are converted to semester hours by dividing the hours of the activity by 40.
• One Continuing Education Unit (CEU) equals 10 hours
• Four Continuing Education Units (CEUs) or 40 hours equals one Continuing Education Credit (CEC)
• Quarter credits and other credit units are converted to semester hour credits (QTR Cr × 2/3 = Sem Cr)
• Hours in excess of whole credits may be accumulated and combined with other activities for certification renewal

6. The following professional activities, which may involve unusual personal time contributions and may be on paid MATC contract time can be used for recertification credits:

• Called conferences in which individuals are sent to serve purposes of the college in acquiring training directly related to their assignment.

• Professional leave in which individuals request leave to attend conventions and professional organization conferences directly related to their assignment.

• Part-time faculty and certified staff and administrators may also be eligible for credit to attend professional meetings.

• Special WTCS or MATC task forces

D. ELIGIBLE ACTIVITIES FOR CERTIFICATION RENEWAL AND FACULTY SALARY RECLASSIFICATION

The objectives of the District Plan for certification renewal are:

• To stimulate professional growth of the employees

• To enhance the image of Milwaukee Area Technical College by encouraging employees to extend their service and participation in the community
Title: PROFESSIONAL GROWTH CREDIT EVALUATION FOR CERTIFIED POSITIONS
Code: CC1200

Policy Reference: Wisconsin Administrative Code Chapter TCS 3; The Approved MATC District Plan

- To ensure that employees keep pace with emerging technology, concepts, procedures and practices in education and in their professional occupations.

Certified employees holding Five-Year Certification can select from the following 15 professional growth categories to renew their certification. Credit limitations apply for some activities per cycle. A professional growth objective should be defined for each credit activity. Forty (40) hours of verified training, participation or preparation equals one (1) credit.

Some of the following certification renewal activities may also apply toward faculty salary reclassification as identified below. Also, refer to salary reclassification guidelines listed in section E.

- Activities #1 and 2: Academic Coursework

  Graduate, undergraduate, associate degree, vocational diploma, and continuing education credits earned from accredited institutions, including CEUs and CECs, must be included in a professional growth objective and may be used for recertification credit based upon full course credit.
  
  | Credit Value: | Course value (semester credits) |
  | Recertification limit: | Six (6) credits per cycle. |
  | Salary Reclassification limit: | Sixteen credits (16) per salary class |
  | Documentation required: | Official transcript or certificate for CECs and CEUs. |

- Activity #3 PD: MATC Professional Development Course Activities

MATC Professional Development course activities of one or more credits are offered in structured classes for credit to satisfy certification requirements, to improve services to students, or for individual interest. There is no tuition charge for these activities. They may be used for recertification credit based upon the credits earned. Professional Development activities credits should be approved by the supervisor and included in the individual’s Professional Growth Plan.

  | Credit Value: | Course value (semester credits) |
  | Recertification limit: | Six (6) credits per cycle. |
  | Salary Reclassification limit: | Sixteen credits (16) per salary class |
  | Documentation required: | Letter of completion submitted to the Certification Office from the Professional Development Office. Successful completion of course as verified by the Certification Office. |
Activity #3 W: MATC Professional Development Wellness Activities

MATC Professional Development wellness activities and physical fitness course activities may be used for recertification credit to a maximum of two credits per cycle. The activities should be part of the individual’s professional growth plan and require the supervisor’s signature.

Credit Value: Course value (semester credits)
Recertification limit: Two (2) credits per cycle
Salary Reclassification limit: Not Applicable
Documentation required: Letter of completion submitted to the Certification Office from the Professional Development Office Successful completion of course as verified by the Certification Office.

Activity #4: Audited courses

Audited courses may be used for recertification credit.

Credit Value: Half normal credit value.
Recertification limit: 12 audited credits per cycle
Salary Reclassification limit: Not applicable
Documentation required: Official transcript.

Activity #5: Occupational and Professional Training

Occupational and professional training may be used for certification renewal. The activity must be related to the area of certification and must be conducted by a qualified trainer and/or reputable organization.

Credit Value: 40 hours of verified training equals 1 credit
Recertification limit: Six (6) credits or 240 hours per cycle
Salary Reclassification limit: Six (6) of 16 credits per reclassification
Documentation required: Copy of program including dates, hours and verification of attendance.

Activity #6: Workshops, Seminars and Conferences

Workshops, seminars, and conferences related to professional area or education by a reputable organization or qualified trainer and MATC Professional Development activities less than one credit may be used for recertification credit.
Credit Value: 40 hours of verified attendance equals one credit
Recertification limit: Three (3) credits or 120 hours per cycle
Salary Reclassification limit: Not applicable
Documentation required: Copy of program including dates, hours and verification of attendance for non-MATC workshop, seminar, or conference. Letter of completion submitted to the Certification Office from the Professional Development Office for MATC activities.

- **Activity #7CD: Curriculum Development Projects**

  Curriculum development projects may be used for recertification credit including development of a new course within an existing program, a major curriculum modification of an existing course, or the development of a course in a new program. This activity requires completion of exemplary materials, which are beyond normal course preparation. Revisions and updating of curriculum that is part of the instructor’s regular assignment may not be used for renewal credits.

  Before beginning the project the instructor must submit a detailed proposal identifying defined objectives and outcomes to their supervisor and divisional Dean/Director for approval on a Prior Approval Request for Credit Equivalency, (PARCE) Form 94:15, Rev. 5/04. The supervisor and Dean /Director will approve the completed project and recommend the credit equivalency.

  - **Credit Value:** To be recommended by supervisor
  - **Recertification limit:** Three (3) credits
  - **Salary Reclassification limit:** Not applicable
  - **Documentation required:** Approved PARCE Form, copy of completed project, and recommendation of supervisor and Dean/Director regarding the credit value.

- **Activity #7RD: Research and Development Projects**

  Research and Development projects may be used as evidence of professional growth including conducting community studies, needs surveys or evaluation studies not being conducted by the MATC Strategic Planning and Research Department.

  Before beginning the project the instructor must submit a detailed proposal identifying defined objectives and outcomes to their supervisor and divisional...
Dean/Director for approval on a Prior Approval for Credit Equivalency, (PARCE) Form 94:15, Rev. 5/04. The supervisor and Dean /Director will approve the completed project and recommend the credit equivalency.

**Credit Value:** To be recommended by supervisor

**Recertification limit:** Three (3) credits

**Salary Reclassification limit:** Not applicable

**Documentation required:** Approved PARCE Form, copy of completed project, and recommendation of supervisor regarding the credit value.

- **Activity #8: Published Literary Accomplishments**

Commercially published literary, software or technical accomplishments of a professional nature such as published books (*does not include “self-published” materials*), juried journals, dissertations, computer software, institutional web sites, or materials that are related to the individual’s role or the purposes of education.

Before beginning the project the instructor must submit a detailed proposal identifying defined objectives and outcomes of the publication to their supervisor and divisional Dean/Director on a Prior Approval Request for Credit Equivalency, (PARCE) Form 94:15, Rev. 5/04. An editor or editorial board must approve the publication or material prior to publication by a commercial publisher, a university press, or a professional periodical.

**Credit Value:** To be recommended by supervisor

**Recertification limit:** Three (3) credits

**Salary Reclassification limit:** Not applicable

**Documentation required:** Approved PARCE Form, copy of publication or product produced, and recommendation of supervisor and Dean/Director regarding the credit value.

- **Activity #9: Professional Presentations**

Professional, formal presentations at professional conferences, workshops, and seminars may be used for recertification credit. Both the preparation and presentation time can be used to calculate the number of hours.

**Credit Value:** 40 hours of preparation and presentation equals one (1) credit

**Recertification limit:** Three (3) credits or 120 hours per cycle

**Salary Reclassification limit:** Not applicable
**Activity #10: Consulting Work**

Consulting work for business, industry, or educational facilities may be used for recertification credit. This excludes teaching activities and voluntary consultant services.

- **Credit Value**: 55 hours of consultation equals one credit  
- **Recertification limit**: Three (3) credits or 165 hours per cycle  
- **Salary Reclassification limit**: Not applicable  
- **Documentation required**: Letter of verification on client's letterhead documenting dates, hours and activities.

**Activity #11: National and International Study Tours**

Organized national and international study or cultural tours through an institution of higher learning may be used for recertification credit. Appropriate activities that update or increase skills or knowledge applicable to the individual's position will be considered. Travel time is not included.

- **Credit Value**: 40 hours equals one (1) credit (maximum 8 hrs/day)  
- **Recertification limit**: Three (3) credits or 120 hours per cycle  
- **Salary Reclassification limit**: Not applicable  
- **Documentation required**: Documentation from cultural or study tour organizer showing dates and activities.

**Activity #11: Professional Exchange Program**

Participation in a formal exchange program may be used for recertification credit.

- **Credit Value**: 1 semester = 2 credits  
- **Recertification limit**: Three (3) credits  
- **Salary Reclassification limit**: Not applicable  
- **Documentation required**: Copy of program exchange contract.
• **Activity #12: Paid, Non-educational Occupational Work Experience**

Paid, non-educational occupational work experience that is related to the individual’s work assignment. The occupational experience must update or increase the skills and/or knowledge applicable to the individual’s position. This category includes the MATC Occupational and Academic Currency Program (OACP).

- **Credit Value**: 55 hours of consultation equals one credit
- **Recertification limit**: Six (6) credits or 330 hours per cycle
- **Salary Reclassification limit**: Not applicable
- **Documentation required**: Completion of MATC employment verification form by employer or approved OACP timesheets.

• **Activity #13: Professional or Community Service**

Leadership roles in district, professional or community service organizations may be used for recertification credit.

- District Leadership Service as a chairperson, officer, committee chairperson, or standing committee member of a district committee including MATC or WTCS task force or program review team. Service on district committees may be considered if completed on non-contract time and without MATC compensation.

- Professional Leadership Service as an officer, chairperson or active member of a professional organization or association may be considered because of its personal development potential and its public relations impact on the college, the profession and the individual.

- Community Service activities including volunteer work. Such service is considered because of its personal development potential and its public relations impact on the college, the community and the individual.

- **Credit Value**: 40 hours of participation equals one credit
- **Recertification limit**: Three (3) credits or 120 hours maximum from the service activity category per cycle
- **Salary Reclassification limit**: Not applicable
- **Documentation required**: Letter of verification on organization’s letterhead from officer or chairperson; documenting dates, hours, and activities.
Title: PROFESSIONAL GROWTH CREDIT EVALUATION FOR CERTIFIED POSITIONS
Code: CC1200
Policy Reference: Wisconsin Administrative Code Chapter TCS 3; The Approved MATC District Plan

- **Activity #14: Teaching Experience**

  Teaching at an accredited four-year institution or teaching MATC certification or ER&D course activities during MATC non-contract hours may be used for recertification credit. The individual must not be reimbursed by MATC for the assignment.
  
  **Credit Value:** Semester course credit  
  **Recertification limit:** Three (3) credits per cycle  
  **Salary Reclassification limit:** Not applicable  
  **Documentation required:** Letter of verification or assignment on college or university letterhead documenting dates and course credits or syllabus or course outline documenting dates and credits.

- **Activity #15: Examinations for Certification and Licensure**

  Successful completion of examinations to attain initial occupational certification or licensure directly related to the assignment. Preparation and examination time may be used to calculate hours. Renewal of licenses and certifications will be considered if completion of an examination is required.
  
  **Credit Value:** 40 hours of participation equals one credit  
  **Recertification limit:** Three (3) credits per cycle  
  **Salary Reclassification limit:** Not applicable  
  **Documentation required:** Copy of the certificate or license and either a statement from the examining board recommending credit equivalency or a signed statement from the individual identifying dates and hours of the exam preparation and administration signed by the supervisor recommending the credit equivalency.

**E. GUIDELINES FOR FACULTY SALARY RECLASSIFICATION**

Both full-time and part-time faculty are eligible to apply for salary reclassification:

1. Faculty are eligible for salary reclassification based on completion of advanced degrees or credits earned. Faculty do not need to complete all required certification course requirements #50 - #69 before applying for salary reclassification; however, they must complete 16 eligible credits or earn a degree not already considered for salary placement.
2. Faculty are responsible for tracking their own credits and degrees to be eligible for salary reclassification. The Certification Office staff does not monitor salary reclassification credits.

3. Faculty initiate a salary reclassification by submitting a “Salary Reclassification Application” Form 92-61, Rev. 05/09 approved by supervisor. An approved Professional Growth Application (PGA) must also be on file in the Certification Office for all courses listed on the salary reclassification application.

4. Salary reclassifications are processed twice per school year in August and January. Eligible faculty must submit the application for salary reclassification no later than the fifth day of the semester (the semester begins with Faculty Coordination Day, first and second semester). All work included in the application must be completed by the date of submission.

5. The following criteria will apply for credits earned toward salary reclassification:

- Credits eligible for salary reclassification are specified in activity item numbers 1, 2, 3PD, and 5 of the MATC District Plan which is listed on the reverse side of the MATC Professional Growth Application, Form 12:147, Rev. 5/04. Credits should be part of an approved professional growth plan.

- Credits eligible for salary reclassification are also eligible for certification renewal.

- Credits eligible for salary reclassification must be earned on the individual’s noncontract (personal) time and the individual must not be reimbursed or paid by MATC for the activity. The supervisor is not obligated to alter schedules to accommodate the individual’s needs.

- Only graduate credits and MATC certification course activities (#50 - #69) not used for initial salary placement may be carried forward to the first salary reclassification. No other undergraduate or staff development activities may be carried forward from salary placement.
• Credits for salary reclassification may extend through more than one certification cycle.

• After an instructor is placed on the salary schedule, credits completed toward a degree in the academic, occupational, or educational field and approved by the supervisor will apply toward salary reclassification. Sabbatical credits apply.

• Graduate credits must be a grade of B or higher and undergraduate credits must be a grade of C or higher for salary reclassification purposes. Some institutions may have different grading schemes for example, BC, Pass, Fail, and Satisfactory for granting credits for minimum acceptable performance. If it is questionable whether the final grade meets the salary reclassification standard, then the individual must provide documentation from an official officer that represents that institution (i.e. Registrar, Admissions, and Graduate programs) stating the minimum course grade that is acceptable performance for the applicable level.

• Wellness and Physical Education credits do not apply toward salary reclassification unless the credits are required as part of an approved degree program.

F. INELIGIBLE ACTIVITIES

Credits are not typically awarded for activities that are considered paid professional responsibilities within employment contracts such as coordination and organizational day meetings, general meetings, divisional meetings, and advisory committees.

G. CERTIFICATION AND SALARY RECLASSIFICATION RECORDS

• The District Certification Office processes initial and renewal certification requests with the State Office and is custodian of the district certification files.

• Following the individual’s supervisor’s approval the District Certification Officer reviews and approves professional growth activities for certification renewal and salary reclassification based on the documentation submitted.

• The Certification Officer designates approval or denial of the professional growth activity by returning the signed Professional Growth Application to the individual.
The District Certification Office notifies individuals and their supervisors one year in advance of the individual’s certification expiration date to inform them of their certification status and whether they are eligible for certification renewal.

The District Human Resources Division-Compensation Department implements the approved salary reclassification and maintains individual personnel files.

**H. APPEAL PROCESS**

A district appeal procedure has been established in consultation with the district certification committee to promote voluntary resolution of disputes relating to district responsibilities, activities and decisions regarding certification including the approval or denial of professional growth activities used toward renewal of Five-Year and Part-Time approval certification or decisions regarding the acceptance of activities or credits used toward certification course requirements #50-69.

WTCS Office staff decide whether the occupational experience submitted supports certification for an occupational subject instructor and also make the decision whether the academic preparation supports certification for an academic instructor. An individual/district may appeal a decision to the State Certification Committee. Any person aggrieved by a decision resulting from district, action or inaction, may initiate an appeal as established, but utilization of the district appeal procedure shall not be a prerequisite to initiation of an appeal with the state certification committee. The district appeal process:

1) Designates the chair of the district certification committee to receive appeals

2) Requires appeals to be filed within 45 days of the action or inaction which serves as the basis for the appeal.

3) Establishes a procedure for receiving and resolving appeals, including a provision for written acknowledgement within 15 days of receipt of the written appeal and a written determination of the complaint within 45 days of receipt of the written appeal unless the parties agree to an extension of time.
4) Notifies the individual filing the appeal of the right to appeal the decision of the district certification committee to the state certification committee.

I. DISTRICT CERTIFICATION COMMITTEE

A District Certification Committee has been established as directed by the TCS certification code. The purpose of this committee is to develop and implement the District Plan for Five-Year Certification renewal, review appeals through the appeal process, and approve district certification activities. The committee is composed of three members appointed by Local 212 and two members approved by the administration. Members serve a two-year term, not to exceed three terms
Resolution to Support Memorandum of Understanding Between
Milwaukee Area Technical College and University of Wisconsin-Milwaukee

BACKGROUND

Milwaukee Area Technical College (MATC) has taken a lead in supporting the development of advanced manufacturing through the building of the Center for Energy Conservation and Advanced Manufacturing (ECAM) at its Oak Creek Campus and through its strong programs and curriculum in energy conservation and advanced manufacturing.

The University of Wisconsin-Milwaukee (UWM) has played a strong role in research and educational programs in science and engineering, particularly related to advanced manufacturing including advanced materials, sensors and devices, software and informatics, energy conservation and manufacturing.

Therefore, MATC and UWM have come together to form a partnership to pursue and support the development of advanced manufacturing in Metropolitan Milwaukee. This relationship will maximize opportunities in pursuing joint proposals for federal, state, foundation and industry funding and/or gifts. Also, the two institutions will collaborate in utilizing its existing resources for testing new research and developing new course curriculums.

RESOLUTION

Whereas, the MATC District Board recognizes the importance of promoting the development of advanced manufacturing in Metropolitan Milwaukee;

Whereas, through a relationship with the University of Wisconsin, MATC will be allowed to pursue a greater number of funding opportunities made available through federal, state, foundation and industry contacts that will lead to greater development opportunities which enable research and learning opportunities; and

Whereas the MATC District Board supports faculty and staff collaboration on technology, curriculum and program efforts;

Therefore be it resolved, that the MATC District Board supports the signing of a Memorandum of Understanding between MATC and UWM to support and promote the development of advanced manufacturing and related programs.
Memorandum of Understanding
between
The Board of Regents of the University of Wisconsin System on behalf of the
University of Wisconsin – Milwaukee (“UWM”)
and Milwaukee Area Technical College District Board (MATC)

This Memorandum of Understanding is effective as of the date of execution by all parties, and is made by and between the Board of Regents of the University of Wisconsin System on behalf of the UNIVERSITY OF WISCONSIN-MILWAUKEE (UWM), a state public institution of higher learning, organized and existing under the laws and policies of the State of Wisconsin and the University of Wisconsin System, and having its principal office at Chapman Hall, 2310 E. Hartford Avenue, Milwaukee, Wisconsin, 53211, and District Board of Directors of MILWAUKEE AREA TECHNICAL COLLEGE (MATC), a technical college organized under the laws and policies of the State of Wisconsin and the Wisconsin Technical College System, having its principal office 700 W. State Street, Milwaukee, Wisconsin 53233.

WHEREAS University of Wisconsin-Milwaukee (UWM) is a premier research institution with strong research and educational programs in science and engineering, particularly related to advanced manufacturing including advanced materials, sensors and devices, software and informatics, energy conservation and lean manufacturing;

AND WHEREAS Milwaukee Area Technical College (MATC) has strong programs in education, training and work-force development in energy conservation and advanced manufacturing with state of the art technology, technical curriculum and instructional expertise along with partnerships with area companies;

AND WHEREAS UWM and MATC are desirous of pursuing a close relationship in support of the development of advanced manufacturing in Metropolitan Milwaukee.

It is agreed that UWM and MATC will do the following:

1. Pursue joint proposals for Federal, State, foundation and industry contracts and grants whereby either party may act as prime contractor with the other as subcontractor in furthering the development of advanced manufacturing materials, processes, technology, curriculum and skills required by the advanced manufacturing sector.

2. Pursue joint proposals for foundation and industry gifts and/or sponsorships to support and further develop the advanced manufacturing sector.
3. Utilize MATC’s Energy Conservation and Advanced Manufacturing (ECAM) and other facilities as a test bed for new materials developed by UWM scientists and engineers with linkages developed to MATC programs and advanced certificates.

4. Negotiate and develop plans that may include the following:
   - A master agreement for joint Federal, State, foundation and industry contracts and grants.
   - Develop joint programs for Work Force Development/continuing education.
   - A high technology incubator/accelerator facility with adjacent light manufacturing.
   - Explore enhanced linkages including the location of UWM’s advanced metals research in MATC’s foundry building with sharing of staff.
   - Faculty and staff collaboration on technology, curriculum and program efforts including co-location of personnel focusing on work force development for and outreach to the advanced manufacturing sector providing synergy, economies of scale and value added to South East Wisconsin and the rest of the State. MATC and UWM might jointly approach others that may also be interested.

AGREED FOR THE UNIVERSITY OF WISCONSIN-MILWAUKEE

_____________________________
Carlos Santiago, Chancellor

AGREED FOR Milwaukee Area Technical College

_____________________________
Dr. Vicki Martin, Interim President
### PRORAM IMPROVEMENT DATA FOR CONTINUING PROJECTS

(Highlights show areas of improvement on WTCS Performance Indicators)

#### PRACTICAL NURSING TECHNICAL DIPLOMA—(31-543-1)

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>2007</th>
<th>2008</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Completion</td>
<td>60.84</td>
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<tr>
<td>Special Populations Course Completion</td>
<td>58.94</td>
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<tr>
<td>Second Year Retention</td>
<td>88.12</td>
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<tr>
<td>Job Placement—All Employment</td>
<td>90.00</td>
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<td>Job Placement—Related Employment</td>
<td>78.75</td>
<td>80.21</td>
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<td>Non-Traditional Gender</td>
<td>10.14</td>
<td>8.42</td>
<td>-1.72</td>
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#### REGISTERED NURSING ASSOCIATE IN APPLIED SCIENCE DEGREE—(10-543-1)

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<tr>
<th>State Indicators</th>
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<th>Difference</th>
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<td>Job Placement—Related Employment</td>
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<td>Non-Traditional Gender</td>
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### DENTAL HYGIENE
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<th>Difference</th>
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<tbody>
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ASSOCIATE IN APPLIED SCIENCE DEGREE?(10-605-1)

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<thead>
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<th>Difference</th>
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<td>10.41</td>
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### TOOL AND DIE MAKING
TECHNICAL DIPLOMA — (32-439-1)

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<th>Difference</th>
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<td>Job Placement—Related Employment</td>
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<tr>
<td>Non-Traditional Gender</td>
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### ADMINISTRATIVE ASSISTANT
ASSOCIATE IN APPLIED SCIENCE DEGREE (10-106-6)

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<th>2008</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Course Completion</td>
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CULINARY ARTS
ASSOCIATE IN APPLIED SCIENCE DEGREE—(10-316-1)

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<th>2008</th>
<th>Difference</th>
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</thead>
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<td>Job Placement—Related Employment</td>
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<td>Non-Traditional Gender</td>
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<td>N/A</td>
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</table>

SUMMARY OBSERVATIONS

- Linked to all indicators that follow it (Retention, Graduation, and Employment/Placement,) high performance in the Course Completion indicator is crucial for making improvements in programs. The average one-year increase in course completion for the seven continuing programs is 10.6%. The WTCS goal is 3% over a three-year period.

- The average one-year increase for Special Populations course completion is 7.14%. Again, the State’s expectation is 3% over three years.

- The average one-year increase for minority student course completion is 11.6%, more than 10% above the State’s expectations.

- The average job placement rate increased by an average of 8.44%.

- The average job placement rate in related employment increased by an average of 15.09%. As Related
Employment figures for the college normally average roughly 25% below All Employment, the increase in this area for targeted programs shows exceptional improvement.
PROGRAM IMPROVEMENT (STRENGTHENING CTE PROGRAMS) AWARD DATA

FUNDING AMOUNT: $388,200
FUNDING SOURCE: PERKINS IV STATE ADMINISTERED FUNDS

<table>
<thead>
<tr>
<th>TARGETED PROGRAM AWARD AMOUNTS</th>
<th>Continuing Projects</th>
<th>New Projects for FY2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTICAL NURSING</strong></td>
<td>MEDICAL ASSISTANT</td>
<td></td>
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<tr>
<td>TECHNICAL DIPLOMA—(31-543-1)</td>
<td>TECHNICAL DIPLOMA—(31-509-1)</td>
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<tr>
<td>$34,605</td>
<td>$13,980</td>
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<td><strong>REGISTERED NURSING</strong></td>
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<td>$37,401</td>
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<td>$30,810</td>
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<tr>
<td><strong>DENTAL HYGIENE</strong></td>
<td>PREPARATORY PLUMBING</td>
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<td>$29,886</td>
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<tr>
<td><strong>ELECTRONICS TECHNOLOGY</strong></td>
<td>ELECTRICAL POWER DISTRIBUTION/LINE MECHANIC TECHNICAL</td>
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<td>ASSOCIATE IN APPLIED SCIENCE</td>
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<td>$41,023</td>
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<td><strong>TOOL AND DIE MAKING</strong></td>
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<tr>
<td>DEGREE (10-106-6)</td>
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<td>$29,886</td>
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<td><strong>CULINARY ARTS</strong></td>
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<td></td>
<td>$52,590</td>
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</table>
**SUMMARY INFORMATION**

- Award amounts vary based on the number and types of activities in each Program Improvement project.

- All projects contain an activity designed to increase Nontraditional Occupations (NTO) enrollment. The college as a whole needs to increase its performance by 0.16% (from 15.61% to 15.77%) to be in compliance with WTCS goals for this indicator.

- All projects contain an activity designed to increase Placement/Employment. The college as a whole needs to increase its performance by 1.82% (from 86.75% to 88.57%) to be in compliance with WTCS goals for this indicator.

- The college is meeting its goals in all other Perkins IV indicators (Technical Course Completion, Academic Course Completion, Graduation, Retention or Transfer, and NTO Graduation) as the table below shows.

<table>
<thead>
<tr>
<th>Perkins Core Indicator</th>
<th>Goals</th>
<th>Actual Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a) Technical Course Completion</td>
<td>75.46%</td>
<td>75.41%</td>
</tr>
<tr>
<td>1b) Academic Course Completion</td>
<td>71.06%</td>
<td>71.63%</td>
</tr>
<tr>
<td>2) Graduation</td>
<td>40.70%</td>
<td>41.67%</td>
</tr>
<tr>
<td>3) Retention or Transfer</td>
<td>26.57%</td>
<td>26.95%</td>
</tr>
<tr>
<td>4a) Placement/Employment</td>
<td>88.57%</td>
<td>86.75%</td>
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<tr>
<td>5a) NTO Enrollment</td>
<td>15.77%</td>
<td>15.61%</td>
</tr>
<tr>
<td>5b) NTO Graduation</td>
<td>13.28%</td>
<td>14.45%</td>
</tr>
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</table>
ABSTRACT AND ACTIVITY SUMMARY

ABSTRACT

This Milwaukee Area Technical College Strengthening CTE Programs project will implement strategies to improve Perkins Core Indicators 4P1, Job Placement, and 5P1, Nontraditional Participation. First, for all individual projects identified within the larger project, it will create an employer database by program that will allow program staff to assist students in conducting focused employment searches upon graduation, thus increasing graduate placement in related employment. Second, it will provide NTO pre-entry instructional services linked to a specific special population of high school students engaged in the MPS Smart Plan program, which is in turn linked to the Career Starters Program of the Boy’s and Girls Clubs of Greater Milwaukee. Continuing projects contained within this larger project will continue to apply the best practice of supplemental instruction to enhance student performance in Core Indicators 1P1 (Technical Skill Attainment) and 3P1 (Student Retention and Graduation.) The overall three-year goal of the project is to meet or exceed the college’s performance in employment/placement and NTO enrollment, thus bringing MATC into compliance with all Perkins IV indicators.

THREE PRIMARY PROGRAM IMPROVEMENT ACTIVITIES

SUPPLEMENTAL INSTRUCTION: Program instructors work one-on-one with students who may be in jeopardy of dropping or failing their classes. On a regularly scheduled basis, students meet with program instructors to review material, work on class assignments and projects, and strengthen their mastery of course materials. This additional time on task in an after-class setting has the added benefit of allowing students to develop a mentoring relationship with faculty, receive advising services, learn more about their chosen profession from a person who has first-hand industry and field experience, and generally bond with an adult in an expert-novice mentoring relationship.

ASSISTED OPEN LABS: Students receive hands-on guidance from educational assistants in an open lab setting. The additional lab time allows students greater access to equipment and opportunities to practice and perfect their skills.

CURRICULUM DEVELOPMENT AND MODIFICATION: Program instructors modify curriculum to better accommodate the needs of students. For example, developing a blended format (a combination of face-to-face and on-line instruction) gives special population students greater flexibility in balancing their school, family and work lives.
Conference Follow-up

Anthony Aveni, Project Director
April 2009
1. Introduction

On June 12th 2007, The Milwaukee Journal ran an article announcing the creation of the Milwaukee International Trade Center. Just across Highland Avenue from MATC in a converted warehouse on the former Pabst Brewing grounds; at capacity it would provide space for about one hundred Chinese businesses looking to sell their products throughout the United States.

Leveraging China's global impact, growing local presence, schools with like missions and our television production resources, I felt a unique educational and partnering value could be created for our students, school and community - and for those in China as well.

I submitted and was approved for an Innovation Grant on April 7, 2008 to produce Opening Doors with China, a ninety minute live video conference between students and staff at MATC and a school in China. In essence, this would be a “getting acquainted” session, opening doors between the schools to share knowledge and build understanding between cultures.

We partnered with Shanghai Dian Ji University (SDJU) and the conference took place March 24th, 2009. This report details the program for validation of my grant and to serve as reference for producing such conferences in the future.

2. Team / Functions

I wasn’t short of help as the program came to fruition and progressed. My core group included the following individuals with their principle functions:

• Dave Turner
  Shanghai Dian Ji contact, overall strategy, agenda / program structure and ongoing support

• Yan Wang
  Insight into the Chinese mind, written and oral translation for and during the conference

• Kevin Mulvenna
  Conference graphics, hand-held video shooting during the conference, post-conference DVD production in conjunction with his student assistant, Jay Dereszynski

• Jim Stepp
  ISDN subscriber line acquisition, Polycom system testing and operation during the conference

Other key contributors included Mercedes Fisher, Barb Cannell, Steve Burleson, Kevin Pulz, Kathleen Hohl and members of the Design Centre and TV Production departments.

I provided much of the legwork, coordinating group functions, producing graphic prototypes, copywriting and assessments and was liaison with Kevin Wang, Director, International Cooperation Department at SDJU.

3. Program Time Line and Considerations

After receiving grant approval, I contacted the Milwaukee Metropolitan Association of Commerce and found an intermediary, Mr. Bangji He, who worked out of the Chinese Consulate’s office in Chicago and knew the president of Ningbo Polytechnic University. He inquired about and received initial word of the school’s interest in going forward with us on the program.

Despite this interest, I chose instead to work with Dr. Dave Turner and Shanghai Dian Ji University. He had visited and is close with associates of the school and felt it would enjoy being a part of the project. His deep experience with Chinese culture would be critical to the program’s success.
I had initial meetings late last spring but momentum picked up once the 2008/2009 school year began. I met with associates to gauge interest in participating, determine functions and get advice since no precedent really existed for this kind of program.

After receiving commitment from Shanghai, we attempted an IP (internet protocol) connectivity test on September 13th. This internet-based approach essentially makes a connection via servers, which considering the distance, could involve a multitude of them to ultimately connect. Although this approach is inexpensive, many variables such as traffic and connection speeds make for unreliability. This test failed.

Dr. Turner was scheduled to visit the school at the beginning of October so we set up for our next connectivity test while he was there to assist. This time, we used an ISDN (phone or switch-based dedicated subscriber line) approach, essentially giving us our own, direct high speed phone connection. Transfer speeds (minimized delay) are dependent upon how many lines are employed, each one carrying 128 kbps (kilobytes per second) of analog capacity although the signal is digital. Up to three lines carrying 384 kbps could be employed.

We performed the test on October 6 and were unsuccessful, principally due to configuration issues on the Chinese end, but overall this approach showed promise. Ultimately, once Dave returned, we tried again on October 29 and this time the connection worked using two lines totaling 256 kbps with minimal delay and good audio-video fidelity. The live conference used this method and speed of connection.

Once the technical challenges were overcome, we encountered a few cultural and political ones with the Chinese as we attempted to nail down the program structure and content and a confirmation on a date. Although we discussed some content ideas during the test, going so far as providing preparatory questions for their students, progress on content was maddeningly slow, not coming together until about a week before the conference. We attributed some of this to holiday delays and a pretty rigid chain of command on the Chinese end. Unfortunately, this late confirmation forced us to scale back the type and amount of support materials and promotion we were able to create for the program.

Specific to this, a couple of points need to be kept in mind when working with a school in a country with a centralized government. Although it can’t be substantiated, it seemed like:

- Getting permission for the type of connection we used likely involves some sort of Ministry of Information permission and maybe oversight which creates delays.

- Printed SDJU school brochures to use for content were sent to us twice but not received. We suspect these were held up for some reason or didn’t clear Chinese customs.

The Chinese have a long winter break followed by the Chinese New Year and no progress can be made during these times. Planning for an event like this with a foreign counterpart cannot start too soon. It’s impossible to predict delays and their cause or have any control over progress - but it wasn’t a challenge that couldn’t be overcome with patience, flexibility and faith.

4. Technical Aspects

Along with the connectivity issues above, a few more technical points should be kept in mind for these kinds of conferences:

- I originally proposed a satellite uplink to China but it wasn’t a viable option for a program like this due to expense and unacceptable response delay in a two-way mode over such a long distance.
• Shanghai Dian Ji had a Polycom conference system on their end as well so configuration between differing systems wasn’t necessary and made executing the program easier and more reliable. A notable benefit of the system is that special graphics such as our intro piece, Powerpoint programs and the like are converted on the fly and run without the other party needing to have like native software. We tested a sample of our intro without incident.

• Testing using the rooms where the conference will be held is important to get a feel for what to expect and to anticipate problems. Camera moves were practiced and we determined that 128 kbps would not be sufficient bandwidth as camera panning was very blurry. Only through testing could our counterparts determine they needed three microphones for the conference instead of the single one employed during the test.

• It became clear that slower speaking cadence was going to be important for two reasons. First, from a technical standpoint, the slight signal delay encumbers rapid verbal two-way exchange. Secondly, the Chinese naturally speak slower and they need time to mentally process English. Proper decorum was therefore emphasized.

• Knowing degree programs of the audience was important. Kevin Wang was inviting students from business, engineering and foreign language. This helped in selecting our students. Mr. Wang reassured us that all the participants had a pretty good handle on English.

• Lastly, testing shouldn’t be performed with dignitaries present for rather obvious reasons.

5. **Choosing a School to Partner With - Relationships and Distance**

The following points are very important to take into consideration in selecting and working with a school on this type of program:

First is whether a personal relationship already exists with the school. Although I received word of Ningbo Polytechnic interest in the project, in retrospect, I doubt it would have gone smoothly having no prior contact with the school - with the president’s backing or not. Distance, priorities, politics and holidays, communicating almost exclusively by email makes it tough to keep a distance-based program on the front burner over time, even with constant prodding.

Dr. Turner’s relationship with Shanghai Dian Ji certainly made a positive difference, but with due respect, was no guarantee against the frustrating lulls that arose at times. He would agree with me on this and we asked ourselves at one point what would have happened if we had no prior relationship with the school. Friends or not, different cultures are going to move at different speeds and a long time can go by without response.

Second is geographic isolation. We’re separated by two vast oceans and many time zones with many countries. We are fourteen hours behind China and our 8:00 am program took place at 9:00 in the evening for them. Daylight savings time worked in our favor, otherwise it would have been 10:00 pm local standard time for the Chinese. So unless future programs are within this hemisphere, it’s a good bet we’ll be dealing with big time differences.

Lastly, SDJU students live in dorms and could attend the conference relatively easily. But if it was largely a commuter school like MATC, the program probably wouldn’t have worked or would have been vastly different.
6. Selecting and Preparing Student Participants

Few would doubt that there is a big difference between our student body and many others. We’re pretty unique and Dr. Turner and I really had to carefully think through what students would be a good fit to participate in the program. We were told that China would have about 40 students attending and we wanted a like-sized group. Due to this, we opted against opening the program to the general student population. We wanted a smaller, more controlled intimate experience that would be more in line with the Chinese group.

Considering the conference was a test pilot and our focus was introductory and cultural, early on I considered inviting Chinese student groups from UWM and Marquette since we didn’t have many Chinese students. I thought this commonality would enhance the program’s outcome. In Dave’s experience with Chinese students however, interest mostly revolves around what it’s like to be an American, not a Chinese student in America.

Ultimately, attendees came from classes in College Success through Dr. Jacqueline Robinson, Architecture through Philip Grau and Dan Inyang, Electronics through Tom Heraly and DC/AC Electronics through David Stinnett.

We were concerned about our students’ depth of knowledge about China and wanted to build confidence and encourage good interaction and questioning during the conference. We held an orientation a week before the conference on March 17 in room M517 to help prepare them. I had students fill out an assessment sheet to gauge current knowledge. We played portions of a DVD on China that Yan Wang received from the Chinese Consulate. Dave spoke about his experience with Chinese students and what our attendees could expect. Yan taught a few common Chinese words and we finished the orientation with a Chinese lunch from Pat Whalen and Culinary Arts.

From the assessment, the average score for 21 students on the following question showed:
1. On a scale of one to five please rate your knowledge on the following:

<table>
<thead>
<tr>
<th>Very knowledgeable</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not knowledgeable</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Where China and its neighboring countries are geographically: • (2.76)
Chinese history and religions: • (2.19)
Chinese popular culture - music, art, entertainment & sports: • (2.38)
Chinese level of advancement as a country: • (2.42)
China’s position in the world as a global economy: • (2.57)
China’s economic relationship with the United States: • (2.19)

The form also included the following write-in questions:
2. Is there anything that you have heard or read about China recently? If so, explain.
3. What are some of your impressions of China? What do you think living in China must be like?
4. What do you feel the average Chinese person is like? What about a Chinese college student?
5. How do you think the Chinese are different from Americans?
6. Do you have any expectations of this program? Anything you think you will get out of it?
7. Are there any questions you’d like to ask the Chinese students about themselves?

Please let me know if you’d like to view the complete assessments.
To encourage questioning, I provided the following sample question sheet on the backside of the agenda at the onset of the conference:

<table>
<thead>
<tr>
<th>Opening Doors Videoconference with China</th>
<th>Sample Questions</th>
<th>March 24, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notes:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Please <strong>state your name</strong> before asking your question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Please refrain from asking questions that are <strong>political in nature</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What course subjects are the hardest for you at college?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How much time do you spend studying every day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What do you do for entertainment or fun when you're not in classes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What is your favorite and least favorite food in college?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Why did you choose your school? What is your major?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do you have brothers and sisters in college?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do you live in student housing or an apartment? Do you like or dislike your housing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How many students share rooms in college housing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What do you like most about living in Shanghai?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If you were to come to America, what would you miss about your country?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How often do you get home to see your family?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do most students work while they are in college? What kind of jobs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What kind of computer technology do students have? Laptop? iPod? Cell phone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are you on Facebook? MySpace? Other networking sites? Do you watch YouTube?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What do you want to do after you graduate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do you expect to live in Shanghai or someplace else in China after graduating?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How do you think China and America are different?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jot down a few questions of your own to ask!**
After the conference, I assessed the students again and received the following average response score from 22 students:

1. On a scale of one to five, rate how your understanding on the following has changed:

<table>
<thead>
<tr>
<th>Changed a lot</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
   How Chinese students think: | • | (3.22)
   What being a Chinese student seems to be like: | • | (3.22)
   The differences between me and a Chinese student: | • | (3.86)
   The difference between college in China and here: | • | (3.36)
   How China and America differ as countries: | • | (3.09)
   China's relationship with the United States: | • | (3.18)

The form also included the following write-in questions. I've added a couple of select answers.

2. What would you say is the biggest difference between students in China and here?
   • They have values, culture and pride.
   • They are school-oriented.
   • They are very studious.

3. Do you feel you got out of the conference what you expected?
   • Yes, and a little more.
   • Yes, and an appreciation for other cultures.
   • It was cool talking with them.

4. Is there anything about your new knowledge of China that could help you in the future?
   • If I go to China, yes.
   • I feel if I went to China, people would help me.
   • I now know about their concern for the U.S.

5. What part of the conference was the most meaningful for you?
   • Learning about our differences.
   • The instrument playing pieces. They welcomed us with open arms.
   • The Q & A portion, learning what they do outside of school.

6. What was the least meaningful?
   • Intros and opening remarks
   • Too much on background introductions
   • Nothing (mentioned often)

7. Any suggestions for future live video conferences like this?
   • Shorter introductions.
   • More time and interaction.
   • Have more.

Although I realize the assessments are unscientific, I believe they provide a basic gauge of the impact of a program like this on student understanding and opinion about future programs. Please let me know if you’d like to view these complete assessments.
7. Promotion / Marketing

I stated earlier that due to the late confirmation date on the conference, we had to curtail some of the planned promotions. Further, once we determined that we’d limit participation to selected participants, some of what I envisioned became unnecessary.

We ran two announcements in the Communique, prior to the conference and immediately afterwards.

The Design Centre was able on short notice, to produce the invitation to the right incorporating the header design created by Kevin Mulvenna and Jay for the intro piece which played at the start and end of the conference.

In the event the program was to be open to the public, we had ideas for invites using a fortune cookie theme which we were to pass out throughout the student center prior to the program.

Kathleen Hohl did get word out on short notice to a contact at The Milwaukee Journal to stop by if he was able, but unfortunately he wasn’t. More notice would have garnered better results. She is planning follow-up promotion ideas.

I was ready to begin working with Greg Lopez in the Design Centre along with Brian Carlson on developing an HTML web presence with an easy way for faculty and participants to review and download support documents for the program. Advanced features envisioned included student comment board and a YouTube style video gallery to foster ongoing student involvement. My prototype of the web page concept follows this report.

8. Summary and Future Considerations

First, if I knew then what I know now, I’d want to do these three things differently next time:

• At the onset, get a firm conference date and make all efforts possible to not budge from it
• Establish a working team from the other school instead of relying on a single point person
• Early in the program, start content development collaboration between schools

That said, my proposal stated this pilot can lead to the establishment of an International/Global Broadcasting or Communications course/seminar meeting weekly with final projects developing topics for upcoming teleconferences. Although offered through the TVP program, this course would be open to students in Communications, Journalism, English and others for collaboration in multiple conferences per year. It’s my belief the pilot program proved a viable medium to carry this out.
Now that we have protocol in place, looking past this Opening Doors with China pilot program, we can take another step toward more exchange on Chinese technical education and enterprise possibility becoming an incubator for new capabilities. For the next program, my goal is to build on our success, exploring and documenting use of:

• Student collaboration from both schools to solve a technical problem, possibly through a business sponsor
• Employing the internet using a custom portal and social networking media to optimize knowledge exchange
• Live video postings to the web server for viewing on classroom computers to share ideas campus-wide

Value-Added Synergies

Internally, programs would be good vehicles to promote shared, collaborative interdepartmental arrangements such as those between TVP, ViComm and others. Integrated programming between MATC and Discovery World/HIVE could be deployed as well.

From a community standpoint, MATC can gain vital exposure via partnerships with key local organizations trying to increase Chinese commerce and trade. Ownership and control over not just conference content but the channel itself affords MATC an excellent sponsor opportunity in return for either pro-bono assistance or hard revenue. Partnerships could include:

• Milwaukee International Trade Center (mkeitc.com)
• Metropolitan Milwaukee Association of Commerce (mmac.org)
• These local businesses have operations in the broader Shanghai area and may be open to working with our students in some capacity through SDJU:

<table>
<thead>
<tr>
<th>Milwaukee Valve</th>
<th>Johnsonville Sausage</th>
<th>Actuant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower</td>
<td>Johnson Controls</td>
<td>Briggs &amp; Stratton</td>
</tr>
<tr>
<td>A.O. Smith</td>
<td>Mercury Marine</td>
<td>Schneider Logistics</td>
</tr>
<tr>
<td>Oshkosh Corp.</td>
<td>Northshore Power</td>
<td>GE Healthcare</td>
</tr>
</tbody>
</table>

In conclusion, the April 2009 edition of The Atlantic magazine features an article by James Fallows on the global recession’s impact on China. Not a pretty picture. Idle factories, moored container ships, widespread bankruptcies and massive migration of workers back to the hinterland. Because China makes so many of the goods the world isn’t buying now, it stands to be worse hit than the rest of the world.

But according to Fallows, China will use these tough times to design innovative products and create partnerships that will get it the high profit and high value jobs it covets. Many companies along with universities are using the moment to prepare for their next advance.

I believe that if we choose a longer term vision and continue with this program or an adaptation of it, with its value now proven, more doors will open for MATC, our students and our community. This reference serves to support such an effort and I stand ready and available to assist.

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A seven and a half minute video on the March 24 videoconference now resides at: http://video.matc.edu/mulvenna/opening_doors.asx. I’ll be showing the video at the May ESIR meeting next month. Feel free to forward any comments or questions about the program and I’ll be happy to help. Thanks to all of you for your time and support in helping make the program a success.
Opening Doors with China
Spring Semester 2009
Downtown Campus
Room S120 Student Center
A Live Multimedia Cultural Exchange with Shanghai Dian Ji University and MATC

Behind the Program...

Who is Shanghai Dian Ji?
Shanghai Dian Ji University was founded in 1953 and became a key school in the 1960's and 1980's under the direct administration of the First Ministry of Mechanical Industry. [read more]

The Program's Origin
On June 12th 2007, The Milwaukee Journal ran an article announcing the creation of the Milwaukee International Trade Center. Just across Highland Avenue from MATC in a converted warehouse on the former Pabst Brewing grounds. [read more]

Instructional Support

Conference agenda
Instructor guides
Student lesson plans
Pre-session survey
Post-session survey

Welcome to the 2009 Video Conference!
Sign Up or Sign In

Why China?
Two Schools - Common Goals

The Law on Vocational Education in China was issued in 1996. Vocational education embraces higher vocational schools, secondary skill schools, job-finding centers and other adult skill and social training institutes. To enable vocational education to better accommodate the demands of economic re-structuring and urbanization, in recent years the government has remodeled vocational education, oriented towards obtaining employment and focusing on two major vocational education projects to meet society's ever more acute demand for high quality, skilled workers. [read more]

Conference Topics

In our conference, we'll talk about:

• What we each know about China and America
• Favorite things we do when not studying
• Technology: Cell phones, music players TV & the internet
• Music: Rock-n-roll and more
• What we eat: best and worse
• Families and classmates and teachers
• What we want to do after we graduate

And much more!

Comment Wall
(2 comments)

At 11:30 am on September 20, 2008, Frank Nied said...
This last conference went great. Thanks for your help. Well done!

At 7:38 am on September 20, 2008, Anthony Aveni said...
Please review my video before the next conference. Thanks!