

Materials for Annual Review of NMC President

Prepared by Timothy J. Nelson, President
Northwestern Michigan College
2019

Contents

| Tab | Page |
|--|------|
| 1. Process and Timeline | 2 |
| 2. Introduction | 3 |
| 3. Mission, Vision, Values | 8 |
| 4. Board-President Relationship Policies | 13 |
| 5. President's Self Evaluation of Core Competencies and Key Responsibilities | 21 |
| 6. 2018 Board Evaluation of President | 26 |
| 7. Strategic Planning Processes | 43 |
| • Planning and Budget Timeline | |
| • Board Level Strategic Goals | |
| • 2019 Year-end Status Update | |
| 8. Area Accomplishments for Fiscal Year 2018-19 | 57 |
| 9. President's Contract | 81 |
| 10. Community Relations | 90 |
| • Professional/Social Organization Affiliations | |
| • President's Presentations for 2018-2019 | |
| • Out-of-Area Travel Log | |
| 11. AQIP Projects | 94 |
| • Current | |
| ○ Experiential Learning | |
| ○ Shared Governance | |
| 12. Current Work with Longblink | 107 |
| 13. Board Presidential Performance and Compensation Committee Materials | 110 |
| • 2019 Committee Meeting Minutes | |
| • Core Competencies & Key Responsibilities | |
| • OMA Rules for Evaluations | |
| 14. Governance Council Memberships | 123 |

All prior Board meeting materials and reports are available at <https://www.nmc.edu/about/board-of-trustees/materials-minutes.html>

Numerous surveys and reports are available at www.nmc.edu/departments/orpe/

2019 Annual President Evaluation Timeline

| Date | Activity | Responsible Party |
|---------------------|--|---|
| May 3 | Board Presidential Performance and Compensation Committee meeting to review process | Board Committee members President |
| May 8 | Strategic Plan circulated to PC/VP for review | President's Office |
| May 16 | Accomplishments and Strategic Plan updates due to Tim | PC/VP |
| May 29 | <i>Accomplishments and Strategic Plan updates received by Tim</i> | |
| June 11 | President submits Evaluation Binder including self-evaluation to the Board | President |
| June 17 | Board members submit completed evaluations to Board Assistant Secretary | Board members |
| June 20 | Board Assistant Secretary transfers individual scores and comments to Master Evaluation Document | Board Assistant Secretary (Chief of Staff to President & Board) |
| June 21 | Evaluation Binder (excluding Master Evaluation Document) published with Board meeting materials | President's Office |
| June 24 | Board Meeting <ul style="list-style-type: none"> • Closed session for review of Presidential Evaluation if requested by President. (majority vote) • Board discusses evaluation with President • Any changes to scores or comments are made on the Master Evaluation Document in closed session by Assistant Secretary • Board returns to Open Session (majority vote) • Board discusses the outcomes of the evaluation in Open Session • Board formally adopts Evaluation (majority vote) • Assistant Secretary distributes evaluation in print and electronically | Board of Trustees and President. Board Assistant Secretary to be present as needed in Closed Session and in Open Session to make adjustments in Master Evaluation Document. |
| After Board Meeting | Final version of Master Evaluation Document published to Board meeting materials public website | President's Office |
| Jan 2020 | Mid-year Presidential Evaluation (informal) Jan 2020 new president orientation/onboarding, rather than evaluation. | Board, President, Chief of Staff to President & Board |

Introduction to Annual Review
 Prepared by Timothy J. Nelson, President
 Northwestern Michigan College
 June 7, 2019

This will be my final annual evaluation with the Northwestern Michigan College Board of Trustees.

As I look forward to the end of my term as president, I thank you and all former Boards for your consistent support and professional guidance. I am grateful to all those who make NMC such a great learning enterprise and a critical component of our region. These groups include the following:

- Our learners without whom we would have no reason to be.
- Our owners, the taxpayers and citizens of the region and state.
- Our elected Board of Trustees who volunteer their time and energy to represent those owners and ensure a quality institution today and tomorrow.
- Our staff and faculty without whom learning could not take place and our learners could not succeed.
- Our partners, individuals and organizations, who enrich our offerings.
- Our donors who invest additional resources needed to pursue excellence, change lives, and create the future.

Board Monitoring Metrics and Reports

Each year, the Board of Trustees adopts a set of strategic goals they choose to monitor and evaluate at the end of the year. These, along with accomplishments in the “ends” statements, form the basis of the evaluation of the president and the college. A mid-year review is accomplished at the annual board retreat. Additionally, a review of the accomplishments, by area of the college, is aligned with the strategic directions and institutional effectiveness criteria established by the Board.

Areas of Challenge or Significant Activity

The listing that follows was included in my introduction last year as a brief description of major and significant activities and/or challenges that we were and would continue addressing. They were grouped into six major categories. These did not supplant our strategic directions or the strategic goals. Rather, they were embedded within them, were continuations or could be added to them. Many are multiyear adventures. They are certainly not all inclusive. I thought it would be helpful, where pertinent, to briefly comment on their status. Deeper discussion on many are included in the strategic goals update section of this evaluation document. I look forward to discussing them with you.

I continue to see the NMC agenda as “increasingly full and complex” and I must admit, it is a little odd, knowing that I will not be here to complete some of these actions.

1. Business Model Transformation
 - a. Implement portfolio B platforms
 - i. Ed Bailey Director of Business Development for NMC Marine Center
 - ii. Inclusion of revenue targets in 2020 budget
 - b. Expand understanding and use of Business Innovation Factory model
 - i. Completed prototyping work in experiential learning and in portfolio B
 - ii. Engaged in Stanford “Design Your Life”

- c. Prototype Experiential Learning AQIP models
 - i. Prototype led to establishment of Experiential Learning Institute
 - ii. Twenty faculty/staff completed national Experiential Learning Academy
 - d. Evaluate expansion and new models for global initiatives
 - i. Evaluation of continuation of China initiative beyond year three in process
 - ii. Preliminary considerations of new approaches underway
 - e. Design and implement comprehensive integrated marketing programs at the local, regional, national and international levels
 - i. Expanded and integrated social media components
 - ii. Executed phase one contract with LongBlink to establish overarching branding and marketing integration. Expected phase one report in August.
 - f. Continue implementing and/or evaluating processes related to new revenue streams including expanded philanthropy and bonding
 - i. Significant progress continues on comprehensive campaign
 - ii. Bonding completed for construction projects
 - iii. Portfolio B revenue targets in budget
 - g. Design and prototype more robust processes for interaction with and service to external partners
 - i. A future phase of Experiential Learning project
 - ii. Reconfiguring Training, Extended Education, Career Services to provide a more focused and integrated approach
 - iii. Delayed implementation of hiring Associate VP for Corporate Engagement
2. Efficiency and Effectiveness
- a. Complete implementation of Starfish
 - i. Implemented on system. Being populated by select departments. Expand to other departments this fall.
 - b. Establish and implement three-year enrollment management plan for Portfolio A
 - i. Plan in pre-approval phase
 - c. Complete Guided Pathways project in cooperation with MCCA
 - i. This project is underway and is a component of Starfish identified in 2a.
 - ii. A related project, Transfer Pathways, is taking longer than expected due in large part to public universities declining to sign agreement
 - d. Continue to find ways to control expenditures
 - i. Early retirement was successful. Continue to address E&G expenditures
 - ii. Geothermal project at West Hall should result in lower energy costs and may lead to expansion to other buildings
 - iii. ADP outsourcing of payroll will expand capacity without adding new staff
3. Culture of Safety and Security
- a. Complete AQIP Clarification of Shared Governance project
 - i. Project completed. Report in update section.
 - ii. Established Leadership Council as formal part of shared governance
 - b. Continue training in areas related to safety, security and culture including drug and alcohol, title IX, sexual misconduct, crisis management, etc.
 - i. On-line training for all employees monitored and enforced
 - ii. Guest speakers from local agencies for active shooter training for all employees in August 2018

- iii. All college scenario training planned for October 2019
 - c. Using Leadership Council input, continue to align professional development investments to maximize college impact
 - i. Group input led to some practice changes
 - d. Continue to evaluate and implement, where needed, best practices in this area
 - i. Bid out security contract
 - ii. Implemented electronic building locking systems
- 4. Talent
 - a. Address increased competition from the private sector for select employee categories
 - i. Working to modify faculty scales to elevate entry level compensation
 - ii. Continued select position benchmark analysis
 - b. Address the aging out of a portion of our employee base leading to increased recruitment activities
 - i. Denos, Academic Business Discipline, Health Occupations Chair, Great Lakes Culinary leadership positions should all be on board by late July. Nursing Director could be August
 - c. Meet the need for differentiation in talent characteristics and systems relating to Portfolio B, C and Auxiliaries
 - i. Examining/implementing outsourcing and partnerships where desirable, e.g. training for manufacturers
 - d. Continue to adjust the size and characteristics of our employee base given changes in the organization and market
 - i. Continue to examine all positions and limit GF additions if possible
 - e. Negotiate new MEA contracts that expire December 31, 2018
 - i. Contract still under negotiation. Fact finding late June
 - f. Plan for succession in a number of key organizational areas
 - i. See item b in this section
- 5. Facilities
 - a. Continue planning and construction progress for West Hall Innovation Center and Library complex
 - i. Bids awarded, construction underway. Likely completion 2 to 3 months later than originally projected
 - ii. Steering committee will begin meeting late summer to develop facilities use guidelines
 - b. Establish planning team and complete plans for Osterlin Building renovation and repurposing
 - i. Limited planning. This project is likely a number of years out. Expect some minor renovation after library moves
 - c. Maintain investments in Plant
 - i. Budget contains funds and activities are planned and implemented
- 6. Regulatory and Legislative
 - a. Successfully complete HLC reaccreditation visit in March 2019
 - i. Visit was successful
 - ii. First reports all positive
 - iii. Final authorization expected August
 - iv. AQIP is discontinued. Beginning conversation on which path to take

- b. Maintain legislative meeting schedules as in the past two years
 - i. Completed successfully
- c. Actively educate new Senate and House members about NMC and community colleges in general
 - i. Completed and continuing
- d. Seek JCOS funding for Osterlin renovation
 - i. Testimony given. Meetings held. Likelihood of capital outlay bill this cycle minimal given all other state priorities.
- e. Continue to seek policy changes, internal and at the state level, regarding transfer processes
 - i. Ongoing and related to Pathways project
 - ii. Michigan Technological University articulation agreements should be done by fall
 - iii. Signed articulation agreements with LSSU and GVSU

Personal/Professional Activities

As we work on the items above and others, I expect to continue the following personal/professional pursuits.

1. Celebrate successes within the college
 - a. West Hall Innovation Center Groundbreaking (September 2018)
 - b. Fine Arts Building Rededication (September 2018)
 - c. GLMA 50th (Celebration Planned for December 2019)
2. Volunteer and Board memberships
 - a. See attachment
3. Presentations
 - a. MCCA, ACCT, AACCC, AFIT, JCOS, NMC
4. Writing
 - a. I will be capturing reflections to share after I return from vacation in July
5. Professional Development
 - a. Consistent with item 3 in this section
6. Vacation
 - a. Planned for July

Leadership Positions

As a result of the great work of our faculty and staff, and with support of the groups named above, NMC has been recognized for the excellence with which we serve our diverse learners in a number of areas. Some of these are:

- Ranked 2nd “Best for Vets” nationwide
- 17th for short term study abroad nationwide and 1st in Michigan
- 10th out of top 15 Best Drone Training Colleges
- Top 30 “Best Choice Schools for Culinary” nationwide
- Only ADCI Certified ROV Pilot Technician Training Program in the World
- Asked by industry to establish surveying program and we did
- Graduation of our second cohorts at Yellow River Conservancy Technical Institute
- Ranked in top 6% for investment in professional development

- Received Commission on Accreditation of Allied Health Education Programs for our new Surgical Technology Program
- Renewed ACEN accreditation for Nursing programs successful
- Top 20 Foundation endowment per student
- Award internal scholarships over \$1 million

Looking Forward

I am confident that the path we have chosen and the work we have done will provide a significant and well qualified field of candidates for the presidency of NMC. As when I was hired, you will certainly find the right person who gives the appropriate response to the three questions that follow.

Why NMC? Why Now? Why You?

Final Thoughts

As has been the case since I arrived here, I am struck by how much the College community has accomplished during the past 12 months. You can see this in the body of this report and its appendices. I want to again thank all in the NMC community—employees, volunteers and friends—for everything they do to help us successfully serve our learners. Thank you Trustees for your volunteer effort and energy. NMC has been successful because of your commitment and will be successful in the future because of your continued support.

Lastly, on a personal note, I have served NMC as president for over 18 years and it has been my pleasure and privilege. I will, and encourage the entire campus to, reflect on what we have done during this time. After my vacation, I will be devoting more time to recording these reflections. I look forward to our review session in June to continue discussing the outcomes we want to accomplish for the benefit of our learners and communities.

NORTHWESTERN MICHIGAN COLLEGE

Northwestern Michigan College was the first comprehensive community college chartered in the State of Michigan. Since its founding in 1951, NMC has provided quality, affordable access to higher education for learners of all ages and backgrounds. NMC is integrally woven into the economic, social and cultural fabric of the region, providing leadership and support for key initiatives that shape our communities and prepare our learners for rich and meaningful lives.

Mission

Northwestern Michigan College provides lifelong learning opportunities to our communities.

Vision

NMC will be the resource of choice for higher education, lifelong learning and cultural experiences. NMC will be an essential contributor to quality of life and a vibrant economy. We will demonstrate collaborative and inventive approaches to education and training for liberal studies, careers, interests and emerging learner markets.

Values

Our individual and collective efforts create the legacy of NMC. In order to achieve our mission, we are individually committed and responsible to live these values:

Learning is at the center of all we strive to achieve. It is the foundation upon which an enlightened citizenry and a dynamic community are built and is a lifelong process in which we are all engaged.

We will continuously improve the learning experience and its global relevance to those we serve through **innovation, agility and thoughtful risk-taking**.

Our actions are governed by the highest degree of **ethics, integrity and personal responsibility**, exhibited through **transparency, openness and trust**.

We each will practice **responsible stewardship** for the human, physical, financial and environmental resources entrusted to our care.

Each of us will strive to **exceed expectations** for quality and service in all that we do.

We value **all people** and will invest in their personal and professional growth and development.

We will **exhibit foresight** by monitoring the changing world around us and taking actions today that prepare us to meet future needs of our communities.

We will **seek others** who share our vision and values, and **collaborate** with them on behalf of our communities.

Purposes

To meet our mission, we are fully engaged in each of the following purposes with the result that our learners meet their goal(s) of being college-ready, transfer-ready, career-ready and ready for lifelong-learning.

Associate degree, certificate, and transfer education in liberal arts and sciences, and occupational studies.

Career/occupational education and workforce development.

Cultural and personal enrichment.

Facilitating baccalaureate and graduate programs.
 Contributing to **economic development**.

Current Strategic Directions and Capacities

In order to accomplish NMC's stated Mission, Vision, and Purposes, organizational activities focus on achieving the following strategic directions and demonstrating competence in Institutional Effectiveness Criteria.

Strategic Directions

- 1. Ensure that NMC learners are prepared for success in a global society and economy.**
- 2. Establish national and international competencies and provide leadership in select educational areas connected to the regional economy and assets:**
 - **Advanced Manufacturing**
 - **Arts and Culture**
 - **Entrepreneurship and Innovation**
 - **Fresh Water**
 - **Health Care**
 - **Renewable Energy and Sustainability**
 - **Value-Added Agriculture**
- 3. Deliver learning through a networked workforce.**
- 4. Establish lifelong relationships with learners.**
- 5. Transcribe most learning to establish credentials of value.**

Institutional Effectiveness Criteria

- 1. Scholarship, Enrichment and Workforce: Helping Students Learn**
- 2. Partnership:**
 - a. **Economic Development and Community Involvement**
 - b. **Building Collaborative Relationships**
- 3. Champion:**
 - a. **Understanding Student and Stakeholder Needs**
 - b. **Supporting Organizational Operations**
- 4. Culture: Valuing People**
- 5. Operations:**
 - a. **Leading and Communicating**
 - b. **Measuring Effectiveness**
 - c. **Planning Continuous Improvement**



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Board Policy C-100.00

Ends Policy

Mission

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Initially adopted by the Northwestern Michigan College Board of Trustees November 23, 1998

Replaces C-101.00, adopted February 24, 1992

Revised March 26, 2007

Reviewed without change November 22, 2010

Reviewed without change December 21, 2015



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Board Policy C-101.00

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Board Policy C-102.00

Ends Policy

Values

Our individual and collective efforts create the legacy of NMC. In order to achieve our mission, we are individually committed and responsible to live these values:

Learning is at the center of all we strive to achieve. It is the foundation upon which an enlightened citizenry and a dynamic community are built and is a lifelong process in which we are all engaged.

We will continuously improve the learning experience and its global relevance to those we serve through **innovation, agility and thoughtful risk-taking**.

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Each of us will strive to **exceed expectations** for quality and service in all that we do.

We **value all people** and will invest in their personal and professional growth and development.

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We will **seek others** who share our vision and values, and **collaborate** with them on behalf of our communities.

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Board Policy B-100.00

Board-President Relationship

Delegation to the President

All board authority delegated to staff is delegated to the president, so that all authority and accountability of staff—as far as the board is concerned—is considered to be the authority and accountability of the president.

1. The board will direct the president to achieve certain results through the establishment of Ends policies. The board will limit the latitude the president may exercise in practices, methods, and conduct in achievement of the ends through establishment of Parameters policies.
2. As long as the president uses any reasonable interpretation of the board's Ends and Parameters policies, the president is authorized to establish all staff policies and procedures.
3. The board may change its Ends and Parameters policies, thereby shifting the boundary between board and president domains. By so doing, the board changes the latitude choices given to the president. But so long as any particular delegation is in place, the board and its members will respect and support the president's decisions. This does not prevent the board from obtaining information in the delegated areas except where laws of confidentiality prohibit disclosure.
4. Only decisions of the board acting as a body are binding upon the president.
 - a. Decisions or instructions of individual board members, officers, or committees are not binding on the president except in rare instances when the board has specifically authorized such exercise of authority.
 - b. Individual board members may request information or assistance from the president. Requests that require (in the president's judgment) a material amount of staff time or funds or are disruptive may be referred to the board for determination.

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Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995

Reviewed without revision January 23, 2006

Revised May 22, 2017



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Board Policy B-101.00

Board-President Relationship

President's Role and Job Description

1. The president is accountable to the board acting as a body. The board will instruct the president through written policies, delegating implementation to the president.
2. As the board's official link to the operating organization, the president's job performance will be considered to be synonymous with organizational performance as a whole, as reflected in an annual evaluation conducted by the Board.
3. Consequently, the president's job contributions can be stated as performance in only two areas:
 - a. Organizational accomplishment of the provisions of board policies on Ends
 - b. Organization operation within the boundaries of prudence and ethics established in board policies on Parameters
4. Notwithstanding the above, the president serves at the pleasure of the board and contractual understandings will apply.

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Board Policy B-102.00

Board-President Relationship

Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on Ends and on Parameters. Evaluation of presidential performance, formal or informal, shall be derived from these monitoring data.

1. The purpose of monitoring is to determine the degree to which board policies are being fulfilled.
2. A given policy may be monitored in one or more of three ways:
 - a. Internal report: disclosure of compliance information to the board from the president.
 - b. External report: discovery of compliance information by a disinterested, external auditor or third party who is selected by and reports directly to the board. Such reports will assess presidential performance against policies of the board, unless the board has previously indicated that the third party's opinion will be the standard.
 - c. Direct board inspection: discovery of compliance information by a board member, a committee, or the board as a whole. This is a board inspection of documents, activities, or circumstances directed by the board which allows a "reasonable person" test of policy compliance.
3. Upon the choice of the board, any policy can be monitored by any of the above methods at any time. The board may establish a regular schedule and method for monitoring Ends and Parameters policies.

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Board Policy B-103.00

Board-President Relationship

Communication and Counsel to the Board

With respect to providing information and counsel to the board, the president shall inform the board regarding matters of importance. Accordingly, the president shall:

1. Inform the board of relevant trends, anticipated adverse media coverage, or material external and internal changes.
2. Submit required monitoring data to the board regarding accomplishment of the ends policies and conformance to the means policies in a timely, accurate, and understandable fashion.
3. Obtain for the board adequate internal and external points of view, facts, issues, and options as may be needed to make fully informed board decisions.
4. Provide a mechanism for official board, officer, board committee, and president communications.
5. Report in a timely manner an actual or anticipated noncompliance with any policy of the board.
6. Keep the board informed regarding progress on major strategic initiatives
7. Provide information as requested by and individual board member per Board Policy B-100.00 Delegation to the President.

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Revised February 27, 2006

Revised May 22, 2017



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Board Policy A-106.00

Board of Trustees Process

Items for Specific Board Approval

The following actions are matters in which the board specifically reserves the right to be involved in the decision-making process, to deliberate and evaluate options, and vote upon:

Human Resources

- Selection, evaluation, compensation, and retention of the president
- Policies and procedures related to the board-president relationship

Finance

- Bonding/borrowing money
- Adoption of annual budget
- Approval of general fund budget adjustments
- Approval of persons authorized to execute financial instruments on behalf of the College
- Institutions utilized for investment of College funds
- Tax rate assessed
- Selection of auditing firm; acceptance of annual audit
- Utilization of reserve funds
- Expenditures from the Fund for Transformation in excess of \$50,000 per year
- Approval of budget guidelines
- Declaration of a College-wide state of financial exigency
- Approval of general fund line-item expenditures of \$25,000 or more, and \$50,000 or more on construction/renovation projects

Educational Services

- Approval and discontinuation of academic programs
- Annual establishment of tuition and fees that apply to all students
- Approval of degree requirements

Facilities (General)

- Real estate acquisition and disposition
- Determination of facility names
- Approval of campus facilities plan

Other

- Policies and procedures related to the board's own processes
- Authorization of special elections
- Election of board officers
- Approval of College statements of mission, vision, values, and Institutional Effectiveness Criteria
- Appointment of College fellows

- Appointment of Foundation board members
- Approval of Board Level Strategic Goals

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Revised March 23, 1998

Revised April 17, 2000

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Revised December 19, 2005

Revised July 26, 2010

Revised May 18, 2015



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Board Policy C-104.00

Ends Policy

Institutional Effectiveness Criteria

It is the policy of Northwestern Michigan College to establish ends policies which state the overall institutional goals toward which the activities of administration, faculty, and staff are to be directed. The ends policies of Northwestern Michigan College are as follows.

1. Learning

a. Scholarship

NMC promotes the acquisition of knowledge, skills, and attitudes that all students need to function effectively in a changing world through outstanding academic programs recognized for their regional and national level competencies. NMC is committed to helping students acquire the ability to communicate effectively, to think critically, and to be aware of diversity in our world. The scholarship criterion measures the effectiveness of how well NMC prepares students for success in the workplace related to their chosen field and the extent to which NMC provides credible transfer and articulation programs for those students who choose to continue their education at other colleges and universities. Furthermore, in support of our open access philosophy, NMC encourages the academic success of under-prepared college students in their pursuit of basic educational skills and abilities.

b. Enrichment

NMC provides lifelong learning opportunities to regional residents by offering quality educational opportunities for all ages. Programs are designed to be flexible, convenient, and responsive to the needs of the community. Moreover, NMC is committed to enriching and broadening the knowledge base and cultural life of the community. It does so by offering a wide range of programs and curricula that emphasize continuing education, skill enhancement, professional development, and cultural and personal enrichment. The enrichment criteria measures how effectively NMC performs in responding to the community's learning needs in those areas.

c. Workforce

NMC is a significant contributor to regional economic development. The College supports economic development by providing programs responsive to key economic drivers and in support of business and partnership needs. NMC is committed to working collaboratively with community agencies, assessing the economic climate, and providing excellent and reputable training and services. The workforce criterion assesses how well NMC serves in this capacity.

2. Organization

a. Partnership

NMC develops and maintains collaborative relationships with the communities it serves to create a learning-centered College that meets the needs of its students and stakeholders. To this end, NMC effectively communicates with its communities. It successfully raises resources to support

strategic initiatives. NMC develops meaningful relationships with partners in seeking out potential areas for improvement. The partnership criteria assesses the extent to which NMC effectively builds relationships with educational institutions, businesses, service organizations, external agencies, alumni and the general community to fulfill its mission.

b. Operations

NMC conducts College operations in a manner reflecting the highest standards of business and professional ethics, legal compliance, and accountability to the public trust. College leaders guide the institution in establishing and accomplishing institutional directions and action plans and in seeking opportunities to build and sustain an effective learning environment. NMC promotes a goals and outcomes related culture by collecting and using data to responsibly manage its operations and to continuously improve.

c. Champion

NMC is committed to supporting (championing) students in a learning-centered environment. NMC seeks to understand student and stakeholder needs and expectations through a variety of methods. NMC provides quality academic and support services with the goal of meeting students' needs in an environment of continuous improvement. The champion criterion evaluates how well NMC understands its students' and stakeholders' needs as well as how well it supports those needs.

d. Culture

NMC fosters a work environment that reflects the College's values and leads to an effective work culture. NMC is committed to the development of the talents and continuous learning of all its faculty, staff, and administrators. NMC manages its employees through effective personnel processes.

If any provisions(s) of this policy or set of bylaws conflicts with laws applicable to Northwestern Michigan College, including the Community College Act of 1966, the Freedom of Information Act, or the Open Meetings Act, as each may be amended from time to time, such laws shall control and supersede such provisions(s).

Adopted by the Northwestern Michigan College Board of Trustees March 26, 2007

Revised December 21, 2015

Self Evaluation of Core Competencies and Key Responsibilities

Prepared by Timothy J. Nelson, President

Northwestern Michigan College

June 7, 2019

Introduction

If I look back over multiple years, many of the activities that provide evidence in these evaluation areas are similar or identical. Therefore, some responses will look similar or identical to prior years. The more important issue becomes how well I, and you as a Board, believe these serve the college. I look forward to discussing these with you at my annual review.

Core Competencies

Communications (12.5%) The demonstrated ability to effectively handle routine and non-routine internal and external communication, both oral and written.

Board Communications

- Communication with the Board occurs in multiple ways including written updates, special topic study sessions, special alerts, educational materials, emails, phone calls, face to face conversations, and committee meetings. When Board members pose questions of significance outside of a meeting my practice has been, and continues to be, to find the appropriate person(s) to respond, acquire the information, and then share both the question and the answer with all members of the Board. We have also added a special topics discussion item to each Board agenda. Identifying Board roles as strategic, fiduciary and generative led to this action.

Communications with the NMC Internal Community

- Internal college communications include the opening picnic and mid-year opening conference, small group open forum sessions, written updates, and periodic meetings with governance and leadership groups. The small group sessions for all personnel are held when there are special campus issues, as well as for general or budget updates. This provides them the opportunity to ask questions in a smaller venue and has proven over my tenure to be useful.
- Standing offer/request to meet with any department to discuss topics of interest to them.
- Meetings with Student Government Association and the RA/Housing student staff at least annually.
- The Leadership Group was changed to Leadership Council as a formal part of shared governance.

External Communications

- These include press releases, presentations, small group breakfasts and discussions, media interviews, written and electronic materials, face to face interactions, community conversations, campus tours and industry specific roundtable discussions. Recent contracting with LongBlink is intended to help strategy development and branding in this area.
- Gabe Schneider from Northern Strategies 360 continues as a consultant to focus on government relations. He continues to enhance our capabilities at both the state and federal levels through meetings and regular communications.

Teamwork (12.5%) The willingness and ability to work for and with others to achieve a common goal.

- I play different roles on multiple internal and external teams. I am equally comfortable in a position of leadership or a position of team member. I fully realize that nothing gets done without the work of the entire team and continuously look for ways to help teams function better.
- The executive team continues to do great work for NMC. As I get closer to my final departure, I am keenly aware that we must create some space for them to re-energize before the next president arrives.

Productivity (12.5%) The amount of acceptable work performed as efficiently as possible.

- As evidenced in regular Board reports, retreats and other summaries, we strive for consistency and accuracy in what we do.
- The Strategic Plan Update, Area Accomplishments, and AQIP Project Reports in this packet demonstrate the magnitude of work being accomplished at NMC.

Dependability (12.5%) The ability to accept and complete responsibilities.

- We make every attempt to meet deadlines in a timely fashion and operate according to plan. When the environment changes, we adjust the plan and work to advise those involved.
- The application of plan, do, check, adjust continues to serve us well. We are in a period where more types of services are required to help our students persist and complete. This can stretch resources and require reprioritization of work.

Quality (12.5%) The work produced is accurate, thorough and consistent.

- Continuous improvement and design thinking principles assist us as we work to provide quality outcomes. The HLC visiting team shared that in their opinion, we have fully integrated quality principles into our work.
- Systems are evaluated and modified to ensure higher levels of accuracy. Accessibility, quality and completion remain three primary drivers for NMC. Our Higher Learning Commission (HLC) Systems Portfolio and Appraisal, as well as our action project reviews, attest to this.

Problem Solving (12.5%) The ability to define and resolve problems in a timely manner.

- NMC is consistently seen as being “ahead of the curve” or demonstrating “innovative solutions” to significant issues. We address issues or problems as they occur and, more often than not, identify them as possible problems before they occur.
- As we work to transform the college for the future, invariably disagreements occur and we do not shy away from important issues and challenges.

Ethical Behavior (12.5%) The ability to apply ethical, open, and honest behavior in interactions.

- This is a non-negotiable area for me and the college, and is a requirement as we enter a period of continued, significant transformation. I am confident this occurs.

Shared Governance (12.5%) The ability to engage the College shared governance process.

- We continue to operate with our existing shared governance processes identified below. I look forward to recommendations from the AQIP Shared Governance project team.
- Upon completion of our shared governance AQIP project (report included in this document package) we added a fourth council – Leadership Council. The formal system now includes the Board of Trustees, Policy Council, Planning and Budget Council (PBC), Leadership Council and President’s Council. These are informed and supported by the work of multiple committees, work groups and employee groups. Policy Council, Leadership Council and Planning and Budget Council include representatives from all employee groups. It is imperative that representatives interact with their employee group.

Key Responsibilities

Maintain Community Relations (15%)

- Activities in this category fall into three primary areas—college as a whole (Public Relations), presidential relations (locally and regionally), and individual employee relations. Evidence from our most recent public survey indicates that NMC’s relationship with our communities is exceptional. Local, regional and national media coverage over the past year has cast NMC programs in a positive light.
- There has been a sea change in organizational leadership within our community. This has already created some tensions within the community. As the new president comes in, she/he will need to spend a considerable amount of time in this area.
- Section 10 identifies key areas in which I am personally engaged in community activities.
- We still have work to do to achieve the level of proficiency I desire and the college needs in this area of marketing, public relations and communications.

Maintain Effective Strategic Planning Processes (10%)

- The strategic planning process continues to improve each year through the plan-do-check-adjust process, and is the foundational document to which organizational efforts are aligned. Updates are provided to the Board and the campus throughout the year.

- A complete written update is provided to the Board at their mid-year retreat and is available to the campus and community.
- We re-established a leadership review process using the Leadership Council.
- The plan and year-end results are included in Section 7.

Ensure the Fiscal Health of the College (20%)

- You receive monthly financial reports and annual audits, all of which attest to this. We constantly review key decisions related to cost reduction practices, limiting the expansion of the full time employee base, and process improvement. Employees continue to step up to the plate and do more than their job in order to maintain that quality. The current environment will continue to require us to make structural adjustments in order to meet our future goals.
- Our successful bonding and rating process is testament to our fiscal health and management.
- We have reserves set aside to enable us to address unexpected changes in the financial environment. We have made changes to our operations to allow time to plan for unexpected changes in our finances. We continue to implement elements of the transition to January compensation changes that I believe will serve NMC well in the long term.
- The implementation of the new business plan and approach in Resource Development will serve the college well into the future.

Develop Employee Base to Meet the Needs of the College (15%)

- Perhaps the biggest challenge we face will be continuing to maintain the flexibility to bring the right people (faculty and staff) to the college in an environment that is changing at an accelerating rate.
- We continue to learn how to operate within the new union environment.
- In a recent survey, NMC is in the top 6% in terms of expenditures related to professional development.

Ensure the Physical Assets of the College will meet the Needs of the College (10%)

- We continue to expand and enhance our security and emergency management system, provide for capital maintenance and upgrades in our annual budget, and implement our multi-year capital plan. These are all approaches that have been put in place during my tenure. Capital plans prioritize investments in facilities and equipment. We continue to work toward means of funding and execution of the most critical elements of our Board approved comprehensive campus master plan.
- I do not expect there to be a capital outlay bill in the near future. When we move the library to the new facility, we will need to do “minor” renovations to Osterlin using the plant fund.
- The West Hall Innovation project continues. As we have discussed, completion is expected to be delayed until spring of 2020.

Build and Maintain Effective Board-President Relations (10%)

- I believe I have a good working relationship with the Board and its members. When the Board requests information, we comply in a timely manner. I have also included select board

policies with this report. We continue the practice of including the vice presidents at your retreat, which has proven to provide great value.

Develop and Maintain Excellence in Educational Offerings (20%)

- Our recent surveys indicate we are meeting, or exceeding, learners' needs and desires. Our external program accreditors and regulatory auditors continue to give us high marks, and our students meet or exceed our targets for successful completion of professional tests/certifications. A significant body of research conducted by both internal and external sources is available at www.nmc.edu/departments/orpe.
- While we have not received the final HLC report, every indication is that we passed with flying colors.
- Multiple units (e.g. Nursing, Maritime, Aviation, etc.) have successfully completed their specialty accreditation cycles.
- Current work in the areas of more effective learning outcomes, use of evidence based analytics and development of new program pathways will contribute to student success.



**Northwestern
Michigan
College**

Board of Trustees

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June 26, 2018

The Board conducted the performance review of President Timothy J. Nelson. We believe he is carrying out the policies and strategies adopted by the Board. His composite scores of core competencies and key responsibilities grant him an outstanding rating for the third year in a row. Trustees' comments are in consensus that NMC's state and national colleagues all look to President Nelson as a leader in his field and one of the best community college presidents in the country.

Sincerely,

A handwritten signature in blue ink that reads "Kennard R. Weaver". The signature is fluid and cursive, with the first and last names being the most prominent.

Kennard R. Weaver, Chair
Board of Trustees

CORE COMPETENCIES

These are College core competencies, which the president is expected to have and demonstrate in carrying out his/her duties. Consensus Board ratings that are a 1 or a 2 should trigger a discussion for specific performance improvement plans.

Core Competency 1. Communications

The demonstrated ability to effectively handle routine and non-routine internal and external communication, both oral and written.

| Trustee | Score | Comments |
|-----------------|-------|--|
| Weaver, Kennard | 3.50 | Tim communicates well most of the time. When he receives questions or comments, however, he usually defaults to defending the status quo, cutting off meaningful discussion. |
| Bishop, Doug | 4.00 | Tim continually demonstrates truly outstanding communications, both internally and externally, with the college community, the general community, and with the Board. |
| Childs, Ross | 4.00 | Tim has excellent communication skills with every level of personal and group contacts. |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 3.50 | Tim invests time in communicating NMC's message to the community and other stakeholder groups. As a board member, I feel I am informed about relevant and pertinent issues in a timely manner. Regarding external communications, I am encouraged by the continued focus on improving NMC's marketing and public relations capabilities. The analytics show clear successes in media relations (both positive sentiment and overall earned media). |
| Bott, Chris | 3.75 | In my opinion, the President and his staff provide us with excellent communication and resource materials. The NMC Trustee portal has been an effective means for providing information and documents. My questions and requests for additional information are always answered in a timely manner. |
| McNabb, Jane | 3.50 | Tim communicates essential information in a clear and direct manner. I appreciate this "direct" style and approach as it is always clear where he stands on an issue and how he feels it will impact the college. It is possible that others don't recognize his style and misunderstand his demeanor. This could get in the way of open dialogue and the closure of communication feedback loops from some stakeholders. |

Average 3.75
Weight 0.125
Points 0.47

Core Competency 2. Teamwork

The willingness and ability to work for and with others to achieve a common goal.

| Trustee | Score | Comments |
|-----------------|--------------|--|
| Weaver, Kennard | 3.50 | Tim has a team which works well together and does what they perceive Tim wants done. |
| Bishop, Doug | 4.00 | Tim has excellent skills and a proven track record in involving others with regard to achieving common goals. |
| Childs, Ross | 4.00 | The NMC "team" produces many national, regional and local top awards and faculty, students and staff make this possible by working together |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 3.00 | The senior management team seems to work well together and be aligned around a shared vision. Redesign of Leadership Group seems timely and responsive to needs of internal NMC community. |
| Bott, Chris | 3.75 | President Nelson has assembled a great team and they work well together to carry out the strategic goals and operations of the college. |
| McNabb, Jane | 3.00 | Tim has built an outstanding leadership team and recognizes multiple perspectives and roles in operating the college. However, in the AQIP Systems Appraisal, the categories that received lower ratings were connected to the element of "interpretation of results and insights gained," usually from surveys and other input mechanisms across various departments of the college. This tells me that the college could do a better job of taking input from all members of the team and using it in a way that is productive. Tim's role in ensuring a team-oriented culture is critical to addressing these issues and to breaking down barriers that could get in the way of team success. |

Average 3.61
Weight 0.125
Points 0.45

Core Competency 3. Productivity

The amount of acceptable work performed as efficiently and cost effectively as possible.

| Trustee | Score | Comments |
|-----------------|--------------|---|
| Weaver, Kennard | 4.00 | Tim's productivity is great. |
| Bishop, Doug | 4.00 | If Tim has a fault, it's that he is reluctant to take time off. The amount of acceptable work expected for his job is far exceeded on a regular basis. |
| Childs, Ross | 4.00 | NMC is noted for good business practices, entrepreneurial programs and address problems directly and efficiently. |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 3.50 | Tim and his team are very productive and meet deadlines efficiently and effectively. |
| Bott, Chris | 4.00 | President Nelson continues to manage the growth of the college, plan for the future and maintains a high level of involvement at the State level to keep the college positioned not only for today, but for the future. |
| McNabb, Jane | 4.00 | Tim has fostered a culture of growth and innovation that results in high productivity across departments. It's amazing how much work is done, and with such high quality, throughout all facets of the college. |

Average 3.93
Weight 0.125
Points 0.49

Core Competency 4. Dependability

The ability to accept and complete responsibilities.

| Trustee | Score | Comments |
|-----------------|--------------|---|
| Weaver, Kennard | 4.00 | Tim accepts responsibility and follows through. |
| Bishop, Doug | 4.00 | In my opinion, dependability might be one of Tim's alternative middle names. He completely accepts his responsibilities and what he presents to the Board, to the community, and to the college, in general, is timely and accurate. |
| Childs, Ross | 4.00 | Work is completed on time and everyone accepts questions involving their efforts with prompt and complete answers. |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 3.50 | I have found Tim and his team to be dependable and reliable. When a deadline can't be met they communicate that up front. |
| Bott, Chris | 4.00 | I trust President Nelson to carry out the strategic goals of the college and to continue to seek new opportunities for the college. |
| McNabb, Jane | 4.00 | Tim and his team consistently show dependability and reliability. I appreciate that Tim's self-evaluation comments have identified potential issues in this area due to high workloads and dwindling resources; this reinforces the fact that he can be relied upon to anticipate needs and address them effectively. |

Average 3.93
Weight 0.125
Points 0.49

Core Competency 5. Quality

The work produced is accurate, thorough, and consistent.

| Trustee | Score | Comments |
|-----------------|--------------|--|
| Weaver, Kennard | 4.00 | The work product of Tim's team is thorough. |
| Bishop, Doug | 4.00 | Tim does his homework, and expects superior and accurate work from those beneath him. He continually strives for improvement at all levels in the college. |
| Childs, Ross | 4.00 | From monthly financial reports to complicated construction projects, accurate and adherence to budget and deadlines is consistent. |
| Estes, Michael | 3.50 | |
| Johnson, Rachel | 4.00 | The quality of work completed by Tim and his team is exceptional. |
| Bott, Chris | 4.00 | Over the past four years I have seen nothing but the highest quality work and effort by President Nelson. |
| McNabb, Jane | 4.00 | Tim sets high expectations for quality work across the college. The team consistently provides it, as evidenced by the overall high ratings of the systems portfolio, numerous awards and accolades, and ongoing continuous quality improvement efforts. It is also clear that quality is high due to the success of the college despite declining enrollments and other difficulties. |

| | |
|----------------|-------|
| Average | 3.93 |
| Weight | 0.125 |
| Points | 0.49 |

Core Competency 6. Problem Solving

The ability to define and resolve problems in a timely manner.

| Trustee | Score | Comments |
|-----------------|-------|---|
| Weaver, Kennard | 4.00 | Tim has good problem solving skills. |
| Bishop, Doug | 4.00 | Tim is truly exceptional in being "ahead of the curve" with regard to identifying potential problems and developing and proposing solutions before they develop. |
| Childs, Ross | 4.00 | Problem solving is promoted by plan, do and adjust where faculty, staff and students are encouraged to participate and not be afraid to fail. |
| Estes, Michael | 3.00 | Issues with new building project. |
| Johnson, Rachel | 4.00 | This is one of Tim's strengths. He is good at decision-making and problem solving even when the issues are complex. |
| Bott, Chris | 3.75 | One of the earliest comments I picked up on from President Nelson was that NMC was a Plan, Do, Check and Adjust institution. I have seen a consistent systematic approach. He listens to input, evaluates, and makes adjustments when needed. |
| McNabb, Jane | 3.00 | Tim is consistently willing and able to address problems as they occur, anticipate new ones, and find innovative solutions. There is opportunity for growth in seriously considering ideas that on the surface appear to have barriers; acceptance and further exploration of these ideas would improve problem-solving and set the tone for the rest of the college. |

| | |
|----------------|-------|
| Average | 3.68 |
| Weight | 0.125 |
| Points | 0.46 |

Core Competency 7. Ethical Behavior

The ability to apply ethical, open, and honest behavior in interactions.

| Trustee | Score | Comments |
|-----------------|--------------|--|
| Weaver, Kennard | 4.00 | Tim acts ethically and encourages others to act in the same way. |
| Bishop, Doug | 4.00 | Honest and integrity have always been a hallmark of Tim. He expects the same from others in the college and does not tolerate less. He is open and forthright with subordinates and the Board. |
| Childs, Ross | 4.00 | Unquestionable! |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 4.00 | I believe Tim is ethical and trustworthy. He leads by example and embraces the College's values. |
| Bott, Chris | 4.00 | President Nelson is a principled man. |
| McNabb, Jane | 4.00 | Tim uses the college's values to guide his actions, his interactions with others, and to set priorities. |

Average 4.00
Weight 0.125
Points 0.50

Core Competency 8. Shared Governance

The ability to engage the College shared governance process.

| Trustee | Score | Comments |
|-----------------|--------------|---|
| Weaver, Kennard | 3.50 | Tim promotes shared governance. The effect of faculty unionization on shared governance has not yet been analyzed and dealt with. |
| Bishop, Doug | 4.00 | Tim is a true advocate of shared governance. He involves processes to facilitate shared governance on all levels. |
| Childs, Ross | 4.00 | Shared governance is better defined through the labor contracts and participation by faculty at board meetings has provided positive input for innovative programs. |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 3.00 | An area where there is ongoing opportunity for improvement but Tim's team is to be commended for tackling this issue. Looking forward to continued improvement in shared governance as part of AQIP. |
| Bott, Chris | 3.75 | My answer is the same as last year. With the various councils and committees and through our board meetings and mid-year retreats, I believe that there is adequate input to provide for an environment of shared governance that involves the Board, faculty, staff and the community. |
| McNabb, Jane | 3.50 | All of the appropriate structures are in place for shared governance, and overall it is working well. There is opportunity for growth in better integrating input received from multiple stakeholders. |

Average 3.68
Weight 0.125
Points 0.46

KEY RESPONSIBILITIES Each year the Board and President will establish goals and outcomes in the following seven areas. Progress toward attainment of these goals and outcomes will be assessed according to the given scale. Comments citing evidence are extremely important to the evaluation.

Key Responsibility 1. Maintain Community Relations

| Trustee | Score | Comments |
|-----------------|-------|--|
| Weaver, Kennard | 3.50 | Community and business input to the college is institutionalized and channeled through structured groups. Creativity and community connectedness could be enhanced by more open means of input to the college. |
| Bishop, Doug | 4.00 | I cannot think of a better person than President Nelson to maintain community relations with the college. Tim is clearly the "face" of NMC in northwestern Michigan and provides a presence throughout the community on an ongoing basis. |
| Childs, Ross | 4.00 | The president, along with the board, staff, and faculty maintain a very positive community relationship with their participation in numerous organizations. |
| Estes, Michael | 3.00 | Re-allocation of time might be considered. More time with TCAPS, ISD, and charter schools, less time with hospital. |
| Johnson, Rachel | 3.50 | Tim does a good job of building and maintaining strong relationships with our community. This is an area where I would like to see some strategy for how to continue and expand that community outreach beyond Tim's personal reach. |
| Bott, Chris | 3.75 | President Nelson consistently presents a positive message and image of the college to anyone he meets. He does this both locally and at the State level. He represent the college well. |
| McNabb, Jane | 3.50 | Tim does a great job of engaging with the community, being visible, and representing the college. I'm glad to see that he has intentionally reached out to the local business community in order to improve relationships with them and to enhance their understanding of NMC's offerings and role. I hope this continues and becomes a regular, ongoing dialogue. |

| | |
|----------------|------|
| Average | 3.61 |
| Weight | 0.15 |
| Points | 0.54 |

Key Responsibility 2. Maintain Effective Strategic Planning Processes

| Trustee | Score | Comments |
|-----------------|--------------|---|
| Weaver, Kennard | 3.50 | Strategic planning on traditional lines is good and continual. New economic models for the college need to be created by new processes. |
| Bishop, Doug | 4.00 | The strategic planning process, and implementation thereof, remain the best of any organization I've been associated with. |
| Childs, Ross | 4.00 | The strategic planning process continues to be excellent and meets requirements for national accreditation but also looks to the future with the establishment of housing, the innovative design for new facilities and the improvement of giving through the foundation. |
| Estes, Michael | 3.00 | Declining enrollment associated with a good economy has not been envisioned to the extent possible. Reducing FT faculty could have been better planned. |
| Johnson, Rachel | 4.00 | Constant emphasis on Plan/Do/Check/Adjust seems to be working well in making sure strategic focus is nimble and responsive to environmental changes. Strategic planning is an area where Tim excels. Excited about strategic planning that staff is undergoing through Business Innovation Factory. |
| Bott, Chris | 4.00 | President Nelson has developed an excellent process to establish and monitor the ongoing strategic goals of the College. The addition of a mid-year retreat in addition to the annual retreat helps to keep the board informed as to the progress of the various goals and allows us the opportunity for a more in depth discussion of specific strategic goals. |
| McNabb, Jane | 3.00 | Tim prioritizes strategic planning in such a way that it occurs on an ongoing basis and regularly throughout the college, rather than solely as a once-per-year effort. The AQIP Systems Appraisal indicates there is room for improvement related to integrating input from multiple areas into strategy development. I believe the structures are in place for this and ongoing improvement is occurring. |

Average 3.64
Weight 0.10
Points 0.36

Key Responsibility 3. Ensure Fiscal Health of the College

| Trustee | Score | Comments |
|-----------------|--------------|--|
| Weaver, Kennard | 3.50 | The college is financially sound on a current and near-future basis. New economic models need to be discovered or created to counteract demographic and political trends which are adversely affecting the existing economic models. |
| Bishop, Doug | 4.00 | One of Tim's strongest areas is in finance. The fiscal health of the college is outstanding. |
| Childs, Ross | 4.00 | NMC is fiscally sound and maintains proper reserves for emergencies while providing a high level of support for training and development. |
| Estes, Michael | 3.50 | |
| Johnson, Rachel | 3.00 | Given challenges with declining enrollment, state funding, etc., NMC is fiscally sound with proper reserves for emergency. Still, those challenges exist and we must continue to look for ways to mitigate those financial challenges without placing undue burden on our students through tuition. |
| Bott, Chris | 3.75 | The President is facing the challenge of balancing the needs of students, community, faculty and staff in an environment of declining enrollment and declining Federal and State revenues. The President provides strong leadership and has implemented a robust budgeting process to take these factors into account and to plan for future changes. |
| McNabb, Jane | 3.50 | Tim and his leadership team are consistently reviewing opportunities for efficiency and making tough decisions related to resource allocation. His efforts to protect reserves that ensure sustainability of assets and essential structures is commendable. I'm glad to see the innovation that is necessary for this key responsibility as well: I believe that the integration of experiential learning opportunities and the Business Innovation Factory model will be transformative for the college, improving various revenue streams at a time when many colleges are struggling to stay afloat. |

| | |
|----------------|------|
| Average | 3.61 |
| Weight | 0.20 |
| Points | 0.72 |

Key Responsibility 4. Develop Employee Base to Meet the Needs of the College

| Trustee | Score | Comments |
|-----------------|--------------|--|
| Weaver, Kennard | 4.00 | The employee base is being managed well. |
| Bishop, Doug | 4.00 | Tim has been innovative and has kept the Board informed with regard to personnel matters, both in insuring that we have qualified people available, and also taking steps to reduce positions that are not needed. |
| Childs, Ross | 4.00 | Our facility is recognized as being excellent and the funding for professional development, and international cooperative programs enables NMC to attract quality faculty and staff. We are addressing successor planning for future needs. |
| Estes, Michael | 3.00 | FT Faculty appears excessive. Foundation staffing appears to be growing excessively. |
| Johnson, Rachel | 3.50 | I am continuously impressed with the staff and faculty at the College. As we respond to declining enrollment, will need to continue to staff in ways that offer maximum flexibility. |
| Bott, Chris | 3.50 | Faculty and staff are an essential part of making sure the college and serve the needs of our students and the community. The President and his staff are focused on educational trends, student populations, and the needs of the community as part of maintaining current programs and developing future programs. President Nelson has provided a supportive systems that allows faculty to explore new teaching methods (experiential learning) and provides funds (through the Fund for Transformation) to allow the testing of these methods. Ongoing evaluation of these items will help determine the required employee/faculty levels at the college. |
| McNabb, Jane | 3.50 | The college's HR systems are strong and well-established; the AQIP Systems Appraisal feedback shows high ratings for employee and leadership structures. Tim has shown strong support for professional development opportunities, which serves as an investment in staff and faculty success. There may be room for improvement by increasing flexibility in order to attract appropriate talent, which may vary across disciplines. |

Average 3.64
Weight 0.15
Points 0.55

Key Responsibility 5. Ensure the Physical Assests of the College will Meet the Needs of the College

| Trustee | Score | Comments |
|-----------------|--------------|---|
| Weaver, Kennard | 4.00 | The current physical assests, and the planned construction, meet the needs of the college for the present and near future. The reserves for replacement, however, are inadequate and leave the college dependent on donor and government largesse. |
| Bishop, Doug | 4.00 | Tim has done an excellent job stewarding the physical assets of the college. The West Hall project, and the recent dormitory expansion are two primary examples. |
| Childs, Ross | 4.00 | Overall maintentance of facilities is excellent and the design of new facilities is done with participation by faculty, staff, and students for not only function but includes consideration of impact on the campus. |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 4.00 | This has clearly been a focus for the last few years and it is exciting to see many projects come to fruition. It's great to see North Hall exceed its occupancy projections. Very pleased with previous success in the JCOS process and it will be important to leverage our relationships in Lansing to achieve similar success with the Osterlin project. |
| Bott, Chris | 4.00 | There is a continual process in place to evaluate existing facilities and to plan for future needs. The establishment of reserve funds for deferred maintenance reflect sound planning. The newly completed North Hall and the Dennon Museum projects are two examples of the Presidents leadership in this area. The President's efforts to secure a substantial state capital outlay commitment will make the West Hall Innovation Center a possibility. Again, another great example of his leadership in this area. |
| McNabb, Jane | 4.00 | It is clear that the physical assets of the college are a top priority, with reserves that appropriately fund depreciation and anticipate future needs. Tim recognizes that NMC must continue to invest in its infrastructure in order to fulfill its role as a critical asset for the Grand Traverse region. |

| | |
|----------------|------|
| Average | 4.00 |
| Weight | 0.10 |
| Points | 0.40 |

Key Responsibility 6. Build and Maintain Effective Board-President Relationships

| Trustee | Score | Comments |
|-----------------|--------------|--|
| Weaver, Kennard | 3.50 | Board-president relations are good, with the caveat that better discussions could be had when they are open and not treated as criticisms of the administration or as deviations from policy governance. |
| Bishop, Doug | 4.00 | Tim continues to keep the Board informed, and to seek Board input on all matters of input. Speaking for myself, I cannot think of any way that he falls short of outstanding in this area. |
| Childs, Ross | 4.00 | The president and his staff consistently provide packets on a timely basis with data and information for decision making questions are welcomed, and all questions and answers are provided to all trustees. |
| Estes, Michael | 4.00 | |
| Johnson, Rachel | 3.00 | I feel that I have a good relationship with Tim. |
| Bott, Chris | 4.00 | The foundation of a strong Board-President relationship is good communication and information. The President and his staff are always open to questions, and my questions have always been answered. There is a great system in place (the Board portal) which allows a tremendous amount of information to be available and communicated to us. |
| McNabb, Jane | 3.50 | I have experienced open, honest dialogue between the board and president and see that transparency is of the utmost importance. |

| | |
|---------------|-------------|
| Total | 3.71 |
| Weight | 0.10 |
| Points | <u>0.37</u> |

Key Responsibility 7. Develop and Maintain Excellence in Educational Offerings

| Trustee | Score | Comments |
|-----------------|--------------|---|
| Weaver, Kennard | 4.00 | The administration, staff, and faculty work to develop and maintain excellence in educational offerings. |
| Bishop, Doug | 4.00 | Tim recognized long ago that it was not enough to simply continue minimal traditional community college offerings. The additional portfolios developed under his leadership take into account the needs of the area and keeping NMC in the forefront of community colleges. |
| Childs, Ross | 4.00 | Educational offerings continue to be reviewed, revised, or expanded to meet both current demands and future needs. NMC is recognized for specialty programs such as aviation, water studies, maritime, culinary arts, and many others that offer our students to participate in a global economy. |
| Estes, Michael | 3.50 | |
| Johnson, Rachel | 4.00 | I am excited to see the focus on experiential learning. That project responds to current learning expectations and best practices and I am glad to see NMC take a leading role in modernizing the learner experience. In general, evidence shows that the educational offerings at NMC are second to none across all departments and subject areas. |
| Bott, Chris | 4.00 | President Nelson has been instrumental in making sure NMC is relevant to the educational needs of our students. He advocates innovative teaching approaches and changes to teaching methods and course offerings in order to position NMC to be a leader in this area. |
| McNabb, Jane | 4.00 | Tim is ensuring that NMC is on the leading edge of providing quality education that is delivered in a way desired by constituents. The Business Innovation Factory initiative will keep NMC relevant and attractive to all portfolio customers. |

| | |
|---------------|-------------|
| Total | 3.93 |
| Weight | 0.20 |
| Points | <u>0.79</u> |

Score Summary

| Core Competencies | Weighted Score |
|-----------------------------|----------------|
| 1. Communication | 0.47 |
| 2. Teamwork | 0.45 |
| 3. Productivity | 0.49 |
| 4. Dependability | 0.49 |
| 5. Quality | 0.49 |
| 6. Problem Solving | 0.46 |
| 7. Ethical Behavior | 0.50 |
| 8. Shared Governance | 0.46 |
| Total Weighted Score | 3.81 |

| Key Responsibilities | Weighted Score |
|--|----------------|
| 1. Maintain Community Relations | 0.54 |
| 2. Maintain Effective Strategic Planning Processes | 0.36 |
| 3. Ensure the Fiscal Health of the College | 0.72 |
| 4. Develop Employee Base to Meet the Needs of the College | 0.55 |
| 5. Ensure the Physical Assests of the College will Meet the Needs of the College | 0.40 |
| 6. Build and Maintain Effective Board-President Relations | 0.37 |
| 7. Develop and Maintain Excellence in Educational Offerings | 0.79 |
| Total Weighted Score | 3.73 |

| | | | | |
|----------------------------------|------|---|-------------------------------------|------|
| Core Competencies Weighted Score | 3.81 | + | Key Responsibilities Weighted Score | 3.73 |
|----------------------------------|------|---|-------------------------------------|------|

| | |
|----------------------|-------------|
| Subtotal (CC + KR) | 7.54 |
| | Divide by 2 |
| Overall Score | 3.77 |

Budget and Planning Timeline

| Activity | Date | Responsible |
|--|--------------------|---|
| Strategic Planning | July-October | Leadership/Board/College input |
| Review Planning and Budgeting Process | September | Planning and Budget Council (PBC) |
| Resource Guidelines | October | PBC/Board |
| Staff salary benchmark data | September-November | Human Resources |
| Budget training sessions | November | Finance and Administration Human Resources |
| Department budgets developed | November-February | Budget Managers |
| Enrollment forecast | January | ORPE/Admissions |
| Operational plans | February | Department Directors/VPs |
| Department budgets submitted | February | Budget Managers |
| Capital outlay requests | February | Department Directors/VPs |
| A3 Operational plan review | February/March | Leadership group |
| Review budget model drafts | March-May | PBC |
| Planning Assumptions | March-May | PBC |
| Small Group input Q&A sessions on the draft budget | April-May | President & Vice Presidents |
| Recommend budget to President | May - June | PBC |
| Recommend balanced budget to the Board of Trustees | May - June | President Vice President of Finance & Administration |

○ Proposed Start ● Actual Start Δ Proposed Completion ▲ Actual Completion

| Key Results, Goals, and Targets (Points of Contact and Current Board Levels Goals) | | FY15 | FY16 | FY17 | FY18 | FY19 | FY20 | Lead Contact |
|---|---|------|------|------|------|------|------|-----------------------------|
| LEARNER SUCCESS (SD1, IE1, IE2, IE3) | | | | | | | | |
| B1 | GOAL: Complete West Hall Innovation Center and Library project by Spring 2020. | | | | | | | |
| B1.T1. | ● TARGET: Complete WH Innovation Center and Library project by Spring 2020 | | | ● | | | Δ | <i>Cook</i> |
| B1.T2. | ● TARGET: Define and document the operating principles and policies for the use of the West Hall Innovation Center | | | | | ○ | Δ | <i>Cook</i> |
| B2 | GOAL: Identify and implement tools for assessing and analyzing student success initiatives. | | | | | | | |
| B2.T1. | ● TARGET: Use MySuccess to track appointments for subset of student services, conduct training on the communication and analysis tools available in the system, and identify most important factors/metrics for predicting student success. | | | | | ● | Δ | <i>Neibauer</i> |
| NATIONAL AND INTERNATIONAL EXPERTISE (SD2) | | | | | | | | |
| B3 | GOAL: NMC will pursue national/international program level accreditations. | | | | | | | |
| B3.T1. | ● TARGET: Successfully achieve HLC accreditation reaffirmation. (Fall 2019) | | | ● | | | Δ | <i>Siciliano, Evans</i> |
| B3.T2. | ● TARGET: The ADN and PN Programs successfully achieve ACEN reaccreditation. | | | | ● | Δ | | <i>Schmidt, Siciliano</i> |
| B3.T3. | ● TARGET: GLMA Deck, Engine Programs and the Continuing Education AB Program achieve USCG reaccreditation. | | | | ● | Δ | | <i>Achenbach, Siciliano</i> |
| B3.T4. | ● TARGET: Engineering Technology Program successfully achieve ABET accreditation. (ABET visit in 2019) | | | ● | | Δ | | <i>Bailey, Cotto</i> |
| LIFELONG RELATIONSHIPS (SD4) | | | | | | | | |
| B4 | GOAL: NMC will expand community awareness efforts both externally and internally. | | | | | | | |
| B4.T1. | ● TARGET: Conduct, analyze, and prepare a report of the Community Attitude and Awareness Survey results. | | | ● | | Δ | | <i>Evans</i> |
| B4.T2. | ● TARGET: Develop, adopt and execute an institution-wide marketing and comprehensive communications plan. | | | ● | | | Δ | <i>Fairbanks</i> |

| TRANSCRIBE LEARNING (SD5) | | | | | | | | |
|---------------------------------|--|---|--|---|---|---|---|----------------------------|
| B5 | GOAL: Develop and continuously update comprehensive globalization report to Board. | | | | | | | |
| B5.T1. | ● TARGET: Document instructional process for international joint degree recognition for NMC. | | | ● | Δ | | | <i>Cotto</i> |
| B5.T2. | ● TARGET: Document professional certifications | | | | ● | Δ | | <i>Cotto</i> |
| FISCAL THRIVEABILITY (IE3, IE5) | | | | | | | | |
| B6 | GOAL: NMC will develop and implement a budget plan that includes expansion of revenue opportunities along with operational efficiencies to assure fiscal thriveability. | | | | | | | |
| B6.T1. | ● TARGET: Implement a preliminary business model for Extended Education which addresses a sustainable funding strategy. | ● | | | | Δ | | <i>Cotto, Matchett</i> |
| B6.T2. | ● TARGET: Implement Enrollment Plan with focus areas on working age adults, extra-regional and international enrollment. | | | | | ● | Δ | <i>Neibauer</i> |

Definitions/Key:

Discovery, Incubate, Accelerate – These terms reference key steps in the DIA Innovation Model ([Gina O’Connor, 2005](#)) that NMC has adopted. Each of these stages of radical innovation reflect competencies. Discovery is about exploration – the creation, recognition, elaboration, and articulation of opportunities – with an outcome that is actionable within the Decision Making process – an Idea Summary at a minimum. Incubation is about experimentation, piloting – evolving the opportunity into a business proposition. Acceleration is about full implementation – ramping up the business to stand on its own.

Curriculum Map - Maps program outcomes to specific courses (i.e., Dental Assisting program map)

Impactful Practices – Is a preferred alternative to what is more commonly referred to as “best practices”.

Thriveability – To grow in a sustainable way.

B1.T1. – This coding reflects a notation for referencing the Board Level Goals. “B” stands for Board and “T” for Target. Therefore “B1.T1” is the Board Goal #1, Target #1.

Portfolio A,B,C –

Portfolio A = Academic offerings of the college priced at traditional community college rates.

Portfolio B = Offerings of the college’s programs and services that can be priced outside the traditional rate system and can be marketed to individuals who may not be normally served by the traditional community college. These learners include those coming beyond our traditional service area and who are seeking state, national and international credentials based on the college’s specialty areas.

Portfolio C = Offerings utilizing intellectual property that may be related to college offerings but are held by partner organizations. The partners work together to market offerings as Portfolio C.

| STRATEGIC GOAL | KEY RESULTS, GOALS, AND TARGETS |
|--|--|
| Learner Success (SD1, IE1, IE2, IE3) | |
| <p>B1. GOAL: Complete West Hall Innovation Center and Library project by Spring 2020.</p> | <p>T1. TARGET: Complete West Hall Innovation Center and Library project by Spring 2020.</p> <p>T2. TARGET: Define and document the operating principles and policies for the use of the West Hall Innovation Center.</p> |

Board Goal 1 Target 1: Complete WH Innovation Center and Library project by Spring 2020. (Cook)

West Hall Innovation Center targeted opening is currently scheduled for March 2020. We are continuing to work with Spence Brothers and other general trades contractors to determine if we can shorten the schedule. Updates on the project are presented to the Building and Site Committee and Board of Trustees on a monthly basis. We have also established a project website that reports progress of the project. The project continues to be on budget at this time and we do not anticipate any changes to the construction budget.

Board Goal 1 Target 2: Define and document the operating principles and policies for the use of the West Hall Innovation Center (Cook)

We established a Steering Committee for the West Hall project during the design phase. This Committee helped in guiding the architect in room layout, equipment needs and furniture requirements. We will begin meetings this summer with the Steering Committee and Central Scheduling to establish operating and scheduling policies and procedures.

| STRATEGIC GOAL | KEY RESULTS, GOALS, AND TARGETS |
|--|--|
| Learner Success (SD1, IE1, IE2, IE3) | |
| <p>B2. GOAL: Identify and implement tools for assessing and analyzing student success initiatives.</p> | <p>T1. TARGET: Use MySuccess to track appointments for subset of student services, conduct training on the communication and analysis tools available in the system, and identify most important factors/metrics for predicting student success.</p> |

Board Goal 2 Target 1: Use MySuccess to track appointments for subset of student services, conduct training on the communication and analysis tools available in the system, and identify most important factors/metrics for predicting student success. (Neibauer)

MySuccess has been successfully used to schedule and track appointments and supports for the Writing and Reading Center, Academic and Career Advising, and Success Coaching. Advising has also implemented the check-in kiosk which allows us to track walk-in appointments and manage student wait times. Tutoring and the Math and Science Centers will use the kiosk in the fall of 2019. All of the service usage that has been tracked will continue to feed the data model that measures the impact of different services on student success. In addition to tracking services, work has been completed on the attributes used to query particular groups of students meeting selected criteria for communication and service delivery.

Training has been completed for the initial groups using MySuccess and training materials have been developed to widen the number of groups using the system. Initial training using analytics will take place this summer.

| STRATEGIC GOAL | KEY RESULTS, GOALS, AND TARGETS |
|--|--|
| National and International Expertise (SD2) | |
| <p>B3. GOAL: NMC will pursue national/international program level accreditations.</p> | <p>T1. TARGET: Successfully achieve HLC accreditation reaffirmation. (Fall 2019)</p> <p>T2. TARGET: The ADN and PN Programs successfully achieve ACEN reaccreditation.</p> <p>T3. TARGET: GLMA Deck, Engine Programs and the Continuing Education AB Program achieve USCG reaccreditation.</p> <p>T4. TARGET: Engineering Technology Program successfully achieve ABET accreditation. (ABET visit in 2019)</p> |

Board Goal 3 Target 1: Successfully achieve HLC accreditation reaffirmation. (Fall 2019) (Siciliano, Evans)

NMC was visited by a Higher Learning Commission (HLC) Peer Review Team in March 2019 as the last part of our Comprehensive Evaluation. The purpose of the visit was for the team to verify information previously submitted in the College’s Systems Portfolio, Federal Compliance Packet, and Quality Highlights Report. The team met with various groups over the course of two days including:

- Action Project Teams
- Assessment Team
- Faculty
- President’s Council
- Quality Coordinating Team (QCT)
- Staff
- Students

The Comprehensive Evaluation ultimately leads to an action regarding the reaffirmation of NMC's accreditation. The College received the team's final report with the following recommendations to the Institutional Actions Council (IAC), a decision-making body of the HLC:

- NMC has "met" all criteria for accreditation
- NMC be eligible to choose the Open or Standard Pathway
- No Interim Monitoring is recommended

The team shared that "NMC" has enjoyed success as an AQIP institution and there is a culture of continuous quality improvement evident at the College" and that "the College will likely continue to thrive with either the Standard or Open Pathway, but that the Open Pathway might be the best fit for a College with a robust and mature CQI methodology in place."

The final report was forwarded to the IAC for review in May 2019 with an anticipated decision in late summer or early fall. The College is currently reviewing the similarities and differences between both the Open and Standard Pathway through our Shared Governance Process. We will need to be able to indicate our chosen pathway, if appropriate, after we are in receipt of the final action by the IAC.

Board Goal 3 Target 2: The ADN and PN Programs successfully achieve ACEN reaccreditation. (Schmidt, Siciliano)

A site visit was conducted on September 18-20, 2018, for a reaccreditation visit for the ADN and PN programs. Four peer evaluators were on campus during this time to meet with the Director of Nursing, faculty, staff, and students and to tour the facilities. They also traveled to Munson Medical Center to interview nursing staff. On May 1, 2019, NMC was notified that the Nursing Programs received full accreditation with the next visit to be scheduled in eight years.

Board Goal 3 Target 3: GLMA Deck, Engine Programs and the Continuing Education AB Program achieve USCG reaccreditation. (Achenbach, Siciliano)

The GLMA comprehensive program (cadet deck and engine program) was re-approved by the USCG in February 2019. The GLMA continuing education able seaman (AB) course was re-approved by the USCG in April 2019. Each approval is valid for five years.

FY19 NMC Board of Trustees Level Strategic Goals

5/29/2019

Page 5

Board Goal 3 Target 4: Engineering Technology Program successfully achieve ABET accreditation. (ABET visit in 2019) (Bailey, Slade, Cotto)

ABET accreditation process for 2019 includes:

- team participation in ABET conference in April
- self-study to be submitted by July 1, 2019
- NMC reps (1-2) to participate in ABET mid-July meetings
- acceptance of NMC application for 3-day site visit - Fall, 2019
- Internal team continues work in preparation for fall 2019 site visit.

| STRATEGIC GOAL | KEY RESULTS, GOALS, AND TARGETS |
|--|--|
| Lifelong Relationships (SD4) | |
| <p>B4. GOAL: NMC will expand community awareness efforts both externally and internally.</p> | <p>T1. TARGET: Conduct, analyze, and prepare a report of the Community Attitude and Awareness Survey results.</p> <p>T2. TARGET: Develop, adopt and execute an institution-wide marketing and comprehensive communications plan.</p> |

Board Goal 4 Target 1: Conduct, analyze, and prepare a report of the Community Attitude and Awareness Survey results. (Evans)

The Community Attitude & Awareness Survey is conducted approximately every three to five years, or as needed, in order to gather feedback from residents of the NMC six-county service area: Antrim, Benzie, Grand Traverse, Kalkaska, Leelanau, and Wexford counties. Our most recent survey was conducted in November 2018. The methodology was different for the current study in that respondents had the opportunity to respond to the survey either by telephone or online. The report highlights several key findings:

- NMC is in a good position in the community. Key indicators have held relatively steady or improved from the previous 2014 tracking survey.
- Two-thirds of area residents rate the College favorably.
- More than three out of five residents grade the College’s job performance as an eight or higher, on a scale of one to ten. In particular, NMC received high ratings on its overall reputation, the value of the education it provides, and the appearance of its campuses.
- Residents place high importance on associate degree programs, access to other college programs, and providing credit to high school students. NMC’s job performance is also highly rated on these initiatives.
- Potential areas for improvement for NMC in the eyes of local residents are online courses and bachelor’s degree offerings.
- Information about NMC is most likely to come from word of mouth, from students, or from a local newspaper or radio.

The results of the report were presented to the Leadership Council at a regular meeting and made available to the public as well as to the NMC community. The results continue to be used by NMC's PR Marketing & Communications to focus on increasing and improving our community's perception of NMC.

Board Goal 4 Target 2: Develop, adopt and execute an institution-wide marketing and comprehensive communications plan. (Fairbanks)

Beginning in May 2019, NMC will embark on a brand strategy initiative with Longblink, led by NMC alumnus John Militello. The two phase project will include:

- Audit NMC brand and business needs
- Identify common themes across college programs and offerings
- Identify key business and messaging territories for the vision
- Prioritize and recommend:
 - Brand architecture
 - Brand identity
 - Messaging
 - Engagement tools
 - Brand standards
 - Communications
 - Identify key barriers to overcome
- Finalized materials include:
 - Brand purpose for NMC
 - Plan to get there

This work will build upon NMC's strong reputation, while also elevating and updating the overarching brand to reflect NMC as innovative leaders to our wide variety of audiences and have greater brand integrations, recognition and support throughout the brand architecture to achieve mutual success. Phases one and two are expected to be complete by August 2019.

| STRATEGIC GOAL | KEY RESULTS, GOALS, AND TARGETS |
|---|--|
| Transcribe Learning (SD5) | |
| <p>B5. GOAL: Develop and continuously update comprehensive globalization report to Board.</p> | <p>T1. TARGET: Document instructional process for international joint degree recognition for NMC.</p> <p>T2. TARGET: Document professional certifications.</p> |

Board Goal 5 Target 1: Document instructional process for international joint degree recognition for NMC. (Cotto)

Current prototype for international joint degree program is in partnership with Yellow River Conservancy Technical Institute, Kaifeng, China. In consultation with our HLA Liaison, the working prototype is qualified as follows:

- YRCTI associate degrees awarded in construction management and marine technology via use of an articulation agreement assuring reverse transfer of up to 60 YRCTI college credits, direct delivery of 15 NMC specialty technical credits to closed cohort of YRCTI students on-site (China) to meet NMC degree requirements upon successful assessment and completion.
- Development and implementation of formal articulation agreement which affirms institutional partner with its respective regulatory agencies, establishes program delivery schedules, funding mechanism, professional development requirements, equipment and facilities requirements, and institutional framework to assess program outcomes and sustainability. (Current MOU with YRCTI establishes a three-cohort cycle. NMC is currently enrolling Cohort 3 for program completion in 2020. YRCTI professional development visits include January 2019, and a proposed extended training in July 2019.)
- Course and content alignment developed jointly by instructional teams, with learner and institutional outcomes and goals delineated.
- Admission process takes place by NMC teams at YRCTI, transcripts submitted to NMC. Cohorts 1 and 2 of construction management have completed requirements as has Cohort 1 of marine tech. Marine tech Cohort 2 is completing June 2019. Diplomas awarded upon completion of final transcript verification.

Board Goal 5 Target 2: Document professional certifications. (Cotto)

Summer 2019 is currently enrolling for the ADCI ROV Entry Level Pilot Training, an internationally recognized professional credential commissioned for delivery by the *Association of Dive Contractors International*.

- ADCI prototypes various formats including the multi-year subscription model that allows working professionals to maintain licensure in their technical specializations over a multi-year cycle.
- Required training for Entry Level Pilot Training includes a combination of 16 associate's level and 4 bachelor's level course. Training cost ranges from \$7,670 in-district, \$9,500 (in-state and veterans), through \$10,570 out-of-state.

The Extended Education Catalog currently offers the following short-format professional certifications, or certification prep (for third party licensure):

- Certified Nurse Assistant (CNA)
- Personal Training - ACE
- Wilderness Medical Training
- SCESCH continuing education for Michigan certified teachers

Assessment of the July 2019 cycle will be available by September 2019. An extended inventory of professional development certifications will be available by October 2019.

| STRATEGIC GOAL | KEY RESULTS, GOALS, AND TARGETS |
|---|--|
| Fiscal Thriveability (IE3, IE5) | |
| <p>B6. GOAL: NMC will develop and implement a budget plan that includes expansion of revenue opportunities along with operational efficiencies to assure fiscal thriveability.</p> | <p>T1. TARGET: Implement a preliminary business model for Extended Education which addresses a sustainable funding strategy.</p> <p>T2. TARGET: Implement Enrollment Plan with focus areas on working age adults, extra-regional and international enrollment.</p> |

Board Goal 6 Target 1: Implement a preliminary business model for Extended Education which addresses a sustainable funding strategy. (Cotto, Matchett)

FY19 will be a break-even earnings year for Extended Educational Services as revisions to both catalog development and online access continue implementation and market testing. Growth areas continue to be in College for Kids and Life Academy programming.

As in FY19, FY20 will continue to feature the collaboration with Rotary Foundation to provide Level I of NorthSky Non-profit courses and professional development workshops. These offerings are part of the proposed expansion of non-manufacturing specific workforce and professional development non-credit programming, designed to complement the collaboration with the Michigan Manufacturing Technical Center in support of regional manufacturing.

Spring 2020 should see the expansion of the EES catalog to provide a unified portal for all non-credit professional development. EES Elevate online registration system is simplifying access to PD, certifications, and training opportunities for groups or individuals, also providing a platform via direct mail to the multiple partners through which we provide online opportunities.

EES uses LERN (national association) benchmarks to evaluate pricing models and establish revenue expectations.

5/29/2019

Board Goal 6 Target 2: Implement Enrollment Plan with focus areas on working age adults, extra-regional and international enrollment. (Neibauer)

There are several strategies being implemented simultaneously to address working age adults. These include NMC joining the Degrees When Due (DWD) initiative to re-engage with adult learners who have some college but no credential. DWD is a national initiative being coordinated in Michigan by the MCCA. The potential impact of the MI Reconnect plan would also boost enrollment for this population. NMC has also been expanding the availability of online courses and will look to implement a plan to create several more online courses that will address areas of high demand and look to create better systemic supports for online learners. Online courses are desirable to working populations but they also expand options for dual-enrolled students and create scheduling flexibility for all students that aids in completion.

Over the last year NMC has been pursuing a digital marketing strategy aimed at increasing exposure of our specialty programs to potential students outside of our service area. Enrollment from outside the service area, including out of state, has risen over the last year and accounted for 22% of the Fall 2018 enrollment.

Order of Reporting Areas:

[Dennos Museum](#) (Gene)

[Educational Services](#) (Stephen)

[Student Services and Technologies](#) (Todd)

[Finance and Administration](#) (Vicki)

[Lifelong and Professional Learning](#) (Marguerite)

[Resource Development](#) (Rebecca)

Institutional Effectiveness

IE1: Scholarship

IE2: Partnership

IE3: Champion

IE4: Culture

IE5: Operations

Dennos Museum

| IE CRITERIA | Accomplishment Detail | Date Submitted |
|--|---|----------------|
| Administrative and Programmatic | | |
| Partnership Champion Culture | <p>Attended the 2018 Manofim Arts Festival in Jerusalem, Israel Oct. 23-28, 2018 at the invitation of the Israeli government. I was selected by the Israeli Consulate in Chicago and was the only US delegate out of 20 arts leaders from around the world to be invited to participate in the event. Participants visited art museums, galleries, artist's studios across Israel from Haifa to Jerusalem. Besides meeting arts professionals in Israel, delegates got to learn of the arts venues run by the visiting delegates and explore the potential for international exchange of exhibitions and programs. Delegates came from Brazil, Czech Rep., Greece, Latvia, Lithuania, Peru, Portugal, Russia, Serbia, Slovenia, South Africa, Uzbekistan, and China. The China delegate from CAFA - Central Academy of Fine Arts - Beijing is a colleague of Chunchen Wang, curator at CAFA, whom I have worked with and Miao Xiaochun whose video art we have exhibited. I extended my travel to meet with Orna Ben-Ami an Israeli artist from Tel Aviv we will show here in Feb, 2019 and for further travel in Jordan. I established a relationship with National Geographic Explorer Aziz Abu Sarah in Jerusalem and was invited to a private dinner at his parents' home on the West Bank for visiting NAT GEO guests. He will make an excellent IAF speaker if we can coordinate with his travel to the USA, which is frequent.</p> | 11/5/18 |
| Education Department | | |

Educational Services

| IE CRITERIA | Accomplishment Detail | Date Submitted |
|--|---|----------------|
| Business | | |
| Scholarship Champion Operations | Scott Goethals has completed training to become an official PaloAlto Networks Academy Trainer. He is now able to deliver curriculum based on the PaloAlto Networks firewall platform. | 5/23/18 |
| Partnership Champion Culture Operations | Scott Goethals met with the Grand Traverse Newcomers group and presented on the topic of Security Best Practices. He discussed ways in which individuals can protect their computers systems and their personal data from being stolen. | 5/23/18 |
| Scholarship | Cheryl Bloomquist organized an Early Childhood Cohort for students to earn CDA credentialing through a scholarship from Michigan TEACH that pays for 100% of their tuition. The first class filled 120%. The Child Development Associate (CDA) credential is a nationally recognized certification that requires 480 hours of experience working with children and 120 clock hours of training. The Students who enroll in the program will be taking 3 ECE classes, (9 credit hours), which is paid for by the TEACH scholarship. There are currently 28 students enrolled. | 10/1/18 |
| Communications | | |
| Scholarship Champion Culture | Ann Hosler, Office Assistant in the Communications Academic Area, recently had her photography piece entitled, "Agate Thunderegg", selected to be published in the next issue of DUNES REVIEW. The issue will print in October and be celebrated with a launch reading in Traverse City October 21. Ann was a photography student of John Williams. She also volunteers with the NMC magazine and is currently Managing Editor of THE WHITE PINE PRESS. | 8/8/18 |
| Scholarship Partnership | <p>NMC's college newspaper, THE WHITE PINE PRESS, brought home ten awards from the April 6 Michigan Community College Press Association Conference held on CMU's campus in Mt. Pleasant. The awards included:</p> <p>1st Place: Sports News Story, Kelsey Pease 1st Place: Best Serious Column, Ann Hosler 1st Place: Inside Page Design, Eli Watts 2nd Place: Personality Profile, Emily Slater 2nd Place: Illustration, Adam Crocker 2nd Place: Overall Newspaper Design, WPP 2nd Place: General Excellence (Division II), WPP 2nd Place: Student Journalist of the Year (Division II), Ann Hosler Honorable Mention: Inside Page Design, Nick Moug Honorable Mention: Best Humor Column, James Robinson</p> <p>WPP Faculty Adviser is Jacob Wheeler and Design Adviser is Kathy Schwartz.</p> | 4/8/19 |
| GLMA | | |
| | <p>NMC's Great Lakes Maritime Academy completed three training phases over the summer on board the <i>T/S State of Michigan</i>; two underway training cruises and a two week in port <i>pre-fall</i> where the incoming class jelled as a cohort and completed mandatory USCG safety training (SD5/ IE2)</p> <p>The first underway phase began on 07 May and concluded upon the ship's return to Traverse City on 24 June (49 days). The second phase began on 25 June and concluded on 08 August (45 days). During the summer the ship traveled 8,470 nautical miles, used greater than 65,000 gallons of fuel and the crew and cadets consumed greater than 1,100 cases of food. (SD2/ IE2)</p> | 8/23/18 |

| | | |
|-------------|--|---------|
| | <p>The ship's itinerary focused on transits on the St. Mary's, St. Claire, and Detroit Rivers, but there were also port calls at: Port Huron, Detroit, Toledo, Cleveland, Buffalo, Sault Ste Marie, and Duluth. (SD5/ IE3.a)</p> <p>In addition to carrying 67 cadets from GLMA, we carried 13 cadets from the Massachusetts Maritime Academy. During the first underway phase NMC Instructor Tom Gordon sailed on board the vessel. Tom was an outstanding shipmate and his participation allowed nine engine cadets to complete a group one history class (The History of the Vietnam War) while underway. Thus facilitating the cadet's retention and completion. (SD3/ IE2.b)</p> <p>For the third consecutive year the ship once again carried three Great Lakes Culinary Institute (GLCI) Interns. Each intern did a stellar job, were critical to the vessel's operations, and were a testament to the quality of the training they receive at GLCI. Among the three chief stewards who rotated through the ship's Chief Steward position was Jeff Hansen, a recent graduate of GLCI who sailed on board the <i>State of Michigan</i> as an intern last summer. Two GLCI graduates who served an internship with GLMA were hired by Crowley Maritime in 2016, one of the largest operators of U.S. Flag Merchant vessels. Crowley Maritime has been so impressed with their performance that when they hold recruiting sessions for GLMA cadets this October they have arranged for two sessions solely dedicated to recruitment of GLCI students for underway positions on board their vessels. (SD1/ IE3.b)</p> <p>The incoming GLMA class arrived on 12 August. The Academy received approximately 300 applications for this class, that resulted in admitting 60 cadets, 59 reported on Sunday August 12 (one opted to join the USMC). Included in this group are 35 Deck Cadets and 24 Engineering Cadets. The average age of the incoming class is 23.6, 9, 15% are female, and 10% are veterans. Additionally, 12 cadets arrived already having completed a bachelor's degree, two have completed law degrees, and one has previously earned a PhD.(SD4/ IE3.b)</p> <p>Over this past summer we also learned that the U.S. Maritime Administration (MARAD) provided \$155,000 to GLMA as part of the Heritage Act Distributions. This money is provided by MARAD for GLMA facility and vessel maintenance and repair, fuel, or purchase of simulators. (SD5/ IE2.a)</p> | |
| Partnership | <p>On Tuesday 18 September GLMA held its annual Board of Visitors (BOV) meeting. This meeting began with Representative Jack Bergman (R-MI) being presented with the Great Lakes Maritime Task Force (GLMTF) Legislator of the year award. The GLMTF is chaired by Jim Weakly of the Lake carriers' Association, Mr. Weakly is also co-chair of the GLMA BOV.</p> <p>After the award presentation Rep. Bergman toured the Training Ship State of Michigan, had lunch with the BOV and provided a legislative update.</p> | 9/19/18 |
| Partnership | <p>On December 17, 2018, Capt. Mike Surgalski and GLMA Cadet Sabrina Wiater (daughter of GLMA alumnus Tom Wiater) were part of a team that met with Governor Rick Snyder. The purpose of the meeting was to thank the Governor or his support of the replacement locks at Sault Ste. Marie.</p> | 1/2/19 |
| Partnership | <p>Due to the outstanding feedback received from the maritime industry regarding the performance of the stewards who graduated from the Great Lakes Culinary Institute and served an internship with GLMA, it was decided to create and recruit for a program for GLCI students who wish to sail on board U.S. merchant vessels after graduation. Towards this end, GLMA will work to make the training ship galley available for a class, and amend their USCG approval in order for GLCI students to receive the safety training required for an internship on an ocean going cargo vessel.</p> | 12/3/18 |

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| Partnership | <p>Earlier this month GLMA cadets began to sit for their Coast Guard license exams. Of the 50 cadets who we anticipate will graduate this spring, 34 sat for their exams earlier this month. The exams, originally scheduled for the week of 07 January were delayed due to the partial shutdown of the federal government. Each exam consists of seven modules administered over a four day period. Of the 234 exam modules administered, 226 were passed (97%). Of the 12 engine cadets who tested, 11 passed all seven modules. On the deck side 14 cadets passed all seven modules. No cadet failed more than two. One cadet passed all seven modules in one day, six before lunch.</p> <p>Special thanks to Traverse City VFW Post 2780 who gave NMC/ GLMA full use of their rental hall, at no charge, to facilitate the testing process.</p> | 2/19/19 |
| Health Occupations | | |
| Scholarship | <p>In the Surgical Technology Program, current student Amber Jewell-Clay was awarded a \$1000 scholarship from the Association of Surgical Technologists Foundation of Surgical Technology. Amber was one of only 34 students nationally chosen for this scholarship through an essay writing application. Amber is featured in the August 2018 journal for the Association of Surgical Technologists for the scholarship and her biography can be found at ffst.org.</p> | 7/31/18 |
| Scholarship | <p>The Nursing Department hosted four site visitors from the Accreditation Commission for Education in Nursing (ACEN) for a continuing accreditation visit of the Associate Degree and Practical Nursing programs. The visit occurred September 18-20, 2018. During this time, the visitors met with the President, Vice Presidents and administrators, twelve members from Student Services, all regular nursing faculty members, two general education faculty, nine administrators and educators at Munson Medical Center, and twenty-two students. During their tour at Munson, they also spoke with students, graduates, and unit managers. In addition to tours and meetings, they also reviewed several binders of requested materials, including all nursing meeting minutes, student and faculty files. During the exit interview, the visitor team chair shared the recommendation that the site visitors would send to ACEN. The ADN and PN programs were compliant with all six standards with the next visit in eight years. This is the maximum amount of time a program is granted between visits. The nursing faculty and staff did a great job preparing for this site visit!</p> | 9/24/18 |
| Scholarship Partnership | <p>Mac Beeker arranged for 13 second-year nursing students to present on a variety of topics at the Traverse Bay Regional Oncology Nursing Society Annual Conference held on November 10 at the Grand Traverse Resort. Students did research in the Nursing Management of Complex Patients I course, created educational posters and presented their findings to nearly 100 oncology professionals at the conference. Topics included presentations on the use of opioids in palliative care, the development of new scalp cooling technologies to prevent hair loss in patients receiving chemotherapy, compassion fatigue in oncology nursing and the potential benefits of fasting before chemotherapy treatments. Posters are being displayed on a rotational basis near the Health Occupations office in the Biederman Building through January.</p> | 1/7/19 |
| Scholarship Partnership Culture | <p>April Kesler was chosen to be one of only 40 Surgical Technology Director's from across the country to attend a summit convened by the Association of Surgical Technologists and the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. The summit took place on October 11th and 12th in Denver, CO and the purpose was to develop the future course of surgical technology education. The two day event include developing the strategic plan that will further assist both organizations in designing an improved national curriculum, educational resources for</p> | 11/9/18 |

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| | students and institutions, as well as a new framework for continued innovation for education in the field of surgical technology. | |
| Scholarship Partnership | Laura Schmidt moderated a webinar through the Organization of Associate Degree Nurses (OADN) entitled Financial Aid: The Linchpin for Academic Progression Partnerships. The purpose of the webinar was to address ways to collaborate with other institutions to develop an academic progression process. The focus was on the development and reasons for a financial aid consortium agreement. Presenters included faculty from Glendale Community College in Arizona and Cecil Community College in Maryland, and the Director of Financial Aid at Harford Community College in Maryland. | 2/13/19 |
| Scholarship Partnership | Laura Schmidt co-authored an article in the <i>Journal of Continuing Education in Nursing</i> with Michael Bleich, PhD, RN, FAAN, entitled "A Professional Development Educator Primer on Dual Admission Academic Progression." The article focused on how community colleges play a critical role in educating entry-level nurses and how the dual admission/concurrent enrollment model is a way to promote a higher educated RN workforce. | 2/13/19 |
| Scholarship Operations | The Nursing Department was awarded \$12,121.00 through the 2019 Nurse Professional Fund Grant. The funds will be used to purchase equipment to meet the student learning outcomes related to patient safety pertaining to medication administration. | 3/4/19 |
| Scholarship Operations | The Associate Nursing Program and Practical Nursing programs were granted re-accreditation for the full eight years through the Accreditation Commission for Education in Nursing (ACEN). A great job was accomplished by all! | 5/2/19 |
| Scholarship Partnership | The Nursing Program signed an agreement on May 21, 2019 that NMC students enrolled in the ADN program are eligible to apply for a concurrent admission to the Kirkhof College of Nursing at Grand Valley State University. The team will be meeting again on Monday, July 1, to begin to work on the implementation of this agreement. | 6/3/19 |
| Scholarship Operations | After the ACEN accreditation visit, the ADN and PN Nursing Programs submitted a self-study to the Michigan Board of Nursing in April for approval. The department was just notified the programs received full approval for the next eight years. | 6/7/19 |
| Humanities | | |
| Scholarship Partnership Operations | <p>Humanities Academic Area assisted with the rededication ceremony for the Shirley S. Okerstrom Fine Arts Building held on Monday, September 24, 2018. Jeff Cobb served as MC for this event, and Mella McCormick delivered the opening address.</p> <p>Mella McCormick co-presented with Sarah Wrangler at the Michigan Open Educational Resources Summit at St. Clair Community College in Port Huron, MI on Friday, September 21, 2018. Title of presentation: "Lessons from an OER Faculty Learning Community".</p> <p>Glenn Wolff will be hosting a NMC Printmaking Workshop for Local Area High School Teachers on Thursday, November 8, 2018 from 5:30-9:00 pm.</p> <p>Humanities Academic Area will be hosting an Open House on Friday, November 9, 2018 from 4:00-7:00 pm. The theme for this event is "Side-by-Side, Students and Faculty Creating Together!". This event will feature art, live music & dance, food and more.</p> | 10/1/18 |
| Scholarship | Lisa Blackford (Social Work), Melissa Sprenkle (Communications), and Brandon Everest (Sociology) held the 4th Annual Walk for Health & Housing with well over 100 in attendance in November. The event helps raise awareness of issues that people experiencing homelessness and food insecurity are encountering. | 1/2/19 |

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| Scholarship | Alex Smith, Visual Communication Instructor attended the Community College Communication Design Conference (C3DC) at Washtenaw Community College on October 19. C3DC provided Alex an opportunity to network with other community college design educators and gain insights about the state of the industry and how to move education forward in a meaningful way. | 11/2/18 |
| Scholarship | On a recent trip to France, Jim Bensley, Humanities instructor, taught his Intro to Humanities course via Zoom from the Musee d' Orsay in Paris. Students studying the late 19th Century, including the Impressionist and Post-Impressionist movements were able to interact and receive a close up view of actual works by Monet, Dega, Renoir, Van Gogh and Gauguin. In addition, the unique architectural transformation of a former railway station built in the academic style to an award-winning museum was also presented. | 10/24/18 |
| Scholarship Champion | Collaborated with Meg Young in Public Relations & Marketing to create new promotional materials for Fine Arts, Visual Communications, Music and Audio Tech. These materials were sent to approximately 570 high schools in Michigan. | 5/02/19 |
| Scholarship Champion | Mella McCormick, Philosophy Faculty attended a three-day training and earned Instructor Certification in Experiential Learning through the National Society for Experiential Learning at NMC January 8-10, 2019. | 5/02/19 |
| Scholarship Champion | Glenn Wolff, Art Faculty attended the College Art Association Conference in New York, NY from February 13-16, 2019. | 5/02/19 |
| Scholarship Champion | The Fine Arts/Visual Communications departments hosted the annual Art Campus Day on March 15, 2019 in which 53 students from 7 High Schools attended. | 5/02/19 |
| Scholarship Champion | Glenn Wolff, Art Faculty hosted a tour of the Fine Arts Building for the Leadership Grand Traverse's Arts & Culture Day organized by the Dennos Museum Center on April 26, 2019. | 5/02/19 |
| Scholarship Champion | Jim Bensley, Humanities Adjunct Faculty traveled with students from his HUM 116 World Cultures courses to Brazil from March 22-April 1, 2019. | 5/02/19 |
| Scholarship Champion | The Humanities Area awarded four Merit Scholarships to students in Art, Music, and Visual Communications. | 5/02/19 |
| Scholarship Champion | Alex Smith, Visual Communications Faculty had 100% of her VC 127 students who took the exam pass the Adobe Associate Certification Test. | 5/02/19 |
| Scholarship Champion | The Fine Arts/Visual Communications departments hosted the annual NMC & High School Student Art Show with over 160 submissions from 100 artists to be on exhibit at the Dennos Museum Center from May 15-26, 2019. Awards Reception will be held on Friday, May 17th from 5:30-7:00 pm. | 5/02/19 |
| Scholarship Champion | Glenn Wolff, Art Faculty will be hosting a Printmaking Demonstration and Sale at this year's NMC BBQ on May 19, 2019. Caroline Schaefer-Hills, Visual Communications Faculty will be attending the HOW design Conference as a SCAD/NMC Ambassador in Chicago, IL from May 7-9, 2019. | 5/02/19 |

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| Scholarship Champion | Coreene Kreiser, Photography Adjunct Faculty will be traveling with students from her Digital Photography courses to South Africa from May 5-20, 2019. | 5/02/19 |
| Scholarship Champion | Sarah Montgomery-Richards, Philosophy/Religion Adjunct Faculty will be traveling with student from her Eastern Religion course to India from May 12-29, 2019. | 5/02/19 |
| Scholarship Champion | Caroline Schaefer-Hills, Visual Communications Faculty will serve as the Art Pathways and Transfer Liaison for Phase III of the MI Transfer Pathways Project to be held on May 15, 2019 at Lansing Community College's West Campus. | 5/02/19 |
| Scholarship Champion | Caroline Schaefer-Hills, Visual Communications Faculty will represent the Fine Arts/Visual Communications programs at the annual NMC Commitment Scholarship Program on May 18, 2019 | 5/02/19 |
| Scholarship Champion | Caroline Schaefer-Hills, Visual Communications Faculty will be presenting her thesis project for her MFA in Savannah, GA at the Savannah College of Art & Design in May 2019. | 5/02/19 |
| Scholarship Champion | Tom Gordon, History Faculty was awarded a sabbatical leave for spring 2020 that will be focused on re-designing his courses into History Labs. | 5/02/19 |
| Scholarship Champion | Michael Emerson, Philosophy Faculty will be attending the Paradise on Fire: Association for the Study of Literature and Environment (ASLE) Thirteenth Biennial Conference at the University of California, Davis from June 26-30, 2019. | 5/02/19 |
| International Services and Service Learning | | |
| Scholarship Partnership Culture | <p>NMC Study Abroad Accomplishments - June 2018</p> <p>The Office of International Services and Service Learning recently concluded another successful study abroad travel season. 60 students and 13 faculty members participated in faculty-led academic study abroad opportunities in the following countries:</p> <ul style="list-style-type: none"> ○ Ireland (Humanities: Peace Studies/Conflict Resolution) Carolyn Schaefer Hills, Sarah Montgomery Richards ○ Italy (Culinary Arts) Fred and Linda Laughlin, Bob Rodriguez ○ Indonesia (Marine Technology, UAS & Water Studies) Ed Bailey, Tony Sauerbrey, Scott Swan ○ India (Humanities: World Cultures and Eastern Religions) Jim Bensley, Sarah Montgomery Richards, Mella McCormick ○ Costa Rica (Water Studies and Early Childhood Education) Constanza Hazelwood, Mark DeLonge <p>The following quote from one of our students exemplifies the power of our classroom overseas: "Words cannot describe my time in India. I laughed and at times I wanted to cry. India was not an easy country to travel in but it was worth every struggle. I met some of the most amazing people that I think I will ever know and I saw things that I never imagined I would be able to experience in person. I not only learned things about India and the world as a whole, but I also learned a lot about myself and grew as a person. I look forward to the day that I am able to go back, hopefully sooner rather than later."</p> | 6/12/18 |

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| | <p>The Office of International Services and Service Learning has compiled the following data regarding study abroad at NMC during the past six years:</p> <p>Number of students who have participated 333 Number of countries visited 17 (Brazil, Costa Rica, Cuba, Denmark, Ecuador, Ghana, Greece, India, Indonesia, Ireland, Italy, Morocco, Netherlands, Peru, Russia, South Africa, UK) Participating programs of study 16 Faculty and staff who have led or co-led experiences 35</p> <p>NMC is the leading community college in Michigan for study abroad and currently ranks 17th nationally for participating in short-term study abroad.</p> <p>NMC was recently awarded a completion certificate from the Institute for International Education Generation Study Abroad Initiative, one of only a few community colleges to have reached the goal of doubling student participation in study abroad by the end of the decade.</p> | |
| Scholarship Partnership | <p>NMC student Zachary Watson was recently selected as one of 25 undergraduate students nationwide to receive a \$1000 World Affairs Council of America National Conference Scholarship. He will be traveling to Washington DC the day after the midterm elections to participate in the three day conference. The WACA Board offers these scholarships in order to fulfill their educational mission and to prepare future leaders for the challenges and opportunities of the 21st century. The Conference is a special occasion for participants to engage with many leading policy makers and analysts about critical foreign and trade policy issues and America's role in the world.</p> <p>Zachary's recommendation was written by Jim Bensley and Jack Segal and sponsored by NMC's International Affairs Forum.</p> | 10/4/18 |
| Partnership Operations | <p>Jim Bensley, Director of International Services and Service Learning, in partnership with Soliya Connect, recently presented an international webinar, Virtual Exchange: Study Abroad Gone Digital. Hosted by Community Colleges for International Development, the presentation focused on building global competency via real-time cross cultural dialogue. Current NMC students Alex Bernier and Autumn McClure also participated.</p> | 1/7/19 |
| Science and Math | | |
| Scholarship | <p>Laura Jaquish has been requiring her students to use the International Student Carbon Footprint Calculator to calculate their individual Carbon Footprint in order to answer questions based on it. She then collected the data they generated, tabulated it in an excel spreadsheet and sent it back them. We are on the map.</p> | 5/3/19 |
| Scholarship | <p>Jerry Dobek was featured in NCOA News for his work with students in Hawaii on Journey Through the Universe. Jerry worked with 6 classrooms, mostly elementary grades, and gave two presentations to educators on teaching methodology of science in the classroom: experiential learning.</p> | 5/3/19 |
| Social Science | | |
| Office of Research Planning and Effectiveness | | |
| Operations | <p>The initial feedback that we received in a draft Comprehensive Quality Review report is positive. The HLC Peer Review team is recommending that NMC has "met" all criteria for accreditation and that we be eligible to choose our next pathway, Open vs. Standard. The team's recommendation will be made to the Institutional Actions Council, an HLC decision-making body, who has the ultimate responsibility to determine our accreditation status. The final decision is expected to be delivered to us no later than August 2019.</p> | 5/1/19 |

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| | The team provided that “NMC has enjoyed success as an AQIP institution and there is a culture of continuous quality improvement evident at the College.” | |
| Center for Instructional Excellence | | |

Student Services and Technologies

| IE CRITERIA | Accomplishment Detail | Date Submitted |
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| Enrollment Services | | |
| Admissions | | |
| Scholarship Partnership Culture Operations | Enrollment Services, worked together as a team on the entire day of orientation to cover from check-in to check-out in six different locations, plus managing covering the front office | 5/29/18 |
| Partnership Champion Culture | The NMC Food Pantry turned one year old as of November 1, 2018! We were able to provide food and hygiene items for 1038 students and their household members through 412 orders during the past year. In order to reach more students, we started a grab-and-go table of fresh produce available weekly for students on Tuesdays through our partnership with Lakeview Hill Farm. We are also collaborating with a new culinary student group in offering recipes based on the food available in the pantry. Thank you to all who are giving money through payroll deductions or checks, giving food donations, and giving time to volunteer. | 11/7/18 |
| Partnership Champion | Chris Hanna produced and edited six videos highlighting events and students from the Computer Information Technology program. Events included Industry Night Out, CIT Fun Night, the Career Fair at the Hagerty Center, and the IT Olympics partnership with TBAISD. The videos will be used by the CIT department for internal and external promotional purposes. | 12/3/18 |
| Partnership Champion | The Academic & Career Advising Center collaborated with University Center partners including Central Michigan University, Davenport University, Ferris State University, Grand Valley State University, and Spring Arbor University to offer Transfer Tuesdays throughout Spring semester. During these days, held at locations across campus, advisors from the Universities assisted NMC students with academic transfer plans in cooperation with NMC Advising Center advisors. With positive feedback from students and University Center Partners, Transfer Tuesdays will continue in Fall 2019. | 4/29/19 |
| Financial Aid | | |
| Champion | Gainful Employment reporting was completed, and submitted 2 weeks early. This is an extremely manual process and a requirement to ensure federal funding for our certificate programs. | 5/29/18 |
| Records & Registration | | |
| Scholarship Partnership Champion Culture Operations | The Records and Registration Office, in collaboration with Information Technology, has implemented eTranscripts for the delivery of NMC transcripts. We have partnered with Parchment, a leader in eTranscript exchange, to send transcripts electronically, securely and confidentially to anywhere the student designates. Working with Parchment, we have a new and improved system that is both convenient and efficient. The service is available online 24/7. This is a significant improvement in service to our students and alumni. | 10/2/18 |
| Veteran's Services | | |
| Advising Center | | |
| Partnership Champion | The Advising Center, in cooperation with our University Center partners, is now offering weekly Transfer Tuesdays for students. Held in the Health/Science Building lobby from 11am to 2pm, this is an opportunity for current NMC students to meet with and plan for transfer to with an advisor from their intended transfer institution. The goal is to make students more aware of the transfer process, and encourage them to start working with | 10/2/18 |

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| | their transfer advisor early in their academic career. Student and UC partner participation has been strong and feedback has been very positive! | |
| Disability Support Services | | |
| Honors Program | | |
| Phi Theta Kappa | | |
| Scholarship Partnership Champion Culture Operations | Kari Kahler was re-certified in the Leadership Studies curriculum developed by Phi Theta Kappa Headquarters during a week-long training this summer. She is excited to share her knowledge, skills and abilities with both students and staff. | 8/1/18 |
| Scholarship | NMC's Phi Theta Kappa chapter, Alpha Rho Pi learned their Honors in Action project entitled "Raising Awareness About Changes in the Great Lakes" was one of sixteen selected nationally (out of 469 projects) for inclusion in Civic Scholar: Phi Theta Kappa's Journal of Undergraduate Research. The honors study topic, Transformations: Acknowledging, Assessing and Achieving Change asks chapters to select one of nine themes, research, develop a research question, and then design, organize and implement a plan of action based on their research. Their research and action project on invasive species in the Great Lakes was also recognized as one of the top three projects nationally in the Networks of Life theme. | 6/3/19 |
| Student Success Center | | |
| Tutoring Center | | |
| Student Life | | |
| Scholarship Partnership Culture | The Student Life Office and Welcome Weekend Committee are pleased to report that 236 students participated in the events of Welcome Weekend from August 24-27. Welcome Weekend culminated on August 28th with Pine Palooza, which saw over 700 students, staff and community organizations participate. There were 45 tabling participants at this event including community partners, student groups and NMC departments. | 9/17/18 |
| Partnership Champion | Residence Life staff volunteered on Saturday, January 12, 2019 at the Goodwill Inn (staff did painting at the inn) Ice Skating at Howe Arena on January 19, 2019 (approximately 134 NMC students attended- largest attendance) 41 new residents moved into the residence halls 25 residents participated in tubing at Mt. Holly on January 25, 2019 | 2/1/19 |
| Residence Life | | |
| Scholarship Partnership Champion Culture Operations | The Office of Residence Life had a successful Fall 2018 opening with 327 residential students moving into the residence halls. Over 25 paraprofessional staff were hired and trained for Fall 2018 to work within the Office of Residence Life. The Office of Residence Life would like to thank all the college departments and offices that assisted in Fall 2018 Resident Assistant training. East Hall and North Hall had over 900 guests this past summer, it was a very successful conference season. | 9/14/18 |
| Partnership Champion Culture | The Student Life Office held/sponsored four events on NMC campuses during April's Sexual Assault Awareness month. The events included a student/staff panel and discussion, Take Back the Night, and evenings with two national speakers. 241 NMC students attended these events held April 8-11. | 5/20/19 |
| Student Events | | |
| Student Health Services | | |

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| Student Organizations | | |
| Learning Resource Technology | | |
| Education Media Technology | | |
| Scholarship Operations | Ryan Bernstein and Terri Gustafson completed the 3-week Educause Learning Initiative Course, "Badging and Employer Engagement". The course built on a foundation knowledge of digital credentials and strategically took participants through the process of designing a credential system based on workforce and employer needs. Ryan and Terri stepped through the process of identifying a target industry, a faculty partner, a business partner and designing a mock-up of a digital credential path for students in an existing certificate path. | 8/1/18 |
| Champion Operations | Educational Media Technologies had its first "Are You Moodle Ready" event on August 22nd in the Big Alice lab in Scholars Hall and in Osterlin 134. The EMT team cleared their calendars and hosted an entire day of dedicated Moodle, Ensemble, Zoom, accessibility, and video recording support to help faculty get ready for the start of Fall semester. Thirty faculty participated, with some coming back multiple times between department meetings to get more guidance and help. EMT will be hosting the same event in early January to help faculty get ready for the beginning of Spring semester. | 9/19/18 |
| Champion Operations | During the week of May 13, Mark DeLonge and Ryan Bernstein provided professional development for nine instructors as part of Teaching Solutions, NMC's Online Teaching Certificate Program. Each instructor will complete a capstone project to showcase their learning outcomes from the week-long training. In addition, Mark and Ryan hosted six instructors during Course Review Week (May 20-24) as an opportunity for them to review and revise a current online course using the NMC Online Course Design Review Guide. The instructors participated in a condensed format of the review process, which is normally a four to five month endeavor. Kudos to Mark, Ryan, and the instructors participating in both professional development opportunities during two weeks of intense, information packed days teaching and learning about online pedagogy and instructional design. | 6/4/19 |
| Information Technology Services | | |
| Library | | |
| Scholarship Champion Culture Operations | <p>During the month of June, Joelle Hannert, library technical services coordinator, oversaw the library's migration to Koha, an open-source software package. The library's previous system had become too expensive and out of date. Koha will give users the ability to place holds, view their checkouts, and renew books online.</p> <p>During the month of July, library staff applied radio frequency identification tags to all of the library's print books in order to implement self-checkout this fall. The tags will also serve as a security system in the new library in West Hall and will enable the library to stay open 24/7.</p> | 8/2/18 |
| Systems and LAN Management | | |
| Operations | Systems and LAN Management has replaced 80 desktop computers in various offices throughout the College. We have also replaced 2 carts of laptop computers (56 computers) for the Nursing program, lab computers for Audio Tech program and the Visual Communications program. | 9/18/18 |
| Operations | In preparation for the West Hall construction project, Systems and LAN Management worked with Facilities to create and install a new cable conduit system from East Hall to the Health Science building to reroute entire existing infrastructure of data and communications cable system. Once the conduit systems was installed, a completely new fiber optic cable plant was pulled through the conduits and terminated, bypassing the old West Hall | 9/18/18 |

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| | path that would be demolished with the building. This project includes the removal of several miles of old abandoned cable systems that had been in place for decades. | |
| Operations | Systems and LAN Management worked with the Student Life Office, Student Financial Service Office and the Security Office to streamline the student ID card process at Orientation. The new operation allowed us to process in excess of 200 students per orientation without causing delays to the Orientation operation. | 9/18/18 |

Finance and Administration

| IE CRITERIA | Accomplishment Detail | Date Submitted |
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| Bookstore | | |
| Business Office | | |
| Operations | Successful and timely completion of the fiscal year 2018 financial audit on October 8, 2018 with no audit adjustments and a clean audit opinion, which is the highest level of assurance that independent auditors can provide. | 10/5/18 |
| Campus Services (Facilities and Security) | | |
| Operations | Maintenance - Re-lamped the PE Gym w/LED this resulted in an annual savings of \$3,425 with and ROI of 15 months excluding the rebate, with the rebate we actually got more money back that we spent. The environmental impact is equivalent to planting 7 acres of forest, removing 5 cars from the road and a reduction of burning 11 tons less of coal. | 4/8/19 |
| Central Scheduling | | |
| Food Services | | |
| Hagerty | | |
| Partnership | On March 13, the Hagerty Center was presented with an award in Lansing for its partnership with Traverse House, a rehabilitation program for people with mental illness. The award recognizes the Hagerty Centers commitment to providing valuable employment opportunities for the members of Traverse House. | 4/3/19 |

Lifelong and Professional Learning

| IE CRITERIA | Accomplishment Detail | Date Submitted |
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| Aviation | | |
| Extended Education Services | | |
| Partnership | The Extended Education Team hosted over 450 LIFE Academy students (those 50+), volunteers and presenters at our November 16 Campus Day at the University Center. This event involves area businesses and professionals as well as highlights NMC/EES instructors and classes in our schedule. Classes ranging from global issues with Jack Segal, Planet Over Plastic with the Last Plastic Straw Ladies, The Aging Eye with Dr. U'ren, to Tax Planning in Retirement with Larry Flynn, and much more! We overwhelmingly receive "excellent" ratings for this day of Lifelong Learning. The next Campus Day will be Friday, May 10, 2019. | 12/3/18 |
| Great Lakes Water Studies Institute | | |
| Scholarship Partnership | Completed a 14 day international student experience to the Bunaken National Park in North Sulawesi Indonesia where NMC students mapped the coral reef system surrounding the park. The project was a capstone course for the Marine Technology program and also included students from the unmanned aerial systems and water studies programs. The project was in collaboration with Manado State Politeknik and involved both students and researchers from that institution. | 7/12/18 |
| Partnership | Completed the second series of course offerings to our partner school, Yellow River Technical Institute (YRTI) in China. The courses delivered were the NMC Construction Blueprint reading and Supervision classes and include a cohort of 40 students from the YRTI school. | 7/12/18 |
| Scholarship Partnership Champion | Evan Martzial, Global Sales and Bathymetric Product Manager for Edgetech, Inc. provided a no cost loan of equipment valued at \$175,000 utilized in WSI 310 and WSI 440 courses at the Great Lakes Campus. Evan conducted lectures on the equipment operation for the students in both classes and is working with NMC for future collaborations supporting our Marine Technology programs. | 8/1/18 |
| Scholarship Partnership Champion Operations | Dr. Rick Sauve of Leica Geosystems, the largest provider of survey equipment in the world, is providing NMC with over \$668,000 dollars in equipment at no cost for the 2018/19 academic year in support of our Marine Technology bachelor's degree and the development of a survey technician program. We have been working with Rick and his team very closely over the past year. This equipment will directly benefit all students in the Engineering Technology areas and will enhance NMC's unique position as a global leader in air, land, and sea mapping and surveying training programs. | 8/1/18 |
| Scholarship Partnership Champion | Mike Brissette, Technical Sales Engineering for R2Sonic, LLC provided a no cost loan of equipment valued at \$230,000 that was utilized in the WSI 310 and WSI 440 courses at the Great Lakes Campus. Mike also conducted lectures on the equipment operation for the students in both classes. Mike is highly supportive of NMC and our BS in Marine Technology degree. He looks forward to working with our students each year. | 8/1/18 |
| Scholarship Partnership Champion | Four BSMT-Marine Technology students were awarded full conference scholarships (airfare, lodging, meals, and conference registration) to attend The Hydrographic Society of America (THSOA) US Hydro conference in Biloxi, MS in March. A total of six scholarships were awarded nationally. THSOA is committed to promoting education in hydrography, inshore surveying, inland waters surveying, offshore surveying, positioning and | 2/15/19 |

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| | mapping/charting, including related earth sciences. This is the 6th consecutive conference where NMC Marine Technology has had students awarded scholarships and demonstrates the value NMC brings to the marine industry. | |
| Scholarship Champion | Renate Schmidt (BSMT-Marine Technology 2019) was selected for a prestigious internship with the National Geospatial Intelligence Agency working as a bathymetrist in Virginia. Renate was one of 34 students selected from around the country and the only student from a community college. As part of her recruitment, Renate is completing a top secret clearance for the activities she will perform. | 2/15/19 |
| Scholarship Partnership Champion | On February 20, Leica Geosystems and the NMC Engineering Technology Surveying program hosted an open house at the Parson Stulen building in support of the Leica Geosystems International School for Surveying. Businesses from around the state attended and also participated in the Michigan Society of Professional Surveyors Conference at the Grand Traverse Resort. Hans VanSumeren and Ed Bailey will present the NMC Engineering Technology Surveying program at the conference and will also support a booth showcasing our strengths in the marine, air, and land surveying and mapping specialties for both academic and professional training activities. | 2/15/19 |
| Scholarship Champion Operations | The BSMT-Marine Technology major at NMC continues to have 100% job placement of all graduates immediately after, and often before, graduation. Collaborations with industry and a highly connected curriculum have led to an overwhelming request from businesses around the country seeking our graduates. Individual companies are seeking as many as 15 to 25 graduates during a single visit. Networks of former graduates are also further enhancing recruitment of these students. | 2/15/19 |
| Scholarship Partnership Champion | GLWSI and Technical Division hosted Deidre Sullivan, Director of the Marine Advanced Technology Education (MATE) Center, on March 5. MATE, in its 22nd year, is a national center of excellence supporting marine technology education. Deidre presented MATE's global internship program that places students on research vessels working throughout the world. Having previously traveled to several universities throughout the United States, Ms. Sullivan commented that she had never been to a facility as comprehensive as NMC's for preparation and training students for success in the marine industry. | 3/11/19 |
| Human Resources | | |
| Music and Audio Technology | | |
| Scholarship Partnership Champion Culture | Congratulations to NMC Audio Tech Student Jose Garcia for his many recent accomplishments! Jose was honored with a paid internship at Kensington Church, where he was in charge of the Front of House mix, and also helped design and build the stage sets. He was also hired by New Hope Church to setup and train staff on their new DMX lighting rig. Jose also managed to carve out time to intern at Lookout Music Studios, where he directed and edited some excellent videos for their new webpage. He is also assisting Jack Conners (NMC adjunct faculty) in upgrading the Perfect World Studios. Jose is utilizing his six years of Air Force service where worked around the world, managing Audio/Visual Productions. Jose came to the NMC Audio Tech Program to increase his knowledge of Digital Audio and Studio Recording. We are lucky to have him around, and hope he will stay in the Traverse City area! | 5/25/18 7/13/18 |
| Scholarship Partnership | Congratulations to NMC Audio Tech Student Devin Ehlert for his many recent accomplishments! Devin was awarded a paid internship at Faith | 5/25/18 7/13/18 |

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| Champion Culture | Reformed Church, where he is in charge of the Audio/Visual department. He is responsible for the Front of House mix, and recording the services. For his final project he worked on producing an album featuring church member performance. After graduating, Devin will stay on as a full time staff member at the church. Congrats Devin! | |
| Scholarship Partnership Champion Culture | Congratulations to NMC Audio Tech Student Chris Reid for his many recent accomplishments! Chris Reid was honored with an internship at New Hope Church, where he worked with Music Director Rick Stewart. Chris's responsibilities included mixing, stage setup, and behind-the-scenes production work. For Chris's Final Audio Tech Project, he started his own company, Chris Reid Productions, which produces a weekly video series called "Music Mondays." On the show, Chris interviews musicians and producers from around the state of Michigan. He is getting thousands of views on YouTube for his videos. Chris enjoyed this project so much that he enrolled at Grand Valley State University in the fall of 2018, where he will study Film Production. Congrats Chris! | 5/25/18 7/13/18 |
| Scholarship Partnership Champion Culture | Congratulations to NMC Audio Tech Student Spencer Norrod for his many recent accomplishments! Spencer interned at Midwestern Broadcasting, where he learned audio editing for radio spots, and was recognized by his supervisor for having a great "radio voice," so was put to use recording radio spots which you can hear on New-Talk 580 AM, WCCW, Z93, WATZ, and WZTK. For his Final Audio Tech Project, a "Journey in Creativity and Self Confidence," Spencer composed and remixed a number of original songs which can be heard on his Bandcamp Page. Bravo Spencer! | 5/25/18 7/13/18 |
| Scholarship Partnership Champion Culture | Congratulations to our NMC Music and Dance students who performed on our final Music Convocation of the Spring Semester. The concert featured twelve of our music majors performing works for violin, clarinet, percussion, piano, and voice. A few of our Music Department faculty also joined the students on stage for collaborative works for violin, clarinet, and for jazz quartet. The Convocation also included an amazing collaborative piece that featured our dance students, our vocal students, and our instrumental students. This collaboration, spearheaded by Susan Steele (adjunct voice faculty) had our vocal students recording an a cappella arrangement with our Audio Tech students; our Audio Tech students mixing down that recording (with help from Brady Corcoran, Audio Tech adjunct faculty); our instrumental students creating an instrumental version of the song; and our dance students (lead by Dorothy Eisenstein, adjunct dance faculty) choreographing and dancing to both the recorded a cappella and live instrumental versions of the same song! Fantastic! Bravo NMC Music, Audio Tech and Dance students! | 5/25/18 7/13/18 |
| Scholarship Partnership Champion Culture | Congratulations to the NMC Children's Choirs, and their most senior group Cantus, on their second invitation to perform at Carnegie Hall! These talented young singers shared the stage with an elite group of singers from around the country. Our singers had the opportunity to work with some of the country's top choral educators and composer. Bravo Cantus! | 5/25/18 7/13/18 |
| Scholarship Partnership Champion Culture | Bravo to the NMC Grand Traverse Chorale, Canticum Novum, and Chamber Singers, and their director Jeffrey Cobb, who shared the stage with the Traverse Symphony Orchestra and singers from the Interlochen Arts Academy to present "Baroque Festival." The choirs performed works by Handel and Vivaldi to an enthusiastic sold-out audience. Bravo NMC singers! | 5/25/18 7/13/18 |
| Scholarship Partnership Champion Culture | Bravo to the NMC Children's Choirs on their wonderful Spring Concert! These talented young singers shared music from around the world to an enthusiastic sold-out crowd. The concert featured 200+ singers from the NMCCC Dolce, Bel Canto, Lyric, Ragazzo, and Cantus choirs - representing students from over 30 area schools in 3rd-9th grade. | 5/25/18 7/13/18 |

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| Scholarship Partnership Champion Culture | Congratulations to the NMC Big Band, Lab Band, Vocal Jazz Ensemble, and their directors, Laurie Sears and Mike Davis, on their fantastic Spring Showcase concert in Milliken Auditorium. These incredible musicians, who have also been featured in other local venues, put on a wonderful performance of swing, Latin, and big band music. Bravo! | 5/25/18 7/13/18 |
| Scholarship Partnership Champion Culture | Bravo to the NMC Concert Band, and their interim Director John Campbell on their fantastic Spring Concert. The performance included works by Chip David, Clifton Williams, Leroy Anderson and others. The Concert Band, which has grown to 100+ members, was greeted by an enthusiastic audience. | 5/25/18 7/13/18 |
| Scholarship Partnership Champion Culture | Congratulations to NMC Faculty member Diane Clark on her recent literary accomplishments! Diane's article titled "Retirement: The Grand Finale (Allegro Giocoso)" was recently published in the March 2018 Edition of the Choral Journal. A glowing review of her book "So You Want to Sing Barbershop?" was recently published in the March/April 2018 edition of the National Association of Teachers of Singing Journal. | 5/25/18 |
| Scholarship Partnership | <p>Laurie Sears, director of NMC jazz bands and woodwind instructor, participated in numerous performances over the past several months. Laurie performed with the Grand Rapids Symphony and Ben Folds, Tito Puente Jr. and 4U in a program titled A Symphonic Celebration of Prince. In October, Laurie played tenor and baritone saxophones in the Grand Rapids Symphony. The film The Nightmare Before Christmas was shown with the orchestra playing the score live. It was a sold out event at DeVos Hall. In November, Laurie performed on a concert series at Kirkbride Hall with the group Sears and Sears, featuring Laurie and Bill Sears on saxophones, Ellen Rowe on piano and Paul Keller on bass. Additionally, Laurie performed with Grand Rapids Symphony November 8-11 with Tony DiSare in a concert titled Sinatra and Beyond. (IE1, IE2)</p> <p>Dorothy Eisenstein, dance faculty, presented an experiential workshop entitled "Exploring Balance Through Movement" at the SHAPE (Society of Health and Physical Educators) Michigan Annual Conference on October 5 at Mission Point Resort on Mackinac Island. This experiential workshop, designed for educators, focused on developing balance skills and posture awareness in the classroom. (IE1, IE2)</p> <p>Two of NMC's vocal students have been featured in lead roles in musical theater productions. Second-year student Miishen Willis sang the role of Medium Alison in the production of Fun Home at Old Town Playhouse. First-year student Abraham Stone sang the role of Sky in Mamma Mia! and will be singing the role of Tommy in the upcoming rock musical The Who's Tommy. (IE1, IE2)</p> <p>Diane Clark, applied voice instructor, continues to sing in the Grand Traverse Chorale and the Central United Methodist Church Choir and has served as substitute conductor this year for the CUMC group. She sang a solo at the Dec. 30 church service. The CUMC choir will perform several of her compositions this season. (IE1, IE2)</p> <p>Dorothy Vogel, instructor of music theory and ear training, performed as principal pianist with the Traverse Symphony Orchestra in concerts in September, October, November, and December. Dr. Vogel also performed in the Mel Larimer Concert Series performance of a newly commissioned work by composer Dan Forrest. (IE1, IE2)</p> <p>Scott Sorenson, instructor of music theory and ear training, performed in the</p> | 1/27/19 |

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| | <p>trumpet section of the Traverse Symphony Orchestra in concerts in September, October, November, and December. In addition, he continues to serve as program annotator for the orchestra. Dr. Sorenson also performed in the Mel Larimer Concert Series performance of the Mozart Requiem and in a choral concert featuring the NMC Chamber Singers and Canticum Novum. (IE1, IE2)</p> <p>Jeanmarie Riccobono, instructor of applied clarinet, was the featured soloist in the Traverse Symphony Orchestra's performance of Aaron Copland's Clarinet Concerto. (IE1, IE2)</p> | |
| <p>Scholarship Partnership Champion Culture</p> | <p>Josh Wagner, instructor of applied trumpet, adjudicated at the Central Michigan University/Phi Mu Alpha Jazz Weekend on February 2nd. He also adjudicated and served as a clinician for the Traverse City Central High School jazz bands during their concert on Tuesday, February 12th. Wagner will serve as trumpet clinician for Lake Michigan Conference Honors Band on Monday, February 25th and as adjudicator and clinician at the Michigan School Band and Orchestra Association State Jazz Festival in Wyandotte and Bellaire in March 2019. (IE1, IE2, IE3, IE4)</p> <p>NMC vocal students Miishen Willis, Allix Kranick, and Abe Stone were cast in the upcoming rock musical "The Who's Tommy" at the Old Town Playhouse in Traverse City. Willis and Kranick currently take applied voice lessons with NMC instructor Diane Clark. Abe Stone is a full-time freshman music major. (IE1, IE2, IE3, IE4)</p> <p>Dr. Scott Sorenson, music theory faculty, performed trumpet with the Traverse Symphony Orchestra in a concert featuring Beethoven's Egmont Overture and Symphony No. 3 as well as a world premiere of the Kenji Bunch Piano Concerto for Left-Hand. (IE1, IE2, IE3, IE4)</p> | <p>2/21/19</p> |
| <p>Scholarship Partnership Champion</p> | <p>Dorothy Vogel, music theory faculty, was featured in a concert sponsored by Evola Music, showcasing Bosendorfer and Shigeru Kawai grand pianos. She performed works by Chopin, Poulenc, and Grieg. In addition to performing, Vogel is also reviewing Erinn Knyt's book Ferruccio Busoni and His Legacy for the Journal of Historical Research in Music Education.</p> <p>Scott Sorenson, music theory faculty, performed on trumpet with the Traverse Symphony Orchestra on March 17, 2019 playing works by Mussorgsky, Prokofiev, and Tchaikovsky. He continues to assume the role of program annotator for the orchestra.</p> <p>The NMC Jazz Band program, under the direction of Laurie Sears, is celebrating trombonist Billy Gauthier on his 40th year as a student participant! Billy will be honored on the April 20th concert.</p> <p>The Laurie Sears Quartet collaborated with the Northwest Michigan Ballet Theater in a production of the ballet "Scenes From a Park". This was a unique partnership with dancers, under the direction of Tom Morrell, and live music by composer Irvin Berlin, performed by the Laurie Sears Quartet and conducted by Matt Schlomer. Matinee and evening performances took place March 16, 2019 at Milliken Auditorium.</p> <p>On March 8, Diane Clark, member of the NMC voice faculty, and Melanie Stoll performed a 40-minute program of piano and vocal jazz at the Hawthorn & Evergreen Cottages of the Grand Traverse Pavilions. The performance included four piano solos, four vocal/piano numbers, and two piano duets.</p> | <p>3/26/19</p> |

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| Scholarship Partnership Champion Culture | Freshman Abraham Stone has been accepted into the musical theater and vocal performance program at Oklahoma City University. Abe was also the 2019 winner of the Northwestern Michigan College Music Department Award. | 4/28/19 |
| Scholarship Partnership Champion Culture | On Sunday, April 14, the Grand Traverse Chorale and the NMC Chamber Singers under the direction of Wendee Wolf-Schlarf joined the Interlochen Arts Academy choir, guest soloists, and the Traverse Symphony Orchestra in a performance of Carl Orff's Carmina Burana. The sold-out concert included 280 performers ranging in age from six to eighty-seven. Members of the chorale included NMC voice instructors Susan Steele and Diane Clark and members of the orchestra included NMC faculty members Dorothy Vogel, Scott Sorenson, Jeanmarie Riccobono, and Sam Boase-Miller. | 4/28/19 |
| Scholarship Partnership Champion Culture | The first annual Concert For Community Awareness took place on Saturday, April 6th, at Milliken Auditorium at the Dennon Museum. The event was organized and implemented by NMC Audio Tech students, campus groups and NMC Student Life. The causes that were highlighted included mental health, suicide prevention, substance abuse, and homelessness. Audio technology instructors David Chown and Patrick Niemisto supervised second year students in the Internships and Final Projects classes in promoting and staging the concert. They noted, our students feel that these issues impact everyone in our community, especially our youth. By coupling awareness with a live music event, it will serve to bring a healing and learning experience to our campus community. The target audience would be students, staff, and our supporting community. By creating posters, press releases, booking talent, running live sound, and videotaping the event, Audio Tech students will gain immersive experience in all aspects of creating a live event. Through community service, students feel empowered in creating a powerful student-to-student interaction. We all know someone who is struggling with these issues, and we hope to bring more awareness and resources to light. We intend to invite area professionals who are experts in these disciplines, to speak and have a presence throughout the day. | 4/28/19 |
| University Center | | |
| Technical Division | | |
| Partnership | On Saturday, September 8th NMC held the 13th annual Mike McIntosh Memorial Car & truck show with this year's event showing 128 vehicles and with over 1500 people in attendance. Proceeds from the event are still be tallied and may approach \$10,000. The car show has led to an increase in donations in the form of cars which are used for training and then sold or donated. Recently we were given 3 vintage vehicles. The event is definitely the most important activity to promote community awareness of the Automotive program. | 9/14/18 |
| Scholarship Partnership | The Technical Division has been actively recruiting for all programs, including Engineering Technology, Marine Technology, Automotive, Construction Trades, and Surveying, by participating in events such as Career Quest and "What's Next." NMC was represented very well at the first annual Career Quest hosted by Networks Northwest. Devan DePauw represented Welding with TriMet, Keith Kelly represented RAM with RJG, Joe Deater represented Eng Tech BioMed with Munson and Dan Goodchild and Jason Slade represented all tech programs at a Technical Division table. High demand careers, along with our supporting educational pathways, were showcased to hundreds of 9th graders from the area. The Technical Division also participated in "What's Next," the TBA-ISD Career Tech Center's post-secondary training and educational opportunities event. This was our chance | 6/3/19 |

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| | to show how the technical programs align with the Career Tech Center and continue to promote our articulation agreements. | |
| Partnership | The Technical Division and Ferris State University developed a new opportunity for our students interested in a Bachelor of Science in Manufacturing Technology degree. Using a number of NMC courses from engineering technology, machining, and manufacturing, this transfer guide allows a student to transfer to Ferris at almost a junior level. It is already being promoted on Ferris' website and provides another educational avenue for our students. | 6/3/19 |
| Training Services | | |
| Program Advancement | | |
| Public Relations, Marketing and Communications | | |
| Partnership Champion Operations | Exec. Dir. of PR, Marketing and Communication, Diana Fairbanks was chosen as a Michigan Community College Association Leadership Academy graduation speaker for 2018. She will address board members, presidents and other attendees during the awards ceremony at the MCCA Summer Conference. | 7/23/18 |

Resource Development

| IE CRITERIA | Accomplishment Detail | Date Submitted |
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| Campaign Planning | | |
| Events and Special Projects | | |
| Foundation Public Relations & Marketing | | |
| Fundraising | | |
| Scholarship Partnership Champion Culture Operations | <p>NMC recently shared the wonderful news that long-time NMC supporter and local philanthropist Casey Cowell with his wife, Dana Cowell, have committed to a gift of one million dollars to support the work of the college, through the NMC Foundation.</p> <p>This gift will provide financial assistance to advance the college's current work in several key areas. This includes:</p> <ul style="list-style-type: none"> considering the community's economic future in decision making throughout the organization; improving regional healthfulness through providing wellness opportunities and education specifically for NMC students, faculty and staff as well as for our greater community at large; expanding career training, leading to higher paying jobs and increased skill levels of workers in our region; attracting high-paying companies to our region by leveraging NMC programs and faculty expertise; extending our reach to new and broader audiences through technology; and strengthening our region as a destination for experiential and professional learning. <p>This is a reflection of the confidence and appreciation that members of the community have in the great work happening each and every day on campus, in classrooms, and around the world.</p> | 8/8/18 |
| Scholarship Partnership Champion Culture | A generous community member, Ken Pickering has included NMC in his estate plan for an estimated future gift of \$1 million to the Ken and Alice Pickering Scholarship Fund. Ken's education was supported by the GI Bill and he is passionate about creating the same opportunities for higher education that he had. His goal is to change lives for deserving applicants at NMC. | 11/6/18 |
| Scholarship Partnership | The foundation is pleased to share that the Dennis and Barbara Fedorinchik Family and Hallmark Construction, Inc. Scholarship has been jointly established and endowed by the family and the company to honor Denny's many years of service as the next generation of company ownership takes over Hallmark Construction, Inc. and because of his great love of NMC. Denny is a former Foundation Board member and co-led the campaign for the campus originally called M-Tech. The scholarship is to provide financial assistance to NMC Construction Technology students, with a preference for students pursuing a career in the construction trades. | 3/26/19 |
| Lifelong Relationships | | |
| Scholarship Culture | Richard and Diana Milock have made a gift to create the Chef Fred and Linda Laughlin Scholarship. This scholarship will support students enrolled at the Great Lakes Culinary Institute and honors Fred and Linda Laughlin for their dedication to the students and all they did for the culinary program. | 12/4/18 |

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| Scholarship Partnership | Dave and Judy Pohlod established the Judith A. Pohlod Endowed Scholarship to provide financial assistance to an NMC female Commitment Scholar enrolled in the Commitment Scholarship Program. They shared their motivation with the NMC Foundation in this way, "The value of education cannot be overstated. As first generation students ourselves, we appreciate the many challenges these students face. This community is very fortunate to have NMC and its many resources here." | 12/5/18 |
| Scholarship Partnership Champion | Katharine Zurek, Annual Giving Specialist at the NMC Foundation, presented at the Council for the Advancement and Support of Education District V Conference in Chicago, IL. Katharine shared the successes of her student philanthropy program. The program teaches students about the impact of charitable gifts at NMC and in their communities by engaging students in activities to thank donors to the college. More information about the program and how students can raise money for their student groups through participation can be found here: https://www.nmc.edu/about/foundation/about-the-foundation/student-engagement.html | 1/4/19 |

NORTHWESTERN MICHIGAN COLLEGE Timothy J. Nelson Employment Agreement

This Employment Agreement (the “Agreement”) is made by and between **Northwestern Michigan College**, a Michigan community college (“College” or “Employer”), and **Timothy J. Nelson** (“President” or “Nelson”).

RECITALS

A. Northwestern Michigan College and its Board of Trustees (“Board”) desires to continue to employ Nelson as its President and Chief Executive Officer, and Nelson desires to be employed by the College as its President and Chief Executive Officer;

B. The parties to this Agreement engaged in negotiations regarding the terms and conditions of the Agreement;

C. The Agreement is drafted pursuant to the Michigan Community College Act, MCL 389.1 *et seq.*;

D. This Agreement shall replace and supersede all prior employment agreements between the parties, including without limitation the Employment Agreement entered into by the parties on July 1, 2013; and

E. In consideration of the premises and mutual agreements contained herein, the receipt and sufficiency of which are hereby acknowledged, the parties now enter into this Agreement.

AGREEMENT

NOW, THEREFORE, in consideration of the foregoing Recitals, the parties hereby agree as follows:

1. **Employment.** The College agrees to employ Nelson and Nelson accepts such employment with the College, upon the terms and conditions set forth in this Agreement.

2. **Term.** The term of this Agreement, which shall become effective July 1, 2016 (the “Effective Date”), shall be five (5) years, through June 30, 2021 (the “Term”).

3. **Position and Duties.** During the period of employment, Nelson shall act as the College’s President and Chief Executive Officer (collectively referred to as “President”).

3.1 **Governance.** The College, through its Board, delegates to the President the authority of the internal management of the institution. The President will provide the Board with appropriate information, in a timely manner, in order that the Board may promulgate policy. The President, as Chief Executive Officer, is responsible for executing policies and implementing identified goals through the day-to-day management of the College. The Board and its individual members agree not to interfere with or to usurp the responsibilities of the President.

3.2 Other Duties. The President will: (1) provide leadership for academic excellence; (2) administer the instruction, student services, and business affairs of the College; (3) periodically direct the review of Board policies; (4) promote and endeavor to maintain a positive College image in the community; (5) establish and maintain sound working relationships with other governmental agencies; (6) endeavor to maintain and improve professional competence; (7) serve as the Board's designated representative with respect to all matters concerning employer-employee matters; (8) annually evaluate administrative employees reporting directly to the President and participate in the evaluation of the remaining employees in accordance with College procedures; and (9) manage and control College property and enter into contracts on behalf of the College as authorized by the Board.

3.3 Accountability. The President, as Chief Executive Officer, is accountable to the Board, acting as a body of the whole. Only decisions of the Board acting as a body are binding upon the President except in instances when the Board, acting as a body, delegates appropriate functions to the Board Chair or a committee of the Board.

4. **Compensation.** In consideration for the services to be provided by Nelson to the College, pursuant to the terms of this Agreement, Employee shall be paid or receive compensation during the Term of the Agreement as set forth herein.

4.1 Salary Benchmark. The benchmark for this contract shall be defined as the FY2016 mean salary of the College and University Professional Association (CUPA) for Position 101-000, CEO of Single Institution/Campus Within System CUPA-HR Administrators in Higher Education Salary Survey, Comparison Group to include all (participating) community colleges, nationwide ("Benchmark"). The aging factor used shall be the salary scale increase percentage for NMC staff and executives that was used to adjust scales for the most recently completed calendar year (which for 2016 was 2.0%). The annual base salary for any given year shall not be less than the base salary of the preceding year.

4.2 Salary. The President's salary shall continue at its present annual rate of One Hundred Eighty-Six Thousand Six Hundred Eighty-Four Dollars (\$186,684) until December 31, 2016. Effective January 1, 2017, the President's salary shall be at the annual rate of One Hundred Ninety-Six Thousand Six Dollars (\$196,006), increased by the percentage used to adjust the salary scales for staff and executives of the College for calendar year 2017. On January 1, 2018, the annual salary rate shall be Two Hundred Five Thousand Three Hundred Twenty-Eight Dollars (\$205,328), adjusted by the aging factor and then increased by the percentage used to adjust the salary scales for staff and executives of the College for calendar year 2018. On January 1, 2019, the President's annual salary shall be set to equal the then most current aged Benchmark, increased by the percentage used to adjust the salary scales for staff and executives of the College for calendar year 2019, or the President's then current salary, whichever is higher. On January 1st of each subsequent year of this contract, the President's salary shall be increased by the percentage used to adjust the salary scales for staff and executives of the College for the corresponding calendar year. Nothing in the agreement shall prohibit the Board from granting a higher salary increase. The President must achieve satisfactory job performance on the most recent Annual Review (identified in paragraph 6.1) in order to receive increases identified in paragraph 4.2.

5. **Health and Other Benefits.** Beginning on the Effective Date of employment, Employee shall be eligible for and may participate in any and all employee benefit plans in which the College is the plan sponsor or a participating employer, including any health insurance and other benefit plans. Employee agrees and acknowledges that the benefits provided by the College may be changed or amended from time to time at the sole discretion of the College.

5.1 Paid Time Off. The President shall accumulate twenty-five (25) vacation days annually and may accrue up to a maximum of seventy-five (75) days. At the end of each calendar year, the President will surrender any days in excess of fifty (50) for a cash payment equivalent to sixty-five percent (65%) of their then current value. Any remaining unused vacation shall be payable at one hundred percent (100%) of the then current value in cash to the President upon separating from employment with the College. The President shall receive all other paid or unpaid leave permitted by College policy, or required by law, as granted to other College executive administrators.

Notwithstanding the above, the President shall receive 10 additional days of paid vacation on January 1st of each of the first two calendar years of this contract. On January 1st of the third, fourth, and fifth calendar years of this contract, the President shall receive twenty (20) additional days of paid vacation. These additional vacation days will not be carried over or paid out, will not be counted toward the limits stated above, and must be taken consecutively. In the first two fiscal years of this contract, the President shall be required to take at least ten (10) consecutive days' vacation from his allocated vacation days for rest and refreshment, unless otherwise agreed upon by the President and the Board. In the third, fourth and fifth fiscal years of this contract, the President shall take at least twenty (20) consecutive days' vacation in the same manner, and subject to the same qualifications.

5.2 Additional Benefits. In addition to those listed above, the College shall provide the following additional benefits:

5.2.1 Retirement Benefits. The College agrees to contribute and directly pay on the President's behalf the College's contribution to its Optional Retirement Plan, according to the plan provisions. The College agrees to pay to the President an additional amount equal to the President's required employee contribution to the Northwestern Michigan College Optional Retirement Plan.

5.2.2 Office Holder Allowance. The College shall provide the President a \$20,000 per fiscal year office holder allowance to be used by the President at his discretion to carry out the duties of the office.

5.2.3 Reimbursement for Professional and Private Organizations and other Business Expenses. The President shall be entitled to reimbursement for reasonable business expenses incurred in the exercise of duties as President, subject to providing proof of expenditures. The College shall pay on the President's behalf or reimburse membership dues, fees, or assessment of professional and private organizations incurred for business use in the exercise of the President's duties. Board approval must be obtained in advance for membership in private

clubs. All approved reimbursements shall be paid to the President within thirty (30) days of approval (which shall be completed within thirty (30) days of being submitted by the President).

5.2.4 Life Insurance. In addition to the life insurance benefits provided other employees of the College and other executive administrators of the College, during the term of this agreement the College shall pay to insure the life of the President under a term life insurance policy in the amount of \$500,000, with \$250,000 payable to the College and \$250,000 payable to the President's designated beneficiary.

5.2.5 Professional Meetings. The President may attend professional meetings at local, state, national, and international levels. Reasonable expenses so incurred shall be reimbursed by the College. The President shall provide the Board with a semiannual summary report of nonlocal travels to professional meetings.

5.2.6 Outside Professional Activities. The President may undertake outside professional activities, including as a consultant, speaking, and writing, provided these activities do not interfere with the President's duties. The President shall issue a semiannual report to the Board listing any consultancies or boards for which compensation was provided. The President may, and is encouraged to, serve on boards of private, publicly held, or nonprofit corporations, subject to the College's Conflict of Interest policy.

5.2.7 Automobile. The College shall provide the President with an automobile allowance of \$750 per month for his professional and personal use, and shall pay all costs of reasonable operation thereof, including gasoline, repairs, maintenance, and insurance.

5.2.8 Deferred Compensation. The College agrees to contribute six percent (6%) of the President's annual salary to a deferred compensation plan selected by the President.

5.2.9 Annual Physical. The College shall reimburse the President for the actual costs of an Executive Health Program performed by a licensed physician at a healthcare facility selected by the President once each fiscal year.

6. **Performance Reviews.**

6.1 Annual Review. In order to ensure ongoing communication between the President and the Board concerning the President's objectives and job responsibilities, as well as to achieve a mutual understanding between the parties concerning the accomplishments of such objectives and responsibilities, there shall be an annual written review of the President's performance, which shall include a meeting with the President and the Board for the purpose of reviewing such objectives and responsibilities. Such annual reviews may include prioritizing job objectives and establishing timetables and resources for completion of such objectives. The Board shall establish a schedule and evaluation instrument for the review of the President and shall allow sufficient time for the parties to prepare an outline of accomplishments and progress made toward attaining the performance objectives and satisfying the duties and responsibilities of the office.

6.2 Semi-Annual Review. The Board shall also schedule at least one interview with the President between annual reviews to discuss the progress the President is making in the

then current year toward goals set for the President that year. This interview shall include comments or questions raised by individual members of the Board and submitted to the Chair of the Presidential Performance and Compensation Committee for discussion with the President. This interview is intended to provide guidance for the President throughout the year. Additional interviews for the same purpose may be requested by the President or a majority of the Board, from time to time.

7. **Termination of Agreement.** This Agreement may be terminated in advance of the expiration of the Term as follows:

7.1 Termination for Cause. The Agreement may be terminated by the College for Cause at any time. A Termination for Cause will supersede the Term as set forth in paragraph 2 of this Agreement. Termination for Cause shall mean termination by Employer of Employee's employment for any of the following reasons: (a) the President's conviction of a felony; (b) the President's engaging in an act of dishonesty, theft, or falsification of records, to the detriment of the College; (c) the President's intentional failure to fulfill the responsibilities specified above for not less than forty-five (45) consecutive days; and (d) the President's use or possession of a controlled substance on College premises or at College events without an authorized prescription.

7.1.1 Termination for Cause requires written notice to Employee sent by the Board which sets forth each reason for the proposed Termination for Cause. Before the Board makes a final decision, the President is entitled to meet with the Board, in open or closed session, within thirty (30) calendar days of the issuance of the written notice. The President may be represented by legal counsel at the President's expense and may present any evidence to the Board to rebut the stated reason(s) for termination. After the President has had an opportunity to respond to the stated reason(s) for termination, the Board will make a final decision in writing within thirty (30) days, and shall provide the President with a written copy of its final decision.

7.1.2 Upon Termination for Cause, Employee shall be entitled to receive the amount of salary that is earned but unpaid as of the date of termination, and any benefits accrued under the employee benefit plans of the College in which Employee participates.

7.2 Termination Not for Cause (by Employer). The Employer may implement a Termination Not for Cause at any time upon the Board providing Employee with ninety (90) days' written notice of the Termination Not for Cause.

7.2.1 If Employer implements a Termination Not for Cause, then, as of the effective date of termination, the College shall prorate and pay the base salary to the President for each month remaining in the Term of the Agreement or for 36 months, whichever is less. The College also shall pay all health and other benefits specified in Section 5 for the same duration as the base salary.

7.2.2 Termination Not for Cause is termination by Employer of Employee's employment other than Termination for Cause, Voluntary Termination, Termination by Mutual Agreement, Termination by Death, and Termination by Disability.

7.3 Voluntary Termination (by Employee). This Agreement may be terminated voluntarily by Employee with one (1) year's written notice by the President to the Board. The

President shall continue to carry out all regular duties during the one (1) year notice period. During this time period, the President shall be paid his annual salary and all benefits as set forth in paragraph 5 of this Agreement. If the President provides less than one (1) year's notice, he shall continue to carry out all regular duties during the period of notice provided, he shall be entitled to his annual salary for the period of notice provided, and he shall be entitled to participate in any and all employee benefit plans in which the College is a plan sponsor or a participating employer, but he shall not be entitled to the additional retirement and insurance benefits set forth in paragraphs 5.2.1, 5.2.4, 5.2.8, and 5.2.9 of this Agreement. As of the date of his Voluntary Termination, the President shall be entitled to receive the salary that is earned but unpaid as of the date of his termination and any benefits accrued under any employee benefit plans of the College in which Employee participates.

7.4 Termination by Mutual Agreement. This Agreement may be terminated upon written mutual agreement by the parties at any time.

7.5 Death. This Agreement shall be terminated automatically upon Employee's death. The College shall be obligated to pay to Employee's estate the amount of salary that is earned but unpaid as of the time of Employee's death. Employee's designated beneficiary or estate, as the case may be, shall be entitled to receive any benefits accrued under any employee benefit plans of the College in which Employee participates.

7.6 Disability. If Employee is disabled, either mentally or physically, and unable to perform his duties, Employee may separate from the employment of the College at his option, or be separated at the College's option. For purposes of this Agreement, (1) such disability must first have prevented Employee from performing his duties for a period of over ninety (90) calendar days in any twelve (12) consecutive month period; and (b) a physician mutually agreed upon by Employee and the College shall certify that Employee is not able to perform his duties. The College shall pay for any examination fee or other charges that may be incurred in connection with such certification. If the physician certifies that Employee is disabled as defined by this paragraph 7.6, then either party may terminate this Agreement upon thirty (30) days' prior written notice to the other party and Employee shall be entitled to the amount of salary that is earned but unpaid as of the date of termination and any benefits accrued under any employee benefit plans of the College in which Employee participates. During such thirty (30) day period, Employee shall continue to receive his salary and shall be entitled to receive all such other benefits due to Employee pursuant to the terms of any then existing employee benefit plans of the College in which Employee participates.

8. **Arbitration.** All claims relating to Nelson's employment shall be resolved by final and binding arbitration under the commercial arbitration rules of the American Arbitration Association (the "AAA"), as modified in this Agreement:

8.1 Commencement of Proceeding/Selection of Arbitrators. The College or the President, at its option, may commence an arbitration proceeding by the filing of a Statement of Claim (within the meaning of the AAA rules) without the other party. If such a request is made by either the College or the President, then the parties agree to proceed with final and binding arbitration to the exclusion of any judicial remedy except in enforcement of the arbitration proceeding. The parties shall have twenty (20) days after such copy is served in which to agree

upon a single mutually-acceptable arbitrator, who may be any person deemed qualified by both parties. If the parties are unable to agree on a single arbitrator within that time, either party may request that the AAA appoint the arbitrator in accordance with its rules. The arbitration shall proceed upon any set of arbitration rules agreed upon by both parties but, in default of agreement, the AAA rules shall govern the arbitration. The parties may agree in writing to select an arbitrator and proceed without using the AAA offices, but the rules of the AAA shall otherwise govern the proceedings.

8.2 Arbitrator Qualifications. No person shall be eligible to serve as an arbitrator if the person is related to, affiliated with, or has represented in a legal capacity any party to the arbitration proceeding or any party to this Agreement. The arbitrator shall be experienced in arbitration of employment matters.

8.3 Discovery. Any party shall be permitted to engage in any discovery permitted under the rules of the AAA. However, all discovery shall be completed within ninety (90) days following the initial filing of the Statement of Claim, unless otherwise agreed by the parties.

8.4 Hearing. The hearing on the arbitration shall commence and be completed no more than thirty (30) days after the close of discovery, and the arbitration panel shall render an award in writing within thirty (30) days of the completion of the hearing, which shall contain findings of facts and conclusions of law. The arbitrator may award interim injunctive relief before the final arbitration award. Any controversy concerning whether an issue is arbitrable shall be determined by the arbitrator. The arbitration shall occur in Grand Traverse County, Michigan.

8.5 Prohibition on Punitive Damages. The arbitrator shall have no power to award punitive damages and any such award shall be null and void and of no effect.

8.6 Enforcement. The parties agree that this arbitration provision is valid, final, binding, and enforceable and, to the extent permitted by law, waive any defense or claim to the contrary. The parties specifically WAIVE ANY RIGHTS TO A TRIAL BY JURY.

8.7 No Limitations on Other Remedies/Self-Help. The provisions of this paragraph 8 shall not limit the ability of the College to exercise any other remedies available under applicable law.

9. **Code Sections 409A and 507(f).** This Agreement is intended to comply with or be exempt from the requirements under Code Sections 409A and 507(f), and the terms of the Agreement shall be interpreted and applied consistent with such intent. If any benefit becomes taxable under Section 457(f) before it is to be paid under the terms of this Agreement, the College may, in its sole discretion, notwithstanding the other provisions of this Agreement, distribute a portion of such benefit sufficient to cover any federal, state and local income taxes and employment taxes required on the amount taxable to the President.

10. **Notices.** Any notice provided for in this Agreement shall be in writing and either be personally delivered, faxed, mailed electronically, or mailed by certified mail return receipt requested, to the recipients at the addresses indicated below or such other address that either party

shall specify in writing. Any notice under this Agreement shall be deemed to have been given when so delivered or mailed.

Employee: Timothy J. Nelson
307 Knollwood
Traverse City, MI 49686

During his employment, Employee shall notify Employer of any changes to his address.

Employer: Northwestern Michigan College
1701 E. Front St.
Traverse City, MI 49686

11. **Entire Agreement.** This Agreement contains the entire agreement between the parties relating to the subject matter herein, and supersedes any prior agreements or communication, whether written or oral. No modification of this Agreement shall be valid or binding unless the modification is in writing, dated and signed by both parties.

12. **Assignment.** This Agreement shall be binding on all Northwestern Michigan College's successors and assigns.

13. **Waiver.** Waiver by one party of this Agreement of a breach of any provision of this Agreement by the other party shall not operate or be construed as a waiver of any subsequent breach.

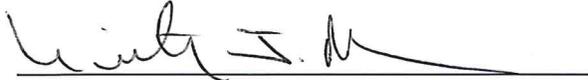
14. **Severability.** The provisions of this Agreement shall be severable, and the invalidity of any provision shall not affect the validity of other provisions.

15. **Governing Law.** This Agreement shall be construed in accordance with its terms under the laws of the State of Michigan.

16. **Counterparts.** This Agreement may be executed in any number of counterparts, and may be signed via facsimile or e-mail (scan), and each such counterpart shall be deemed to be an original instrument, but all such counterparts shall constitute one Agreement.

IN WITNESS WHEREOF, the parties have executed this agreement as of the day and year indicated below.

EMPLOYEE



Timothy J. Nelson

Dated: 11/23/ _____, 2016

WITNESSED



NORTHWESTERN MICHIGAN COLLEGE

By: 

Kennard R. Weaver

Its: Board of Trustees Chair

Dated: Nov. 23, 2016 2016



Professional/Social Organization
 Timothy J. Nelson
 Northwestern Michigan College
Current Membership as of June 2019

Local Organizations**Position**

| | |
|---|------------|
| Rotary – Noon Club | Member |
| Good Works Committee | Member |
| Munson Healthcare | |
| Munson Medical Center Board of Trustees | Member |
| Finance Committee | Vice Chair |
| Traverse Area Chamber of Commerce | Member |
| Traverse City Executive Group | Member |
| Economic Club | Member |

Regional Organizations**Position**

| | |
|--|---|
| Networks Northwest Workforce Development Board | Regional Representative of Post-Secondary Education |
| Executive Committee | Member |
| TraverseCONNECT Steering Committee | Member |
| Michigan Technological University & Grand Traverse Region Steering Committee | Member |

State Organizations**Position**

| | |
|--|--------|
| Michigan Community College Association | |
| MCCA Board | Member |
| President's Committee | Member |
| Legislative Committee | Chair |

National Organizations**Position**

| | |
|--|-----------|
| American Association of Community Colleges (AACC) | Member |
| The American Council on Education (ACE) | Member |
| Association of Community College Trustees (ACCT) | Member |
| Community College Baccalaureate Association (CCBA) | Member |
| Alliance for Innovation and Transformation (AFIT) | Member |
| Executive Committee | Treasurer |
| Education Advisory Board (EAB) | Member |
| League for Innovation in the Community College | Member |
| Society for College and University Planning (SCUP) | Member |

Professional/Social Organization
 Timothy J. Nelson
 Northwestern Michigan College
Prior Memberships

| Local Organizations | Position |
|---|--|
| Grand Vision Beyond the Grand Vision Committee | Champion Member |
| Traverse Area Chamber of Commerce Annual Meeting Planning Committee Executive Committee Economic Forecast Planning Committee | Past Chair Member Member Member |
| Traverse City Area Public Schools TCAPS Tomorrow | Member |
| Munson Healthcare Ad Hoc Facilities Committee | Member |
| NorthSky Nonprofit Network Advisory Board | Member |

| State Organizations | Position |
|---|--|
| Michigan Community College Association Executive Committee President's Committee Task Force – Future of CC Performance Funding Committee Center for Global Initiatives | Past Chair Past Chair Past Chair Member Past Chair Member |
| Governor Appointments Council for Labor and Economic Growth Supporting & Growing a State Culture of Entrepreneurship Committee Workforce Investment Act Accountability Committee Michigan Public School Employees Retirement System (MPSERS) Board Health Insurance Committee (HIC) Governor Snyder's 21 st Century Economy Commission | Executive Board Member Past Chair Member Member Member Member |
| F/IRST - Future/Innovation Research Strategy Team | Member |
| Northern Michigan Knowledge Economy Strategies Project | Member |
| Prima Civitas Foundation Board | Member |

| National Organizations | Position |
|--|--|
| American Association of Community Colleges Presidents Academy Executive Committee 21 st -Century Initiative Implementation Team #8: Accountability | Member Member |
| National Association for Community College Entrepreneurship (NACCE) | Member of Presidents for Entrepreneurship Forum |

President's Presentations for 2018-2019

| Date | Presentation Title | Group |
|-------------|--|--|
| 8/4/18 | Business Model Transformation at Northwestern Michigan College – AFIT Early Adopter Update | AFIT Summer Institute |
| 8/20/18 | College Update | NMC Faculty & Staff |
| 9/13/18 | Re-imagining Community Colleges for the 21 st Century | MCCA Leadership Academy |
| 9/18/18 | Board of Visitors Update | GLMA/Board of Visitors |
| 10/25/18 | A Rural College's Global Partnerships Journey | ACCT Leadership Congress New York, NY |
| 1/7/19 | Continuing Our Journey Keeping Learning at the Center | Mid-Year Opening Conference NMC Faculty & Staff |
| 3/14/19 | A Discussion: The Future and Higher Education (Webinar) | MCCA Leadership Academy |
| 3/22/19 | Spring Legislative update | MCCA Spring Board of Directors Meeting |
| 4/14/19 | Design Thinking at Northwestern Michigan College | American Association of Community Colleges Annual Convention |
| 5/1/19 | JCOS Testimony | Joint Capital Outlay Appropriations Subcommittee |

Timothy J. Nelson

FY 2019 Out-of-Area Travel Log

| DATE: | TO: | PURPOSE: |
|-----------------------|---|---|
| July 25-27, 2018 | Grand Traverse Resort | MCCA Summer Conference |
| August 1-5, 2018 | Kansas City, MO | BIF/AFIT |
| September 12-13, 2018 | Lansing, MI | Present to MCCA Leadership Academy |
| October 24-28, 2018 | New York, NY | ACCT Leadership Congress |
| November 8-9, 2018 | Lansing, MI | MCCA New Trustee Orientation & Leadership Institute |
| November 14-16, 2018 | St. James Plantation, North Carolina | AFIT Fall Executive Committee |
| January 3-4, 2019 | Plymouth, MI | Meeting with MMTC |
| February 5-9, 2019 | Florida | Donor Travels |
| February 21-22, 2019 | Lansing, MI | MCCA Presidents Meeting |
| March 6-9, 2019 | Plano, TX | AFIT CEO & Reps |
| March 21-22, 2019 | Livonia, MI | MCCA Spring Board of Directors Meeting |
| April 13-15, 2019 | Orlando, FL | AACC Annual Convention |
| April 17-18, 2019 | Lansing, MI | Meeting with State Legislators |
| April 28-30, 2019 | Phoenix, AZ | AFIT Think Tank |
| May 1, 2019 | Lansing, MI | Capital Outlay Testimony |
| May 9-10, 2019 | Lansing, MI | MCCA Presidents Meeting and Dinner |
| May 24-28, 2019 | Austin, TX | NISOD Conference |
| June 11-13, 2019 | Washington, D.C. | Meeting with Federal Legislators |

Northwestern Michigan College, MI

Project: Experiential Learning

Version 1.0- Project

Q: What is the current status of your project?

A: In-progress

Q: Please indicate the original project start date, original project end date, and anticipated completion date if project is not completed. Please list dates on separate lines.

A: Project start date: March 2017

Original project end date: August 2018

Anticipated completion date: December 2018

Q: Briefly describe the current status of the project. Explain how this project relates to any strategic initiatives or challenges described in the institution's most recent or soon-to-be submitted systems portfolio, if applicable.

A: The project is making great strides in meeting the goals we identified in the declaration. We understand that this is a comprehensive project and although Action Projects are officially ending this cycle, we will continue to follow our path to accomplish our goals. Along the way, we will regularly solicit feedback to determine how we are progressing.

We initially began work related to Experiential Learning (EL) as we recognized this type of learning as a high impact pedagogy that improves learning and persistence among learners. NMC also believes that learners will greatly benefit non-profit, private business and other regional initiatives to add value to our region.

We have accomplished several tasks (to be described later) to date and are currently continuing to develop and improve on the professional development cycle for EL which includes the College's Opening Conference (Fall), Professional Development Day (October), and the College's Mid-Year Conference offerings with keynote speakers, workshops, and other training opportunities. The EL Team conducts "round robins" where we meet with academic area faculty members and student services departments to learn more about their needs in expanding EL across the campus.

The EL Team is also partnering with the Alliance for Innovation and Transformation (AFIT), formerly known as the Continuous Quality Improvement Network (CQIN). To date, the team has attended three institutes for work in moving towards providing students with relevant experiences that help them fulfill their dreams. The resulting value proposition, "We promise to engage students in experiences that connect them to their dreams." continues to be in refinement. This was last reviewed at the EL Team Retreat Workshop in June, 2018.

We recently submitted our Systems Portfolio in which we noted that many structured co-curricular learning opportunities engage faculty and students in scholarship and creative work through real-world situations. To build on these efforts, the College launched this EL Action Project with the goal to expand the use of EL, reaching all learners (1P1.6- Core Component 3.E.1, pages 12-13, 2017 Systems Portfolio).

The goals of the EL Action Project also align to our Institutional Effectiveness Criteria, Scholarship, Enrichment, and Workforce as well as to our Mission, Vision, and Value statements (see Mission, Vision, and Values link).

Link : [Mission, Vision, and Values](https://www.nmc.edu/about/mission-vision-values.html)

<https://www.nmc.edu/about/mission-vision-values.html>

Link : [2017 Systems Appraisal](https://www.nmc.edu/departments/orpe/effectiveness-and-assessment/files/nmc-2017-systems-portfolio.pdf)

<https://www.nmc.edu/departments/orpe/effectiveness-and-assessment/files/nmc-2017-systems-portfolio.pdf>

Q: List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each goal.

A: The overall goals of the project include the expansion of EL to deepen learning, improve skills, and better prepare learners for a changing world while simultaneously benefiting the College and our community. This expansion is expected to improve upon existing NMC policies and procedures.

The achievement of these goals include the following tasks with their associated metric/measure assessments (if applicable):

Table 1: Task Summary

| Task | Metric/Measure | Progress |
|--|--|---|
| On-site visit to CUNY/Guttman and other community colleges for evidence based practices. | | Completed 4/2017 |
| Comprehensive scan of NMC ELO | Examples of ELOs across campus, representing all academic areas and program departments. | Completed Fall 2017. One-hundred fifty examples of ELOs were collected across campus. |
| Establish regular and ongoing team meetings | Meetings about every two weeks throughout the academic year with team members and will College administration, as indicated. | Began Spring 2017 - ongoing |
| Recruit and educate faculty and community stakeholders | Ten one-hour workshop and presentation meetings with faculty/staff; Three regular reports presented at Leadership Group meetings; Two formal presentations at Board of Trustee meetings; One formal presentation at Leadership Grand Traverse Community; Meetings with local profit and non-profit organizations. | Began Spring 2017 - ongoing |
| Identify learner testimonials and existing marketing materials for NMC ELOs | Eleven student Interview videos (500 minutes of testimony); two focus groups in science courses, learner engagement survey; review of feedback from previous EL projects; collaboration with NMC marketing/public relations to share work; promotional EL video that is shared with all NMC students at orientation. | Completed Spring 2017 |
| Establish EL Learning Community and working group | | In-progress; To be reflected in next year's goals. |
| Provide PD on interdisciplinary Project-Based Learning for participating faculty / stakeholders. | Opening Conference; Fall Professional Development Day; Mid-Year Conference; "round robin" meetings; student interviews | Began Fall 2017 - on-going |
| Create and solicit feedback from Community Advisory Board and feedback from faculty and students | Qualitative research: Faculty surveys; Community Advisory Board surveys; student focus groups/interviews; plan to develop a community partner advisory board | Began Fall 2017 - on-going |
| Create and pilot badging system | | Not completed- Feedback from the team resulted in not pursuing this effort. |
| Create further training and development opportunities | Three Professional Development Day sessions; collaboration with faculty, staff, and leadership groups to discuss goals of EL on campus; ten departmental drop-ins | Began Fall 2017 - on-going |
| Pilot larger, interdisciplinary projects with enrolled students | Projects involving students in several disciplines (e.g., Hunger and Homelessness) | In-progress/ongoing |
| Align Student Learning Outcomes (SLO) with General Education Outcomes (Gen Eds) | Student success metrics and assessment | In-progress |
| Use of "train the trainer" model to increase outreach of NMC (LEAD?) | Expansion of EL Team to include more faculty and staff EL Ambassadors; formation of standing committees | In-progress |
| Assess student experiences | Surveys; Focus Groups; Interviews | On-going |

Q: Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have

shifted during the year.

A: The EL Team continues to progress toward a new model of higher education to touch every student enrolled at NMC with chances to engage in learning by experiencing, reflecting, and applying classroom knowledge to real life. The original ideas and goals set forth in the Idea Summary from December 2016 have evolved due to engagement with the Business Innovation Factory (BIF) and Saul Kaplan (membership through AFIT). The team embraced the challenge to take a business design methodology and use it to formulate a new higher education model with experiential learning as its impetus.

This process began with “Shift” from January to March 2018 to look for transformational opportunities within the institution. This meant doing a scan for faculty and staff on all of our campuses who were already practicing experiential learning. We collected 150 ELO examples. We also interviewed students to hear and learn how they have been successful and what motivated them at NMC so far. Eleven students provided a total of over 500 minutes of their perspectives relating to success and motivation. Common themes that emerged focused on connections. Students revealed that they want to connect to with one another. Additionally, they prioritize connecting to their education, instructors, campus, local community, and the world. Their desire to work in teams and to have real life experiences where they could apply learning was evident. The interviews are a part of our data; however, we are unable to share these publicly. This stage also included the team attending the first of three BIF conferences in Kansas City, MO (see Table 1). Feedback surveys from faculty and staff from the Fall 2017 Professional Development Day Survey indicates that overall, the sessions were relevant to the participant’s role at the College as well as inspiring participants to incorporate something new into their role (see Table 2). Student success metrics are expected to improve, both completions and retention (see Table 3), given the goals of our new model of learning in higher education. While success and retention metrics have been somewhat stable, we anticipate increases as students are provided the opportunities to engage in learning by experience, reflecting, and applying classroom knowledge to real life. Improvements to our assessment processes are currently underway and therefore, results are pending.

This past year, an item was included on the annual Learner Engagement Survey that asked students what “student success” meant to them. Interestingly, graduating on-time (53%) for students was not as important as we believed it initially was. Goal completion (78%) was the most important and when asked to provide comments, student comments aligned to the student interview outcomes (see Table 4). Several students made comments, such as, “It’s about getting in touch with the teacher who has the resources to further your education outside of the classroom as well as in the classroom. And, most importantly, student success starts with yourself with your willingness to learn and your willingness to practice what you have learned in the classroom and apply it to the real world and not a simulated environment.” and “I have certain desires as to the way that I want to benefit the world around me with the skills and gifts that I have, and to me success as a student means growing and being trained further in those areas so that I am better able to serve others with those gifts.”, for example.

In April 2018, we moved to the “Conceptual Design” stage as the team traveled to Aurora, IL for the second conference to Create, Deliver, and Capture experiential learning concepts based on students’ (as customers’) ideas of the college’s “job-to-be-done”. The team arrived at: “We expect NMC to give students relevant experiences that help them fulfill their dreams.” The team also created a Value Proposition: “We promise to engage students in experiences that connect them to their dreams.” Starting with these broad statements allowed us some brief time to begin to specify our Design Principles and Lynchpin Capabilities to discover students’ wants and faculty/staff needs. One takeaway from this conference was that we get in a rut with the theme of “follow the teacher”; it’s time to change the theme to “follow the learner” which includes all of us.

In June 2018, we participated in a team retreat in order to prepare for unveiling experiential learning to NMC through prototypes as isolated examples of what we want to see in all classrooms within a year or two.

In August 2018, we will move to the next stage of Prototype & Test in Kansas City, MO to further unpack how to best initiate experiential learning tests within a few classrooms before moving to a larger-scale Commercialization.

Table 2: Fall 2017 Professional Development Day: Experiential Learning

| | | Strongly Agree or Agree | Neutral | Strongly Disagree or Disagree | | | |
|---|--|-------------------------|---------|-------------------------------|-----|---|----|
| Experiential Learning (EL) Roundtable Discussion-Brandon Everest and Kristy McDonald | The content of the session was relevant to my role. | 11 | 85% | 2 | 15% | 0 | 0% |
| | The content inspired me to incorporate something new into my role. | 8 | 67% | 4 | 33% | 0 | 0% |
| | The support materials (e.g., handouts, audiovisuals) were useful and engaging. | 5 | 63% | 3 | 38% | 0 | 0% |
| | The session moderator(s) helped make the topic engaging. | 11 | 85% | 2 | 15% | 0 | 0% |
| Experiential Learning AQIP Project and NMC Staff- Kristy McDonald and Brandon Everest | I would recommend this session to colleagues. | 10 | 77% | 3 | 23% | 0 | 0% |
| | The content of the session was relevant to my role. | 10 | 91% | 1 | 9% | 0 | 0% |
| | The content inspired me to incorporate something new into | 7 | 70% | 3 | 30% | 0 | 0% |

| | | | | | | |
|---|--|----|------|---|----|------|
| | my role. | | | | | |
| | The support materials (e.g., handouts, audiovisuals) were useful and engaging. | 10 | 91% | 1 | 9% | 0 0% |
| | The session moderator(s) helped make the topic engaging. | 10 | 91% | 1 | 9% | 0 0% |
| | I would recommend this session to colleagues. | 10 | 91% | 1 | 9% | 0 0% |
| | The content of the session was relevant to my role. | 3 | 100% | 0 | 0% | 0 0% |
| | The content inspired me to incorporate something new into my role. | 3 | 100% | 0 | 0% | 0 0% |
| Experiential Learning Workshop- Kristy McDonald and Brandon Everest | The support materials (e.g., handouts, audiovisuals) were useful and engaging. | 2 | 100% | 0 | 0% | 0 0% |
| | The session moderator(s) helped make the topic engaging. | 3 | 100% | 0 | 0% | 0 0% |
| | I would recommend this session to colleagues. | 3 | 100% | 0 | 0% | 0 0% |

Table 3: MI Governor's Dashboard Success and Retention Metrics

Six Year Completion/Transfer Success Rate (Percent)

| Cohort Year | NMC % | MI Ave. % |
|-------------|-------|-----------|
| 2002 | 45 | 44 |
| 2003 | 49 | 48 |
| 2004 | 47 | 48 |
| 2005 | 46 | 50 |
| 2006 | 51 | 52 |
| 2007 | 49 | 52 |
| 2008 | 54 | 53 |
| 2009 | 55 | 54 |
| 2010 | 52 | 55 |
| 2011 | 55 | 55 |

Note: Rate of all students (full- and part-time, entering college for the first time during the Fall term), that completed a degree or certificate; or transferred within six years.

Fall to Next Term Retention Rate (Percent)

| Cohort Year | NMC % | MI Ave. % |
|-------------|-------|-----------|
| 2007 | 75 | 71 |
| 2008 | 75 | 72 |
| 2009 | 78 | 74 |
| 2010 | 76 | 73 |
| 2011 | 76 | 72 |
| 2012 | 76 | 71 |
| 2013 | 75 | 72 |
| 2014 | 77 | 70 |

| | | |
|------|----|----|
| 2015 | 77 | 71 |
| 2016 | 75 | 70 |

Note: Percent of students that were enrolled in the first, fall term (less dual enrollees and graduates) and are still enrolled in the next full academic term.

Table 4: 2017 Learner Engagement Report

| How much does each of the following describe "student success"? | A Great Deal | | Somewhat | | Not Very Much/Just a little | | Not at all | | Total Sample n |
|---|-----------------------|-----|----------|-----|-----------------------------|-----|------------|----|----------------|
| | # | % | # | % | # | % | # | % | # |
| | Completion of my goal | 293 | 78% | 68 | 18% | 14 | 4% | 2 | 1% |
| Career Preparation | 261 | 70% | 101 | 27% | 9 | 2% | 3 | 1% | 374 |
| Certificate/Degree Attainment | 252 | 67% | 100 | 27% | 21 | 6% | 2 | 1% | 375 |
| Job Placement | 246 | 67% | 99 | 27% | 21 | 6% | 3 | 1% | 369 |
| Graduating on-time | 197 | 53% | 127 | 34% | 36 | 10% | 12 | 3% | 372 |

Describe how various members of the learning community have participated in this action project. Show the breadth of Q: involvement by individuals and groups over the project’s duration, particularly during the past year.

A: At the opening conference in August of 2017, workshop activities included involving faculty and staff in a burdens, benefits, and resources discussion about expanding EL. We were able to hear feedback from 80 faculty and many staff from various departments in this process. Additionally, co-chairs of the project participated in “round robins”, discussions about EL in both theory and practice as well as its place at NMC.

The team also conducted a scan, or audit, of our existing campus EL opportunities. A representative sample was taken from faculty as well as staff to learn more about what NMC already offers to provide us with a clear picture. The scan also allowed faculty and staff to participate in a formative way with regard to the development of the project goals.

Additionally, in relation to our work with Business Innovation Factory (a focus of the AFIT Institute), administration, staff and faculty teams have been working to develop testable proposals to expand EL opportunities. This has allowed for generative and constructive development toward project goals. We have learned much and have begun discussions to create necessary structural and organizational changes in order to achieve project goals. This process has also allowed us a more focused thought process about our work.

As part of our research and prototype development, we conducted intensive interviews with students. In the interviews, averaging about 40 minutes each, students were free to discuss their best and challenging experiences at NMC. We placed a special focus on classroom and service activities. We asked what would improve their experiences, their desires for interaction, connection, relevance and real world applications to help support our project goals.

Describe the effect that this project has had on the institution, students, and others in the learning community. What has the Q: institution learned that can be identified as a good practice to use in other aspects of its quality work or from which other institutions might benefit?

A: After having visited other institutions, engaged in considerable research and examined our own institutional practices and procedures, we have identified a number of evidence-based practices, which have been deployed toward the achievement of project goals and are expected to influence other work at the College.

Learning from the Plan for Experiential Learning, developed by City University New York system and the state of New York, our audit and scan, as well as the use of BBR activities, have cultivated not only knowledge but a sense of goodwill regarding the project. Faculty, staff, administration, students and community are all excited about the prospects of the project goals.

The use of the Business Innovation Factory design theory has also encouraged us to examine our processes of structural and organizational change and decision making (a concurrent Action Project at the College). The College has decided to use the design model to inform and make judgments about other prospective projects. The College has always had a commitment to “keep design in mind”, but this project has really solidified our commitments.

This model places a heavy emphasis on starting from the perspective of the target group. We believe that intensive interviews of stakeholders around projects need to be at the center of everything we do. After having learned much from student interviews, there is a desire to use this qualitative approach in assessing and verifying prospective projects and to report their designs. We see the likelihood that rounds of interviews with faculty, community partners, and others will be instrumental, not only toward the fulfillment of these project goals, but as a matter of practice with all other initiatives.

Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing Q: the learning from the project's goals.

A: We have encountered a number of challenges and anticipate more to come. We continue to move towards specifics and details, identifying the necessary changes that will be involved and making moves toward those changes. There isn't always clear agreement about these , which has led to robust conversations about the future of the institution. We see that decision making processes must be developed.

We know that workflow and processing will be a challenge. For example, how do we count load for faculty who would wish to provide more and more immersive projects for students? How will we support staff and departments that wish to reorient their systems toward greater student involvement ? What are the different ways that faculty and staff will assess the quality of their work , and how will it inform institutional processes? What special professional development will be needed for this kind of assessment?

We will have to find ways to deliver quality professional development to cultivate knowledge of next practices and to positively influence the culture toward an emphasis on EL. In order to be successful, we must work in such a way that all employees understand the benefits of experiential learning. We want it to be in the lifeblood of our College. A continued and sustained focus is imperative for success.

We also know that considerable investment may be necessary in order to accomplish these goals. To accomplish our goals, we must incent and invest. These investments will necessarily have to happen in the face of declining enrollment and other tensions. This will test institutional commitment towards the project goals. Fortunately, there is considerable alignment from the Board of Trustees, to administration, faculty, and staff, students and to our community. The desire to see the successful completion of the project will provide buoyancy against these challenges.

In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project. Provide a timeline for completing each next step.

A: Over the next year, our central focus will be to scale-up our proposed model. We have decided to test small run prototypes of an Institutional model that will allow us to understand and expand experiential learning opportunities on campus. In short, we have identified five general categories of existing activity around experiential learning in our various disciplines and apartments. The Prototype will allow us to Overlay a structure to learn, assess, and evaluate, as well as expand, the various experiential learning opportunities on campus. Part of the prototype will include testing structures that will support these General categories of activity.

Over the next two years, we will have scaled up to all five categories and activities in the model. We anticipate completing many of the project goals including the development of more EL opportunities with an interdisciplinary focus, a model of assessment to assure the quality of these offerings, as well as having made the changes necessary to support all of this activity. As the project develops, we will develop a committee structure to accomplish these goals and to continue the work.

Well into the future, we anticipate continual improvement in helping students to realize their dreams through EL.

Provide any additional information, inquiries, or concerns that the institution wishes reviewers to understand regarding this Q: Action Project. Enter N/A if not applicable.

A: In this first year of the project, we have learned much. At this point, much of the project is at the top line level. In the coming Academic Year, we will focus on the details and the development of a workable model of delivering, assessing and expanding experiential learning opportunities at our Institution. We anticipate that the coming year will yield many more tangible results. However, we believe that this focus on research and institutional understanding was necessary first stop before we fully embark upon transforming or institutional models and processes.

Despite that the Action Projects are ending this cycle, we are committed to continue moving forward with this initiative given the importance of being true to our learners.

Version 1.0- Update

| |
|--|
| Q: I certify that this project is ready for review. |
| A: |

Clarification of Shared Governance at NMC

Review - Version 1

2018-07-31

Please comment on anything that is omitted or incomplete in the project status, dates and summary field. Enter N/A if not applicable.

N/A

Check for accuracy and completeness against the original Project Declaration. Are the right metrics or measures included for each goal? If not, what revisions to the metrics/measures would you suggest that the institution consider?

This action project was initiated to evaluate and clarify the college's shared governance system hoping to enhance employee engagement and improve employee understanding of citizenship roles within the college. Processes to be improved were the communication of decision making and the clarification of employee roles within the decision making process. The one-year project, now extended to eighteen months, listed four specific goals, each with a described deliverable, metric/process, and project goal alignment.

The project update indicates the need for more time to complete the initial policy reviews and to implement changes, but progress is being measured.

Has the institution acted in meaningful ways to pursue project success, making progress as anticipated in the original project declaration? If meaningful progress or project success has not been achieved, has the institution made appropriate revisions to the goals or anticipated outcomes for this project? • Are descriptions of resources, organization, concrete results, and reaching milestones included? • Make a statement of global judgment. (i.e. “The institution is making [excellent/good/satisfactory/ acceptable/slow/ casual/no] progress in this action project.”).

Direct and measurable progress has been made on three of the four original goals. Based on the engagement survey results, there has been either no change or a slight decrease in satisfaction regarding opportunities for employee input into decision making. The shared governance policies have been reviewed and updated, and a Staff Council was created. The Council has established by-laws of operation and completed a review of staff positions resulting in a re-classification of staff and determination of staff roles on governance councils. The college's values have been embedded into the governance policies and the Shared Governance team is continuing work with the Leadership Group to further clarify employee roles and to develop an updated communication plan. The college is making good progress on this Action Project.

Are the appropriate people involved sufficiently for the nature and scope of the project?

- **Is there sufficient breadth of involvement?**
- **Are the right people involved? • Emphasize the roles of those who can enhance the impact, success, or effectiveness of the project.**
- **Tactfully call attention to any people that appear to have been omitted or bypassed.**

The AQIP Team is cross-functional, made up of faculty and staff from various leadership groups throughout the college. The team has engaged the college community through the development of the Staff Council, through surveys, and through open forums. While participation is broad-based, it is unclear what specific roles individuals beyond the AQIP Team are asked to play.

Does the institution show evidence of learning from what it did well?

- **Acknowledge any practice that could be replicated internally in future projects.**
- **Encourage the sharing of best practices with other institutions.**

Surveys have indicated employees have had meaningful discussions with the Leadership Team and there is a growing sense of improving engagement in the college community. No specific results were provided to support this perception. Likewise, the creation of the Staff Council has been perceived positively. The results have come from surveys, staff meetings, and open forums. No direct measures of change have been provided.

If the college hopes to share its results with other higher learning organizations, more specific processes and more direct results will be needed.

Does the institution have a realistic understanding of what it needs to address in order to achieve progress and, ultimately, project success? Does it assess its internal and external environments, recognizing the potential forces that could hinder success? Is anything overlooked?

The college understands its need to have a common repository for shared governance materials and is studying that problem. Further study on shared governance and when/how employees should be involved and the development of a viable communication process need to be addressed. Each of these issues is understood as an issue, but time and further study are needed to adequately address these issues.

Does the institution understand the current status of its project and know how it intends to pursue project success?

Northwestern Michigan understands its needed next steps and has determined that completing the revisions to the Governance Policy and improving communication are key to a successful project. These things will take time, hence, the extension of the project from June to December 2018.

Overall, does the institution demonstrate a good faith effort in its pursuit of continuous quality improvement through this action project? Is there anything of concern that should be brought to the attention of AQIP via your mentor?

The college has defined and deployed a worthy Action Project for enhancing employee engagement through its Shared Governance. With more clearly defined processes for the actions performed, the project results could be valuable to other institutions of higher learning.



MEMO
Educational Services

To: Timothy J. Nelson, President
From: Stephen Siciliano, Vice President for Educational Services
Date: January 9, 2019
Subject: AQIP Clarification of Shared Governance Project Report

In May 2017, we established an AQIP project to clarify shared governance at the college. This report summarizes the work of the team in completing the goals of the project.

Revision of the Shared Governance Policy:

- We revised the policy that had last been amended in September 2011 to reflect the needed changes that had occurred since that time.
- We infused the college's values throughout the policy to better implement them through all governance councils and procedures.
- We clarified processes and updated them in order to be more effective and provide for flexibility to meet our rapidly changing higher education future.
- We created a new governance council called the Leadership Council.

New Governance Council Purposes:

We revised or established new purposes for each of our four governance councils:

- **Planning and Budget Council:** To make recommendations to the President regarding strategic planning design and implementation, operational planning, resource allocation and the general fund budget. These recommendations will be consistent with the College's annual planning and budgeting processes.
- **Policy Council:** To make recommendations to the President regarding the development of staff policy and procedures. This process encompasses the activities which determine staff policy, ensuring appropriate involvement of and communication with those affected by the proposed policies as well as conformance to the Board's policy governance model.

- **President's Council:** The President's Council provides advice to the President regarding the effective and efficient implementation of policy and procedures, initiatives of planning, and the budget. The administration of NMC is conducted through its organizational units as defined by the NMC organization chart.
- **Leadership Council:** To discuss and review the alignment of the college's strategic plan with the operational plans of each of the college's departments and programs. Address college-wide issues that are raised by institutional research reports and other sources. Discuss linkages among all unit plans and initiatives to find opportunities for better coordination of work and resources to meet common goals. Serve as the primary college-wide group to enhance communication and engagement among the college's units and between the unit leadership and the executive staff.

New Statement on College Community's Role and Responsibilities:

Given our commitment to valuing all people, shared governance is most effective when everyone fully engages in the process. As a member of the college community, faculty, staff and students are citizens of the college and as such have a voice in how decisions are made. The governance councils provide the representative structure for articulating that voice. Moreover, as college citizens, faculty, staff and students have the responsibility to stay fully informed on matters discussed at the councils and to share their views with council members.

Staying fully informed is part of keeping learning at the center of all we strive to achieve. It is the foundation upon which an enlightened citizenry and a dynamic community are built and is a lifelong process in which we are all engaged. As part of this citizenship engagement in the shared governance of the college, every member of the college community needs to be committed to act with the highest degree of ethics, integrity and personal responsibility, exhibited through transparency, openness and trust.

New Single Website Location for Governance Materials:

We identified the need to create a single website for all governance materials. A new site was created that will have the full listing of the college's primary committees and governance councils along with their minutes in one location. This new site is found at <https://employees.nmc.edu/gov/index.html>

I want to thank my fellow AQIP Team members who made this such a successful project. The team includes my co-chair, Marguerite Cotto, along with Joy Evans, Michael Franklin, Holly Gorton, Terri Gustafson, Amjad Khan, Chad Schenkelberger, and Michael Torre.

NMC/Longblink Background Info

Longblink proposed work

- Audit NMC brand and business needs
- Identify common themes across college programs and offerings
- Identify key business and messaging territories for the vision
- Prioritize and recommend:
 - Brand architecture
 - Brand identity
 - Messaging
 - Engagement tools
 - Brand standards
 - Communications
 - Identify key barriers to overcome
- Finalized materials include:
 - Brand purpose for NMC
 - Plan to get there

Vision from PRMC POV

- Northwestern Michigan College has grown considerably since its founding and evolved to become much more than a traditional community college. While still very proud of those roots, the college is now also a leader in many other unique areas. Those areas have been given the autonomy to grow and reach their own unique audiences over the years, but the connection to the overarching NMC brand is inconsistent. The main NMC brand, while still strongly supporting its founding mission, has not adequately evolved to accurately reflect the fresh, forward thinking work being done by the college. PRMC has been working over the last 4 years to update and elevate the overarching brand of the college to be more fresh and forward looking, while building upon the college's strong history. Looking ahead, we would like to see the main NMC brand reflect NMC as innovative leaders to our wide variety of audiences and have greater brand integrations, recognition and support throughout the brand architecture to achieve mutual success.

Additional notes/questions from Tim Nelson

- He wants a strong master brand that can resonate locally and still be relevant beyond the local region.
- What's the overarching brand and brand strategy? How should we be put together?
- How do we tell the right stories to the right audiences?
- Tim could be interested in new offerings if it's a platform for a market segment, but not just new product, within the context of NMC decision making process.

Stakeholder group member qualifications (need 6-8 people for meeting week of May 20)

- Ability to advocate for the entire college, and think college wide first, not just one unit or initiative
- High level, strategic thinker. Ability to rise above tagline and logo discussion
- Practical thinker. Ability to understand how strategy translates into action plans, not just remain vague concepts
- Future oriented thinker
- Good understanding of changing higher ed landscape
- Good understanding of unique NMC attributes and offerings
- At least a general understanding of branding and messaging concepts

Existing Research

- Community Attitude and Awareness Survey
- “Factors Affecting Enrollment” Report (EMSS)
- “A look at Michigan” Demographics and Education Trends, Tim Nelson
- Learner Engagement Survey
- Economic Impact Study
- IPEDS
- MCCA Collective Assumptions
- HLC systems portfolio
- Strategic Agenda for BOT (get from Holly)
- Case for Support
- Demographic scan (Holly)

NMC units with outreach efforts

- Public Relations, Marketing and Communications (PRMC)
 - Portfolio A (traditional community college offerings)
- Extended Education (EES)
 - Non-credit offerings
- Great Lakes Maritime Academy (GLMA)
- Great Lakes Culinary Institute (GLCI)
- Great Lakes Water Studies Institute (GLWSI)
- NMC Aviation
- Portfolio B groups
 - Industry training built on existing and unique expertise
 - Marine Center
- Dennon Museum Center
- WNMC
- NMC Foundation
- University Center partners
- Hagerty Center (NMC’s conference center)
- Experiential Learning Institute
- Health Institute

Audiences

- Current students
 - High Schoolers
 - 21+
- Potential portfolio A students
- Potential portfolio A student parents/families
- Grand Traverse County taxpayers
- Lawmakers
 - Local
 - State
 - Federal
- Business, corporate & industry partners
- Specialty program current and potential students
 - GLMA
 - GLCI
 - GLWSI
 - NMC Aviation
 - Health Occupations
 - Engineering Technology
- Portfolio B current and potential students
 - Marine Center
 - UAS
- EES current and potential students
 - College for Kids
 - Life Academy (seniors)
 - Workforce/professional Development
- Alumni
- Donors
- Presidential Peers
- Economic development and community partners
- Dennon Museum guests
- WNMC listeners

Northwestern Michigan College
Board of Trustees
Presidential Performance and Compensation Committee Minutes
May 3, 2019
President's Conference Room, Tanis Building
1701 E. Front Street, Traverse City, MI 49686

Committee Chair Chris Bott called the meeting to order at 11:00 a.m.

Members Present: Chris Bott, Rachel Johnson, Jane McNabb

Members Absent: None

Others Present: President Timothy Nelson, Vicki Cook, Steve Drake, Holly Gorton, Mark Liebling

Review of President's Evaluation Process

The committee reviewed the proposed timeline for the 2019 annual evaluation of the president. As President Nelson plans to retire on December 31, 2019, the committee determined to conduct the traditional process in June 2019, and also assess the evaluation tool to use going forward with a new president.

Discussion of Presidential Contract Process

The presidential search consultant has asked for salary range information to provide to inquiring candidates after position is posted. The committee asked Mark Liebling, NMC executive director of human resources, to conduct a salary and benefit survey to provide this information to the Presidential Performance & Compensation Committee and to Marsi Liddell, Pauly Group consultant.

At the next meeting, committee members will determine the salary range recommendation for approval by the full Board of Trustees at their May 20, 2019, regular meeting. The committee is also working with NMC counsel to draft the base contract to offer the final candidate. The full Board of Trustees will have an opportunity to provide input and will give final approval of the contract.

Other Discussion

There was discussion pertaining to the evaluation timeline and process for the new president, anticipated to be on board in January 2020, and the role of this committee in transitioning the new president. It was noted that the annual January Board Retreat will be an important time for relationship building and for expectations and goals to be communicated. In addition, it was suggested that the Presidential Performance and Compensation Committee meet more frequently during the onboarding of the new president.

Public Input—There was not public comment offered.

The meeting was adjourned at 11:52 a.m.

Recorded by Holly Gorton Executive Assistant to the President and Board of Trustees

Northwestern Michigan College
Board of Trustees
Presidential Performance and Compensation Committee Minutes
May 16, 2019
President's Conference Room, Tanis Building
1701 E. Front Street, Traverse City, MI 49686

Committee Chair Chris Bott called the meeting to order at 2:00 p.m.

Members Present: Chris Bott, Jane McNabb

Members Absent: Rachel Johnson

Others Present: Holly Gorton, Mark Liebling

Discussion of Compensation & Contract Process for Presidential Candidates

The committee has been asked to provide Pauly Group, Inc. with salary range and basic benefit information to provide to interested candidates for the position of President of NMC.

Mark Liebling, Associate Vice President for Human Resources, reviewed benchmark survey data and provided a potential salary range. The standard college benefit package, with some additional presidential benefits, was also proposed.

The committee will recommend the target hiring salary range of \$182,030 – \$204,783 to the full Board for approval. Once approved, the basic salary range and benefit package information will be provided to Pauly Group, Inc. The formal contract will be negotiated with the newly selected president and approved by the Board of Trustees at that time. The evaluation process with the new president will be determined when that person is on-board.

Public Input—There was no public comment offered.

The meeting was adjourned at 2:20 p.m.

Recorded by Holly Gorton Chief of Staff to the President and Board of Trustees

Core Competencies

- The Core Competencies (CC) are the general skill areas required of the college president. They represent the “HOW” of the president’s performance.
- This is the document by which performance relative to the president’s leadership style, behaviors, and general effectiveness are assessed. The definitions under the number ratings are specific to each CC.
- Each Trustee should assign a number rating to each CC. Use the “Comment” section to explain the rating or give examples.
- Rating choices are: 1, 1.5, 2, 2.5, 3, 3.5, or 4. Other increments should not be used.
- The seven trustees’ ratings are then compiled into one consensus document, which becomes the document that is presented to the president and is supported by the entire board.
- The weights may be reassigned at the start of each contract year, upon agreement of the board following discussion with the President.

CORE COMPETENCIES

These are College core competencies, which the president is expected to have and demonstrate in carrying out his/her duties. Consensus Board ratings that are a 1 or 2 should trigger a discussion for specific performance improvement plans.

| | | | | |
|---|--|---|--|-----------------|
| 1. Communication: The demonstrated ability to effectively handle routine and non-routine internal and external communication, both oral and written. | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Consistently handles communications handled with outstanding effectiveness. | Effective communicator. Expresses ideas very clearly both orally and in written form. Good listening skills; refers only the most complex communications to Board. | Basically a sound communicator. Handles routine communication effectively, tries to help others or refers requests to proper place; refers non-routine communications to Board. | Listening skills need improvement. Has trouble expressing ideas in a clear and concise manner. Requires supervision and checking of oral and written material. | Points |
| Comments: | | | | |
| 2. Teamwork: The willingness and ability to work for and with others to achieve a common goal. | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Does whatever is necessary to insure a group's success. Provides leadership and volunteers to help with group tasks. | Consistent participant in group activities. Helpful to others in group. Contributes ideas. | Usually cooperative. Interacts adequately with others. Occasionally participates in group activities. | Does not cooperate or work well with others. Does not participate in group activities. | Points |
| Comments: | | | | |
| 3. Productivity: The amount of acceptable work performed as efficiently and cost effectively as possible. | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Consistently exceeds the amount of acceptable work normally expected for the job. Routinely completes work ahead of agreed upon schedule. Develops and follows through on efficiency and effectiveness suggestions. | Produces more work than required, often ahead of agreed upon schedule. Makes suggestions for improving efficiency and effectiveness. | Produces normal amount of acceptable work, meeting most deadlines. Recognizes the need for improving efficiency and effectiveness. | Produces less work than expected for the job. Work is not completed within acceptable time frame. Expresses little or no concern for improving efficiency and effectiveness. | Points |
| Comments: | | | | |
| 4. Dependability: The ability to accept and complete responsibilities | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Work is completely reliable and on-time. Anticipates needs and completes most work without Board follow up. | Work is usually completed correctly and on a timely basis, with very little Board follow up. | Generally meets responsibilities. Does work assigned and results can usually be relied upon with normal Board follow up. | Can seldom be relied upon to meet work responsibilities without constant Board follow up. Often fails to complete tasks correctly and timely. | Points |
| Comments: | | | | |

| | | | | |
|--|--|--|--|-----------------|
| 5. Quality: The work produced is accurate, thorough and consistent. | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Work is superior, accurate, thorough and precise. Continuously seeks to improve aspects of work. | Exceeds an established standard of position. Consistently produces error-free work. | Meets minimum established standards. Usually precise and accurate. | Poor quality of work. Requires excessive checking and repetition of work. Frequently makes errors. | Points |
| Comments: | | | | |
| 6. Problem Solving: The ability to define and resolve problems in a timely manner. | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Anticipates, recognizes and confronts problems with extraordinary skill. Perseveres until a solution to the problem is reached. | Defines and addresses problem well. Typically reaches useful solutions. | Acknowledges and attempts to solve most problems. Usually comes to a conclusion on how to resolve basic issues. | Has difficulty recognizing problems and always needs guidance, rarely comes to a valid conclusion. | Points |
| Comments: | | | | |
| 7. Ethical Behavior: The ability to apply ethical, open, and honest behavior in interactions. | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Leads by an example of open, honest interactions that are driven by the College's values. Takes actions to influence other employees to act in a similar manner. | Almost always exhibits open and honest behaviors. Shares information most of the time. | Often exhibits open and honest behaviors. Takes opportunities to share information. | Has difficulty interacting in open, honest manner. Frequently hides information. | Points |
| Comments: | | | | |
| 8. Shared Governance: The ability to engage the College shared governance process. | | | | |
| 4 | 3 | 2 | 1 | Weight 12.5% |
| Champions the shared governance process. Actively works to improve and clarify processes. | Consistently engages multiple constituencies in decision-making processes. Identifies ways in which shared governance processes might be improved. | Acknowledges the need to involve others in decision-making processes. Is judicious in what involvement is allowed. | Has difficulty sharing authority and decision-making responsibilities. Exhibits the need to "over control" others. | Points |
| Comments: | | | | |
| Total Weighted Score for All Core Competencies | | | | |

| Core Competency | Raw Score | Times | Weight | Equals | Weighted Score |
|-----------------------------|------------------|--------------|---------------|---------------|-----------------------|
| 1 | | X | .125 | = | |
| 2 | | X | .125 | = | |
| 3 | | X | .125 | = | |
| 4 | | X | .125 | = | |
| 5 | | X | .125 | = | |
| 6 | | X | .125 | = | |
| 7 | | X | .125 | = | |
| 8 | | X | .125 | = | |
| Total Weighted Score | | | | | |

Key Responsibilities

- The Key Responsibilities (KR) are the major categories of responsibility for the college president. They represent the “WHAT” of the president’s performance.
- This is the document by which performance relative to specific annual goals is assessed. The definitions under the number ratings are appropriate to any goal statements.
- Each trustee should assign a number rating to each goal under each KR. Then determine a composite rating for the entire KR category. Use the “Comment” section to indicate specific feedback relative to individual goals within the KR category.
- Rating choices are: 1, 1.5, 2, 2.5, 3, 3.5, or 4. Other increments should not be used.
- The seven trustees’ ratings are then compiled into one consensus document, which becomes the document that is presented to the president and is supported by the entire board.
- The weights may be reassigned at the start of each contract year, when the specific goals under each KR are determined, upon agreement of the board following discussion with the president.

KEY RESPONSIBILITIES (KR)

Each year the Board and the President will establish goals and outcomes in the following seven areas. Progress toward attainment of these goals and outcomes will be assessed according to the following scale. Comments citing evidence are extremely important in this evaluation.

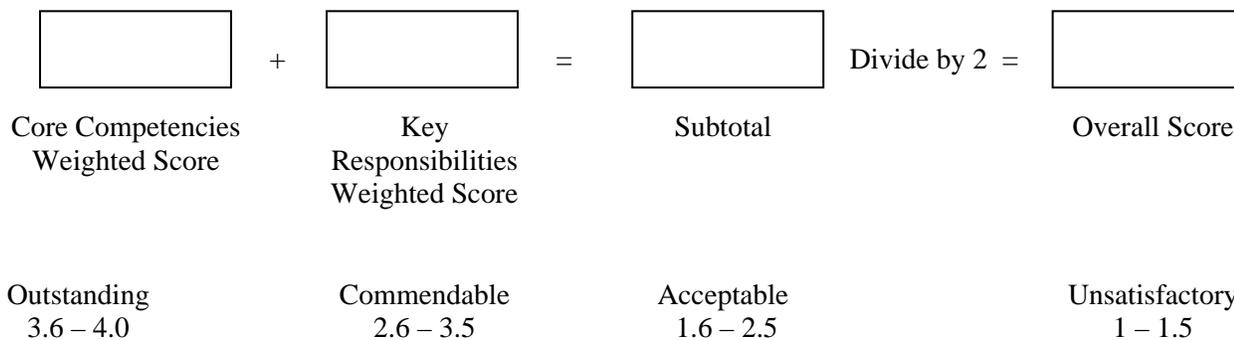
| KR # 1: Maintain Community Relations: | | | | |
|--|---|---|---|-------------------|
| 4 Outstanding Progress exceeded expectations. | 3 Commendable Expectations were met. | 2 Acceptable Some progress was made however not as much as was expected. | 1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided. | Weight 15% |
| | | | | Points |
| Comments: | | | | |
| KR # 2: Maintain Effective Strategic Planning Processes: | | | | |
| 4 Outstanding Progress exceeded expectations. | 3 Commendable Expectations were met. | 2 Acceptable Some progress was made however not as much as was expected. | 1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided. | Weight 10% |
| | | | | Points |
| Comments: | | | | |
| KR # 3: Ensure the Fiscal Health of the College: | | | | |
| 4 Outstanding Progress exceeded expectations. | 3 Commendable Expectations were met. | 2 Acceptable Some progress was made however not as much as was expected. | 1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided. | Weight 20% |
| | | | | Points |
| Comments: | | | | |

| KR # 4: Develop Employee Base to Meet the Needs of the College: | | | | |
|---|---|---|---|---------------|
| 4 Outstanding Progress exceeded expectations. | 3 Commendable Expectations were met. | 2 Acceptable Some progress was made however not as much as was expected. | 1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided. | Weight 15% |
| | | | | Points |
| Comments: | | | | |
| KR # 5: Ensure the Physical Assets of the College will Meet the Needs of the College: | | | | |
| 4 Outstanding Progress exceeded expectations. | 3 Commendable Expectations were met. | 2 Acceptable Some progress was made however not as much as was expected. | 1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided. | Weight 10% |
| | | | | Points |
| Comments: | | | | |
| KR # 6: Build and Maintain Effective Board-President Relations: | | | | |
| 4 Outstanding Progress exceeded expectations. | 3 Commendable Expectations were met. | 2 Acceptable Some progress was made however not as much as was expected. | 1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided. | Weight 10% |
| | | | | Points |
| Comments: | | | | |

| KR # 7: Develop and Maintain Excellence in Educational Offerings: | | | | |
|---|--|--|---|-----------------------------|
| 4 Outstanding Progress exceeded expectations. | 3 Commendable Expectations were met. | 2 Acceptable Some progress was made however not as much as was expected. | 1 Unsatisfactory No progress was made and no acceptable reasons for lack of progress were provided. | Weight 20% Points |
| Comments: | | | | |
| TOTAL SCORE FOR ALL KEY RESPONSIBILITIES | | | | |

Score Summary

| Key Responsibility | Raw Score | Times | Weight | Equals | Weighted Score |
|-----------------------------|-----------|-------|--------|--------|----------------|
| 1 | | X | .15 | = | |
| 2 | | X | .10 | = | |
| 3 | | X | .20 | = | |
| 4 | | X | .15 | = | |
| 5 | | X | .10 | = | |
| 6 | | X | .10 | = | |
| 7 | | X | .20 | = | |
| Total Weighted Score | | | | | |



OMA Rules for Evaluations (Cont.)

OPEN PHASE

- * Scheduling “periodic” evaluation
- * Developing type of evaluation instrument
- * Determining process for the evaluation
- * Action (voting) to go into closed session

CLOSED PHASE

- * Only if requested by employee
- * Discuss & deliberate about the evaluation

OPEN PHASE

- * Adoption of the board’s evaluation
- * Related board actions and discussions

MASB

Preliminary Open Meeting Steps. Section 8(a) of the OMA allows a school board to meet in closed session for the purpose of considering a “periodic personnel evaluation” of an employee, usually the superintendent, if he or she requests a closed meeting. This means:

- The board, or board and superintendent jointly, must determine when “periodic” evaluations will be conducted. A schedule may be written in board policy or included as part of the superintendent’s contract. But if a schedule is not predetermined, this decision must be made at an open meeting.
- The board and superintendent’s agreement on the type of evaluation document and the procedures to be used must be made at an open meeting. Section 8(a) does not permit the board of education to meet in closed session to determine the process that will be used for the evaluation nor to establish the criteria or rating system to be used in making the appraisal. If an evaluation instrument must be developed, board discussions concerning the contents of the form must take place at an open meeting. The evaluation instrument and information describing the process to be used are public information under the FOIA.
- The board, usually through the president, should inform the superintendent of the evaluation in advance of the specific date of evaluation meeting.
- The board must give the superintendent an opportunity to request that his or her evaluation be conducted in a closed meeting. The superintendent must inform the board of his or her choice.
- If the superintendent requests a closed meeting, the board must vote at an open meeting to go into closed session to conduct a periodic personnel evaluation. Section 8(a) requires only a simple majority vote.

A Closed Session Evaluation. If all the preliminary steps are done properly and if the superintendent requests a closed meeting, the board may meet in closed session to conduct the evaluation. While in closed session, the board may discuss and deliberate about the evaluation. But the board cannot take any action on the evaluation nor make any decision regarding the superintendent or his or her contract during the closed meeting.

A school board should note when it uses a process where individual members prepare separate written assessments of the superintendent’s performance and those evaluations are mathematically summarized into a final evaluation, without an intervening deliberative process. In this situation, the Attorney General has ruled each board member’s individual appraisal form is subject to disclosure under the FOIA. 1990 OAG 6668.

However, a board of education may establish a procedure to protect preliminary, individual appraisal sheets from disclosure, providing, of course, that the board makes the final evaluation document available to the public. Section 13(1)(n) of the FOIA permits an exemption from disclosure for certain advisory and preliminary communications among members of a board of education. To claim this exemption, a school board must show that the individual assessments are advisory, other than purely factual, and preliminary to a final determination. In addition, the school board must establish that the “public interest in encouraging frank communications” among members of the board “clearly outweighs the public interest in disclosure.” MCL 15.243(1)(n).

In other words, where the board wishes to start the appraisal part of the evaluation process by having each member fill out an assessment document, but also wishes to rely on Section 13(1)(n) to prevent public disclosure of board members’ individual ratings and comments, the board must avoid using a mechanical process for compiling those documents. The forms should not be turned over to the president or secretary for compilation or tabulation. Each board member should bring his or her ratings and comments to the board meeting where the evaluation is discussed, so that the individual assessments are advisory and preliminary. The board then can engage in an intervening deliberative process, exchanging comments with one another and the superintendent, before adopting its final, collective evaluation in an open meeting.

Open Meeting Action. If a closed meeting was held, then following that meeting, the board must reconvene in open session to take action approving or adopting the superintendent’s performance evaluation. The final decision regarding the evaluation cannot be made in secret. 1990 OAG 6668. Any related board actions, such as extending the

superintendent's contract or voting for a pay raise must take place in an open meeting. Discussion of these related matters also must occur in open session.

Documents Available to the Public. The final evaluation document, as approved in the board's open meeting and representing the evaluation of the board as a whole, is a public record available to the public, unless it can be shown that some portions come under the privacy exemption of the FOIA. A school board's routine performance evaluation of a public employee is not exempt from disclosure under the FOIA, even though it may have been discussed in a closed meeting as permitted by the OMA. 1990 OAG 6668.

If the board chooses to present a "summary" of the superintendent's evaluation to the public, both the summary and actual evaluation adopted by the board are subject to disclosure. 1990 OAG 6668.

Where a procedure such as the one described in this chapter is used, the fact that the final document, representing the evaluation of the board as a whole, is available to the public (unless some portions of it are not "routine") weighs against the public interest in having access to preliminary materials.

Evaluation Summary

A circuit court decision verifies the legality of the procedures suggested in this chapter. In *Herald Co, Inc v Kalamazoo Public Schools*, No 97-3281 CZ (June 23, 1998), the court ruled individual board members' evaluations did not need to be disclosed where: (1) the individual evaluations were preliminary and advisory; (2) the individual evaluations included more than purely factual material; (3) the individual evaluations were part of a deliberative process; (4) both a summary of the individual evaluations and the individual evaluations were discussed by the board and superintendent in a legally proper closed session; and (5) a consensus document was developed in closed session, adopted in open session, and made available to the public. The judge concluded disclosure of the individual evaluations under these circumstances would nullify the closed meeting protection permitted by the OMA.

While the combined requirements of the OMA and the FOIA may seem somewhat stringent, they serve the fundamental purpose of promoting openness in government. The community has a legitimate interest in the governance of its schools, including monitoring the school board's evaluation of how the superintendent is performing his or her job. The board's evaluation of the chief executive officer of a public school district or public school academy is important to all constituents.

Interviews for Other Public Positions

There is no question that interviews of applicants for appointment to fill a school board vacancy or for employment as superintendent of a school district must be public interviews. But whether public interviews are required for other positions in a school district or at a public school academy is somewhat uncertain.

Section 8(f) of the OMA states all interviews by a public body for employment or appointment to a public office shall be held in an open meeting. The key question is: what positions are included in the term "public office"? Clearly, a school board member is a public officer. MCL 380.1101, 380.1102, 380.1103, 380.1104. A superintendent of a school district is a public officer. 1980 OAG 573, based on Const 1963, Art 11, § 3.

Does the term "public office" extend beyond the superintendency to include other administrators, teachers, or other school employees? Some attorneys answer in the negative, interpreting the term "public office" as modifying both positions of employment and appointment. But other attorneys answer affirmatively, relying on a sentence in *Booth Newspapers, Inc v Board of Regents of University of Michigan*, 444 Mich 211 (1993), where the Supreme Court said all interviews of candidates for a "public position" must be conducted in public.

GOVERNANCE COUNCILS MEMBERSHIP 2018-2019

Chair is Bold

| CLASSIFICATION | POLICY COUNCIL | PLANNING/BUDGET COUNCIL | PRESIDENT'S COUNCIL | |
|---|--|---|--|--|
| Executive Staff | Holly Gorton | n/a | Timothy Nelson – President Vicki Cook – VP Marguerite Cotto – VP Stephen Siciliano – VP Todd Neibauer – VP Diana Fairbanks – Exec Staff Joy Goodchild – Exec Staff Holly Gorton – Exec Staff Mark Liebling – Exec Staff Rebecca Teahen – Exec Staff | |
| Faculty | Laura Jaquish (20)* Karl Schroeder (21) Mella McCormick (19)* Sarah Wangler (21) | Janet Lively (19) Rebecca Richardson (21) Nicole Fewins (20)* Amjad Khan (21)* | | |
| Faculty Chair Assoc Rep | Michael Anderson (19) <i>Replacing Deb Pharo for 1 year</i> | n/a | | |
| Staff Representatives | Lisa Boike (20)* Judy Arnold (21)* Amanda Woodruff (21)* | Mark DeLonge (21) Kim Gourlay (20)* Kristi Hallett (19)* | | |
| Maint./Custodial | Todd Haines (20) | Dan Murphy (19) | | |
| Student Services Rep | Sheila Rupp | n/a | | |
| Student Gov Assoc (SGA) | Hannah Krohn (2019) | Kristina Uribe (2019) | | |
| At-large | n/a | Alex Bloye (20) Chad Schenkelberger (21)* | | |
| Ex-officio | Stephen Siciliano— <i>VP Ed Services</i> Vicki Cook— <i>VP Finance & Admin</i> | Stephen Siciliano—<i>Ed Services</i> Marguerite Cotto— <i>LPL</i> Vicki Cook— <i>Finance & Admin</i> Todd Neibauer— <i>Stu.Svc & Tech</i> | | |
| Ad-hoc | Curriculum Comm Rep | n/a | | |
| Support | n/a | Cathy McCall | | |
| <p>Terms expire August 31 of each year. All terms are for three years except executive staff (not limited), and faculty representative from Curriculum Committee, which is a renewable one-year term. Service on any one council is limited to two consecutive three-year terms. Chairs selected by council members.</p> <p>* Serving second term ** Serving one additional year past term</p> | | | | |