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
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.
TABLE OF CONTENTS

Preface iv
List of Attachments vi

Assessment of Community Needs:
I Introduction and Background 1
II Identification of the Problem 4
III Research/Literature Review 5
IV Situation Analysis
   A. Needs-based Internal Factors 7
   B. Needs-based External Factors 8

Response to Community Needs
V Program
   A. Philosophy 12
   B. Strategic Goals for Community Colleges in America 13
   C. Strategic Goals for Macomb Community College 13
VI Action Plan
   A. Long-term Objectives 15
   B. Implementation of Objectives 15
   C. Periodic Reappraisal 17
   D. Local Community Relations Needs-based Matrix 18

VII Significant Publics 19
VIII Program Objectives for Each Public 21
IX Communication Program Strategies
   A. Proactive Community Relations Needs-based Model 26
   B. Media Strategies 27

Evaluation of Effectiveness
X Program Evaluation
   A. Philosophy 28
   B. Application 28
XI Needs-based Program Execution Plans
   A. Assignment of Responsibility 29
   B. Assessment of Community Involvement 39
   C. Timelines for Implementation of Program 41

Reporting to Community
XII Feedback and Program Adjustments 42

Documentation
Appendix
End Notes
Bibliography
## LIST OF ATTACHMENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Appendix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macomb Community College Summary of Revenue Sources</td>
<td>A</td>
</tr>
<tr>
<td>Community Relations Resource Allocations From Cost Center #16336</td>
<td>B</td>
</tr>
<tr>
<td>United States Census Demographic Data</td>
<td>C</td>
</tr>
<tr>
<td>Macomb Community College Organizational Structure</td>
<td>D</td>
</tr>
<tr>
<td>Official Guidelines for the Functioning of Macomb Community College</td>
<td>E</td>
</tr>
<tr>
<td>Academic Affairs/Student and Community Services</td>
<td>F</td>
</tr>
<tr>
<td>Climate Survey Results: 1984 - 1987</td>
<td></td>
</tr>
<tr>
<td>Societal Characteristics and Trends</td>
<td>G</td>
</tr>
<tr>
<td>Macomb County Opinion Survey Results: 1981 - 1987</td>
<td>H</td>
</tr>
<tr>
<td>Decision Maker List: Table of Contents</td>
<td>I</td>
</tr>
<tr>
<td>College Expenditures for Internal Communications Products</td>
<td>J</td>
</tr>
<tr>
<td>1986 Report to the Community</td>
<td>K</td>
</tr>
<tr>
<td>Communications Program Development: Bullet Book</td>
<td>L</td>
</tr>
<tr>
<td>A Biennial Report of Progress at Macomb Community College: 1985 and 1986</td>
<td>M</td>
</tr>
<tr>
<td>Fourteen Steps in a Volunteer Program</td>
<td>N</td>
</tr>
<tr>
<td>Professional/Civic Memberships: President's Council/Student and Community Services</td>
<td>O</td>
</tr>
</tbody>
</table>
ASSESSMENT OF COMMUNITY NEEDS
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 enforcement, 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
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 educa-
tional 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."(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 consens:. 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
institution 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)
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 exemplary models - and a clearer
understanding of the community which constitutes Macomb's constituency, the
research and literature review for the community relations 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
* Attendance at NCCR conference for ideas and input
* The body of Community Relations literature

Second, specific 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
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 reevaluating 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 behaviors. (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
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 has 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)
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
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
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.
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. Designation of administrators responsible 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. Selection of procedures or techniques 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. Distribute detailed information on the College, emphasizing operations, 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:
   Building on Strength - Report to the Community; (Appendix K)
   Building on Strength - Report to Decision Makers; (Appendix L)
   Building on Strength - Biennial Report of Progress; (Appendix M)
   Building on Strength - 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, opinions, 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 administrators 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

*Jobs
*Investments
*Attractive campuses
*Recreation
*Cultural events
*Business support

*Credit instruction
*Training and re-training
*Professional/continuing education

MACOMB COUNTY PROVIDES COLLEGE

*Employees
*Millage support

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

THE FUTURE

COLLEGE NEEDS

*Millage support
*Enhanced reputation
*Good relations with organized labor
*Quality professional/support staff
*Students and affiliates
*Participation on advisory committees
*Contributions to fund development
*Equipment donation
*Job placements
*Technical assistance

*Tax collections and transfers
*Local government services

MACOMB COUNTY NEEDS

Institutional Concerns:
*Major-road infrastructure
*Road maintenance/traffic control
*Airport facilities
*Solid waste disposal
*Business retention
*Business attraction
*Unemployment
*Auto-dependent economy
*High water & flooding

Community Characteristics:
*Low educational attainment
*Declining performance in K-12
*Fear of crime
*Extreme fiscal conservatism
*Drug and alcohol abuse
*Poor image of county
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
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
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. Emphasize 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;
VIII PROGRAM OBJECTIVES FOR EACH PUBLIC (cont.)

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.
VIII PROGRAM OBJECTIVES FOR EACH PUBLIC (cont.)

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
   * Snow removal
   * Street maintenance
   * Police and fire protection
   * Code enforcement
   * Election processes

   * Sanitary and storm sewers
   * Solid waste disposal
   * Transportation services
   * Zoning authorizations
   * Building inspections

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;
VIII PROGRAM OBJECTIVES FOR EACH PUBLIC (cont.)

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 ensure 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;
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

1. Community Needs
* Traffic control
* Road maintenance
* Unemployment
* Business attraction
* Business retention
* Airport facilities
* Solid waste disposal
* Auto-dependent economy
* High water & flooding
* Highway infrastructure

2. Community Target Audiences
* Citizens
* Macomb Affiliates
* Macomb Employees
* Community Leaders
* Special Groups
* Local Government
* State Government
* Federal Government
* News media
* K-12 Districts
* College/Universities
* Organized Labor
* Local Merchants
* 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 responsive to the needs of the community
* is affordable, accessible, and current in course content
* increases and improves employment options
* is compatible with lifestyles, family responsibilities and changes facing adult learners
* is an educational leader
* offers educational plans designed 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 organizational 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

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<td>Number of meetings with local “thought” leaders</td>
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<td>Number of invitations for community leaders to attend college events</td>
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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:

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

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

* Appoint College advisory board to provide community insight. (Annually)

* Be identified with a formal communications program with the community. (Ongoing)

2. Office of the President will:

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

* Provide leadership in setting community relations goals. (Ongoing)

* Invite local leaders to be the president's guests at special events on campus. (As appropriate)

* Make annual awards for leadership in business, health, agriculture, the arts, education, or other areas of academic disciplines. (Annually)

* Assist with media inquiries and tours on campus. (As needed)

* Make speeches on community issues. (As needed)

* Be prominent at significant events in the county. (As appropriate)

* Post legal notices of elections. (As needed)

* Observe specifications of the Open Meetings Act. (Ongoing)
XI NEEDS-BASED PROGRAM EXECUTION PLANS

2. Office of the President (cont.)

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

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

3. Student and Community Services will:

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

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

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

*Maintain volunteer opportunities for citizens at the CPA Ongoing Smydra

*Provide job screening and referrals for students and employers Ongoing Guswiler

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

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

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

*Provide career counseling for students As needed Guswiler

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

*Provide education and training for dislocated workers As needed Guswiler

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

*Provide training for community police and fire personnel Ongoing Smydra
XI NEEDS-BASED PROGRAM EXECUTION PLANS
3. Student and Community Services (cont.)

*Provide speakers knowledgeable of College directions and programs  
Ongoing  Smydrea

*Service the College marquees and bulletin boards with appropriate community relations materials  
As needed  Smydrea

*Provide Professional and Continuing education for targeted groups, including: women, minorities, and the economically disadvantaged through PACE  
Ongoing  Smydrea

*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  Smydrea

*Provide facilities and services for community recreational use  
Ongoing  Smydrea

*Provide employee programs on health  
Ongoing  Guswiler/Smydrea

*Sponsor Holiday Health Fair, Great American Smokeout, and Substance Abuse Seminars  
Annually  Guswiler/Smydrea

*Enhance quality of campus life by facilitating co-curricular activities  
Ongoing  Guswiler/Smydrea

*Provide support and stimulus of economic development in Macomb County  
Ongoing  Smydrea

*Provide entertainment to local groups through the Macombers  
As requested  Smydrea

*Provide facilities and services for community social and educational use  
Ongoing  Smydrea

*Assist with media inquiries and tours on campus  
As needed  Smydrea

*Evaluate potential projects, including:  
Annually  Wagner

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

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

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

4. Academic Affairs will:

*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
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-annually Sucher

*Ensure technical expertise through 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:

*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

*Implement specifications of the Michigan "Right to Know" Law

*Expand financial aid opportunities through investments

*Implement specifications of the "Indoor Clean Air" Act

6. Employee Relations will:

*Maintain procedures to determine and provide compensation and benefits

*Resolve workers compensation, unemployment and other insurance claims

*Develop in-service programs for staff enrichment

*Provide a mechanism for establishing service recognition awards

*Implement specifications of Federal Immigration Act

*Answer employee questions about benefits

*Post and advertise jobs in a non-discriminatory way

*Provide mechanism for full-time employee evaluations

*Provide guidelines for hiring process

*Maintain accurate and confidential employee records

*Provide mechanism for employee upgrading and promotion

*Negotiate contracts in atmosphere of mutual respect

*Implement provisions of employee contracts
XI NEEDS-BASED PROGRAM EXECUTION PLANS

7. **College Relations** will:

   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)
XI NEEDS-BASED PROGRAM EXECUTION PLANS

7. College Relations (cont.)

*Use Emphasis and onCampus to provide recognition, give employees appropriate information and college plans for future, and cultivate collegiality

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

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

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

*Expression of enthusiasm, interest, and availability

*Cooperation in joint projects

*Financial support and attendance at fundraisers

*Involvement in private meetings

*Invitations to campus activities

*Placement of articles in campus publications

*Provide use of campus facilities

*Send personal correspondence

*Give appropriate favors

*Exchange information and ideas

*Develop shared values

*Engage in joint problem solving

*Testify at public hearings

*Seek help to: - track legislation - input rule making - seek grants - prevent funding reductions

*Expand relations with other advocacy organizations

36
XI NEEDS-BASED PROGRAM EXECUTION PLANS
7. College Relations (cont.)

*Apply pressure
*Coordinate others to act in Macomb's behalf

As needed
As needed
Dickinson
Dickinson

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 market/non-market publics
*Review and revise news media relations goals and objectives
*Use effective strategies that facilitate the flow of information and improve the understanding about MCC
*Distinguish between market and non-market publics
*Target media contacts to include:
  News/Feature placements
  Editorial placements

Ongoing
Annually
Ongoing
Annually
Ongoing
Rini
Dickinson
Dickinson
Rini
Dickinson
Dickinson

*Follow common-sense guidelines in dealing with media representatives
*Maintain institutional resources in support of media relations activities
*Strengthen institutional network of information liaisons
*Use a wide range of media relations activities 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

Ongoing
Rini
Rini
Dickinson
Rini

*Observe official institutional media relations policy

Ongoing
All
**XI NEEDS-BASED PROGRAM EXECUTION PLANS**

7. College Relations (cont.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>frequency</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Provide evaluation of media relations programs</em></td>
<td>Semi-annually</td>
<td>Dickinson</td>
</tr>
<tr>
<td><em>Create special mailings to media gatekeepers</em></td>
<td>As needed</td>
<td>Dickinson</td>
</tr>
<tr>
<td><em>Selectively arrange press briefings on campus in connection with academic events on campus</em></td>
<td>As needed</td>
<td>Trustees/Lorenzo</td>
</tr>
<tr>
<td><em>Actively seek Macomb/media joint sponsorship of specialized events</em></td>
<td>Selectively</td>
<td>Trustees/Lorenzo</td>
</tr>
</tbody>
</table>
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 0). 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.

<table>
<thead>
<tr>
<th>Nature of Affiliation</th>
<th>Current</th>
<th>Goal</th>
</tr>
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<tbody>
<tr>
<td>Professional:</td>
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<tr>
<td>Education Related</td>
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</tr>
<tr>
<td>Am Assn/Adult-Cont Ed</td>
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</tr>
<tr>
<td>Am Soc Trng/Devlp</td>
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<tr>
<td>Am Voc Assoc</td>
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<tr>
<td>Assn/Col Unions, Int'l</td>
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<td></td>
</tr>
<tr>
<td>Coun Adv/Sprt Educ</td>
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<td></td>
</tr>
<tr>
<td>Lib Arts Network Dev</td>
<td></td>
<td></td>
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<tr>
<td>Mac Cty School Admin</td>
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<td></td>
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<tr>
<td>Mac Voc Ed Admin Assn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mac Cty Chfs/Police</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mich CC Assoc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mich CC Bus Ofc Assn</td>
<td></td>
<td></td>
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<tr>
<td>Mich CC Comm Svcs Assn</td>
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<td>Mich CC Rel Assn</td>
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<tr>
<td>Mich Counc/Humanities</td>
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<td>Mich Occup Ed Assn</td>
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<tr>
<td>Mid America Group</td>
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</tr>
<tr>
<td>Nat Com/Coop Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat Jr Col Ath Assoc</td>
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<td></td>
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<tr>
<td>Nat Assoc Jazz Educns</td>
<td></td>
<td></td>
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<tr>
<td>Nat TF/Value-Added Educ</td>
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<td></td>
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<tr>
<td>Other</td>
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<td>Am Mktg Assn</td>
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<td>Am Soc Pers Admin</td>
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<tr>
<td>Economic Club</td>
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<td></td>
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<td>Indus Rel Rsrch Assn</td>
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<tr>
<td>Ldrshp Det Alumni</td>
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<td></td>
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<tr>
<td>MSU Adv Mgt Prog Alumni</td>
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<td></td>
</tr>
<tr>
<td>Nat Counc/Com Relns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Press Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pub Rels Soc/Am-Det</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Bar of Mich</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

status
**XI NEEDS-BASED PROGRAM EXECUTION PLANS**

**B. Assessment of Community Involvement (cont.)**

### Civic: Public Organizations

<table>
<thead>
<tr>
<th>Government Related</th>
<th>OCC Board of Trustees</th>
<th>Mayor/Lathrup Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warren Library Comm</td>
<td></td>
<td>Detroit Strategic Task</td>
</tr>
<tr>
<td>Community</td>
<td>New Detroit</td>
<td>Sth Homeowners/Warren</td>
</tr>
<tr>
<td></td>
<td>Mac Cty EMS Council</td>
<td>Macomb Literacy Proj</td>
</tr>
<tr>
<td></td>
<td>Mich Pks/Rec Assoc</td>
<td>NE Rec/Pks Assoc</td>
</tr>
<tr>
<td>Labor</td>
<td>Frat Order Police</td>
<td>MCAAP</td>
</tr>
<tr>
<td></td>
<td>MACCSPA</td>
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</table>

### Civic: Private Organizations

<table>
<thead>
<tr>
<th>Community</th>
<th>United Com Services</th>
<th>United Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>*Exchange</td>
<td>*Kiwanis</td>
</tr>
<tr>
<td></td>
<td>*Lions</td>
<td>*Goodfellows</td>
</tr>
<tr>
<td></td>
<td>*Bus/Prof Women</td>
<td>*Optimist</td>
</tr>
<tr>
<td></td>
<td>*Rotary</td>
<td>*Women's Clubs</td>
</tr>
<tr>
<td></td>
<td>*Toastmaster</td>
<td></td>
</tr>
<tr>
<td>Senior Citizen:</td>
<td>*Am Assoc Ret Prsn</td>
<td>*Agency on Aging</td>
</tr>
<tr>
<td></td>
<td>*Council on Aging</td>
<td>*Local Groups</td>
</tr>
<tr>
<td>Youth Assistance:</td>
<td>Warren YMCA</td>
<td>Childrens Ctr</td>
</tr>
<tr>
<td></td>
<td>UCS/Disabled Youth</td>
<td>Campfire</td>
</tr>
<tr>
<td></td>
<td>DeLaSalle HS Alumni</td>
<td>Mac/St.C Reg Schol Assoc</td>
</tr>
<tr>
<td></td>
<td>St Jos HS Alumni</td>
<td>*Boy/Girl Club</td>
</tr>
<tr>
<td></td>
<td>*Boy/Girl Scouts</td>
<td>*Big Brother/Sister</td>
</tr>
<tr>
<td></td>
<td>*Crip Children Found</td>
<td>*Headstart</td>
</tr>
<tr>
<td></td>
<td>*Parent Advisory Counc</td>
<td></td>
</tr>
<tr>
<td>Ethnic:</td>
<td>*It/Am Cult Ctr</td>
<td>*Carpathia</td>
</tr>
<tr>
<td></td>
<td>*Alliance of Poles</td>
<td>*Ukr Citizens Club</td>
</tr>
<tr>
<td></td>
<td>*Frdnly Sons of St Pat</td>
<td>*Commonwealth</td>
</tr>
<tr>
<td>Military/Veterans:</td>
<td>SANG Base Com Counc</td>
<td>*American Legion</td>
</tr>
<tr>
<td></td>
<td>Met Det Vets Sm Bus</td>
<td>*Amvets</td>
</tr>
<tr>
<td></td>
<td>*VFW</td>
<td></td>
</tr>
</tbody>
</table>
XI NEEDS-BASED PROGRAM EXECUTION PLANS
B. Assessment of Community Involvement (cont.)

<table>
<thead>
<tr>
<th><strong>Special Interest:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Boarshead Theater</td>
<td>Con Citz for Arts</td>
</tr>
<tr>
<td>CPA tax volunteer</td>
<td>Det Future Society</td>
</tr>
<tr>
<td>Mac Arts Counc</td>
<td>St. Joseph Hosp</td>
</tr>
<tr>
<td>World Future Society</td>
<td>*Cancer Society</td>
</tr>
<tr>
<td>*Easter Seals</td>
<td>*Red Cross</td>
</tr>
<tr>
<td>*Goodwill</td>
<td>*FOCUS:Hope</td>
</tr>
<tr>
<td>*Turning Point</td>
<td>*Legal Aid</td>
</tr>
<tr>
<td>*Substance Abuse Ctr</td>
<td>*Arts</td>
</tr>
<tr>
<td>*Environment</td>
<td>*Historical</td>
</tr>
<tr>
<td>*Collectors</td>
<td>*Humane Soc</td>
</tr>
<tr>
<td>*SADD</td>
<td>*Salvation Army</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Business Support:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mich Tech Counc</td>
<td>Bartech, Inc</td>
</tr>
<tr>
<td>Cent Macomb C of C</td>
<td>Com Growth Alliance</td>
</tr>
<tr>
<td>Greater Det C of C</td>
<td>Indus Tech Inst</td>
</tr>
<tr>
<td>Macomb-St. Cl PIC</td>
<td>Metro East C of C</td>
</tr>
<tr>
<td>NW Macomb C of C</td>
<td>Warren/CL/SH C of C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Political:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan Dem Party</td>
<td>*Macomb/MI Repub Party</td>
</tr>
<tr>
<td>*Macomb Dem Party</td>
<td>*Concerned Citizens</td>
</tr>
<tr>
<td>*MI Citizens Lobby</td>
<td>*National Org Women</td>
</tr>
<tr>
<td>*League Women Voters</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Religious:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NE Interfaith Center</td>
<td>Hospital/Pastoral Care</td>
</tr>
<tr>
<td>*Local church/parish</td>
<td>*Regional denom. activity</td>
</tr>
<tr>
<td>Greater Det Round Table/Xns and Jews</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Renaissance Club</td>
<td>1 add 1</td>
</tr>
<tr>
<td>*Lodges</td>
<td></td>
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</tbody>
</table>

*No current involvement

Note: Administrative activity below President's Council level available for Student and Community Service only.
XI NEEDS-BASED PROGRAM EXECUTION PLANS
C. TIMELINES FOR IMPLEMENTATION OF THE COMMUNITY RELATIONS PROGRAM

- Selected In-kind Philanthropy
- Social Responsibility Initiative
- Volunteerism
- In-service
- Government Officials Protocol Events
- Decision Makers Forums
- Survey Research
- Community Relations Messages in Media
- External Community Relations Publications Program
- Plan review and adoption
- Ongoing community services and support

*dm = Report to Decision Makers
*c = Report to the Community
## COMMUNICATIONS RELATIONS PROJECTS CALENDAR

1988

### Jan
- Philanthropy: PH
- Social Responsibility: S(1)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### Feb
- Philanthropy: PH
- Social Responsibility: S(2)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(2)

### March
- Philanthropy: PH
- Social Responsibility: S(1)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(3)

### April
- Philanthropy: PH
- Social Responsibility: S(2)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### May
- Philanthropy: PH
- Social Responsibility: S(1)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### June
- Philanthropy: PH
- Social Responsibility: S(2)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### July
- Philanthropy: PH
- Social Responsibility: S(1)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### August
- Philanthropy: PH
- Social Responsibility: S(2)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### September
- Philanthropy: PH
- Social Responsibility: S(1)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### October
- Philanthropy: PH
- Social Responsibility: S(2)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### November
- Philanthropy: PH
- Social Responsibility: S(1)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

### December
- Philanthropy: PH
- Social Responsibility: S(2)
- Volunteerism: V
- Government Relations Protocol Events: G(1) G(2) G(3) G(4)
- Forum for Decision Makers: F
- Research: R
- Media: M(1) M(2) M(3)
- Publications: P(1)

**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
- 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

**Forums for Decision Makers:**
- F — Forum for Decision Makers

**Government 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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Document: 41b 55
REPORTING TO COMMUNITY
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.
### Macomb Community College
### Summary of Revenue Sources

<table>
<thead>
<tr>
<th>Year</th>
<th>Local property taxes and other sources</th>
<th>State aid</th>
<th>Student tuition and fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978-79</td>
<td>25%</td>
<td>49%</td>
<td>26%</td>
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<tr>
<td>1979-80</td>
<td>24%</td>
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<td>1984-85</td>
<td>24%</td>
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<tr>
<td>1985-86</td>
<td>23%</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>----------------</td>
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<tr>
<td><strong>PUBLICATIONS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report to Community</td>
<td>$33,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>275,000 @ $ .12</td>
<td></td>
<td>Report to Decision Makers</td>
<td></td>
</tr>
<tr>
<td>Biennial Report of</td>
<td></td>
<td>10,000 @ $ .48</td>
<td></td>
</tr>
<tr>
<td>750 @ $ .26</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sub-total</strong></td>
<td>$33,800</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNICATIONS WITH DECISION MAKERS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailings to total list</td>
<td>$1,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2700 x 2 = 5400</td>
<td></td>
<td>Mailings to total list</td>
<td></td>
</tr>
<tr>
<td>Targeted Mailings</td>
<td>50</td>
<td>2700 x 3 = 8100</td>
<td></td>
</tr>
<tr>
<td>100 x 10 = 1000</td>
<td></td>
<td>Targeted Mailings</td>
<td></td>
</tr>
<tr>
<td>Correspondence</td>
<td>50</td>
<td>100 x 12 = 1200</td>
<td></td>
</tr>
<tr>
<td>Special Events</td>
<td>1,500</td>
<td>Correspondence</td>
<td></td>
</tr>
<tr>
<td>Macomb Ctr Recp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legis. Dinner/Lans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On campus Leg. Brfst.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sub-total</strong></td>
<td>$2,800</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERSONNEL (30 percent of time)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>$16,831</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td>8,462</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>7,408</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT Editorial</td>
<td>1,735</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sub-total</strong></td>
<td>$34,436</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERSONNEL (40 percent of time)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>$22,442</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td>10,521</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>9,879</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT Editorial</td>
<td>2,312</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sub-total</strong></td>
<td>$44,154</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL COSTS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$210</td>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>Mileage</td>
<td>400</td>
<td>Mileage</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>500</td>
<td>Miscellaneous</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sub-total</strong></td>
<td>$1,110</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>$72,146</td>
<td><strong>$85,524</strong></td>
<td></td>
</tr>
</tbody>
</table>

*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.)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>74,673</td>
<td>63,356</td>
</tr>
<tr>
<td>Married</td>
<td>164,390</td>
<td>165,690</td>
</tr>
<tr>
<td>Widowed</td>
<td>4,858</td>
<td>27,047</td>
</tr>
<tr>
<td>Divorced</td>
<td>12,458</td>
<td>18,318</td>
</tr>
<tr>
<td>Total</td>
<td>340,018</td>
<td>354,582</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Age</th>
<th>1970</th>
<th>1980</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>4,308</td>
<td>6,651</td>
<td>- 27.5%</td>
</tr>
<tr>
<td>5-19</td>
<td>209,507</td>
<td>186,983</td>
<td>- 10.8</td>
</tr>
<tr>
<td>20-34</td>
<td>130,235</td>
<td>177,475</td>
<td>36.3</td>
</tr>
<tr>
<td>35-44</td>
<td>81,724</td>
<td>85,534</td>
<td>4.4</td>
</tr>
<tr>
<td>45-59</td>
<td>93,062</td>
<td>116,260</td>
<td>24.9</td>
</tr>
<tr>
<td>60-64</td>
<td>16,601</td>
<td>28,382</td>
<td>71.0</td>
</tr>
<tr>
<td>65-up</td>
<td>29,872</td>
<td>53,495</td>
<td>79.1</td>
</tr>
<tr>
<td>Median Age</td>
<td>24.6</td>
<td>29.1</td>
<td>18.3</td>
</tr>
</tbody>
</table>
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; Sales and Marketing Management Annual Report; based on U.S. Census information).

1986 Survey of Buying Power (By Age Group)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>11.7%</td>
</tr>
<tr>
<td>25-34</td>
<td>17.4%</td>
</tr>
<tr>
<td>35-49</td>
<td>20.6%</td>
</tr>
<tr>
<td>50- +</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

C. Median Income

Median Household Income 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 Lake Township.

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

The number falling above and below the poverty threshold index 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:

<table>
<thead>
<tr>
<th>Race</th>
<th>Above Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>642,517</td>
<td>29,637</td>
</tr>
<tr>
<td>Black</td>
<td>7,125</td>
<td>1,621</td>
</tr>
<tr>
<td>Other</td>
<td>6,797</td>
<td>458</td>
</tr>
</tbody>
</table>

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 one and three years of college coursework.
Demographic Information (p. 3)

Educational Attainment of Macomb County Adults

<table>
<thead>
<tr>
<th>Level</th>
<th>People</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade or Less</td>
<td>53,540</td>
<td>13.5%</td>
</tr>
<tr>
<td>High School - 1 to 3 years</td>
<td>68,803</td>
<td>17.3%</td>
</tr>
<tr>
<td>High School Graduates</td>
<td>167,881</td>
<td>42.3%</td>
</tr>
<tr>
<td>College - 1 to 3 years</td>
<td>63,922</td>
<td>16.2%</td>
</tr>
<tr>
<td>College - 4 or more years</td>
<td>42,434</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

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.

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

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:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5</td>
<td>44,845</td>
<td>874</td>
<td>695</td>
</tr>
<tr>
<td>5-14</td>
<td>113,626</td>
<td>1950</td>
<td>1410</td>
</tr>
<tr>
<td>15-59</td>
<td>438,116</td>
<td>5570</td>
<td>4768</td>
</tr>
<tr>
<td>60-64</td>
<td>27,926</td>
<td>187</td>
<td>153</td>
</tr>
<tr>
<td>65 plus</td>
<td>52,571</td>
<td>480</td>
<td>238</td>
</tr>
<tr>
<td></td>
<td>1970</td>
<td>1980</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td><strong>Married Couple/Family</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Children</td>
<td>84,781</td>
<td>87,376</td>
<td></td>
</tr>
<tr>
<td>Without Children</td>
<td>68,672</td>
<td>71,032</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>153,453</td>
<td>158,408</td>
<td></td>
</tr>
<tr>
<td><strong>Male Householder/No Wife</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Children</td>
<td>1,271</td>
<td>2,003</td>
<td></td>
</tr>
<tr>
<td>Without Children</td>
<td>1,658</td>
<td>3,777</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,929</td>
<td>5,780</td>
<td></td>
</tr>
<tr>
<td><strong>Female Householder/No Husband</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Children</td>
<td>6,287</td>
<td>11,784</td>
<td></td>
</tr>
<tr>
<td>Without Children</td>
<td>3,587</td>
<td>8,326</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9,874</td>
<td>20,110</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Family Households</strong></td>
<td>37,292</td>
<td>45,707</td>
<td></td>
</tr>
</tbody>
</table>

*Family: 2 or more relatives under one roof
With Child: children under 18    Without Child: no children under 18
Vice President for College Relations
N.B.U.
Catherine B. Ahles

Director, Resource Development
Vacant

Director, Marketing and Communication Services
Betty Fritchard
Vice President for Employee Relations N.B.U.
William MacQueen

Director of Human Resource Management N.B.U.
Margaret MacTavish

Assistant Director of Employee Relations N.B.U.
Gracy Weeks

Director of Personnel Administration N.B.U.
Glenn Peters
CLIMATE SURVEY FROM ACADEMIC AFFAIRS/STUDENT & COMMUNITY SERVICES: 1984-1987

Comparison of CS1/CS2 Mean Scores by Topic

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

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 1,366 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

<table>
<thead>
<tr>
<th>Topic</th>
<th># of Scores</th>
<th>1.00/2.00</th>
<th>2.01/3.00</th>
<th>3.01/4.00</th>
<th>4.01/5.00</th>
<th>5.01/6.00</th>
<th>6.01/7.00</th>
<th>7.01/8.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>270</td>
<td>7</td>
<td>30</td>
<td>46</td>
<td>58</td>
<td>56</td>
<td>69</td>
<td>4</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Cooperation</td>
<td>84</td>
<td>0</td>
<td>5</td>
<td>13</td>
<td>29</td>
<td>17</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Decision-mkg</td>
<td>132</td>
<td>4</td>
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<td>362</td>
<td>311</td>
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</table>
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.
SOCIAL CHARACTERISTICS AND TRENDS

As outlined by Robert, Ross, in "The Management of Public Relations"
Accreditation Primer, 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?

<table>
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<td>5%</td>
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<td>3%</td>
<td>4%</td>
<td>12%</td>
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<td>High Taxes</td>
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<td>Road Repair/Traffic</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>3%</td>
<td>6%</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
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<tr>
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<td>47%</td>
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<td>10%</td>
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<td>Flood Control</td>
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<td>Alcohol &amp; Drug Abuse</td>
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<td>*</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>5%</td>
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<tr>
<td>Other</td>
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<td>8%</td>
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<td>Don't Know</td>
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<td>10%</td>
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<td>19%</td>
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<td>24%</td>
<td>37%</td>
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(Base Size) (504, 500, 500, 500, 506, 500, 567, 500, 300, 435, 497)

* Not Included In Survey
**QUESTION:** RATE THE IMPORTANCE OF THE FOLLOWING EDUCATIONAL OPPORTUNITIES FOR RESIDENTS OF MACOMB COUNTY.

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<td>Earning a Bachelor's Degree</td>
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<td>- 4%</td>
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## Appendix I

### Decisioaker List - Table of Contents

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<th>Page</th>
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<td>I. Business Leaders</td>
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<td>A. Auto Dealers</td>
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<td>B. Financial Institutions</td>
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<td>3. County Savings and Loans</td>
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<td>C. Food Handlers</td>
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<td>D. Hospitals</td>
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<td>F. Miscellaneous</td>
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<td>G. Retail</td>
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<td>H. Utilities</td>
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<td>I. Business Support Groups</td>
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<td>1. Community Growth Alliance</td>
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<td>2. Private Industry Council</td>
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<td>3. Small Business Advisory Council</td>
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<td>4. Chambers of Commerce</td>
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<td>5. Economic Development Corporations</td>
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<td>II. Education</td>
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<td>A. K-12 Public Schools</td>
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<td>1. Public School Superintendents</td>
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<td>2. Secondary School Principals</td>
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<td>3. Boards of Education</td>
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<td>4. M'ISD Officials</td>
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<td>5. S. Michigan Intermediate School Districts</td>
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<td>B. K-12 Private Schools</td>
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<td>C. Higher Education</td>
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<td>1. MCC Board of Trustees</td>
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<td>2. MCC Board of Trustees, Emeriti</td>
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<td>4. State Board of Education</td>
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<td>5. Tri-County Colleges and Universities</td>
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<td>6. Mid-America Training Group</td>
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<td>7. Higher Education Advocacy Groups</td>
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<td>III. Government Officials - Elected</td>
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<td>A. Federal Officials</td>
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<td>B. State Officials</td>
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<tr>
<td>1. Governor's Executive Office</td>
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<td>2. Legislators</td>
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<td>3. Legislative Committees</td>
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<td>a) Joint Appropriations/Capital Outlay</td>
<td>102</td>
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<td>b) Joint Appropriations/Community College</td>
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<tr>
<td>c) College &amp; Universities/House</td>
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<td>d) Education &amp; Mental Health/Senate</td>
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<td>e) Appropriations/Senate</td>
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<td>f) Appropriations/House</td>
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<td>C. County Officials</td>
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<tr>
<td>1. Macomb County Commissioners</td>
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<td>2. Other Macomb County Elected Officials</td>
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III Government Officials - Elected (cont.)
D. Local Officials
   1. Mayors and Supervisors .................................. 115
   2. Local Councils, Clerks & Treasurers ..................... 118
   3. Boards of Supervisors .................................... 131

IV Government Officials - Appointed
A. State Officials
   1. Department of Commerce .................................. 146
   2. Department of Education .................................. 147
   3. Department of Labor ....................................... 148
   4. Department of Management and Budget .................... 149
   5. Legislative Fiscal/Research Agencies .................... 150
   6. Office of Job Training .................................... 152
B. County Officials
   1. County Department Heads ................................ 153
   2. Board of Road Commissioners ............................. 155
C. Local Officials
   1. City Managers ............................................. 156
   2. Local Police Chiefs ...................................... 157
   3. Local Fire Chiefs ........................................ 160

V Judicial
A. Circuit Court Judges ....................................... 163
B. District/Municipal Judges .................................. 164
C. Probate Court Judges ...................................... 166

VI Labor
A. Presidents, MCC Locals .................................... 167
B. Trade/Professional Unions .................................. 168
C. Law Enforcement Unions ................................... 174
D. Fire Fighters Unions ..................................... 176

VII Media
A. Print
   1. Trade Publications ........................................ 177
   2. National Publications .................................... 178
   3. Regional Publications .................................... 180
   4. Local Publications ....................................... 181
   5. Local - Outside Mac & County ............................ 183
   6. Ethnic Publications ..................................... 185
B. Broadcast
   1. Radio ..................................................... 186
   2. Television ................................................ 187
   3. Cable Companies ......................................... 188

VIII Organizations
A. Community Service ......................................... 189
   1. Service Clubs ........................................... 189
   2. Youth Assistance ........................................ 198
   3. Special Needs (Alcohol, Drugs, etc.) .................... 201
B. Professional/Business ...................................... 211
C. Religious ................................................... 215
D. Veterans ..................................................... 250
E. Senior Citizen ............................................... 255
Appendix 1-3

VIII Organizations (cont.)
F. Ethnic................................................. 268
G. Political
   1. Republican........................................ 270
   2. Democratic...................................... 275
H. Libraries.......................................... 278
I. Lodge............................................... 282
J. Special Interest.................................. 286
   (Fine Arts, Historical, Environment, Family, etc.,

3/25/87
138
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### Table 9
College Expenditures for Internal Communication Products

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<td>Update</td>
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<td>MCC Journal</td>
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<td>Weekly Word</td>
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<td>Commshare</td>
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<td>Guide to College Services</td>
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<td>Emphasis</td>
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<td>Computer Services Newsletter</td>
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<td>Campus Maps</td>
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<td>Recognition Booklet</td>
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<td>Part-time Faculty Handbook</td>
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<td>Academic Affairs</td>
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<td>Math/Science Newsletter</td>
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<td>Job Postings</td>
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<td>Committee Meeting Minutes</td>
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<td>Departments/Divisions/Units</td>
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<td>President's Council Minutes</td>
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<td>Institutional Calendar</td>
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**Internal Publications Total** $75,495

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<td>Retirement Reception (Gifts)</td>
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<td>Teaching Awards</td>
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<td>Other meetings* (Facilities)</td>
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<td>Displays/Exhibits</td>
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<td>Academic Affairs Climate Survey</td>
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<td>EMC2/ACCT (Maintenance Contract)</td>
<td>4,200</td>
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**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.
BUILDING ON STRENGTH

A REPORT TO DECISION MAKERS
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 Harvard Business Review 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

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<th>Organization</th>
<th>Name(s)</th>
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<tr>
<td>American Marketing Association</td>
<td>Pritchard</td>
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<tr>
<td>American Medical Association, Site Examiner</td>
<td>Petros</td>
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<tr>
<td>American Society of Allied Health Professions</td>
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<tr>
<td>American Vocational Association</td>
<td>Petros</td>
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<tr>
<td>CASE</td>
<td>Ahles/Lorenzo/Pritchard</td>
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<tr>
<td>Central Macomb Chamber of Commerce</td>
<td>Lorenzo</td>
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<tr>
<td>CGA Representative</td>
<td>Pritchard</td>
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<td>Children's Center, Detroit Public Relations Committee</td>
<td>Ahles</td>
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<tr>
<td>Connections 1986</td>
<td>Dickinson</td>
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<td>Detroit Future Society</td>
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<td>Detroit Press Club</td>
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<tr>
<td>Detroit Strategic Planning, Task Force on Race Relations</td>
<td>Smyd_ a</td>
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<tr>
<td>Economic Club</td>
<td>Lorenzo</td>
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<tr>
<td>Engineering Society of Detroit</td>
<td>Lorenzo</td>
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<tr>
<td>Greater Detroit Chamber of Commerce</td>
<td>Ahles</td>
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<td>Industrial Technology Institute</td>
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<td>Intracocular Lenses (St. Joseph's Hospital)</td>
<td>Petros</td>
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<td>MACCSPA, Secretary</td>
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<td>Macomb Association of Curriculum Administrators</td>
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<td>Macomb County Association of School Administrators</td>
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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

Ahles

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
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<tr>
<td>National Commission for Cooperative Education</td>
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<td>Public Relations Society of America</td>
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<td>SANG Base Community Council</td>
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<td>St. Joseph's Hospital, Board of Directors</td>
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<td>St. Joseph's Hospital, Chair, Professional Advancement</td>
<td>Guswiler</td>
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<tr>
<td>Board of Clinical Pastoral Care Program</td>
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<td>United Community Services Advancement Committee for Mobilization of Disabled Youth Leadership, Vice-Chair</td>
<td>Wagner</td>
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<td>United Community Services, Board of Directors</td>
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<td>United Community Services, Social Services Division</td>
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<td>United Foundation Central Allocations Committee</td>
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<td>United Foundation, Health Services I Allocation and Review Panel, Chair</td>
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<td>Warren, Center Line, Sterling Heights, Chamber of Commerce</td>
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<td>Warren Library Commission, Vice President</td>
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<td>World Future Society</td>
<td>Dickinson</td>
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3/18/87

PPP
# Membership List

## For Student and Community Services

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<tr>
<th>Organization</th>
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<tr>
<td>American Management Association</td>
<td>K. Maiuri</td>
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<td>AWWJC</td>
<td>K. Maiuri</td>
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<tr>
<td>Accreditation of Law Enforcement Agencies</td>
<td>J. Bahorski</td>
<td>Assessor</td>
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<tr>
<td>American Association of Higher Education</td>
<td>M. Smydra</td>
<td>Member</td>
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<td>American Association of Women in Community and Junior Colleges</td>
<td>M. Smydra</td>
<td>Member</td>
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<tr>
<td>Assessment Center (Accredited)</td>
<td>J. Bahorski</td>
<td>Evaluator</td>
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<tr>
<td>Association of College, University and Community Arts Administrators</td>
<td>J. Bruhns</td>
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<tr>
<td>Association of College Unions-International</td>
<td>R. Adelsbach</td>
<td>Associate Member</td>
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<td>Boarshead Theatre</td>
<td>L. Teal</td>
<td>Board Member</td>
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<tr>
<td>Business Assistance Network (Community Growth Alliance)</td>
<td>G. Maiuri</td>
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<tr>
<td>Campfire Inc</td>
<td>R. Adelsbach</td>
<td>Member at large</td>
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<td>Central Macomb Chamber of Commerce - Economic Development Committee</td>
<td>B. Lavens</td>
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<td>Clay Township Fire Department</td>
<td>G. Maiuri</td>
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<td>Concerned Citizens for the Arts</td>
<td>D. Wagner</td>
<td>Chief</td>
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<td>Criminal Justice Educators and Trainers Association</td>
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<td>J. Bahorski</td>
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<td>Detroit Police Lieutenant &amp; Sargeants</td>
<td>J. Bruhns</td>
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<tr>
<td>Detroit Puppetry Guild</td>
<td>P. Harmon-Lind</td>
<td>Member</td>
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Appendix 0-4
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 -- Training & Education Committee
M. Wheatley, Member

International Association of Chiefs of Police -- 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
SCS Memberships
Page Three

Appendix 0-6

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  Member

Michigan Community College Community Services Association  K. DeTone  Member

Michigan Council for the Arts  L. Carrico  Grants Reviewer & 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  Instructor

Michigan Law Enforcement Officers Training Council  J. Bruhns  Instructor
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<td>Michigan Police Chiefs Association</td>
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<td>National Fire Protection Association</td>
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<td>National Junior College Athletic Association</td>
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<td>Women in Fire Suppression</td>
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NOTES


4. Winkler, op. cit., p. 35.


13. P. Choate, op. cit.


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