ABSTRACT
        Based on the premise that effective community
relations planning must include an assessment of local needs, a
response to these needs, evaluation of program effectiveness, and
reports back to the public, this community relations plan for
Michigan's Macomb Community College (MCC) recognizes and records
ongoing activities and suggests appropriate new initiatives. Part I
underscores the importance of positive relations between institutions
of higher education and the local community. After part II identifies
the problems impeding MCC's growth and achievement of its advancement
goals, part III lists the sources of information on community
relations reviewed by MCC staff. Part IV presents the results of
internal and external needs assessments, focusing on academic
affairs; student and community services; trends in lifestyles,
working habits, and public attitudes toward business and politics;
demographics; county economic and infrastructural needs; and
community concerns. Part V states MCC's community relations
philosophy and goals. In part VI, an action plan is provided,
covering long-term objectives, implementation, periodic reappraisal,
and a needs-based matrix of local community relations. After part VII
identifies the community groups of importance to MCC, part VIII sets
forth community relations objectives for each group and part IX
presents communications and media strategies. Parts X and XI focus on
evaluation procedures for the community relations program. Finally,
part XII explains procedures for reporting back to the community and
making program adjustments. Appendixes include data on MCC and the
community and a 59-item bibliography. (AYC)

COMMUNITY RELATIONS PLAN
MACOMB COMMUNITY COLLEGE
1988

Catherine B. Ahles
Vice President for College Relations

In this and like communities, public sentiment is everything.

With public sentiment, nothing can fail,

without it nothing can succeed.

Abraham Lincoln
Ottawa, Illinois
July 31, 1858

"Community relations, as a public relations function, is
an institution's planned, active, and continuing
participation with and within a community to maintain and
enhance its environment to the benefit of both the
institution and the community."

Wilbur J. Peak
"Community Relations"
Lesley's Public Relations Handbook

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# PREFACE

This Community Relations Plan seeks to recognize and record the ongoing community relations activities throughout the College and to suggest appropriate new initiatives. These initiatives are based on accepted practices found through academic research. They are tailored to fit educational institutions and Macomb's unique position within the county.

This plan accepts the premise that successful community relations programming must include an assessment of community needs, a response to these needs, evaluation of program effectiveness and reports back to the community. The recommendations reflect an exemplary standard that describes a dual responsibility community colleges have to serve not only the education and training needs of target groups in their area but also to help solve community-wide problems as well.

Success in solving these problems will require positive, direct interaction with community members and cooperative and collaborative effort with both their elected representatives and the media. Recognition and involvement or administrators, faculty, staff and students as de facto spokespersons for the College will also be integral to the success of community relations programming.

Effective community relations programming can significantly contribute to the ability of the College to successfully meet its mission. This is made possible by focusing the institution's attention and resources on solutions to selected community problems that simultaneously impact the College and the community. By helping to solve problems such as unemployment and low educational attainment, the College contributes to the well being of the community and expands its own ability to serve its natural constituency.

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ASSESSMENT OF COMMUNITY NEEDS

# I INTRODUCTION AND BACKGROUND

The position of higher education in the American society has been significantly altered in recent times. For many years, higher education took it for granted that the public understood what it does and that it performs a function of value to society. Today, concerned that citizens and decision makers across the country may be losing confidence in the overall mission of institutions of higher education, re-evaluations of colleges' community relations efforts are being considered nationwide.

H. Donald Winkler said that "Most colleges and universities have always had some friction with their neighboring communities. In fact, the term "town and gown" is rooted in the Middle Ages, when riots between students and townspeople were almost a weekly ritual."(1) However, College officials recognize that the developing problem of the growing distance between colleges and their publics is potentially dangerous. The emerging demand for educational relevance and accountability underscores the need to provide a two-way flow of information between college administrators; students; faculty; community members; local, state and federal elected officials; taxpayers and other constituent/claimant publics.

Essentiality of the Community Relations practice in higher education is paramount, says Fred M. Hechinger in "Murder in Academe: The Demise of Education," in the Saturday Review. "America is in headlong retreat from its commitment to education. Political confusion and economic uncertainty have shaken the people's faith in education as the key to financial and social success."(2)

In today's higher education environment, complaints about faculty members, their methods of instruction and salary levels, scandals in college athletics, unruly students, increased traffic near campuses, concern over academic quality, and insistence on the relevance of instruction for business and industry are issues that have spurred harsh criticisms in the nation's editorial pages, on Capitol Hill, in state legislatures, and in local communities.

Increasingly, educational leaders are recognizing the need to address these criticisms and to be proactive in the creation and maintenance of healthy relationships with the community, the media and elected officials. They see that citizens, acting in the voting booth and through their representatives in government, provide a broad array of benefits that need to be protected and enhanced.

The local community supplies the institution with skilled labor, financial assistance and consumers of its services. In a direct and powerful way, local units of government provide a variety of services including: utilities and water, sanitary and storm sewers, snow removal, street maintenance, solid waste disposal, transportation services, police and fire protection, building inspections and code enforcment, zoning authorizations, segmented stimulation of voter participation, and college tax collection services.

From the state, the colleges receive state aid, capital improvement appropriations, discretionary funds and laws that govern most aspects of college operations. The United States Congress is the body that determines

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major financial aid programs, tax exempt status for charitable contributions to colleges, economic development and job training initiatives and many other policies and programs that impact institutions of higher education.

Enlightened colleges and universities have begun to recognize that these benefits and support come with an expectation on the part of government and community leaders for reciprocity of social responsibility on the part of the colleges and universities.

"Regardless of size or complexity, any community has certain overriding needs. The college or university must determine how it can best contribute to some or all of those needs, including economic prosperity, pollution-free environment, full employment, proper housing and utilities, adequate educational facilities, law enforcement and safety, orderly population growth or stability, recreational and cultural activities, good health care, public welfare, dependable public transportation, and competent municpal government. Most concerns expressed by residents of a community in any kind of opinion survey will be related to these needs. The mcre an institution is identified with fulfilling these needs, the more it will be accepted, supported, and appreciated by the community."(3)

Winkler states, "More and more colleges believe they should live for and with their communities, not just in them. They take major responsibility for organizing the best possible response to the area's pressing needs. They contribute personnel to help solve community problems. They involve community people in the formulation of college policies. They offer classes and seminars at convenient times and locations for working adults. And they develop special services for the underprivileged.

"Communities are bound together by group consensi o, which is simply the development and mutual acceptance of a common set of values, goals and objectives. The institution cannot function successfully without community support, and community support implies the need for those constructive deeds in the public interest that comprise successful community relations. No institutirn can function effectively and remain remote from the life of the community in which it operates. Participation is inevitable, if not by design, then by force of circumstances."(4)

Recognizing the value of this participation, President Reagan recently instituted a program to honor 100 U.S. corporations and associations for their exemplary community involvement.(5)

The time to act is now, summed up by Wilbur J. Peak, Assistant Vice President of Public Relations for Illinois Bell Telephone Co., Chicago, in this definition:

"Time was when Community Relations was a courtesy performed aside from what was done to advance the health and welfare of the [college]. Today, no matter how large, small, or important an institution may be, it can be undermined if its community relationships are haphazard. Both the [college] and the people in the community should have an interest in creating an atmosphere of mutual respect and understanding through a Community Relations program, providing a bridge between the [college] and the community."(6)

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These community relations programs cannot be seen as a quick fix, however. Sincere, long-term investments in the quality of life of the community are necessary for any significant impact. "Joliet Junior College benefited from a successful bond election in 1977 when 72.5 percent of those voting supported the issue. 'This was not the result of a short campaign,' said President Harold D. McAninch. 'It was built on the positive image of the college in the community, an image we planned and developed for six years. We invited service clubs to meet on campus. We set up special programs for senior citizens. Civic groups used campus facilities at no cost. We positively related the college to as many constituencies in the district as possible.'" (7)

Perhaps no other area of higher education administration has received as much attention in the last few years as Community Relations. However, formal research and appropriate programming models for higher education have not yet become readily available. Much of the staff's effort has been and will continue to be directed towards locating and adapting models and exemplary practices from business and industry settings. Macomb Community College's challenge in its local environment provides an opportunity for new and exciting initiatives for Community Relations planning and programming. As in so many other endeavors, Macomb's commitment and timing will put it on the cutting edge of professional practice in higher education nationwide.

## II THE PROBLEM:

Macomb Community College is partially state supported, partially funded by tuitions, but ultimately dependent upon the taxpayers of our area for millage support.(Appendix A)  The College has an excellent reputation and has had a growing enrollment over the years.  Faculty is impressive, and the educational programming meets every test of quality for a college of our kind.  However, a number of serious factors are impeding current growth and future developments at Macomb:

* The student body is transient, creating a "commuter college," which is not conducive to the level of alumni support and large donations from successful graduates that play a major role in the operations of senior colleges.

* At the same time, some members of the community have a misperception that the orientation of community colleges is towards programs that are less valuable than senior colleges.

* The College is located in a fiscally conservative area where slight increases in the tax base raise protests far out of proportion to the actual impact on a per capita basis.  Time and time again, millage increases are voted down, and a real struggle exists simply to maintain current rates of funding.

* Since 73 percent of the population of Macomb County has never attended any college, there is a predictable tendency not to be aware of the value of higher education;

* Because of established institutional priorities, there are severely limited resources available for community relations staff and communication programs.(Appendix B)

* Past practice at Macomb has not emphasized a formal program of community relations;

The College faces a number of major challenges in performing its mission and pursuing its advancement goals.  Among those challenges are:

* Learning the overriding and emerging needs of the community;

* Determining what actions the College should take to address these community needs;

* Strengthening community-based information gathering and dissemination processes, especially at the grass-roots level;

* Enhancing the ability to recognize and effectively engage in local partnership efforts;

* Reinforcing the reputation and credibility of the College;

* Positioning the College to maximize local sources of funding.

## III RESEARCH/LITERATURE REVIEW:

In order to determine the best current knowledge on community relations - rationale, recommended priorities, and exemp ry models - and a clearer understanding of the community which constitute. Macomb's constituency, the research and literature review for the communit lations plan covered several basic aspects.

First, general background on community relations was secured by an intensive review of literature and research through:
* Council for the Advancement of Post-Secondary Education
* Public Relations Society of America
* National Council on Community Relations
* National Council for Corporate Volunteerism
* American Association of Community and Junior Colleges
* Michigan Community College Association
* The Public Pulse, 1986, Vol, 2, No. 1, Roper Organization, Inc.
* Attendance at NCCR conference for ideas and input
* The body of Community Relations literature

Second, specific county information was developed through contact with local and area agencies such as the County Planning Commission, Southeast Michigan Council of Governments, and the Macomb Center for Community Studies. Research included:
* Issues identification/Trend Analysis
* Voting patterns
* Demographic data(Appendix C))
    Age distribution
    Household income
    Male/Female distribution
    Job classifications
    Ethnicity
    Head of household status
    Educational attainment level
* Media Perspective
    News/Feature
    Editorial
    Print/Broadcast
* Case Studies

Third, archival research was conducted regarding Macomb's policies, organization, publics, employees, communication, and past practices through:
* History of the College
* Organizational Structure(Appendix D)
* College Mission and Philosophy(Appendix E)
* Operational Policies

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III  Research/Literature Review (cont.):

    Fourth, existing College practices in community relations were examined
through descriptive research by:
        * Interviews/Observations:  Gathering benchmark information on current
          practice and preferred programming levels
        * Content Analysis:  Testing College communications to measure
          readability, clarity, and style
        * Audits:  Analyzing status of community relations, communications, and
          social responsibility programs at Macomb by revaluating a public
          relations audit done in 1980.

    Fifth, an analysis was conducted of previously prepared county public
opinion survey research.(Appendix F)

Recommendations for future research:

    We recommend that an ongoing process be established that encourages
research along the following parameters:
        * Community relations programming in higher education
        * Secondary analysis of research on Macomb County residents
        * Examination of changing policies and procedures of the College
        * Evaluation of impact of Community Relations programs
        * Public opinion research

## IV SITUATION ANALYSIS:
### A. Needs-based Internal Factors

"The community relations effort of any [college] will be heavily influenced by its employee relations. The picture of a [college] painted by its employees will always be a key element in the molding of community opinion about that [college]. If employees have a positive relationship with the [college], their feelings will be communicated throughout the community. If the employees are markedly dissatisfied, their interpretation of the [college] to the community will produce negative attitudes that will be difficult to overcome."(8)

Recognizing the increasing importance of employee relations, in recent years, Macomb has initiated steps to promote a more positive employee attitude. Service recognition awards have been established and improvements have been added to the employee contracts which are intended to encourage growth and development. These actions can certainly help to improve the situation, but the impetus must be sustained and allowed to expand. It is important for the College to keep in mind that employee attitudes are not static. They will improve or they will degenerate, and the direction they move is strongly affected by the perceived institutional concern for employee welfare.

Two units of the College have conducted climate surveys in recent years to learn concerns of the staff.(Appendix F) A summary of the results of these surveys reveals the following information regarding staff attitudes.

Academic Affairs conducted surveys in 1984 and 1986. There were 259 responses received in 1986 for a response rate of 45 percent, down slightly from the 51 percent response rate in 1984. A summary of the compared results shows the changes in employee attitudes. The 1986 mean scores suggest that members of the Academic Affairs Unit generally saw a moderate improvement since 1984 in matters relating to Cooperation, Group Problem-solving, Decision-making, and Trust; slight improvement to continuation of the status quo in matters relating to Leadership and Communication; and continuation of the status quo to slight deterioration in matters related to Job Satisfaction.

In 1987, Student and Community Services(SCS) completed their first such survey with 103 responses for a 46 percent return rate. The responses indicate that SCS employees generally have a decidedly positive view of the organizational climate of the unit. Job Satisfaction rated strongest with 100 percent of the mean scores in the higher ranges. Trust was next highest with 90 percent in the high ranges; Leadership (88 percent), Communication (79 percent), Decision-making (70 percent). Rated weakest by SCS employees was Group Problem-solving with only 57 percent in the high or moderately high range. (See Appendix)

It is apparent from these studies that employee attitudes vary over time and from one unit to another. To fully understand and address employee concerns, therefore, will require a college-wide, ongoing monitoring process.

IV  SITUATION ANALYSIS (cont.)
    B.  Needs-based External Factors

    "Regardless of size or complexity, any community has certain overriding
needs.  The college or university must determine how it can best contribute to
some or all of those needs, including economic prosperity, pollution-free
environment, full employment, proper housing and utilities, adequate
educational facilities, law enforcement and safety, orderly population growth
or stability, recreational and cultural activities, good health care, public
welfare, dependable public transportation, and competent municipal
government.  Most concerns expressed by residents of a community in any kind
of opinion survey will be related to these needs.  The more an institution is
identified with fulfilling these needs, the more it will be accepted,
supported, and appreciated by the community."(9)

    P. Choate, and J.R. Linger in "Preparing for Change,"(10) assert that
responsible community colleges also have an ongoing responsibility to provide
programming to serve emerging educational needs that include:
            *A determination of the need for target programs for women;
            *Worker skill development in accordance with job demands;
            *An evaluation of the needs of non-traditional students;
            *Retraining and adjustment for adult workers.

    In addition, our present society is characterized by changing behav-
iors.(Appendix G) The following is a summary of key trends, developed through
a survey by the Roper Organization, Inc.,(11) that will shape the American
environment of the late 1980's.  These trends cut across virtually every facet
of society and point to major changes in consumer lifestyles, working habits,
public attitudes toward business, and political beliefs.   These same trends
can be applied in Macomb County.

    1.  Americans are increasingly placing a premium on their time and
        seeking greater control over how it is used.

    2.  As a result of greater control that consumers can exercise over
        their time and the more numerous choices available to them, old
        patterns of consumer demographics and psychographics are
        increasingly meaningless.

    3.  The fast-rising number of two-income households has spurred the
        growth of the "convenience industry."

    4.  The bifurcation of markets - an increasing distance between
        high-priced, up-market goods and low-priced, mass-market ones - is
        steadily increasing.

    5.  The bifurcation of many product markets has led to a greater demand
        for product service and quality.

    6.  Visual recall will be the key, as advertising and marketing
        increasingly turn to dramatic staging, exciting images, bold
        graphics, and away from copy.

IV  SITUATION ANALYSIS
    B.  Needs-Based External Factors (cont.)

7.  Despite persistent public worries about the decline of family
    values, the evidence suggests future vitality of the family
    structure, though this structure will be irrevocably different from
    the "traditional" family.

8.  To meet the needs of the modern, two-income family, employers will
    feel growing pressures to modify current employee benefits programs.

9.  Personal computers and telecommunications technologies will affect
    the current structure of the workplace, as a growing number of
    employees will be able to work at home.

10.  The next major wave of entrepreneurial activity will include an
     unusually high proportion of older Americans, age 60 and up.

11.  The current generation of young Americans, between 18 and 29 years
     old, embodies a unique blend of economic and political conservatism,
     while also being socially liberal.

12.  Business has failed to build on the immense foundation of public
     goodwill that has been evident during the recent upturn in the
     economy, possibly resulting in massive swings in public sentiment on
     issues such as regulation, taxation, and environment.

13.  A forthcoming deterioration in public attitudes toward business will
     provoke a damage-control reaction from business.

14  The images of unions and their leaders have "bottomed out," and the
    public is beginning to express greater acceptance, but unless the
    labor movement responds aggressively to the immense changes underway
    in American society, it will increasingly be seen as anachronistic.

15.  Over the past two years, Americans have felt great about themselves,
     their prospects, and their country, even though certain basic
     indicators of economic well-being have not justified that euphoric
     feeling.

IV  SITUATION ANALYSIS
    B. Needs-based External Factors (cont.)

    Macomb County demographic and U.S. Census information has revealed several
local trends that could be addressed by additional needs-based community
relations programming.  These local trends reveal a need for:

    *Increased attention to the needs of seniors:
        The median age in the county rose from 24.6 to 29.1 in the period from
        1970 to 1980, with the 60-64 and 65-and-over categories experiencing the
        largest percentage increases.

    *Increased attention to the needs of female heads-of-households:
        The number of female heads-of-households has taken a dramatic leap
        upward in recent years, from 9,874 in 1970 to 20,110 in 1980.

    *Increased attention to the literacy, basic, and higher education needs in
     county:
        The median educational attainment level in Macomb County is 12.5 years,
        ranging from 12.6 in New Baltimore and Sterling Heights to 12.2 in
        Center Line and East Detroit.  73.1 percent of county residents have
        only a high school education and have not completed even one year of
        college.

    *Continued attention to the needs of citizens below the poverty line:
        The median household income level for Macomb County in 1980 was $24,222,
        ranging from $16,705 in New Haven to $47,628 in Lake Township.  The
        totals show that 2.4 percent of county residents are below the poverty
        index.

    *Continued attention to the training and retraining needs of residents:
        Based on 1986 figures, 309,675 county residents were employed, while
        28,250 were looking for work, accounting for an unemployment level of
        8.3 percent.

    *Appropriate attention to the needs of the minority population:
        Macomb County continues to be predominantly white, with a multiple
        ancestry.  However, the non-white population has doubled in proportion
        since 1970, from 1.5 percent to 2.7 percent.


    Macomb County's primary policy development body, the Community Growth
Alliance (CGA) defines the specific county needs as:

        *  Expressways and Roadways
        *  Airport Facilities
        *  Solid Waste Disposal
        *  Educational Access and Attainment
        *  Mass Transit
        *  Business Assistance/Retention
        *  Business Attraction/Expansion
        *  Job Training/Retraining

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IV  SITUATION ANALYSIS
   B. Needs-based External Factors (cont.)

   Speaking through public opinion polls(12), Macomb County citizens have
defined their specific concerns:

*  Fear of Crime and Violence is the problem named most frequently by Macomb
   residents and has been for the past two years.  This perception has increased
   sharply from only 2 percent of Macomb citizens expressing crime as their
   primary concern in October, 1982, to a high of 20 percent in July, 1985.

*  Concern Over High Taxes remains a significant factor in Macomb County but
   i as declined considerably in recent years.  In 1983-84, it was named as the
   number one concern of citizens, peaking in May, 1983, at 31 percent.  It
   declined steadily until October, 1986, when only 5 percent designated it as
   their primary concern.

*  The Threat of Unemployment has also declined since the recession years of
   the early 1980's.  Concern reached its height in October, 1982, as 47 percent
   of surveyed citizens expressed that it was their number one concern.  While
   concern over unemployment has leveled off in the 4-6 percent range over the
   past two years, it continues to be one of the leading concerns of those aged
   18-24 and blue collar workers.

*  Dissatisfaction Over Road Conditions and Traffic has continued as a
   constant concern, remaining in the 10 percent range for the past three years.

*  Concern Over High Water and Flooding fluctuates as lake levels rise and
   fall.  In 1986, when these levels were increasing, 5-7 percent expressed
   serious concern.  In 1987, as levels declined, concern fell as none surveyed
   felt it was the county's primary concern.

*  Abuse of Drugs and Alcohol was expressed as the leading concern of 7-9
   percent of citizens in 1986-87.  More significantly, however, it was cited as
   the number one problem by those aged 18-24 and those with annual family
   incomes between $10,001 and $20,000.

*  Interest in Education and Schools has continued, with 4-6 percent
   expressing it as the county's primary concern.  Within higher education, job
   training and retraining remains the county's highest priority, followed by
   professional and continuing education, emerging technologies, and earning a
   bachelor's degree.(Appendix H)

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RESPONSE TO COMMUNITY NEEDS

# V PROGRAM

## A. Philosophy

Macomb Community College has a history of expressed commitment to perform its social responsibility within the community it serves. Evidence of this commitment can be seen in several parts of the Official Guidelines for the Functioning of Macomb Community College,(Appendix E) including:

### 1. The Primary Statement of College Mission

The overall mission of the College is to provide a variety of educational and other life-enhancing experiences which enable the people it serves to excel in their search for fulfillment.

### 2. A Statement of Educational Philosophy and Goals

Macomb Community College is an open door educational institution committed to providing higher education to all who can benefit. As a creation of and an integral component of the local community, it is responsive to the community's post-secondary educational needs as well as to the needs of a complex and changing larger society. Furthermore, the College commitment, within available resources, is to assist individuals toward their goals.

The objective of Macomb Community College is to provide diverse educational programs, courses, services, and a climate through which the citizenry may be equipped and motivated to understand the interrelationship of the physical and social world. This understanding will enhance their ability to participate constructively in all aspects of a democratic society.

### 3. The Statement of Values for Macomb Community College

Excellence
* in teaching and support for learning
* in management and governance
* in individual performance

Contribution
* to the expanding body of knowledge
* to the advancement of our professions
* to the enrichment of our society

Responsiveness
* to the changes in our environment
* to the current and emerging needs of our students
* to human and technological potential

Leadership
* in education and human development
* in the community we serve
* in the organizations we join

Innovation
* in fulfilling our Mission
* in performance and problem-solving
* in planning and shaping our future

# V PROGRAM

## B. Strategic Goals for Community Colleges in America

In order to successfully fulfill its mission, Macomb Community College has adopted exemplary strategic directions suggested by national leaders and has created additional goals to meet specific needs in Macomb County. These goals include:

* Improve academic quality and mission effectiveness

* Foster an environment which supports innovation, risk-taking, and superior service

* Develop the institution's resource base (human, fiscal, physical, information, process)

* Pursue partnerships which will expand or improve programs and services (business, labor, government, education, community)

* Enhance institutional reputation and credibility

* Monitor environmental conditions to assess emerging needs

* Evaluate current activities for appropriateness and level of performance

## C. Strategic Goals for Macomb Community College

### A Statement of Advancement Philosophy

The advancement function of Macomb Community College is based on the philosophy that new endeavors of the College should be mission-driven, needs-based, and supported by appropriate consensus.

Advancement activities aim to help the College meet its mission of serving the community by strengthening relationships and encouraging mutual understanding, benefit and satisfaction between the College and constituencies. In doing so, continuous interactions with the community are used to monitor the environment, and to assist organizational innovation and adaptation to changing conditions.

All units of the College contribute to the advancement process through research, strategic and operational planning, the development of new programs and services, the development of support systems to facilitate delivery of programs and services, communication, and evaluation.

Advancement programs are designed to:
Identify developing trends which drive the information, knowledge and credentialing needs of the local community

Determine prevailing public attitudes and opinions about Macomb Community College

V PROGRAM
   C. A Statement of Advancement Philosophy (cont.)

   Develop a readiness within the College to respond to the needs and
   wants of the community it serves

   Position Macomb Community College as a full partner in the area of
   post-secondary education in Michigan and the nation

   Encourage awareness of, interest in and utilization of the programs
   and services offered by the College

   Support the development, pricing, communication and delivery of new
   courses, programs and services(14)

VI  ACTION PLAN

The following action plan outline is an adaptation of recommendations from a 1984 "Harvard Business Review" article of John W. Welcker, Chief Executive Officer of Audits & Surveys, Inc., a marketing research firm in New York City, listing the major elements necessary for an effective community relations program.(15)  Experts agree that a successful community relations plan must include an assessment of the community needs, a response to these needs, evaluation of program effectiveness and reports back to the community.  The task of the College is to evaluate and form a consensus to implement such a plan.

A.  The first step is a determination by management of its immediate and long-term objectives with respect to community relations.  In general, these aims are:

  1.  To demonstrate that the College has a genuine concern for the welfare of its employees and of the communities in which it operates, as shown by:
      a)  The attitude and behavior of administrative representation;

      b)  A sincere effort to provide employees with employment security and job satisfaction.

  2.  To consider the long-term interests of employees and the community when examining situations which offer substantial short-run benefits for taxpayers;

  3.  To secure an understanding of administration's philosophy and mission on the part of its employees and campus neighbors;

  4.  To encourage criticisms or comments about the College's policies or actions from the residents of communities in which campuses are operated;

B.  Implementation of the above objectives by College administration involves the following steps:

  1.  Scrutiny of College relationships in the community by such methods as:
      a)  The use of independent polls to ascertain local opinion toward the College;

      b)  The use of independent polls to ascertain local opinion comparing community involvement of the College with other large entities in the county;

      c)  Interviews with community leaders such as newspaper editors, ministers, union officers, municipal officials and merchants.

VI  ACTION PLAN
B.  Implementation of Objectives (cont.)

2.  <u>Designation of administrators responsible</u> for the community relations
    program, including:

    a)  Selection of a top executive to administer the College's whole
        program;

    b)  Assignment of personnel to carry out the program in each campus
        community, with special attention to targeted community
        organizations;

    c)  Communication through the President's Council and Expanded
        President's Council of the College's plans with respect to
        community relations:

3.  <u>Selection of procedures or techniques</u> for implementing the program,
    such as:

    a)  Provide a communication program for all supervisory personnel
        with an emphasis on community relations opportunities of the
        College:
        *  An initial program for faculty and staff;

        *  A more extensive program for administrative personnel and
           other supervisory employees.

    b)  Refine mailing capabilities with community groups by adding
        Southeast Michigan Council of Governments lists to the MCC
        Decision Makers List(Appendix I)

4.  <u>Distribute detailed information on the College</u>, emphasizing opera-
    tions, employment trends and overall College progress;

        *Internal Audiences - Internal Communications Program:
            Periodic meetings with faculty and staff, such as Faculty
            Development Days and All-Employee Days, designed with an
            opportunity for them to raise questions as well as obtain
            information;

            Continued publication of College house organs such as:
            onCampus, Weekly Word, Emphasis(Appendix J)

        *External Audiences - Board of Trustees Communications Program:
            <u>Building on Strength</u>: - Report to the Community;
                (Appendix K)
            <u>Building on Strength</u> - Report to Decision Makers;
                (Appendix L)
            <u>Building on Strength</u> - Biennial Report of Progress;
                (Appendix M)
            <u>Building on Strength</u> - Meet the Trustees:  a vest
            pocket piece to be distributed to regional and
            national decision makers.

VI  ACTION PLAN
    B. Implementation of Objectives (cont.)

    5.  Meetings with local "thought" leaders through group meetings with
        College administrators and staff at which those attending can raise
        questions about campus policies and programs;

    6.  Invitations to attend College events for:

        * Families of employees to visit and see where their relatives
          work;

        * Selected individuals in the community to see actual College
          operations in addition to an opportunity for informal meetings
          and question periods with college staff;

        * Invitations to special events at the Center for Performing Arts.

    7.  Emphasize appropriate interactions with local elected officials and
        the Macomb County delegation in Lansing and Washington;

    8.  Foster positive relationships with print and broadcast media at the
        local, regional and national level;

    9.  Participation of College trustees and administrators in community
        activities:
            * Placement on community organization mailing lists
            * Campus representatives at important local events

    10. Volunteerism - active leadership in various civic betterment
        projects;(Appendix N)

    11. Philanthropy - Appropriate contributions of in-kind goods and
        services for community uses, as well as stimulation of individual
        efforts;

    12. Social responsibility - determine the community's attitudes, opin-
        ions, needs and concerns and how the College can best relate to them.


C. A periodic reappraisal of the community relations situation and of the
College is also needed, covering:

    1.  Modification of established community relations program, if
        necessary, in keeping with such a reappraisal;

    2.  Adoption of new procedures, if necessary, to deal with changes in
        College community relations problems.

    The ultimate standard for measuring the success of any such program is the
reputation the College acquires in the local community.  College administra-
tors have an important role in adopting and administering the community
relations plan.

VI ACTION PLAN
   D. Local Community Relations Needs-based Matrix


THE PRESENT

COLLEGE PROVIDES MACOMB COUNTY                 MACOMB COUNTY PROVIDES COLLEGE

*Jobs                                           *Employees
*Investments                                    *Millage support
*Attractive campuses
*Recreation
*Cultural events                                *Utilities and water
*Business support                               *Snow removal
                                                *Street maintenance
                                                *Police and fire protection
*Credit instruction                             *Code enforcement
*Training and re-training                       *Sanitary and storm sewer
*Professional/continuing education              *Solid waste disposal
                                                *Transportation services
                                                *Zoning authorization
                                                *Building inspections
                                                *Election processes


THE F..RE

COLLEGE NEEDS                                   MACOMB COUNTY NEEDS

                                                Institutional Concerns:
*Millage support                                 *Major-road infrastructure
*Enhanced reputation                             *Road maintenance/traffic control
*Good relations with organized labor             *Airport facilities
*Quality professional/support staff              *Solid waste disposal
*Students and affiliates                         *Business retention
*Participation on advisory committees            *Business attraction
*Contributions to fund development               *Unemployment
*Equipment donation                              *Auto-dependent economy
*Job placements                                  *High water & flooding
*Technical assistance

                                                Community Characteristics:
                                                 *Low educational attainment
*Tax collections and transfers                   *Declining performance in K-12
*Local government services                       *Fear of crime
                                                 *Extreme fiscal conservatism
                                                 *Drug and alcohol abuse
                                                 *Poor image of county

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VII  SIGNIFICANT PUBLICS

A.  Citizens
        Low-stimulus Elections
                Special
                Primary
                Off-year General
        High Stimulus Elections
                Regular General
                Presidential

B.  Affiliates of MCC
        1. New Recruits
                18-24 Age Group
                Adult Learners
        2. Current Students (Retention Group)
                18-24 Age Group
                Adult Learners
        3. Returning Students
                Degree/Certificate Returners
                Non-Degree/Certificate Returners
        4. Retraining Clients
                Individuals
                Employers
        5. Alumni
        6. Facility Users
                Center for Performing Arts
                Recreational Facilities
                Building Rental
        7. Vendors

C.  Employees of Macomb
        1. Employees
                Divisional Units
                Employee Bargaining Groups
                Full-time/Part-time

D.  Community Leaders

E.  Special Categories
        1. Ethnic Organizations
        2. Homeowners Groups
        3. Minorities
        4. Women
        5. Newcomers
        6. Farmers/Rural Interests
        7. Civic Leaders
        8. Religious Organizations
                Individual Churches
                Denominational Hierarchy
        9. Business Owners
        10. Military/Veterans Organizations

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VII  SIGNIFICANT PUBLICS
  E.  Special Categories (cont.)

          11. Consumer Interest Groups
          12. 18-24 Age Group
          13. 25-34 Age Group
          14. 35-44 Age Group
          15. 45-54 Age Group
          16. Seniors

    F.  Local Government
          Elected Officeholders
          Department Officials
          Social Service Agencies

  G.  State Government
          Executive Departments
          Legislators

  H.  Federal Government
          Congresspersons and Senators
          Federal Departments, Office, Bureaus

  I.  News Media

  J.  K-12 Districts
          Superintendents
          Principals
          Individual Schools

  K.  Colleges and Universities

  L.  Occupational Interest Groups
          Labor Union Leaders
          Labor Rank and File
          Professional Organizations/Associations

  M.  Local Business and Industry
          Business Associations

  N.  Chambers of Commerce

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## VIII  PROGRAM OBJECTIVES FOR EACH PUBLIC

### Select Objectives for all Targeted Publics

1. Maintain a two-way dialogue between the College and the specific target publics;

2. Enhance the reputation and credibility of the College through each target public;

3. Pursue partnerships to encourage cooperative problem solving of area-wide and on-campus concerns;

4. Emphasize a decentralized approach for administration of selected community relations programs;

5. Implement standard and College-wide procedures for each community relations target public;

6. Encourage meaningful participation of Board of Trustees and top administration officials in community relations activities;

7. Ensure meaningful participation of all segments of staff with appropriate publics.

### Select Objectives for Specific Targeted Publics

A. Citizens

1. Determine prevailing public attitudes and opinions of Macomb;

2. Resolve perceived liabilities resulting from the College presence;

3. Monitor environmental conditions to assess emerging needs;

4. Develop potential grassroots support among citizens;

5. Contribute to the well-being of the community by serving the needs of its citizens;

6. Emphasize selected messages about Macomb's involvement in serving community needs;

7. Create a readiness to support the College in future millage efforts.

B. Affiliates of Macomb

1. Emphaisze the centrality of the student within the organization;

2. Provide the teaching-learning environment that fosters personal and intellectual development of students;

3. Commit to providing quality instruction and services for students;

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   4. Contribute to the well-being of the community by supporting the appropriate needs of Macomb affiliates;

   5. Resolve perceived liabilities resulting from the College operations;

   6. Develop potential grassroots support among affiliates of Macomb such as students, vendors, and alumni.

C.  Employees of Macomb

   College administrators should work with College faculty and staff to create an environment which will:

   1. Provide appropriate information about the institution and its plans for the future and suggest action roles for College advancement;

   2. Enhance job satisfaction and promote positive employee morale through appropriate programming;

   3. Develop a readiness among employees to respond to the needs and wants of the community it services.

   4. Demonstrate a genuine concern for the welfare of employees through an attitude and behavior of administrative representation;

   5. Make a sincere effort to provide employees with job security and job satisfaction;

   6. Establish a sense of trust through integrity and consistency of administrative actions;

   7. Approach conflict-resolutions in an atmosphere of mutual respect;

   8. Solicit and encourage input for improving operations;

   9. Implement policies that will assure the rights and privileges of employees are maintained in a non-discriminatory manner;

   10. Promote the personal and professional development of employees;

   11. Increase effectiveness among all employees as organizational representatives on and off the job.

D.  Community Leaders

   1. Monitor environmental conditions to assess emerging needs;

   2. Develop potential leadership of grassroots support among community groups;

   3. Use guidelines in meeting Macomb's philanthropic obligations to the community.

    4. Use guidelines in meeting Macomb's voluntary involvement in the community;

    5. Use guidelines in meeting Macomb's social responsibility in the community.

E.  Special Categories

    1. Maintain a two-way dialogue between the College and a variety of special groups;

    2. Enhance the reputation and credibility of the College throughout the College's service area;

    3. Pursue partnerships to encourage cooperative problem solving of area-wide concerns;

    4. Establish guidelines to determine which groups are deserving of support.

F.  Local Government

    1. Maximize the smooth and equitable collection and transfer of college millage revenue;

    2. Encourage the maintenance of exemplary services provided by local communities, including:

      *Utilities and water          *Sanitary and storm sewers
      *Snow removal               *Solid waste disposal
      *Street maintenance          *Transportation services
      *Police and fire protection     *Zoning authorizations
      *Code enforcement           *Building inspections
      *Election processes

G.  State Government

    1. Continue to maintain state funding at, or slightly above, the state average for community colleges;

    2. Continue to educate and interact with legislators who have direct influence on the appropriations process;

    3. Create liaison roles for College officials and staff with appropriate state legislators and officials;

    4. Involve appropriate staff to counsel with Department of Education, Department of Commerce, Department of Labor and other state departments on strengths and weaknesses of current grant proposals and policy positions;

    5. Continue to advocate for per/pupil funding for customized training programs;

6. Encourage specific target funding programs for technology transfer, International education, and Opportunity Issue-related programs;

7. Maintain appropriate protocol position through scheduled contacts, annual breakfast and dinner, and political contributions.

H. Federal Government

1. Encourage the maintenance of adequate financial aid programs;

2. Encourage the maintenance of tax exempt status for charitable contributions to colleges;

3. Encourage the strengthening of current and future job training programs;

4. Support specific initiatives of the American Association of Community and Junior Colleges.

I. News Media

1. Develop long-term relations with appropriate news outlets to insure fair, accurate and timely coverage of the College's endeavors;

2. Emphasize the College's role as a major provider of higher education in southeastern Michigan through communications directed at its market publics;

3. Emphasize recognition for Macomb Community College as one of Michigan's leading institutions of higher education;

4. Influence public policy decisions at the federal, state, and local levels through editorials and other communications;

J. K-12 School Districts

1. Maintain a two-way dialogue between the College and K-12 school district decision makers;

2. Enhance the reputation and credibility of the College among personnel and students in the local school districts;

3. Pursue partnerships to encourage cooperative problem solving of area-wide concerns;

K. Colleges and Universities

1. Maintain a two-way dialogue between the College and higher education decision makers;

2. Enhance the reputation and credibility of the College among personnel and students in colleges and universities;

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VIII  PROGRAM OBJECTIVES FOR EACH PUBLIC (cont.)

  3. Pursue partnerships to encourage cooperative problem solving of area-wide concerns;

 L.  Occupational Interest Groups

  1. Develop potential grassroots support among organized labor and professional groups and organizations;

  2. Recognize and accommodate special sensitivities of organized labor in our area.

 M.  Local Business and Industry

  1. Contribute to the well-being of the community by conducting business with local merchants where the open bidding process permits;

  2. Develop potential fund development sources among local merchants;

  3. Contribute to the well-being of the community by supporting the training and re-training needs of local businesses.

  4. Develop a rapport with local business that integrates them with the life of the College

 N.  Chambers of Commerce

  1. Contribute to the well-being of the community and support the efforts of Chambers of Commerce by cooperating on joint economic development efforts;

  2. Develop potential leadership for grassroots support among local Chambers of Commerce membership;

# IX COMMUNICATION PROGRAM STRATEGIES
## A. Proactive Community Relations Needs-Based Model

```
                        ┌──────────────────┐
                        │  Institutional   │
            ┌───────────│ Advancement Plan │───────────┐
            │           └──────────────────┘           │
            ▼                                           ▼
  ┌──────────────────┐                        ┌──────────────────┐
  │  Environmental   │                        │  Organizational  │
  │     Scanning     │                        │    Assessment    │
  └──────────────────┘                        └──────────────────┘
            │          ┌──────────────────┐            │
            └─────────▶│ Community Relations│◀──────────┘
                       │       Plan        │
                       └──────────────────┘
            ┌──────────────────┘      └──────────────────┐
            ▼                                             ▼
  ┌──────────────────┐                        ┌──────────────────┐
  │ Program Strategy │                        │ Content Strategy │
  └──────────────────┘                        └──────────────────┘
```
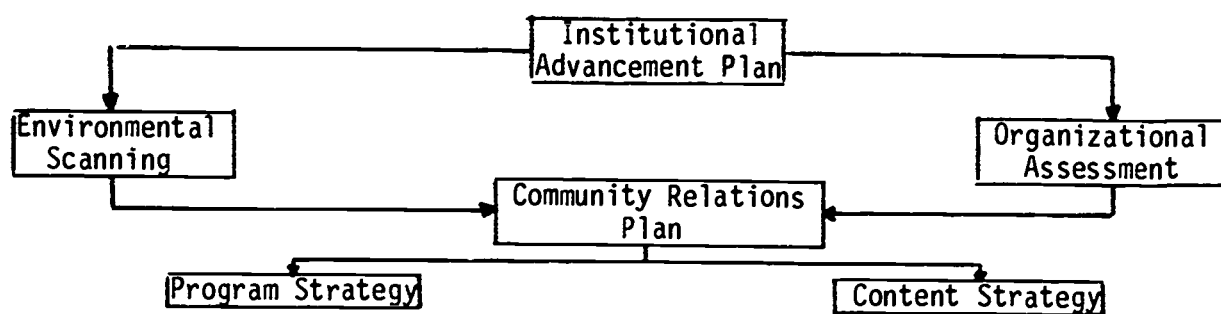
### 1. Community Needs
*Traffic control          *Low educ. attainment
*Road maintenance         *Declining K-12 perf.
*Unemployment             *Fear of crime
*Business attraction      *Fiscal conservatism
*Business retention       *Drug/alcohol abuse
*Airport facilities       *Low county image
*Solid waste disposal
*Auto-dependent economy
*High water & flooding
*Highway infrastructure

### 2. Community Target Audiences
*Citizens                 *Federal Government
*Macomb Affiliates        *News media
*Macomb Employees         *K-12 Districts
*Community Leaders        *College/Universities
*Special Groups           *Organized Labor
*Local Government         *Local Merchants
*State Government          *Chambers of Commerce

### 3. College Needs from Community
*Millage support
*Enhance reputation
*Good relations with organized labor
*Quality professional support staff
*Local government services
*Tax collections and transfers
*Students and affiliates
*Participation on advisory committees
*Contributions to fund development
*Equipment donation
*Job placements
*Technical assistance

### 4. Program Recommendations

### 5. Communication Recommendations

### 6. Communication Guidelines
*Identity Manual
*Media Relations Guidelines

### 7. Message Platform - Macomb:
* is a quality institution
* cares about students is
* is responsive to the needs
  of the community
* is affordable, accessible, and
  current in course content
* increases and improves employ-
  ment options
* is compatible with lifestyles,
  family responsibilities and
  changes facing adult learners
* is an educational leader
* offers educational plans de-
  signed to transfer to 4-year
  institutions

### 8. Content Theme
*Quality, People, Pride and Proximity

### 9. Slogans
*My First Choice
*Building On Strength
*Bringing Higher Education Home

Evaluation

IX  COMMUNICATION PROGRAM STRATEGIES
    B. Media Strategies

    The purpose of the following media strategies is to stimulate news
coverage and editorial comment of Macomb's community involvement and good
works.  In order to accomplish these media relations goals, ongoing news media
activities will be maintained, including:

    1.  News releases that are newsworthy and timely to insure usage by media
        outlets;
    2.  Paid Advertising that will be used selectively to advance special
        messages not being carried in regular news/feature stories;
    3.  Public service announcements for broadcast media that will be
        prepared for noteworthy community-oriented events;
    4.  Media contacts that will occur on a regular basis with reporters from
        daily and weekly newspapers serving Macomb County and broadcast media
        serving Southeast Michigan.
    5.  Media briefings that will be arranged as necessary to provide
        background, present special projects or answer questions.
    6.  Editorial meetings between cabinet level officers and newspaper and
        broadcast editors that will occur when in-depth exploration of public
        policy issues is needed to accomplish special objectives of the
        College;
    7.  Press conferences used selectively for providing information on
        fast-breaking or significant news stories;
    8.  Campus tours that will provide reporters with a clear picture of our
        facilities, staff, instructional equipment, programs, services, and
        student body.
    9.  Receptions that present an opportunity for College staff to
        strengthen relationships with media personnel in a friendly, social
        situation.
    10. Special events, such as a visit by the President of the United States
        or the Governor of our State, that give the College a chance to share
        our resources with our citizens and with our community.

EVALUATION OF EFFECTIVENESS

# X PROGRAM EVALUATION

## A. Philosophy:

Even the best intentioned community relations plan is useless if it fails to serve community needs. For that reason, it is necessary to have some form of evaluation - a means of measuring how well the College is succeeding at filling the community's needs and building enduring support.

## B. Application

Communication is a primary function of a community relations plan, but that communication must be two-way. The College must develop an organizationl capacity to listen. While some positive results of community relations efforts are intangible, others can be measured using quantitative and qualitative studies from which the College's reputation in the community can be inferred.

1. Quantitative measurements
   a. Conduct beginning, mid-point, and ending benchmark surveys of the perceptions and opinions of citizens regarding College services and programs.

   b. Monitor information calls and enrollment trends to observe effects of new and ongoing programs and services;

   c. An analysis of print and broadcast editorials to evaluate how the media are interpreting the College's success at meeting community needs.

2. Qualitative Measurements

   a. Periodic meetings with faculty and staff, such as faculty development days and all-employee days, which afford the opportunity to raise questions and obtain information;

   b. Provide a forum for regular communication with College employees who staff programs that deal directly with the public;

   c. Questionnaires to be filled out by College representatives who speak to community groups that will inquire into the mood of the group, questions asked, and opinions expressed;

   d. Interviews with decision makers, to assess regard for the College in general and for the need for specific programs.

   e. Focus groups with decision makers and College administrators and staff where opinions can be expressed concerning campus policies and programs;

   f. Encourage feedback from the College's academic advisory committees, which are made up of College personnel, students, and persons from the community.

# CRITERIA FOR EVALUATING COMMUNITY RELATIONS PROGRAMMING

| | 1988 | 1989 | 1990 |
|---|---|---|---|
| **IMPACT** | | | |
| Number who vote yes on MCC millage proposals | | | |
| Social and cultural change | | | |
| Goals achieved or problem solved | | | |
| Number who behave in desired fashion | | | |
| Number who change attitudes | | | |
| Number who learn message content, increased knowledge, understanding | | | |
| **IMPLEMENTATION** | | | |
| Number who attend to messages, readership, viewership, listenership, attendance | | | |
| Number who receive messages - circulation | | | |
| Number of messages placed in media - coverage | | | |
| Number of news releases issued | | | |
| Level of philanthropic support | | | |
| Level of involvement in social responsibility issues | | | |
| Level of support in community volunteer programs | | | |
| Number of direct communications with elected officials | | | |
| Number of meetings with local "thought" leaders | | | |
| Number of invitations for community leaders to attend college events | | | |
| Number of opportunities for internal audiences to benefit from campus events | | | |
| Number of messages sent to internal audiences | | | |
| **PREPARATION** | | | |
| Quality of message presentations - style, format, readability | | | |
| Appropriateness of message content and organization - selection of positive procedures and techniques | | | |
| Committment to appropriate Community Relations communications | | | |
| Committment to appropriate Community Relations actions | | | |
| **PLANNING** | | | |
| Adequacy of the planning process | | | |
| Adequacy of background information, intelligence, research | | | |
| Adequacy of quantitative input through community surveys | | | |
| Adequacy of qualitative input from community decision makers | | | |
| Adequacy of qualitative input from internal audiences | | | |

XI  NEEDS-BASED PROGRAM EXECUTION PLANS
    A.  Assignment of responsibilities:

        College Relations will cooperate with all other divisions of the College
in developing programs to serve targeted publics.  Formal research will match
Macomb Community College's strengths with the identified needs of the community.


1.  Board of Trustees will:                                          DeLuca

    *Actively pursue MCC's mission to provide        Ongoing
     life enhancing and opportunity expanding
     experiences for 694,000 citizens in
     Macomb County

    *Initiate the annual presentation of the         Annually
     Macomb Trustees' Award to staff for
     leadership in community activities

    *Appoint College advisory board to provide       Annually
     community insight

    *Be identified with a formal communications      Ongoing
     program with the community


2.  Office of the President will:                                    Lorenzo

    *Provide overall management and leadership       Ongoing
     to facilitate delivery of educational
     services to 42,000 persons per year

    *Provide leadership in setting community         Ongoing
     relations goals

    *Invite local leaders to be the presi-
     dent's guests at special events on campus       As appropriate

    *Make annual awards for leadership in busi-      Annually
     ness, health, agriculture, the arts, educa-
     tion, or other areas of academic disciplines

    *Assist with media inquiries and tours           As needed
     on campus

    *Make speeches on community issues               As needed

    *Be prominent at significant events in           As appropriate
     the county

    *Post legal notices of elections                 As needed

    *Observe specifications of the Open              Ongoing
     Meetings Act

XI NEEDS-BASED PROGRAM EXECUTION PLANS
   2. Office of the President (cont.)

   *Offer in-kind services and activities as          Ongoing
    a means of meeting the philanthropic
    needs of the community.

   *Expand the utilization of bi-products of          Ongoing
    academic pursuits at the College


3.  <u>Student and Community Services</u> will:                              <u>Wagner</u>

   *Maintain citizen advisory committees for          Ongoing           Smydra
    activities like Center for Performing Arts

   *Provide cultural events that are high-            Ongoing           Smydra
    quality and convenient

   *Support community-based organizations             Ongoing           Smydra
    such as Macomb Council for the Arts and
    the Metropolitan Symphony

   *Maintain volunteer opportunities for              Ongoing           Smydra
    citizens at the CPA

   *Provide job screening and referrals               Ongoing           Guswiler
    for student· and employers

   *Provide employability skills training             Ongoing           Guswiler/
    for students and alumni                                             Smydra

   *Provide testing services to meet specific         Ongoing           Guswiler
    community needs (SAT, apprentice training
    real estate)

   *Maintain procedures and records to maximize       Ongoing           Guswiler
    opportunities for financial aid recipients

   *Provide career counseling for students            As needed         Guswiler

   *Provide an effective means of articulation        As needed         Guswiler
    for students going on to 4-year schools

   *Provide education and training for                As needed         Guswiler
    dislocated workers

   *Expand opportunities for women through            Ongoing           Guswiler/
    sex equity/dislocated homemaker programs                            Smydra

   *Provide training for community police and         Ongoing           Smydra
    fire personnel

# XI NEEDS-BASED PROGRAM EXECUTION PLANS
## 3. Student and Community Services (cont.)

| | | |
|---|---|---|
| *Provide speakers knowledgeable of College directions and programs | Ongoing | Smydra |
| *Service the College marquees and bulletin boards with appropriate community relations materials | As needed | Smydra |
| *Provide Professional and Continuing education for targeted groups, including: women, minorities, and the economically disadvantaged through PACE | Ongoing | Smydra |
| *Provide assistance to meet the needs of special populations in the county | Ongoing | Moore/ Severance |
| *Provide a local base for ongoing forums on critical issues affecting the community | Ongoing | Smydra |
| *Provide facilities and services for community recreational use | Ongoing | Smydra |
| *Provide employee programs on health | Ongoing | Guswiler/ Smydra |
| *Sponsor Holiday Health Fair, Great American Smokeout, and Substance Abuse Seminars | Annually | Guswiler/ Smydra |
| *Enhance quality of campus life by facilitating co-curricular activities | Ongoing | Guswiler/ Smydra |
| *Provide support and stimulus of economic development in Macomb County | Onging | Smydra |
| *Provide entertainment to local groups through the Macombers | As requested | Smydra |
| *Provide facilities and services for community social and educational use | Ongoing | Smydra |
| *Assist with media inquiries and tours on campus | As needed | Smydra |
| *Evaluate potential projects, including: Free speech and hearing clinics Mobile home community centers Free small business counseling Manpower training programs for unemployed Legal assistance for seniors, the poor, immigrants Tax assistance for seniors, the poor, immigrants Neighborhood improvement plans Consumer seminars for poor and elderly | Annually | Wagner |

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     4. Student and Community Services (cont.)

     *Consider high-impact projects, such as:        Annually          Wagner
          Model environmental projects
          Assist local leaders in community projects

     *Provide survey research of Macomb County        Semi-annually     Smydra
      citizens through Ctr/Community Studies


4.  Academic Affairs will:                                             Blanzy

     *Meet education needs by providing               Ongoing           Blanzy
      instruction for 32,000 persons in
      Macomb County

     *Provide academic programming that is fully      Ongoing           Blanzy
      accredited by appropriate governmental,
      professional and regional agencies

     *Maintain currency of course content through     Ongoing           Deans
      the input of advisory committees

     *Increase cultural awareness, social res-        Ongoing           Eisenman
      ponsibility and understanding of critical
      issues by providing a global perspective
      in the curriculum

     *Enhance local economy by providing global       Ongoing           Deans
      perspective in the curriculum

     *Use student success services to enhance         Ongoing           Deans
      student success through assessment

     *Use student support services (library,          Ongoing           Wing
      learning centers, tutoring) to insure
      student success
      academic advising and monitoring

     *Assist students in acquiring licensure,         As needed         Deans
      registration, and certification
      credentials

     *Be on hand for in-depth interviews              As needed         Blanzy
      with media

     *Actively seek partnerships with credible        As needed         Blanzy
      third-party leaders

     *Assist with media inquiries/tours on campus     As needed         Deans

     *Provide training and educational experiences    Ongoing           Deans
      for targeted groups including: women, minor-
      ities, and the economically disadvantaged


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XI NEEDS-BASED PROGRAM EXECUTION PLANS
    4. Academic Affairs (cont.)

| | | |
|---|---|---|
| *Provide tailored training and educational experiences to meet the specific needs of local employers and workers through CHRD | Ongoing | Wing |
| *Provide the community opportunities for involvement at MCC through part-time instruction, advisory committees and volunteer opportunities | Ongoing | Deans |
| *Evaluate curriculum on basis of community needs | Ongoing | Blanzy |
| *Provide quality health care professionals to meet local needs | Ongoing | Petros |
| *Ensure the economic health of the community by providing education based on employer needs | Ongoing | Deans |
| *Provide survey research of Macomb County citizens through Ctr/Community Studies and independent contractors | Semi-annual'y | Sucher |
| *Ensure technical expertise througi. apprentice programs serving 600 companies | Ongoing | Deans |
| *Provide free Safety programs for Macomb County businesses | Ongoing | Lynch |
| *Provide faculty to conduct applied research on selected business and industry projects | As needed | Deans |

5.  The Business Office will:                                          Shankie

| | | |
|---|---|---|
| *Provide recreation and educational opportunities through arrangements with Huron Clinton Metro Authority at North Campus site | Ongoing | Shankie |
| *Maintain aesthetically pleasing campuses | Ongoing | Shankie |
| *Maintain hazard-free campuses | Ongoing | Shankie |
| *Provide public safety services for a secure environment | Ongoing | Evans |
| *Voluntarily participate in "Buy Michigan" programs | Ongoing | Shankie |
| *Support local business within open-bidding process | Ongoing | Shankie |

XI NEEDS-BASED PROGRAM EXECUTION PLANS
    5. Business Office (cont.)

| | | |
|---|---|---|
| *Pay prevailing wage rates to contractors within limits of open-bidding process | Ongoing | Shankie |
| *Implement specifications of the Michigan "Right to Know" Law | Ongoing | Shankie |
| *Expand financial aid opportunities through investments | Ongoing | Thomas |
| *Implement specifications of the "Indoor Clean Air" Act | Ongoing | Shankie |

6.  Employee Relations will: — MacQueen

| | | |
|---|---|---|
| *Maintain procedures to determine and provide compensation and benefits | Ongoing | MacQueen |
| *Resolve workers compensation, unemployment and other insurance claims | Ongoing | MacQueen |
| *Develop in-service programs for staff enrichment | Ongoing | MacTavish |
| *Provide a mechanism for establishing service recognition awards | Ongoing | MacQueen |
| *Implement specifications of Federal Immigration Act | Ongoing | MacQueen |
| *Answer employee questions about benefits | Ongoing | Peters |
| *Post and advertise jobs in a non-discriminatory way | Ongoing | MacTavish |
| *Provide mechanism for full-time employee evaluations | Ongoing | MacTavish |
| *Provide guidelines for hiring process | As needed | MacQueen |
| *Maintain accurate and confidential employee records | Ongoing | MacQueen |
| *Provide mechanism for employee upgrading and promotion | As needed | MacQueen |
| *Negotiate contracts in atmosphere of mutual respect | As needed | MacQueen |
| *Implement provisions of employee contracts | Ongoing | MacQueen |

# XI NEEDS-BASED PROGRAM EXECUTION PLANS

### 7. College Relations will:                                    Ahles

Community Relations will encourage positive interaction between the College, its faculty and staff, and its various publics. It will create publications that are relevant to the community it serves.

| | | |
|---|---|---|
| *Make recommendations to meet Macomb's voluntary opportunities in the community | Ongoing | Dickinson |
| *Conduct college-wide in-service on volunteerism to identify, encourage, and evaluate volunteer opportunities in Macomb County. | Annually | Dickinson |
| *Recommend participation and support for ethnic groups in the community | Annually | Dickinson |
| *Help select programs that serve community needs, such as economic development | Annually | Dickinson |
| *Recommend partnerships to solve community problems | Annually | Dickinson |
| *Develop potential grassroots support among targeted publics | Ongoing | Dickinson |
| *Make recommendations to meet Macomb's philanthropic opportunities to the community | Ongoing | Dickinson |
| *Prepare a resource guide of faculty and staff authorities for local industries, business, government, and media. | Annually | Staff |
| *Develop publications for target decision maker audiences that describe College services that can help them serve their clients | Ongoing | Dickinson |
| *Publish a speakers bureau booklet for clubs, churches, and schools | Annually | Staff |
| *Publish an annual Building on Strength booklet for decision makers | Annually | Dickinson/ Rini |
| *Use the Report to the Community to share news about the contributions and programs of the College. | Annually | Dickinson Rini |
| *Notify citizens of opportunities for education and training through publications like catalog, occupant mailer and advertising | Ongoing | Pritchard |

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    7. College Relations (cont.)

*Use Emphasis and onCampus to provide recog-    Ongoing        Pritchard
  nition, give employees appropriate information
  and college plans for future, and cultivate
  collegiality

*Support Office of President in developing      As needed       Ahles
  All-Employee Day and Faculty Development Days

*Observe MCC Identity Program and design the    Monthly         Dickinson
  format, messages, and the sequence of                         Pritchard
  presentations for various publics


    Government Relations will emphasize approoriate interactions with local
elected officials and the Macomb County Delegation in Lansing and Washington, to
include:

| | | |
|---|---|---|
| *Expression of enthusiasm, interest, and availability | Ongoing | Dickinson |
| *Cooperation in joint projects | Ongoing | Dickinson |
| *Financial support and attendance at fundraisers | Ongoing | Dickinson |
| *Involvement in private meetings | As needed | Lorenzo/others |
| *Invitations to campus activities | Semi-annually | Trustees/Lorenzo |
| *Placement of articles in campus publications | As appropriate | Dickinson |
| *Provide use of campus facilities | As appropriate | Dickinson |
| *Send personal correspondence | Ongoing | Dickinson |
| *Give appropriate favors | As appropriate | Dickinson |
| *Exchange information and ideas | Ongoing | Dickinson |
| *Develop shared values | Ongoing | Trustees/Lorenzo |
| *Engage in joint problem solving | Ongoing | Trustees/Lorenzo |
| *Testify at public hearings | As needed | Lorenzo |
| *Seek help to: - track legislation<br>      - input rule making<br>      - seek grants<br>      - prevent funding reductions | As needed | Dickinson |
| *Expand relations with other advocacy organizations | As needed | Dickinson |

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    7. College Relations (cont.)

    *Apply pressure                                   As needed        Dickinson

    *Coordinate others to act in Macomb's             As needed        Dickinson
     behalf


        Media Relations will foster positive relationships with print and broadcast
media at the local, regional and national level to highlight Macomb's Community
Relations contributions.

    *Generate news release: on topics to             Ongoing          Rini
     market/non-market publics

    *Review and revise news media relations          Annually         Dickinson
     goals and objectives

    *Use effective strategies that facilitate        Ongoing          Dickinson
     the flow of information and improve the
     understanding about MCC

    *Distinguish between market and non-market       Annually         Dickinson
     publics

    *Target media contacts to include:              Ongoing          Rini
         News/Feature placements
         Editorial placements

    *Follow common-sense guidelines in               Ongoing          Rini
     dealing with media representatives

    *Maintain institutional resources in             Ongoing          Rini
     support of media relations activities

    *Strengthen institutional network of             Ongoing          Dickinson
     information liaisons

    *Use a wide range of media relations activ-      Ongoing          Rini
     ities to tell the College story, including:
                 News releases
                 Paid advertising
                 Public service announcements
                 Media contacts
                 Media briefings
                 Editorial meetings
                 Press conferences
                 Campus tours
                 Receptions
                 Special events

    *Observe official institutional media            Ongoing          All
     relations policy

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XI NEEDS-BASED PROGRAM EXECUTION PLANS
   7. College Relations (cont.)

| | | |
|---|---|---|
| *Provide evaluation of media relations programs | Semi-annually | Dickinson |
| *Create special mailings to media gatekeepers | As needed | Dickinson |
| *Selectively arrange press briefings on campus in connection with academic events on campus | As needed | Trustees/Lorenzo |
| *Actively seek Macomb/media joint sponsorship of specialized events | Selectively | Trustees/Lorenzo |

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XI NEEDS-BASED PROGRAM EXECUTION PLANS
  B. Assessment of Community Involvement

Since volunteerism and participation in community activities is a stated goal
of College Relations, it is important that a record be established of College
employees' current involvement in outside groups.  A list detailing the
activities of administrators is currently available.(Appendix O)  A
recommended next step would be to develop a similar list for other employee
groups.  From these, recommendations can be developed regarding community
interests that could benefit from further active College participation.

| Nature of Affiliation | | Current | Goal |
|---|---|---|---|
| Professional: | | | |
| Education Related | | 57 | status |
| Am Assn/Adult-Cont Ed | Am Assn Higher Ed | | |
| Am Soc Trng/Devlp | Am Assn Women/Com-Jr Col | | |
| Am Voc Assoc | Assn/Col-Univ Com Arts Adm | | |
| Assn/Col Unions,Int'l | Bus Ed Alliance/Metro Det | | |
| Coun Adv/Sprt Educ | Col/Univ Personnel Admin | | |
| Lib Arts Network Dev | Mac Assn Curric Admin | | |
| Mac Cty School Admin | Mac Cty School Admin/Voc Ed | | |
| Mac Voc Ed Admin Assn | Mac Cty Assoc Sec School Prin | | |
| Mac Cty Chfs/Police | Mich Assn CC Stud Pers Admin | | |
| Mich CC Assoc | Mich Assn Adult-Cont Ed | | |
| Mich CC Bus Ofc Assn | Mich Assn/Wmn Deans,Admin,Couns | | |
| Mich CC Com Svcs Assn | Mich CC Pers. Admin Assn | | |
| Mich CC Rels Assn | Mich CC Risk Mgt Auth | | |
| Mich Counc/Humanities | Mich CC Athletic Assoc | | |
| Mich Occup Ed Assn | Mich Occup Deans Admin Coun | | |
| Mid America Group | Nat Assn Wmn Deans, Admin, Cnslrs | | |
| Nat Com/Coop Ed | Nat Coun/Com Svcs-Cont Ed | | |
| Nat Jr Col Ath Assoc | Nat Assoc Col Dirs/Athletics | | |
| Nat Assoc Jazz Educs | Nat Assoc/Col Aux Svcs | | |
| Nat TF/Value-Added Educ | SE Mich TV Educ Consortium | | |
| Other | | 35 | status |
| Am Mktg Assn | Am Assn Cert Pub Accts | | |
| Am Soc Pers Admin | Am Soc Allied Hlth Profs | | |
| Economic Club | Eng Soc of Det | | |
| Indus Rels Rsrch Assn | Inst for Ldrshp Dev | | |
| Ldrshp Det Alumni | Intraocular Lenses | | |
| MSU Adv Mgt Prog Alumni | Mich Public Emp Labor Rels | | |
| Nat Coun/Com Rels | Nat Counc Res Devlpmnt | | |
| Press Club | Pub Rels Soc/Am | | |
| Pub Rels Soc/Am-Det | Pub Sector Cons | | |
| State Bar of Mich | WSU Alumni | | |

XI NEEDS-BASED PROGRAM EXECUTION PLANS
    B. Assessment of Community Involvement (cont.)

Civic:  Public Organizations
    Government Related                                          4        add 4
        OCC Board of Trustees    Mayor/Lathrup Village
        Warren Library Comm      Detroit Strategic Task

    Community
        New Detroit              Sth Homeowners/Warren          6        add 2
        Mac Cty EMS Council      Macomb Literacy Proj
        Mich Pks/Rec Assoc       NE Rec/Pks Assoc

    Labor                                                       3        add 2
        Frat Order Police        MCAAP
        MACCSPA


Civic:  Private Organizations
    Community
        United Com Services      United Foundation              1        add 2

    Service                                                     0        add 8
        *Exchange                *Kiwanis
        *Lions                   *Goodfellows
        *Bus/Prof Women          *Optimist
        *Rotary                  *Women's Clubs
        *Toastmaster

    Senior Citizen:                                             0        add 8
        *Am Assoc Ret Prsn       *Agency on Aging
        *Council on Aging        *Local Groups

    Youth Assistance:                                           7        add 6
        Warren YMCA              Childrens Ctr
        UCS/Disabled Youth       Campfire
        DeLaSalle HS Alumni      Mac/St.C Reg Schol Assoc
        St Jos HS Alumni         *Boy/Girl Club
        *Boy/Girl Scouts         *Big Brother/Sister
        *Crip Children Found     *Headstart
        *Parent Advisory Counc   *Youth Sports

    Ethnic:                                                     0        add 8
        *It/Am Cult Ctr          *Carpathia
        *Alliance of Poles       *Ukr Citizens Club
        *Frdnly Sons of St Pat   *Commonwealth

    Military/Veterans:                                          2        add 2
        SANG Base Com Counc      *American Legion
        Met Det Vets Sm Bus      *Amvets
        *VFW

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XI NEEDS-BASED PROGRAM EXECUTION PLANS
    B. Assessment of Community Involvement (cont.)

Special Interest:                                               7          add 4
    Boarshead Theater        Con Citz for Arts
    CPA tax volunteer        Det Future Society
    Mac Arts Counc           St. Joseph Hosp
    World Future Society     *Cancer Society
    *Easter Seals            *Red Cross
    *Goodwill                *FOCUS:Hope
    *Turning Point           *Legal Aid
    *Substance Abuse Ctr     *Arts
    *Environment             *Historical
    *Collectors              *Humane Soc
    *SADD                    *Salvation Army


Business Support:                                               14         add 2
    Mich Tech Counc          Bartech, Inc
    Cent Macomb C of C       Com Growth Alliance
    Greater Det C of C       Indus Tech Inst
    Macomb-St. Cl PIC        Metro East C of C
    NW Macomb C of C         Warren/CL/SH C of C


Political:
    Michigan Dem Party       *Macomb/MI Repub Party    1          add 2
    *Macomb Dem Party        *Concerned Citizens
    *MI Citizens Lobby       *National Org Women
    *League Women Voters

Religious:                                                      3          add 4
    NE Interfaith Center     Hospital/Pastoral Care
    *Local church/parish     *Regional denom. activity
    Greater Det Round Table/Xns and Jews

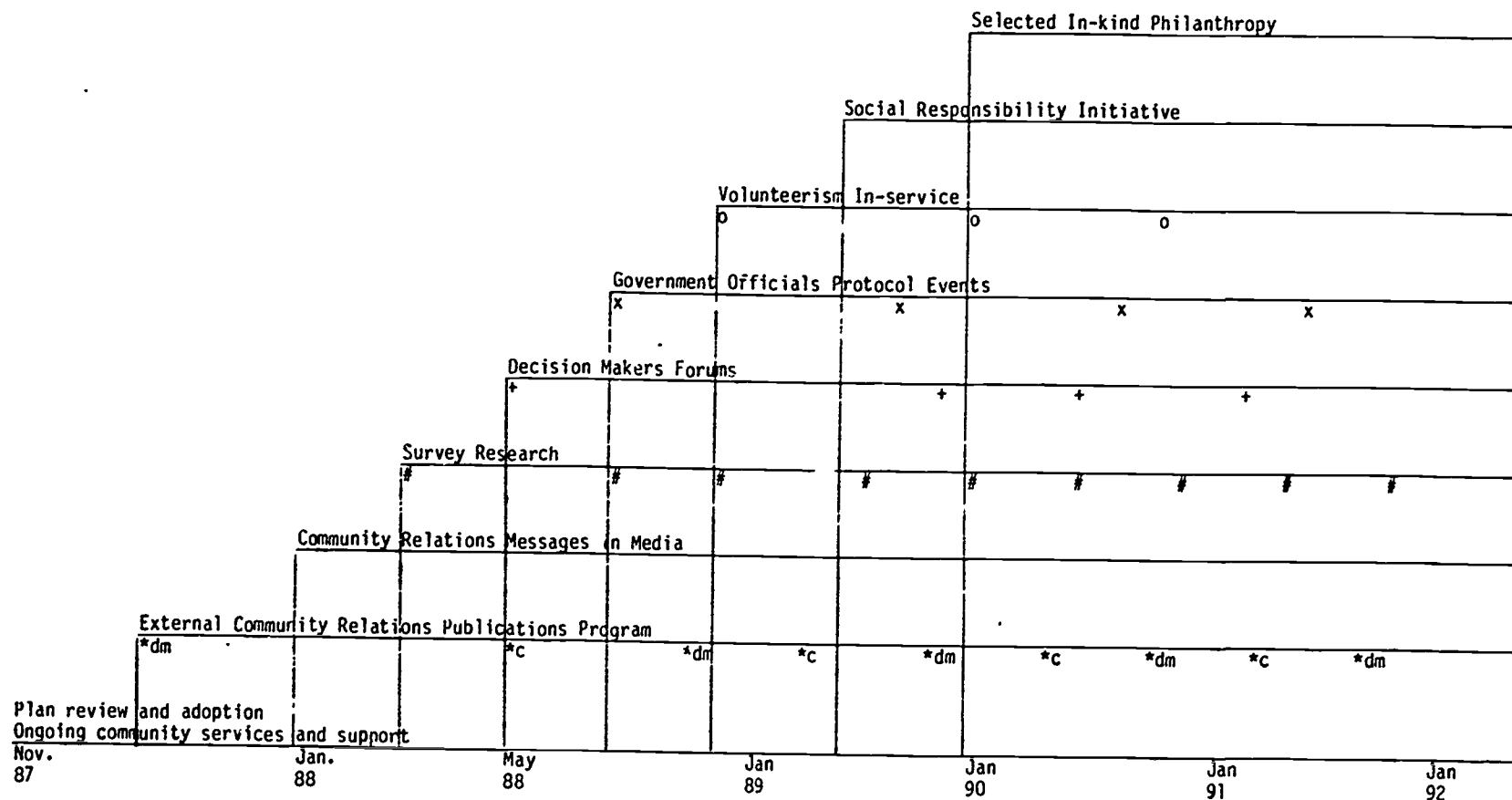Social:
    Renaissance Club                                            1          add 1
    *Lodges



*No current involvement
Note:  Administrative activity below President's Council level available for
       Student and Community Service only.

C. <u>TIMELINES FOR IMPLEMENTATION OF THE COMMUNITY RELATIONS PROGRAM</u>

Selected In-kind Philanthropy

Social Responsibility Initiative

Volunteerism In-service
o                    o            o

Government Officials Protocol Events
x                x            x            x

Decision Makers Forums
+                +        +        +

Survey Research
#        #        #        #        #        #        #        #        #

Community Relations Messages in Media

External Community Relations Publications Program
*dm            *c            *dm        *c        *dm        *c        *dm        *c        *dm

Plan review and adoption
Ongoing community services and support

| Nov. 87 | Jan. 88 | May 88 | Jan 89 | Jan 90 | Jan 91 | Jan 92 |
|---------|---------|--------|--------|--------|--------|--------|

*dm = Report to Decision Makers
*c = Report to the Community

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COMMUNITY RELATIONS PROJECTS CALENDAR
1988

| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Philanthropy | | | | | | PH | | | | | | |
| Social Responsibility | | | | S(1) | | | | | S(2) | | | |
| Volunteerism | | | | | | | | | | V | | |
| Government Relations Protocol Events | G(1) | G(2) | | G(3) | | | | | G(4) | | | |
| Forum for Decision Makers | | | | | F | | | | | | | |
| Research | | R | | | | R | | | | R | | |
| respondences With Decision Makers | C(2) C(3) | C(1) C(3) | C(2) C(3) | C(3) | C(2) C(3) | C(1) C(3) | C(2) C(3) | C(3) | C(2) C(3) | C(1) C(3) | C(2) C(3) | C(3) |
| Media | M(1) M(2) | M(1) M(3) | M(1) | M(1) | M(1) | M(1) | M(1) | M(1) | M(1) | M(1) | M(1) | M(1) |
| Publications | | P(1) | | P(2) | | | | | | | P(3) | |
| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec |

Publications:
P(1) — Board of Trustees Identification Brochure
P(2) — Report to the Community
P(3) — Report to Decision Makers

Media:
M(1) — News Releases
        Media Contacts
M(2) — Regional Media Editorial Visits
M(3) — Local Media Briefing

Correspondences With Decision Makers:
C(1) — Mailings to Full Decision Makers List
C(2) — Mailings to Targeted Decision Makers Groups
C(3) — Mailings to Selected Decision Makers

Research:
R    — Macomb Opinion Survey

Forum for Decision Makers:
F    — Forum for Decision Makers

Governmental Relations Protocol Events:
G(1) — Macomb Center Reception (Jan 17)
G(2) — Community College Expo (Feb 12)
G(3) — Legislative Dinner in Lansing
G(4) — On Campus Legislative Breakfast

Volunteerism
V    — Volunteerism In-Service

Social Responsibility
S(1) — Social Responsibility Planning Process
S(2) — Social Responsibility Initiative

Philanthropy
PH   — Appropriate Philanthropy

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REPORTING TO COMMUNITY

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## XII  FEEDBACK AND PROGRAM ADJUSTMENTS

Richard Franzen of the National Bureau of Standards said,"...As is true with any information office, our ability to function depends upon the degree of credibility with which we are perceived by top management and the extent to which our efforts are seen as contributing to the achievement of management goals."
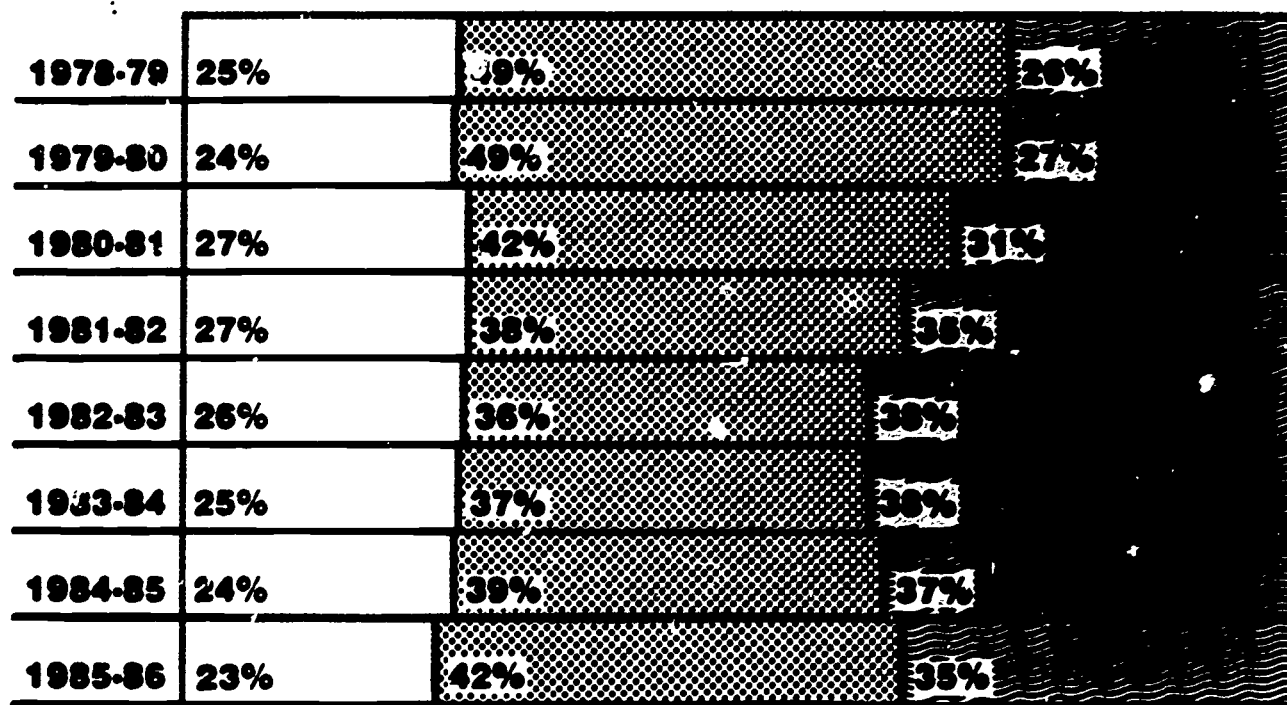
In order to insure the quality and performance of the community relations goals of top management, a two-way system of input and feedback, including information from the evaluation process, will be implemented.  Input and feedback from both internal and external stakeholders will help the College learn the effectiveness of its programs on the community.

Before program changes can be implemented, several steps will be followed:

1. Evaluation
   *Quantitative
   *Qualitative

2. Reporting to College Administration:  A prompt and thorough reporting system will follow this procedure and timetable:
   A.  Director of Governmental and Community Relations will report to the Vice President of College Relations on a bi-weekly basis;
   B.  Director of Governmental and Community Relations will report to the President's Expanded Council and/or the President's Council on a semi-annual basis;
   C.  Director of Governmental and Community Relations will report to the Board of Trustees as directed

3. Feedback

4. Input

5. Program Adjustments:  The evaluation, reporting, feedback and input steps will be used to apply new insights to programming and to make any necessary budget revisions.

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APPENDIX

# Macomb Community College
## Summary of Revenue Sources

| Year | Local property taxes and other sources | State aid | Student tuition and fees |
|---|---|---|---|
| 1978-79 | 25% | 39% | 36% |
| 1979-80 | 24% | 49% | 27% |
| 1980-81 | 27% | 42% | 31% |
| 1981-82 | 27% | 38% | 35% |
| 1982-83 | 26% | 36% | 38% |
| 1983-84 | 25% | 37% | 38% |
| 1984-85 | 24% | 39% | 37% |
| 1985-86 | 23% | 42% | 35% |

☐ Local property taxes and other sources

▦ State aid

▨ Student tuition and fees

COMMUNITY RELATIONS RESOURCE ALLOCATIONS IN COST CENTER 16330

| FY 1986 - 1987 | | FY 1987 - 1988 | |
|---|---|---|---|
| PUBLICATIONS: | | PUBLICATIONS: | |
| Report to Community 275,000 @$ .12 | $33,600 | Report to Decision Makers 10,000 @$ .48 | $ 4,880 |
| Biennial Report of 750 @$ .26 | 200 | Report to Community 275,000 @$ .04 | 12,500 |
| | | Identity Brochure 1,000 @$ .75 | 750 |
| | | Biennial Report of Progress | 200 |
| | | Additional Publications | 16,770 |
| Sub-total | $33,800 | Sub-total: | $35,100 |
| COMMUNICATIONS WITH DECISION MAKERS: | | COMMUNICATIONS WITH DECISION MAKERS: | |
| Mailings to total list 2700 x 2 = 5400 | $ 1,200 | Mailings to total list 2700 x 3 = 8100 | $ 1,800 |
| Targeted Mailings 100 x 10 = 1000 | 50 | Targeted Mailings 100 x 12 = 1200 | 60 |
| Correspondence | 50 | Correspondence | 50 |
| Special Events Macomb Ctr Recp. Legis. Dinner/Lans. On campus Leg. Brfst | 1,500 | Special Events Macomb Ctr Recp. Legis. Dinner/Lans. On campus Leg. Brfst. Community forum lunch | 2,000 |
| Sub-total | $ 2,800 | Sub-total | $ 3,910 |
| PERSONNEL (30 percent of time) | | PERSONNEL (40 percent of time) | |
| Director | $16,831 | Director | $22,442 |
| Coordinator | 8,462 | Coordinator | 10,521 |
| Secretarial | 7,408 | Secretarial | 9,879 |
| PT Editorial | 1,735 | PT Editorial | 2,312 |
| Sub-total | $34,436 | Sub-total | $45,154 |
| ADDITIONAL COSTS: | | ADDITIONAL COSTS: | |
| Supplies | $ 210 | Supplies | $ 280 |
| Mileage | 400 | Mileage | 480 |
| Miscellaneous | 500 | Miscellaneous | 600 |
| Sub-total | $ 1,110 | Sub-total | $ 1,360 |
| TOTAL: | $72,146 | | $85,524 |

*Staff time in Graphics and Printing have not been included in these figures.

# DEMOGRAPHIC INFORMATION

Detailed information regarding the demographics of Macomb County were developed as follows:

A thorough review of demographic data provided by the U.S. Census Bureau has offered a unique "snapshot" of Macomb County and the communities so vital to the continued stability and growth of Macomb Community College. Nationwide, there is an increasing demand by colleges and universities to use this information not only for personal awareness but as a tool to coordinate effective community activities on a continuing basis. Findings include: (all figures supplied by the U.S. Census Bureau unless otherwise noted.)

## A. Population

While no great surprise, the population of Macomb County continues to grow at a steady rate. From 1970 to 1980, the county population rose 69,291 to 694,600 residents, with a projection of 750,000 by the year 1990 and 810,000 by 2000. The number of households has also shown dramatic increase, following the economic tailspin of the early 1980's that had significant effects on Macomb County. Through 1986, households rose 8,643 over 1980 figures to a total of 238,463. Census projections estimate close to 252,000 by 1990, supplying further optimism for continued County growth. Figures from 1980 also indicate 184,098 families in the county, with marital status broken down as follows:

## A. Population (cont.)

|  | Male | Female |
|---|---|---|
| Single | 74,673 | 63,356 |
| Married | 164,390 | 165,690 |
| Widowed | 4,858 | 27,047 |
| Divorced | 12,458 | 18,318 |
| Total | 340,018 | 354,582 |

## B. Age

The median age in Macomb County rose from 24.6 to 29.1 from 1970 to 1980. Based on this data, several significant trends have surfaced, including:
* A 19.7 percent decrease in the number of families
* A decrease in the number of persons in the 0-4 and 5-19 categories
* The 60-64 and 65-and-over categories experienced the largest percentage increases

The age distribution breakdown for Macomb County is as follows:

| Age | 1970 | 1980 | Percentage Change |
|---|---|---|---|
| 0-4 | 4,308 | 6,651 | - 27.5% |
| 5-19 | 209,507 | 186,983 | - 10.8 |
| 20-34 | 130,235 | 177,475 | 36.3 |
| 35-44 | 81,724 | 85,534 | 4.4 |
| 45-59 | 93,062 | 116,260 | 24.9 |
| 60-64 | 16,601 | 28,382 | 71.0 |
| 65-up | 29,872 | 53,495 | 79.1 |
| Median Age | 24.6 | 29.1 | 18.3 |

Also, the aging, predominantly middle class of Macomb County continues to be the bracket with the most buying power, as shown by the age distribution breakdown below (1986 Survey of Buying Power; <u>Sales and Marketing Management Annual Report</u>; based on U.S. Census information).

<div align="center">

1986 Survey of Buying Power   (By Age Group)

| | |
|---|---|
| 18-24 | 11.7% |
| 25-34 | 17.4% |
| 35-49 | 20.6% |
| 50- + | 22.7% |

</div>

C.  Median Income

<u>Median Household Income</u> is the total income of all persons in the household before deductions for personal income taxes, Social Security, Medicare, etc.  According to 1980 U.S. Census data, the median household income level for Macomb County was $24,222, ranging from $16,705 in New Haven to $47,628 in Lak~ Township.

<div align="center">

| Income Level | Total |
|---|---|
| $ 2,500- under | 4,386 |
| 2,500- 4,999 | 10,585 |
| 5,000- 9,999 | 21,398 |
| 10,000-14,999 | 23,299 |
| 15,000-19,999 | 27,673 |
| 20,000-24,999 | 32,331 |
| 25,000-29,999 | 30,502 |
| 30,000-39,999 | 43,285 |
| 40,000-49,999 | 20,605 |
| 50,000-74,999 | 12,996 |
| 75,000- above | 2,745 |

</div>

The number falling above and below the <u>poverty threshold index</u> is measured by individual residents rather than households.  Totals indicate that 657,507 individuals are at or above the poverty level and 31,834 fall below that figure.  The figures, by race for Macomb County are:

| | White | Black | Other |
|---|---|---|---|
| Above Level | 642,517 | 7,125 | 6,797 |
| Below Level | 29,637 | 1,621 | 458 |

D. Educational Attainment

The median educational attainment level in Macomb County is 12.5 years, ranging from 12.6 in New Baltimore and Sterling Heights to 12.2 in Center Line and East Detroit.  10.7 percent of County residents have four or more years of college, while 16.2 percent have taken between or e and three years of college coursework.

Educational Attainment of
Macomb County Adults

|  | People | Percent |
|---|---|---|
| 8th Grade or Less | 53,540 | 13.5% |
| High School - 1 to 3 years | 68,803 | 17.3 |
| High School Graduates | 167,881 | 42.3 |
| College - 1 to 3 years | 63,922 | 16.2 |
| College - 4 or more years | 42,434 | 10.7 |

E. Employment

Interestingly, Macomb County unemployment levels match Michigan's overall rate, 8.3 percent. Based on 1986 figures, 309,675 county residents were employed while 28,150 were looking for work. Manufacturing and retail trade drew the highest employment numbers in Macomb County with 52.8 percent of the workforce in those two fields. The graph below indicates employment numbers by occupation for 1986 from the U.S. Census Equal Employment Opportunity Special File.

Employment by Occupation

| Occupation | Female | Total | % of Labor Force |
|---|---|---|---|
| Executive/Managerial | 8,413 | 29,545 | 8.7% |
| Professional Speciality | 13,482 | 33,213 | 9.8 |
| Technicians/Support | 3,870 | 12,150 | 3.6 |
| Sales | 18,149 | 33,018 | 9.7 |
| Administrative Support | 47,029 | 61,559 | 18.2 |
| Private Household | 846 | 873 | 0.3 |
| Protective Service | 510 | 4,879 | 1.4 |
| Services/Other | 23,267 | 36,422 | 10.8 |
| Farming/Forestry | 331 | 2,046 | 0.6 |
| Precision Production | 2,339 | 52,955 | 15.6 |
| Machine Operators | 11,601 | 43,998 | 13.0 |
| Transportation/Moving | 1,285 | 13,697 | 4.0 |
| Handlers/Laborers | 2,284 | 12,506 | 3.7 |
| Unemployed since 1975 | 1,197 | 1,883 | 0.6 |

F. Race/Ethnicity

Macomb County continues to be predominantly white, with a multiple ancestry. More than 97 percent of county residents are white (97.1%) Blacks make up 1.3 percent of the population, with another 1.4 percent from several other races. In terms of ancestry, residents with a multiple ethnic origin constitute 44.5 percent of the population, followed by Polish (9.7%), German (7.5%), and Italian (7.2%). The English, French, and Irish also have strong roots within the county. Below is an age breakdown by race based on 1980 statistics:

|  | White | Black | Other |
|---|---|---|---|
| Under 5 | 44,845 | 874 | 695 |
| 5-14 | 113,626 | 1950 | 1410 |
| 15-59 | 438,116 | 5570 | 4768 |
| 60-64 | 27,926 | 187 | 153 |
| 65 plus | 52,571 | 480 | 238 |

G. Heads of Households

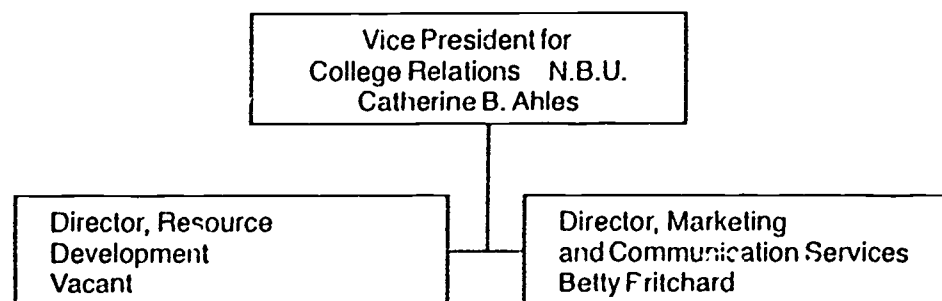|  | 1970 | 1980 |
|---|---|---|
| Married Couple/Family* | | |
| With Children | 84,781 | 87,376 |
| Without Children | 68,672 | 71,032 |
| TOTAL | 153,453 | 158,408 |
| | | |
| Male Householder/No Wife | | |
| With Children | 1,271 | 2,003 |
| Without Children | 1,658 | 3,777 |
| TOTAL | 2,929 | 5,780 |
| | | |
| Female Householder/No Husband | | |
| With Children | 6,287 | 11,784 |
| Without Children | 3,587 | 8,326 |
| TOTAL | 9,874 | 20,110 |
| | | |
| Non-Family Households | 37,292 | 45,707 |

*Family: 2 or more relatives under one roof
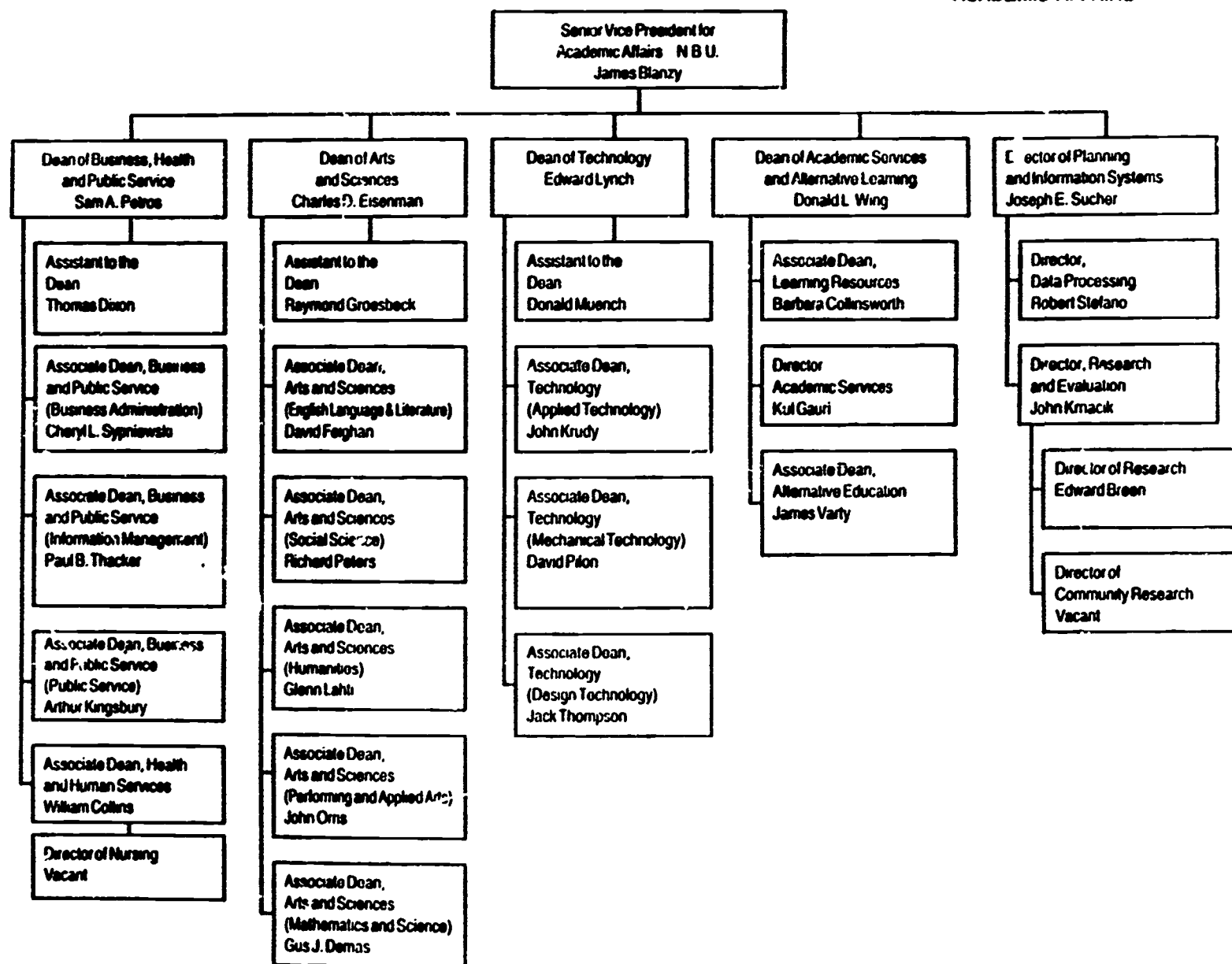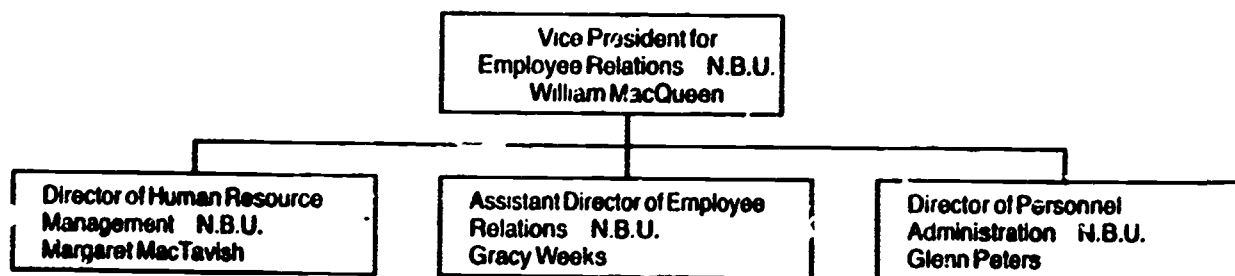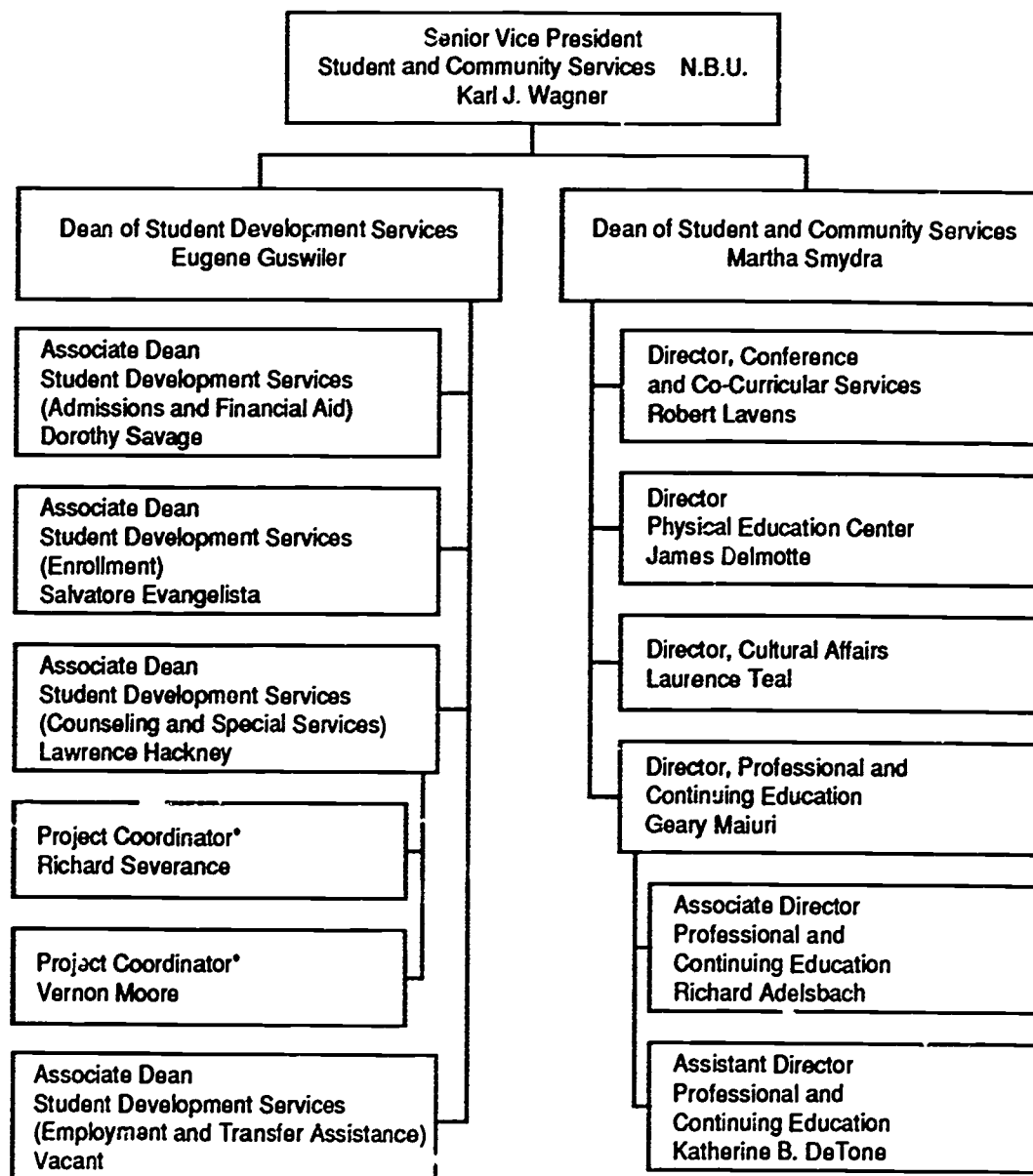With Child: children under 18    Without Child:  no children under 18

PRESIDENT'S STAFF

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                        ┌─────────────────────┐
                        │  Board of Trustees  │
                        └──────────┬──────────┘
                        ┌──────────┴──────────┐
                        │     President       │
                        │      N.B.U.         │
                        │  Albert L. Lorenzo  │
                        └──────────┬──────────┘
          ┌──────────────────────┐│┌──────────────────────────────┐
          │  Provost   N.B.U.    ││ Assistant to the President/    │
          │  Vacant              ││ Executive Secretary   N.B.U.   │
          │                      ││ Helen Liebgott                 │
          └──────────────────────┘└────────────────────────────────┘
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| Vice President for Employee Relations   N.B.U. William J. MacQueen | Senior Vice President for Academic Affairs   N.B.U. James J. Blanzy | Senior Vice President for Business   N.B.U. Robert A. Shankie | Senior Vice President for Student and Community Services   N.B.U. Karl J. Wagner | Vice President for College Relations   N.B.U. Catherine B. Ahles |

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COLLEGE RELATIONS

```
          ┌─────────────────────────┐
          │   Vice President for     │
          │ College Relations  N.B.U.│
          │   Catherine B. Ahles     │
          └────────────┬────────────┘
                       │
         ┌─────────────┴─────────────┐
┌────────┴────────────┐   ┌──────────┴──────────────────┐
│ Director, Resource   │   │ Director, Marketing          │
│ Development          │   │ and Communication Services   │
│ Vacant               │   │ Betty Fritchard              │
└─────────────────────┘   └──────────────────────────────┘
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                    ┌─────────────────────────┐
                    │     Vice President for   │
                    │ Employee Relations  N.B.U.│
                    │    William MacQueen      │
                    └─────────────────────────┘
        ┌────────────────────┼──────────────────────┐
┌──────────────────────┐ ┌──────────────────────┐ ┌──────────────────────┐
│Director of Human Resource│ │Assistant Director of Employee│ │Director of Personnel │
│Management   N.B.U.   │ │Relations   N.B.U.    │ │Administration   N.B.U.│
│Margaret MacTavish    │ │Gracy Weeks           │ │Glenn Peters          │
└──────────────────────┘ └──────────────────────┘ └──────────────────────┘
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May 1967

**ACADEMIC AFFAIRS**

Senior Vice President for
Academic Affairs    N B U.
James Blanzy

| Dean of Business, Health and Public Service Sam A. Petros | Dean of Arts and Sciences Charles D. Eisenman | Dean of Technology Edward Lynch | Dean of Academic Services and Alternative Learning Donald L. Wing | Director of Planning and Information Systems Joseph E. Sucher |
|---|---|---|---|---|

Assistant to the
Dean
Thomas Dixon

Assistant to the
Dean
Raymond Groesbeck

Assistant to the
Dean
Donald Muench

Associate Dean,
Learning Resources
Barbara Collinsworth

Director,
Data Processing
Robert Stefano

Associate Dean, Business
and Public Service
(Business Administration)
Cheryl L. Sypniewski

Associate Dean,
Arts and Sciences
(English Language & Literature)
David Ferghan

Associate Dean,
Technology
(Applied Technology)
John Krudy

Director
Academic Services
Kul Gauri

Director, Research
and Evaluation
John Kmacik

Associate Dean, Business
and Public Service
(Information Management)
Paul B. Thacker

Associate Dean,
Arts and Sciences
(Social Science)
Richard Peters

Associate Dean,
Technology
(Mechanical Technology)
David Pilon

Associate Dean,
Alternative Education
James Varty

Director of Research
Edward Breen

Associate Dean, Business
and Public Service
(Public Service)
Arthur Kingsbury

Associate Dean,
Arts and Sciences
(Humanities)
Glenn Lahti

Associate Dean,
Technology
(Design Technology)
Jack Thompson

Director of
Community Research
Vacant

Associate Dean, Health
and Human Services
William Collins

Associate Dean,
Arts and Sciences
(Performing and Applied Arts)
John Orms

Director of Nursing
Vacant

Associate Dean,
Arts and Sciences
(Mathematics and Science)
Gus J. Demas

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                    ┌─────────────────────────────────────┐
                    │         Senior Vice President        │
                    │ Student and Community Services  N.B.U.│
                    │           Karl J. Wagner             │
                    └─────────────────────────────────────┘
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┌─────────────────────────────────────┐        ┌─────────────────────────────────────┐
│ Dean of Student Development Services  │        │ Dean of Student and Community Services │
│          Eugene Guswiler              │        │           Martha Smydra               │
└─────────────────────────────────────┘        └─────────────────────────────────────┘

| Associate Dean | Director, Conference |
| Student Development Services | and Co-Curricular Services |
| (Admissions and Financial Aid) | Robert Lavens |
| Dorothy Savage | |

| Associate Dean | Director |
| Student Development Services | Physical Education Center |
| (Enrollment) | James Delmotte |
| Salvatore Evangelista | |

| Associate Dean | Director, Cultural Affairs |
| Student Development Services | Laurence Teal |
| (Counseling and Special Services) | |
| Lawrence Hackney | |

| Project Coordinator* | Director, Professional and |
| Richard Severance | Continuing Education |
| | Geary Maiuri |

| Project Coordinator* | Associate Director |
| Vernon Moore | Professional and |
| | Continuing Education |
| | Richard Adelsbach |

| Associate Dean | Assistant Director |
| Student Development Services | Professional and |
| (Employment and Transfer Assistance) | Continuing Education |
| Vacant | Katherine B. DeTone |

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ay 1988

ERIC
Full Text Provided by ERIC

Appendix D-6

**Senior Vice President**
**Student and Community Services    N.B.U.**
**Karl J. Wagner**

**Dean of Student Development Services**
**Eugene Guswiler**

**Dean of Student and Community Services**
**Martha Smydra**

Associate Dean
Student Development Services
(Admissions and Financial Aid)
Dorothy Savage

Associate Dean
Student Development Services
(Enrollment)
Salvatore Evangelista

Associate Dean
Student Development Services
(Counseling and Special Services)
Lawrence Hackney

Project Coordinator*
Richard Severance

Project Coordinator*
Vernon Moore

Associate Dean
Student Development Services
(Employment and Transfer Assistance)
Vacant

Director, Conference
and Co-Curricular Services
Robert Lavens

Director
Physical Education Center
James Delmotte

Director, Cultural Affairs
Laurence Teal

Director, Professional and
Continuing Education
Geary Maiuri

Associate Director
Professional and
Continuing Education
Richard Adelsbach

Assistant Director
Professional and
Continuing Education
Katherine B. DeTone

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*Special Funding
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ERIC

Macomb
Community
College

*Official
Guidelines
For The
Functioning of
MACOMB
COMMUNITY
COLLEGE*

CLIMATE SURVEY FROM ACADEMIC AFFAIRS/STUDENT & COMMUNITY SERVICES:1984-1987

------------------------------------------------------------------------

### Comparison of CS1/CS2 Mean Scores by Topic

------------------------------------------------------------------------

| Topics | Total Scores | # Higher Scores | # Sig. Higher Scores | # Lower Scores | # Sig. Lower Scores | # Unchanged Scores |
|---|---|---|---|---|---|---|
| Communication | 148 | 72 | 8 | 54 | 6 | 8 |
| Job Satisfaction | 18 | 6 | 0 | 8 | 2 | 2 |
| Cooperation | 36 | 20 | 3 | 9 | 3 | 1 |
| Decisionmaking | 64 | 34 | 7 | 15 | 1 | 7 |
| Trust | 127 | 69 | 7 | 42 | 7 | 2 |
| Leadership | 164 | 82 | 9 | 55 | 11 | 7 |
| Group Problem-Solving | 138 | 82 | 7 | 46 | 0 | 3 |
| Totals | 695 | 365 | 41 | 229 | 30 | 30 |

------------------------------------------------------------------------

The changing attitudes of College employees are clearly illustrated by this comparison. For example, from 1984 to 1986 the stated level of Job Satisfaction dropped in 55% of the responses. Conversely, during this same period, favorable responses were higher or significantly higher for Cooperation (64%), Group Problem-solving (64%), Decision-making (64%), Trust (60%), Leadership (55%), and Communication (54%).

Taken together, the 1^36 mean scores suggest that members of the Academic Affairs Unit generally saw a moderate improvement since 1984 in matters relating to Cooperation, Group Problem-solving, Decision-making, and Trust; slight improvement to continuation of the status quo in matters relating to Leadership and Communication; and continuation of the status quo to slight deterioration in matters related to Job Satisfaction.

In 1987, Student and Community Services completed their first such survey with 103 responses for a 46 percent return rate. The results are listed below:

------------------------------------------------------------------------

### Distribution of SCS Mean Scores by Topics

------------------------------------------------------------------------

| Topic | # of Scores | 1.00/ 2.00 | 2.01/ 3.00 | 3.01/ 4.00 | 4.01/ 5.00 | 5.01/ 6.00 | 6.01/ 7.00 | 7.01/ 8.00 |
|---|---|---|---|---|---|---|---|---|
| Communication | 270 | 7 | 30 | 46 | 58 | 56 | 69 | 4 |
| Job Satisfaction | 24 | 0 | 0 | 0 | 2 | 15 | 4 | 3 |
| Cooperation | 84 | 0 | 5 | 13 | 29 | 17 | 18 | 2 |
| Decision-mkg | 132 | 4 | 8 | 27 | 22 | 39 | 29 | 3 |
| Trust | 240 | 0 | 0 | 24 | 54 | 66 | 90 | 6 |
| Leadership | 234 | 2 | 2 | 24 | 44 | 78 | 68 | 16 |
| Group Problem-solving | 384 | 24 | 60 | 81 | 92 | 91 | 33 | 3 |
| TOTALS | 1368 | 37 | 105 | 215 | 301 | 362 | 311 | 37 |

------------------------------------------------------------------------

The responses indicate that SCS employees generally have a decidedly positive view of the organizational climate of the unit. Job Satisfaction rated strongest with 100% of the mean scores in the higher ranges. Trust was next highest with 90% in the high ranges; Leadership(88%), Communication(79%), Decision-making(70%). Rated weakest by SCS employees was Group Problem-solving with only 57% in the high or moderately high range.

It is apparent from these studies that employee attitudes vary over time and from one unit to another. To fully understand and address employee concerns, therefore, requires a college-wide, on-going monitoring process.

## SOCIETAL CHARACTERISTICS AND TRENDS

As outlined by
Robert, Ross, in "The Management of Public Relations"
<u>Accreditation Primer</u>, PRSA, New York, 1984

Characteristics:

1. Better education
2. Greater affluence
3. Rapid communication
4. Population growth
5. Resistance to change
6. Rapid social-technological change
7. Impersonality
8. Bigness
9. Social justice demands
10. Large government

11. Special Groups
12. Consumer Vocalism
13. Ecology
14. Lawlessness
15. Quality-of-life concerns
16. Change in motivations
17. Inflation
18. Negative view of profit
19. Energy shortage
20. Business' social responsibility

Trends:
Ross quotes authors Cutlip Center and Bloom to say that basic trends
result from the above characteristics:

1. World population explosion
2. Urbanization
3. Scientific explosion
4. Work alienation
5. Non-owner managers
6. Education explosion
7. Social revolution

Consequences:

1. Increased interdependence
2. Growing power of public opinion
3. Competition for attention
4. Loss of community
5. Multiplying maladjustments
6. Increased specialization
7. Communications lag

MACOMB COUNTY OPINION SURVEY
1981-1987

QUESTION: WHAT DO YOU THINK IS THE NUMBER ONE PROBLEM FACING THE CITIZENS OF MACOMB COUNTY?

| | Dec. 1981 | May 1982 | Oct. 1982 | May 1983 | Oct. 1983 | May 1984 | Oct. 1984 | July 1985 | April 1986 | Oct. 1986 | June 1987 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Crime/Police | 4% | 5% | 2% | 3% | 4% | 12% | 12% | 20% | 16% | 18% | 17% |
| High Taxes | 22 | 26 | 22 | 31 | 27 | 25 | 15 | 18 | 13 | 5 | 11 |
| Road Repair/Traffic | * | * | * | 3 | 6 | 9 | 9 | 7 | 9 | 12 | 10 |
| Unemployment | 33 | 34 | 47 | 28 | 17 | 11 | 10 | 6 | 6 | 4 | 6 |
| Education | * | * | * | 6 | 3 | 4 | 4 | 4 | 1 | 5 | 5 |
| Inflation/Economy | 17 | 14 | 6 | 6 | 3 | 9 | 3 | 4 | * | * | * |
| Waste Disposal | * | * | * | * | 2 | 3 | 2 | 3 | * | * | * |
| Government/Politics | * | * | * | * | * | * | * | 3 | * | * | * |
| Senior Citizen Concerns | * | * | * | * | * | * | * | 3 | * | * | * |
| Flood Control | * | * | * | * | * | * | * | * | 7 | 5 | 0 |
| Alcohol & Drug Abuse | * | * | * | * | * | * | * | * | * | 9 | 7 |
| Other | 9 | 11 | 11 | 6 | 12 | 7 | 12 | 8 | 9 | 11 | 11 |
| Don't Know | 14 | 10 | 10 | 16 | 27 | 19 | 29 | 24 | 37 | 31 | 28 |
| (Base Size) | (500) | (500) | (500) | (500) | (500) | (500) | (567) | (500) | (300) | (495) | (497) |

* Not Included In Survey

QUESTION: RATE THE IMPORTANCE OF THE FOLLOWING EDUCATIONAL
OPPORTUNITIES FOR RESIDENTS OF MACOMB COUNTY.

| Educational Opportunity | Jan. 1986 | June 1987 | Percent Change |
|---|---|---|---|
| Taking Professional and Continuing Education | 2.30 | 2.53 | +10% |
| Studying the Latest and Emerging Technologies | 2.52 | 2.52 | --- |
| Earning a Bachelor's Degree | 2.27 | 2.18 | - 4% |

Decis    ker List - Table of Contents

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Table 9
College Expenditures for Internal Communication Products

| Publication | Cost | Department |
|---|---|---|
| Update | $ 400 | Student/Community Services |
| MCC Journal | 22,000 | Student/Community Services |
| Weekly Word | 6,000 | Student/Community Services |
| Telephone Directory | 1,200 | Administrative Services |
| Commshare | 3,900 | Academic Affairs |
| Guide to College Services | 3,600 | Student/Community Services |
| Emphasis | 4,500 | College Relations |
| Computer Services Newsletter | 2,600 | Computer Services |
| Eater's Almanac | 1,030 | Student/Community Services |
| Bits & Pieces | 875 | Student/Community Services |
| CCO Newsletter | 75 | Arts and Sciences |
| Student Rights & Resp. Handbook | NA | Student/Community Services |
| Campus Maps | 450 | College Relations |
| Guidelines For Functioning | NA | College Relations |
| Department Annual Reports | NA | Departments |
| Right-to-Know Packet | 500 | Employee Relations |
| Organizational Charts | NA | Employee Relations |
| Procedure Manuals | NA | Departments/Divisions/Units |
| Recognition Booklet | 2,100 | Employee Relations |
| Part-time Faculty Handbook | 2,200 | Academic Affairs |
| Math/Science Newsletter | 415 | Academic Affairs |
| Employee Contracts (Printing) | 4,750 | Employee Relations |
| Job Postings | 2,100 | Employee Relations |
| Committee Meeting Minutes | 10,500 | Departments/Divisions/Units |
| President's Council Minutes | 1,100 | President's Office |
| Institutional Calendar | 200 | Employee Relations |
| Internal Publications Total | $75,495 | |

| Employee Event/Activity | Cost | Department |
|---|---|---|
| All-Employee Meeting (Graphics) | $ 5,000 | President's Office |
| Retirement Reception (Gifts) | 1,200 | Employee Relations |
| Faculty Assembly (Graphics) | 1,800 | President's Office |
| Service Awards | 3,500 | Employee Relations |
| Teaching Awards | 500 | Academic Affairs |
| Other meetings* (Facilities) | 15,000 | Departments/Units |
| Displays/Exhibits | 5,000 | College Relations |
| Academic Affairs Climate Survey | 900 | Research and Evaluation |
| EMC2/ACCT (Maintenance Contract) | 4,200 | Computer Services |
| Event/Activity Total | $36,600 | |

* Included are staff meetings, manager's meetings, Board meetings and dinner
sessions, President's Expanded Council, open houses, Forum luncheons, staff
development workshops, committee meetings, task team meetings, part-time
faculty dinner, and union meetings. The costs of printed materials to be
distributed are not included.

Appendix K

A 1986
REPORT
TO THE
COMMUNITY

Macomb
Community
College

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# BUILDING ON STRENGTH

### A REPORT TO DECISION MAKERS

Macomb
Community
College

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Macomb
Community
College

# A Biennial Report of Progress at Macomb Community College

## 1985 and 1986

## 14 STEPS IN VOLUNTEER PROGRAM

The following recommended steps, listing the major elements necessary for an effective volunteer program, are adapted from a 1984 <u>Harvard Business Review</u> article of Dan H. Fenn, Director of the John F. Kennedy Library, Boston.

*Remind the staff that participation in
community activities benefits their
professional development.

*Encourage a pragmatic view of the process
of volunteerism and the benefits that it
brings to the College;

*Develop an explicit policy that supports
individual activity in the community.

*Run a community-wide conference that brings
traditional and contemporary organizations
together with interested College staff.

*Encourage the selection of younger and older
staff to work with community organizations.

*Develop routines for putting people and
organizations together.

*Devise a regular method for volunteers
to feed information and insights into
College decision making.

*Help staff search out opportunities that
have value for them, the College and the
community in which they live

*Help staff understand that a voluntary
organization operates differently from
a business.

*Encourage staff participation in the
development of a policy on volunteerism.

*Suggest areas of community activity which
need attention.

*Include volunteerism in traditional
and non-traditional organizations.

*Recommend goals for targeted organizational
affiliations.

*Support, reward and encourage participation
in community service and improvement
activities:

## PROFESSIONAL/CIVIC MEMBERSHIPS

| | |
|---|---|
| AAWCJC | Dickinson/Pritchard |
| American Marketing Association | Pritchard |
| American Medical Association, Site Examiner | Petros |
| American Society of Allied Health Professions | Petros |
| American Vocational Association | Petros |
| CASE | Ahles/Lorenzo/ Pritchard |
| Central Macomb Chamber of Commerce | Lorenzo |
| CGA Representative | Pritchard |
| Children's Center, Detroit Public Relations Committee | Ahles |
| Connections 1986 | Dickinson |
| Connections 1987 | Pritchard |
| Detroit Future Society | Dickinson |
| Detroit Press Club | Ahles/Lorenzo |
| Detroit Strategic Planning, Task Force on Race Relations | Smydra |
| Economic Club | Lorenzo |
| Engineering Society of Detroit | Lorenzo |
| Greater Detroit Chamber of Commerce | Ahles |
| Industrial Technology Institute | Lorenzo |
| Intraocular Lenses (St. Joseph's Hospital) | Petros |
| Leadership Detroit Alumni Association | Ahles |
| MACCSPA, Secretary | Guswiler |
| Macomb Association of Curriculum Administrators | Wagner |
| Michigan Community College Association | Lorenzo |
| Macomb County Association of School Administrators | Wagner |

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PROFESSIONAL/CIVIC MEMBERSHIPS
Page 2

| | |
|---|---|
| Macomb County Association of School Administrators, Vocational Education Committee | Wagner |
| Macomb County Association of Secondary School Principals | Wagner |
| Macomb County Emergency Medical Service Council | Petros |
| Macomb County Emergency Medical Service Bylaws Committee | Petros |
| Macomb-St. Clair PIC | Dickinson |
| Macomb Vocational Education Administrative Association | Petros |
| MCCA | Lorenzo |
| Metro East Chamber of Commerce | Guswiler |
| MENSA | Ahles |
| Michigan Association of Adult and Continuing Education, Board of Directors | Smydra |
| Michigan Association of Women Deans, Administrators and Counselors | Dickinson |
| Michigan Community College Business Officers Association | Lemke |
| Michigan Community College Relations Association | Ahles |
| Michigan Community College Risk Management Authority | Shankis |
| Michigan Occupational Deans Administrative Council (MODAC) | Petros |
| Michigan Occupational Education Association | Petros |
| Michigan State University Advancement Management Program Alumni Association | Ahles |
| Mid America Group | Lorenzo |
| National Council for Community Relations | Ahles/Dickinson/ Pritchard |
| National Council for Resource Development | Ahles |
| National Council on Community Services and Continuing Education (AACJC) President 1987-89 | Smydra |

PROFESSIONAL/CIVIC MEMBERSHIPS
Page 3


National Commission for Cooperative Education          Lorenzo/Varty

New Detroit, Inc.                                       Dickinson

Public Relations Society of America                    Ahles/Dickinson/
                                                         Pritchard

Public Relations Society of America, Detroit Chapter   Ahles/Dickinson/
                                                         Pritchard

Public Sector Consultants                              Lorenzo

SANG Base Community Council                            Ahles

St. Joseph's Hospital, Board of Directors              Lorenzo

St. Joseph's Hospital, Chair, Professional Advancement  Guswiler
 Board of Clinical Pastoral Care Program

United Community Services Advancement Committee for     Wagner
 Mobilization of Disabled Youth Leadership, Vice-Chair

United Community Services, Board of Directors           Smydra

United Community Services, Social Services Division     Wagner

United Foundation Central Allocations Committee         Wagner

United Foundation, Health Services I Allocation and     Wagner
 Review Panel, Chair

Warren, Center Line, Sterling Heights, Chamber of Commerce  Lorenzo

Warren Library Commission, Vice President               Shankie

World Future Society                                    Dickinson


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MEMBERSHIP LIST
FOR
STUDENT AND COMMUNITY SERVICES

| Organization | Name | Status |
|---|---|---|
| American Management Association | K. Maiuri | Member |
| AWWJC | K. Maiuri | Member |
| Accreditation of Law Enforcement Agencies | J. Bahorski | Assessor |
| American Association of Higher Education | M. Smydra | Member |
| American Association of Women in Community and Junior Colleges | M. Smydra | Member |
| Assessment Center (Accredited) | J. Bahorski<br>J. Bruhns | Evaluator<br>Evaluator |
| Association of College, University and Community Arts Administrators | L. Teal | Member |
| Association of College Unions-International | R. Adelsbach | Associate Member |
| Boarshead Theatre | L. Teal | Board Member |
| Business Assistance Network (Community Growth Alliance) | G. Maiuri | Member |
| Campfire Inc | R. Adelsbach | Member at large |
| Central Macomb Chamber of Commerce - Economic Development Committee | B. Lavens<br>G. Maiuri | Member<br>Member |
| Clay Township Fire Department | D. Wagner | Chief |
| Concerned Citizens for the Arts | L. Teal | Member |
| Criminal Justice Educators and Trainers Association | J. Bahorski<br>J. Bruhns | Member<br>Member |
| Criminal Justice Training Center | M. Wheatley | Director |
| DeLaSalle High School Alumni Association | R. Adelsbach | Executive Board |
| Detroit Police Lieutenant & Sargeants | J. Bruhns | Member |
| Detroit Puppetry Guild | P. Harmon-Lind | Member |

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| | | |
|---|---|---|
| Environmental Management and Risk Assessment Program (Community Advisory Board) | M. Wheatley | Member |
| Fraternal Order of Police-Lodge #124 | J. Bahorski | Member |
| Federal Bureau of Investigation National Academy Association | J. Bahorski | Member |
| Fire Instructor Regional Educational Society | D. Wagner | Secretary |
| Greater Detroit Chamber of Commerce Entrepreneurship Forum | G. Maiuri | Member |
| International Association of Chiefs of Police -- | M. Wheatley | Member |
|     Training & Education Committee | M. Wheatley | Member |
|     Firearms Training Sub-Committee | M. Wheatley | Member |
| International Association of Fire Chiefs | D. Wagner | Member |
| International Police Association | J. Bruhns | Member |
| International Society of Fire Science Instructors | D. Wagner | Member |
| Law Enforcement Association for Families | J. Bruhns | Member |
| Leadership Detroit | M. Smydra | Alumni |
| Legislator of the Year Award | P. Harmon-Lind | Chairman |
| Macomb Arts Council | L. Teal | Member |
| Macomb College Association of Administrative Personnel | R. Kolcz | President |
| Macomb County Association of Chiefs of Police | J. Bahorski | Member |
| | J. Bruhns | Member |
| | M. Wheatley | Member |
| Macomb Friends of Classical Arts | B. Maltese | Member |
| Macomb/St. Clair Adult & Community Education Association | B. Vesprini | Member |

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| | | |
|---|---|---|
| Macomb St. Clair Regional Scholastic Art Council | R. Adelsbach | Treasurer |
| Macomb & Wayne County Spouse Abuse Task Force | J. Bruhns | Board Member |
| Metro Detroit Holistic Health Association | K. DeTone | Member |
| Metropolitan Detroit Convention and Visitors Bureau | J. Chevalier | Member |
| Metropolitan Detroit Veteran's Small Business Conference Planning Committee | G. Maiuri | Member |
| Michigan Athletic Parks and Health Education Recreation | K. Maiuri | Member |
| Michigan Association for Adult and Continuing Education | M. Smydra | Board Member |
| Michigan Association of Community Arts Agencies | P. Harmon-Lind | Board Member |
| Michigan Association of Community College Student Personnel Administrators | R. Adelsbach | Member |
| Michigan Community College Athletic Association | R. Kolcz E. Stanton | Member President |
| Michigan Community College Community Services Association | K. DeTone B. Lavens G. Maiuri | Member Member |
| Michigan Council for the Arts | L. Carrico L. Teal | Grants Reviewer & Consultant Consultant |
| Michigan Community Services Association | R. Kolcz | Member |
| Michigan Council for the Humanities | L. Teal | Consultant |
| Michigan Fire Chiefs | D. Wagner | Member |
| Michigan Fire Fighters Training Council | D. Wagner | Advisor |
| Michigan Holistic Health Association | K. DeTone | Member |
| Michigan Law Enforcement Officers Training Council | J. Bahorski J. Bruhns | Instructor Instructor |

| | | |
|---|---|---|
| Michigan Police Chiefs Association | J. Bruhns | Member |
| Michigan Recreation & Parks Association | R. Adelsbach | Member Consultant |
| National Association of College Auxiliary Services | B. Lavens | Member |
| National Association of Jazz Educators | L. Teal | Consultant |
| National Council on Community Services and Continuing Education | M. Smydra | First VP |
| National Fire Protection Association | D. Wagner | Member |
| National Association of Collegiate Directors of Athletics | R. Kolcz | Member |
| National Intramural Recreation and Sports Association | K. Maiuri | Member |
| National Junior College Athletic Association | R. Kolcz | Member |
| | K. Maiuri | Member |
| Northeast Recreation & Parks Association | R. Adelsbach | Member |
| Northwest Macomb Chamber of Commerce | R. Adelsbach | Member |
| | B. Lavens | |
| Puppeteers of America | P. Harmon-Lind | Member |
| St. Joseph High School Alumni Association | R. Adelsbach | Member |
| Southeastern Michigan Chief of Police Assoc. | J. Bahorski | Member |
| Southeastern Michigan Television Education Consortium | B. Lavens | Member |
| Sterling Heights Area Macomb Chamber of Commerce | G. Maiuri | Member |
| Travel and Tourist Association | J. Chevalier | Member |
| United Community Services-Macomb Division | M. Smydra | Board Member |
| Warren Commission on Crime Task Force Association | J. Bahorski | Appointed |
| Women in Fire Suppression | D. Wagner | Member |

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