

DEFINITIONS FOR BOARD OF TRUSTEES POLICIES AND PROCEDURES

The following definitions are used for the sole purpose of clarifying the meaning and intent of Board Policy.

Academic Program – A series of courses that leads to a certificate of achievement, a certificate or a degree.

Administrative Rules – Instructions and directions from the College’s Cabinet that provide interpretation and direction for the College’s employees as it relates to accomplishing all Means.

Board – The seven (7) elected trustees acting as a group that has authority and responsibility defined by the Michigan Community College Act.

Board/CEO Relationship Policies – Description of how authority and accountability are delegated to the CEO and which describe the Board’s expectations, how the Board will monitor CEO performance and which establish parameters for how the Board will engage with College employees.

Board Governance Process Policies – Specify how the Board conceives, carries out and monitors its oversight role.

Board Policy/Policies – Guiding or governing principles, formally approved by the Board in furtherance of the College’s mission and values. Policies do not include procedures used for implementation.

Chief Executive Officer (CEO) – The Board’s primary employee, who performs the functions outlined in the Michigan Community College Act. The Chancellor is the Chief Executive Officer of the College.

Chief Financial Officer (CFO) – The Vice Chancellor of Administrative Services is the College’s Chief Financial Officer. The CFO is an employee of the College. The CFO is hired by and reports to the CEO.

College – The collective of the Board and all of the College’s employees, including the CEO.

College Readiness – Courses, programs and services that assist students with developing the attitudes, behaviors and strategies needed to facilitate success in their academic pursuits. Included programs and services are designed to equip students to identify, select and utilize various college resources that will assist them with associated developmental courses and prepare them for college-level work and future academic success. This does include adult basic education courses that are below the high school level and are part of the programming provided in community education.

Community Stakeholders – The term community stakeholders encompasses the College’s entire service area including (but not limited to): County and neighboring residents; students; area school districts; local, regional, and state businesses and employers; alumni; benefactors; investors; local, regional, and state governmental entities and agencies; university and college partners; and any other group or individual that may be affected in a broad sense by the Ends to be determined by the Board.

Continuing Education – Courses or programs that provide individuals with professional growth and/or development throughout their job or career lifecycles. These courses or programs provide individuals with the opportunity to remain current in their careers, learn new skills, change careers or enhance their

marketability. Generally, these courses and programs are offered in either a credit or non-credit format. Often, continuing education encompass a wide range of experiences including courses, workshops, conferences, seminars and certificate programs.

Credit-based continuing education courses or programs typically provide Continuing Education Units (CEUs) that lead to professional certification, professional endorsement or satisfy professional licensing requirements. Continuing education also includes educational programming that contributes to the personal interest, growth, and enrichment of community members.

Continuing Education Unit (CEU) – As defined by the American National Standards Institute/ International Association for Continuing Education and Training (ANSI/IACET), a CEU is a unit of credit equal to 10 hours of participation in an accredited program designed for professionals with certificates or licenses to practice various professions. For example, such professions might include without limitation, engineering, financial advising, accounting, teaching and healthcare professions.

Diversity – The entire range of human differences that includes, but is not limited to, race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, veteran status, physical and cognitive abilities or attributes, religious affiliation, national origin, citizenship and political beliefs.

Equity – Ensures equal opportunity for all persons by recognizing, actively challenging and eliminating bias, harassment and discrimination throughout the College.

Executive Limitation Policies – Constrains CEO executive authority by establishing prudent and ethical boundaries within which all Means activity and decisions must take place.

Guidelines – Are established by the Chancellor’s Cabinet and are similar to Administrative Rules but are broader and advisory in nature.

Inclusion – Involvement and empowerment where the inherent worth and dignity of all people is recognized. An inclusive college promotes and sustains a sense of belonging; it values and respects the talents, beliefs, backgrounds and ways of living of its community members.

Ends – The College’s purpose, and related statements that clearly state the desired results of the College’s actions; they describe the needs to be met, for whom and at what cost.

Means – Administrative activities of the college; actions, plans, program services and operations used to achieve the Ends; they describe how the Ends will be achieved. They are the responsibility of the CEO.

Operate – The act of performing day-to-day College functions.

Oversight – The act of establishing direction and monitoring performance to ensure the College is achieving its purpose.

Procedures – Structured methods used to accomplish Means that are consistent with administrative rules and guidelines; specific tactical decisions established by the College’s operational units.

Programming – The breadth of activity (i.e. events, courses, meetings, seminars, certificates, degrees, etc.) that occurs within each Board-identified purpose for the College.

Service Program – Activities, meetings, seminars, or courses that assist students with their academic pursuits or personal development.

Student – Any individual who participates in a course, program or service provided by the College. These include -- without limitation -- credit, non-credit, personal enrichment, apprenticeship, workforce development, training, college readiness or any other course, program, or service provided for special populations to address barriers that prohibit participation in education and employment.

Student Success – The exploration, identification and achievement of personal and academic goals resulting in college readiness; credential, certificate or degree completion; and employment.

Substantive Change – Changes that materially change the intent, direction or impact of a policy.

Supermajority – Five or more votes on an issue or decision from Trustees at a properly noticed public meeting.

Trustee – Any duly elected, qualified person residing within the College’s district as noted in the Michigan Community College Act.

Workforce Development – Customized workforce training, consulting and technical assistance programs/services that support public and private sector development.

Workforce Training – Customized and focused courses/programs, consulting services, or technical assistance services which provide local or regional employers with opportunities to enhance the knowledge and skills of their employees, improve organizational culture and improve operational effectiveness. Generally, these courses, programs, and services are developed specifically for individual employers and are offered in either a credit or non-credit format through a contractual arrangement. Continuing education courses, seminars and programs may be customized to meet specific employer needs.

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