

## **CALL TO ORDER**

Board Chair Joan Smith called the meeting of the Lake Michigan College Board of Trustees to order on May 20, 2025 at 5:00 p.m. Board Chair Smith opened the meeting with the Pledge of Allegiance.

## **ROLL CALL**

Present: Ms. Joan Smith, Ms. Vicki Burghdoff, Ms. Mary Jo Tomasini and Mr. Mark Weber.

## **SETTING OF THE AGENDA**

The minutes from April 15, 2025 Board meetings were approved as presented with a voice vote by all trustees present.

## **PETITIONS AND COMMUNICATIONS FROM THE FLOOR**

None

## **PRESIDENT'S REPORT**

Dr. Kubatzke began his report by expressing his gratitude to the Board for attending the commencement ceremony on May 4, 2025. He noted that it was a meaningful and successful day, highlighted by the many inspiring stories that were shared. He also reported that summer classes are now underway and progressing well, with a notable increase in enrollment. Additionally, Dr. Kubatzke shared that the Cabinet recently held a productive retreat, during which they revisited and reprioritized their strategic goals.

## NEW BUSINESS

### **AGRIBUSINESS MANAGEMENT CERTIFICATE OF ACHIEVEMENT**

The purpose of the Agribusiness Management Certificate is to equip students with essential business skills tailored to the unique needs of the agriculture industry. The program prepares students to excel in agribusiness operations, sales, marketing, and management roles, fostering a workforce that contributes to the economic vitality of the agricultural sector.

The Agribusiness Management Certificate bridges the gap between agriculture and business by providing students with a foundational understanding of agribusiness practices and workplace professionalism. Students begin with core coursework in agribusiness management and professional skills, then choose a specialized track in sales and customer service, small business management, or digital marketing.

Each track equips students with targeted skills to pursue careers in their area of interest, from customer relations and sales strategy to small business operations and advanced digital marketing techniques. Graduates leave the program with the knowledge and confidence to succeed in diverse roles within the agriculture industry or to continue their education in related fields.

This certificate can be completed as a standalone credential or as part of the AAS degree in Agriculture, offering flexibility for students to tailor their education to their goals.

#### **ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the AgriBusiness Management Certificate of Achievement.

## **NEW AGRICULTURE ASSOCIATE IN APPLIED SCIENCE**

The purpose of the Associate of Applied Science (AAS) in Agriculture is to provide students with a well-rounded education that combines foundational knowledge and specialized skills in agriculture. This program prepares students for careers in agricultural sciences, business, technology, and viticulture, while also offering pathways for further education and professional growth.

The Associate of Applied Science in Agriculture is designed to meet the diverse needs of today's agricultural industry by blending general education with specialized, hands-on training. Students begin with foundational coursework in communication, mathematics, and sciences, and then customize their education by selecting two of four specialized pathways:

1. AgriBusiness Management – Develops essential business and marketing skills for agricultural operations, including sales, customer service, and management strategies.
2. AgriScience – Focuses on soil science, plant biology, and sustainable agricultural practices, providing a strong scientific foundation.
3. AgTech – Emphasizes agricultural technology, with training in computer science, geospatial technologies, and applied trades like welding and electronics.
4. Wine and Viticulture Foundations – Introduces students to winemaking, vineyard management, and wine hospitality through classroom learning and cooperative experiences.

By combining general education with applied coursework, students gain the critical thinking skills, technical expertise, and practical experience needed to succeed in the evolving agricultural industry. Graduates are prepared for careers in farming, agribusiness operations, agricultural technology, and viticulture, or can pursue further education in agriculture or related fields.

### **ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the Agriculture Associate in Applied Science.

### **AGRISCIENCE CERTIFICATE OF ACHIEVEMENT**

The AgriScience Certificate program offers a practical and science-based approach to agricultural education. Students gain foundational knowledge in plant and soil science, crop production, and pest management, with an emphasis on sustainable and regionally appropriate practices. This program prepares graduates for employment opportunities in farming, greenhouse operations, wine and viticulture operations, and agricultural sales amongst many others. Through hands-on experience and applied learning, students are empowered to contribute to the growing and evolving agricultural sector in Southwest Michigan and beyond.

### **ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the AgriScience Certificate of Achievement.

### **AGTECH CERTIFICATE OF ACHIEVEMENT**

The purpose of the AgTech Certificate is to prepare students with the technical knowledge and skills necessary to support and advance the use of technology in agriculture. The program emphasizes innovation, problem-solving, and adaptability to meet the growing demand for technology-driven solutions in agricultural operations.

The AgTech Certificate focuses on the integration of technology into modern agricultural practices, providing students with foundational knowledge in computer science and related technical fields. Students begin with core coursework in technology fundamentals and can tailor their learning through electives in welding, electronics, machining, manufacturing technology, or electrical systems.

This hands-on and flexible program allows students to explore the diverse applications of technology in agriculture, from precision farming tools to automated systems. Graduates of the program are equipped with the skills to support technological advancements in agriculture and pursue careers in agri-tech support, operations, or innovation.

This certificate can be completed as a standalone credential or as part of the AAS degree in Agriculture, offering flexibility for students to tailor their education to their goals.

### **ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the AgTech Certificate of Achievement.

### **WINE AND VITICULTURE FOUNDATIONS CERTIFICATE OF ACHIEVEMENT**

The purpose of the Wine and Viticulture Foundations Certificate is to provide students with foundational knowledge and practical experience in winemaking, vineyard management, and wine hospitality. The program prepares students for entry-level roles in the wine industry or further academic studies at Lake Michigan College

The Wine and Viticulture Foundations Certificate offers a comprehensive introduction to the wine industry, focusing on the science of winemaking, vineyard practices, and wine hospitality. Students gain hands-on experience through cooperative placements in winery and vineyard settings, allowing them to apply classroom concepts to real-world scenarios.

Core courses cover topics such as fermentation science, vineyard establishment and maintenance, and the exploration of global wine styles. Cooperative experiences further enhance students' understanding of winemaking processes, grapevine care, and the role of hospitality in the wine industry.

This certificate can be completed as a standalone credential or as part of the AAS degree in Agriculture, offering flexibility for students to tailor their education to their goals. Continued coursework in the Wine and Viticulture Technology Program also leads to the Wine and Viticulture Technology AAS.

### **ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the Wine and Viticulture Foundations Certificate of Achievement.

## **NEW AVIATION ASSOCIATE IN APPLIED SCIENCE**

The purpose of the Aviation Program is to prepare students for successful careers in the aviation industry by providing them with comprehensive education, technical training, and hands-on experience. The program aims to cultivate the knowledge, skills, and professionalism required for roles such as pilots, and aviation managers.

Through a blend of classroom instruction, practical application, and industry-aligned curriculum, the program fosters critical thinking, problem-solving, and technical expertise. By emphasizing safety, regulatory compliance, and sustainability, the Aviation Program equips students to meet the evolving demands of the global aviation industry while promoting lifelong learning and professional growth.

The technical portion of the program will be offered at a flight school and transferred as a certificate to LMC. Business classes and general education requirements will be offered in person or online through LMC courses.

Ultimately, the program seeks to inspire future aviation professionals who are dedicated to excellence, innovation, and contributing to the safe and efficient advancement of air transportation.

The AAS in Aviation aims to equip students with:

- A strong foundation in aviation science, safety, and operations.
- Technical skills and certifications required for specialized aviation careers.
- Knowledge of Federal Aviation Administration (FAA) regulations and industry standards.
- A strong business acumen.

Even though the labor market data in our region may not demonstrate a strong demand, there is a national pilot shortage in the United States, which has been a growing concern in recent years. Several factors contribute to this shortage, impacting both commercial and regional airlines.

1. **Increased Demand for Air Travel**

- As the aviation industry recovers post-pandemic, there has been a surge in passenger demand. Airlines are adding routes and flights, further increasing the need for qualified pilots.

2. **Mandatory Retirement Age**

- The Federal Aviation Administration (FAA) mandates that commercial airline pilots retire at age 65. A significant portion of the current pilot workforce is approaching this age, creating a wave of retirements.

3. **Training Costs and Time**

- Becoming a pilot requires extensive training, often costing tens of thousands of dollars. This financial barrier discourages many potential candidates from pursuing aviation careers.
- 4. **COVID-19 Impact**
  - During the pandemic, airlines furloughed or incentivized early retirement for pilots to cut costs. As travel rebounded, replacing these pilots has proven challenging.
- 5. **Pipeline Challenges**
  - The path to becoming a pilot involves rigorous certifications and accumulating flight hours, which can be time-consuming and costly. The pipeline of new pilots entering the industry has not kept pace with demand.
- 6. **Regional Airline Struggles**
  - Regional airlines, which often serve as steppingstones for pilots to major carriers, are particularly affected. They face challenges attracting and retaining pilots due to lower salaries and limited career growth opportunities compared to major airlines.

**ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the Aviation Associate in Applied Science and the Aviation Associate in Science.



### **New Aviation Associate in Science**

This program is structured to meet the requirements for transfer to a bachelor's degree program in Aviation Science, Aeronautical Engineering, Aviation Management, or related fields. Students are encouraged to work closely with academic advisors to align their coursework with transfer institution requirements.

The purpose of the Aviation Program is to prepare students for successful careers in the aviation industry by providing them with comprehensive education, technical training, and hands-on experience. The program aims to cultivate the knowledge, skills, and professionalism required for roles such as pilots, and aviation managers.

Through a blend of classroom instruction, practical application, and industry-aligned curriculum, the program fosters critical thinking, problem-solving, and technical expertise. By emphasizing safety, regulatory compliance, and sustainability, the Aviation Program equips students to meet the evolving demands of the global aviation industry while promoting lifelong learning and professional growth.

The technical portion of the program will be offered at a flight school and transferred as a certificate to LMC. Business classes and general education requirements will be offered in person or online through LMC courses.

Ultimately, the program seeks to inspire future aviation professionals who are dedicated to excellence, innovation, and contributing to the safe and efficient advancement of air transportation.

The AAS in Aviation aims to equip students with:

- A strong foundation in aviation science, safety, and operations.
- Technical skills and certifications required for specialized aviation careers.
- Knowledge of Federal Aviation Administration (FAA) regulations and industry standards.

### **ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the Aviation Associate in Applied Science and the Aviation Associate in Science.

## **DATA ENGINEERING AND DATA SCIENCE CERTIFICATE OF ACHIEVEMENT**

Data Science skills are widely recognized as being in high demand across various disciplines and industries. Job platforms like LinkedIn, Glassdoor, and Indeed consistently show a high number of job listings seeking data scientists, data analysts, and similar roles. Titles like "Data Scientist" and "Data Analyst" are among the fastest-growing job titles and are often listed among the top jobs in annual reports from these platforms. This demand is reflected in recent LightCast and Robert Half reports.

Also, industry reports from organizations like CompTIA, LinkedIn and the World Economic Forum repeatedly emphasize data science as one of the most sought-after skills. LinkedIn's annual "Emerging Jobs Report" regularly lists data science roles among the top emerging professions. In fact, CompTIA recently presented at Trends a staggering 304% growth forecast for Data Science over the next decade, the highest in all technical categories.

Data science roles tend to offer competitive salaries compared to the overall job market, indicative of high demand and a shortage of skilled workers. Reports from companies such as Glassdoor and Robert Half show data science as a field offering lucrative salary opportunities.

Of course we encourage our student to pursue a four-year degree, and universities are offering specialized programs in data science, including undergraduate, master's, and certificate programs. The rise in these educational offerings is a response to both student interest and employer demand for qualified candidates.

Companies across industries, from tech giants to healthcare providers and financial services firms, are investing heavily in data analytics capabilities. This investment underscores the importance of data-driven decision-making in achieving institutional objectives for many industries.

Data science is also crucial to advancements in fields such as AI, machine learning, and data engineering, driving innovation and transforming organizations and the lives of individuals everywhere. As companies increasingly rely on data to guide strategy and operations, having skilled professionals who can interpret and leverage this data is essential. This dependence drives the demand for data science skills to derive insights from complex datasets.

All these trends collectively demonstrate the robust demand for data science skills in today's technology-driven and data-centric landscape.

Strong industry demand is evident in multiple industry reports, including GlassDoor, Indeed, ONET, Robert Half, and LightCast. There are also very few two-year schools offering a program in this high-demand field. See attached.

**ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the Data Engineering Certificate of Achievement and the Data Science Certificate of Achievement.

## **GEOGRAPHIC INFORMATION SYSTEMS ADVANCED CERTIFICATE**

This advanced certificate is an enhancement of the existing certificate in Geospatial Information Science and Technology. The existing certificate will be reduced from 24 to 18 credit hours, while this new certificate would increase to 30 credit hours. It adds a formal course Cartography, Applied GIS, and Spatial Analysis (a crossover with Data Science).

Courses included in the advanced certificate in **Geographic Information Systems:**

CIS 158, CIS 237, CIS 238, CIS 239, CIS 274, CIS 276, CIS 277, CIS 278, CIS 279, and CIS 289  
(30 total credit hours)

There is substantial evidence indicating that GIS (Geographic Information Systems) skills are in high demand across several industries. Job platforms like LinkedIn, Indeed, and Glassdoor list numerous openings for positions requiring GIS skills. Roles such as GIS Technician, GIS Analyst, and GIS Developer frequently appear in job listings, indicating demand in both public and private sectors. This high demand is also shown in recent LightCast and Robert Half reports.

GIS technology is used in a wide range of fields, including business location analysis, logistics, urban planning, environmental science, agriculture, transportation, public health, and disaster management, to name a few. This broad applicability increases demand for professionals skilled in GIS across multiple disciplines. Industry reports from organizations such as ESRI and LinkedIn highlight the growth in the geospatial sector. These reports suggest an expanding need for GIS professionals due to technological advancements and increasing data availability.

The integration of GIS with emerging technologies such as artificial intelligence, big data analytics, and IoT (Internet of Things) has expanded its usage and applications, further driving the demand for GIS skills. Many governments are investing in smart city projects, infrastructure development, and environmental monitoring, all of which rely heavily on GIS technology. For instance, one of our former GIS certificate graduates is a senior urban planner for the city of South Bend.

Competitive salaries for GIS professionals, which can be observed through salary surveys and industry reports, also indicate high demand. Higher salaries often reflect a shortage of skilled professionals in a high-demand field. Organizations like URISA (Urban and Regional Information Systems Association) also report on the increasing need for GIS education and professional development, underscoring demand in the market.

There is also increasing demand for GIS application developers, who specialize in creating and maintaining software applications that utilize geographic information. Demand for customization requires a strong pool of skilled GIS developers. Many businesses and government organizations seek custom GIS applications to handle specific tasks, such as location-based services, data visualization, and spatial data management. The trend

towards cloud-based and mobile GIS solutions is also driving demand for developers who can create scalable web applications and mobile apps that leverage geospatial data.

The integration of GIS with emerging technologies such as AI, machine learning, and big data analytics has also increased the need for skilled GIS developers who can create innovative applications and solutions. GIS developers often earn more than GIS analysts, reflecting the specialized skills in software development and programming required for the role.

The flexibility of software development roles, including those focused on GIS, has led to an increase in remote work Opportunities, further broadening the reach and demand for GIS developers globally.

The curriculum is aligned with the US Department of Labor Competency Model for GIS, as well as industry certifications. Strong demand is reflected in multiple industry report, including GlassDoor, Indeed, ONET, Robert Half, and LightCast. See data below

**ACTION:**

Academic Affairs Administration recommends that the Lake Michigan College Board of Trustees authorize the Administration to proceed in offering the Geographic Information Systems Advanced Certificate.

**NEW BUSINESS ACTION ITEMS**

The above items were presented to the Board of Trustees as new business for review and/or approval.

1. Agribusiness Management Certificate of Achievement
2. Agriculture Associate in Applied Science
3. Agriscience Certificate of Achievement
4. Agtech Certificate of Achievement
5. Wine & Viticulture Foundation Certificate of Achievement
6. Aviation Associate in Applied Science
7. Aviation Associate in Science
8. Data Engineering and Data Science Certificate of Achievement
9. Geographic Information Systems Advanced Certificate

**ACTION:**

College Administration recommended that the Board of Trustees approve the action items as presented.

**MOTION** by Mr. Weber with support by Ms. Tomasini to approve the action items as present.

**ROLL CALL VOTE**

**Chair Smith** asked the board secretary for a roll call vote

**Yeas:** Ms. Smith, Mr. Weber, Ms. Burghdoff, Ms. Tomasini

**Nays:** None

**MOTION APPROVED**

## ACCOUNT RECONCILIATION

Office of Origin:	Finance
Responsibility:	Executive Director, Finance
<a href="#">Original</a> Date Adopted:	5/13/08
Dates Reviewed:	1/15/12, 11/20/17, 1/23/18, 3/24/21(C)
Last Date Board Approved:	1/23/18

---

Review of Lake Michigan College's (the College) financial information will be performed on a regular and timely basis [by individuals with the requisite knowledge to do so](#).

~~Financial reports will be reviewed for completeness and accuracy upon receipt at the departmental and/or Budget Manager level. Financial reports include Responsibility Reports, auxiliary financial statements, capital asset reports, payroll reports, etc.~~

### **MOVING TO SEPARATE :BUDGET MANAGER RESPONSIBILITIES" POLICY**

~~Procedures must be in place in each department and accountability assigned to ensure that such a review occurs by an individual with the requisite knowledge of departmental operations, revenues, expenses, and anticipated financial outcomes. In addition, inaccurate or incomplete information identified during the review process must be reported to the Finance Department in a timely manner.~~

Significant balance sheet accounts must be reconciled at least quarterly by Finance Department staff. Materiality, compliance risk, transaction detail volume, knowledge, and [the](#) experience of [personnel the employee\(s\)](#) should be considered in the design and implementation of account reconciliation and related review processes.

~~Employees who fail to comply with this policy may be subject to disciplinary action ranging from required training to reprimand to loss of Budget Manager role to discharge. The nature and severity of the disciplinary action will be consistent with established disciplinary procedures.~~

### **MOVING TO SEPARATE :BUDGET MANAGER RESPONSIBILITIES" POLICY**

## COMPENSATION PHILOSOPHY & PAY SETTING

Office of Origin:	Human Resources
Responsibility:	Executive Director, HR
Original Date Adopted:	x-x-xx
Dates Reviewed:	x-x-xx
Last Date Board Approved:	x-x-xx

---

Lake Michigan College (the “College”) is committed to ensuring that employees receive fair compensation that attracts and retains a highly qualified, high performing workforce. The College is also committed to upholding the principle of internal equity.

This policy applies only to employees who are not covered by a union collective bargaining agreement or whose wages are not entirely funded by a grant. Pay for union employees must be administered in accordance with their respective bargaining agreements, and grant-funded employees’ pay must adhere to the parameters of the grant’s budget.

### **Position Grades**

The College uses the Decision Band Method (DBM) of position grading, which is a structured approach that evaluates jobs based on the level and complexity of decision-making required, the supervisory responsibility, and the difficulty of duties performed. It categorizes positions into grades comprised of Decision Band-Grade Level-Subgrade, as follows:

1. Decision Bands, which range from A – F. The Band corresponds the degree of autonomy in the position, its scope of responsibilities, the type of decisions made, and their impact on the organization,
2. Grade Levels, which is either a 1 or a 2. A Grade Level of 2 indicates that the position supervises more than one position in the same Band, and
3. Subgrades of 1-4, which reflects the degree of difficulty of the decision-making and duty requirements of the job.

Key points of DBM are that:

- Only work content is considered.
- Factors unrelated to work are not included in the evaluation of a job and establishing its DBM grade.
- Working and labor market conditions are treated separately.

The DBM method ensures consistency, transparency, and objectivity in job evaluation by aligning roles with their actual responsibilities rather than focusing solely on traditional factors such as job titles and reporting structures.

### **Compensation Philosophy**

The College intends to conduct a survey-based compensation study every 3-5 years; alternatively, an across-the-board pay scale “infusion” may be done if the College determines it best to delay a compensation study for the time period in which one would normally occur.

Pay ranges are established to reflect the minimum of the surveyed market rates, the median, and the maximum.

The College intends to pay employees within their assigned job grade, as appropriate, commensurate with their experience and credentials compared to the minimum required for a specific position. In no case will the College pay less than the minimum of a DBM pay range for a job. In some instances, extensive experience, unique qualification requirements, or market influence related to proven difficult-to-fill positions may result in a higher pay rate than usual.

All employees in the same DBM grade should be paid similarly. Therefore, in the interest of internal equity, others' wages and years of experience within the same DBM grade and, to a lesser degree, similar DBM grades, affect individual pay-setting decisions.

### **New Hire/Initial Pay Setting**

The pay rate for a new hire will normally fall between the established minimum rate and the midpoint rate for the job grade. The rate of pay shown in job postings will normally reflect this same range. Where a pay rate is established within a range is dependent on the following:

- If the new hire does meet the job qualification requirements, their initial pay rate will normally fall between the minimum and midpoint rate of the pay range for the position's DBM grade. A new hire's rate will depend upon on their qualifications for the position's relevant skills, educational attainment, certifications, and years of experience, while ensuring equity within the department and like positions.
- If a new hire does not meet the job qualification requirements, their initial pay rate will normally be placed at the minimum rate of the pay range. However,



new hires with significant related skill sets may be placed between the minimum and the midpoint rate with approval by the Executive Director of Human Resources (HR) and the President.

- An initial pay rate for a new hire will rarely exceed the midpoint rate of the pay range. Pay rates above the midpoint rate are normally for those with extensive experience, unique qualifications, or for positions that have proven difficult to fill. Pay rates above the midpoint rate must be requested by the supervising Cabinet member and require approval by both the Executive Director of HR and the President.
- To ensure internal equity, a new hire's pay rate will not normally exceed the rate of an existing employee in the same or notably similar position with similar qualifications. However, significant differences in qualifications may result in a new hire pay rate which exceeds those of existing employees with similar years of experience.
- All pay related decisions for grant-funded positions are dependent on available grant funding, and all pay related decision for union employees must be administered in accordance with their respective bargaining agreements.

### **Promotions**

To ensure internal equity, a promoted employee's new pay rate will not normally exceed the rate of an existing employee in the same position or, if appropriate, in the same DBM grade with similar job qualifications. However, significant differences in qualifications may result in a new pay rate which exceeds those of employees with similar years of experience.

In all of the scenarios following regarding pay related to promotions, the pay may not exceed the maximum rate of the new pay range, and the new pay is either with the noted percentage increase or to the minimum rate of the new pay range, whichever is greater.

- If an employee is promoted to the next DBM grade (e.g., C11 to C12) and meets the new position's qualification requirements, they will normally receive a 6% pay increase.
- For a promotion to a position two or more DBM grades above their current DBM grade (e.g., C11 to C14) where the employee meets the new position's qualification requirements, an employee will normally receive a 9-12% increase dependent on their qualifications and experience in relation to those required for the new position.
- Employees considered to be highly skilled/experienced relative to the job qualifications may receive a greater increase, generally not to exceed 12%.

- If a promoted employee does not meet the new position's job qualification requirements, their new pay rate will normally be set at the minimum rate of the new pay range. However, if the employee possesses significant skills, experience, educational attainment, certifications, etc. relevant to the new position they may receive up to a 6% pay increase for a promotion to the next grade level, or up to 10% for a promotion to a position at two or more grade levels from that of their previous position.

### **Position Changes to a Lower Graded Position – Voluntary & Involuntary**

The pay rate for an employee voluntarily moving to a lower DBM grade position will be based upon the new job qualification requirements, as listed above, and will not exceed the maximum rate of their new pay grade.

The pay rate for an employee involuntarily moved to a lower DBM grade position (that is not based on performance) will generally remain at the employee's current pay rate, unless their current pay rate exceeds the maximum rate for the pay range of their new DBM grade. In this instance, the employee's new pay rate will be set at the maximum rate of their new pay range.

### **Interim / Vacancy Assistance**

Employees who assume additional duties due to a vacancy will normally be paid as follows.

- Additional job duties for a vacancy within the same position will not normally result in a pay increase.
- Maintaining their original workload plus a significant share of a vacant position's workload will normally resulting in a 5% increase. If the vacant position is a higher DBM grade, the increase will normally be 5%-10%.
- Maintaining their original workload plus the vacant position's workload will normally result in a 5%-10% pay increase. If the vacant position is a higher DBM grade, the increase will normally be 10%.

The complexity and responsibility/decision-making applicable to the additional duties will determine the actual amount of increase.

All such pay increases are temporary until the vacancy is filled.

### **Project Work**

Employees who assume sole responsibility for or provide a major contribution to projects or assignments of significant importance beyond scope of normal duties

may receive additional pay for those efforts in the form of a stipend.

Requests must be made by the supervising Cabinet member through the myLMC Supplemental Contract (SCON) workflow. Requests must document specific duties performed, hours of work, completion date and impact of the project or assignment. The Executive Director of HR will then determine the stipend amount based on the following criteria:

- The time and effort required, which must be outside of the employee's regular duties.
- The scope and impact of the project or assignment, which must be significant to the College.

In determining stipends, the Executive Director of HR will ensure that awards are equitable and consistent across projects and assignments of a similar scope and significance, considering the effort and responsibility involved.

Stipends may not exceed more than 1% of an employee's annual pay without approval of the President.

### **Supervisory Responsibilities**

In the Decision Band Method (DBM), supervision of starting DBM bands is already taken into consideration in the grades. However, those positions that supervise one or more employees within the same DBM Decision Band are compensated as follows:

- Employees that supervise one employee in the same Decision Band will normally be increased by 3%.
- Employees that supervisor more than one employee in the same DBM Decision Band are placed in the next Grade Level pay range to reflect the added complexity of personnel management.

Employees that are assigned to supervise another department will have their job description revised and reviewed to determine if the addition of the department changes to position's DBM grade. If the supervision of the department does not change the DBM grade, the supervisor will normally have their pay increased by 3%.

### **Exceeding the Maximum Pay Rate**

If a pay rate exceeds the maximum pay rate on the pay scale, no annual across-the-board pay increase will be given to the employee until their pay falls below the maximum rate. This applies to all pay rate adjustments related to the above

scenarios as well as annual across-the-board pay increases.

### **Wage Review – Ad Hoc**

Outside of periodic compensation studies that the College will undertake to address market competitiveness, wage reviews may be conducted on an ad hoc basis in exceptional circumstances only, such as:

- Significant market wage increases in a particular job field.
- Significant organizational changes.
- Significant changes in job duties that warrant an updated job description (impacting 20% or more of effort or work time).
- Obtaining a new degree/certification designated by the College as specifically related to performance of the essential functions of a current position.

To initiate the review, employees must submit documentation through the GAPP form at [mylmc.org](http://mylmc.org); [instruction](#) can be found on the HR subsite of the Employee Portal. All submissions require approval of the supervising Cabinet member before the review will be completed by HR. HR will then follow a standard review procedure outlined above to assess the request and determine if a grade or wage change is warranted. Any wage adjustment will be made with the College's budgetary limits and financial responsibilities in mind.

### **Internal Equity within Job Grades**

HR will periodically assess pay rates by Position and Job Grade to address internal equity and consistency. Pay rates will be evaluated in relation to the established pay range for the Position and Job Grade coupled with the gender, relevant skills, educational attainment, certifications, and years of experience of the employees in that Position and Job Grade at that time. If determined that an employee is not paid consistently with others in their Job Grade, an adjustment will be made to bring pay to within established parameter.

### **Effective Date of Pay Changes**

All pay changes will take effect at the beginning of the next pay period following official approval of the change.

### **Reference**

## **POLICY-2nd READ**

The above policies were presented to the Board of Trustees as a second read for review and/or approval.

1. Account Reconciliation
2. Compensation Philosophy & Pay Setting Guidelines

**ACTION:**

College Administration recommended that the Board of Trustees approve the policy as presented.

**MOTION** by Mr. Weber with support by Ms. Tomasini to approve the policy as present.

**ROLL CALL VOTE**

**Chair Smith** asked the board secretary for a roll call vote

**Yeas:**, Ms. Burghdoff, Ms. Tomasini, Mr. Weber, Ms. Smith

**Nays:** None

**MOTION APPROVED**

### ANTI-HAZING

Office of Origin:	Accreditation, Strategic Projects, and Quality
Responsibility:	Dean, Accreditation, Strategic Projects, and Quality, Student Conduct, Executive Director Human Resources
Original Date Adopted:	
Dates Reviewed:	3-25-25 (C)
Last Date Approved:	

---

Lake Michigan College (LMC) is committed to maintaining a safe and inclusive environment for all students, faculty, and staff. Hazing in any form is strictly prohibited on campus, in college-sponsored programs, and among members of student organizations. This policy aligns with the State of Michigan's anti-hazing laws and the requirements set forth by the Clery Act.

Hazing is defined as any intentional, knowing, or reckless act directed against an individual for the purpose of initiation, admission, affiliation, or continued membership in any organization affiliated with the college, regardless of the individual's consent. Such acts may include, but are not limited to:

- Physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity
- Physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, or calisthenics, that subjects the other person to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual
- Activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the individual to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual
- Any activity that induces, causes, or requires an individual to perform a duty or task that involves the commission of a crime or an act of hazing.

According to the Michigan Penal Code (MCL 750.411t) [MCL - Section 750.411t - Michigan Legislature](#):

- Hazing is a criminal offense in the state of Michigan.
- Hazing that results in physical injury is classified as a misdemeanor.
- Hazing that causes serious physical injury is classified as a felony.
- Hazing that results in death is classified as a felony with more severe penalties.
- Consent of the victim is not a defense under Michigan law.

Individuals or groups found responsible for hazing may face disciplinary actions under LMC's student code of conduct, student clubs & organizations handbook, and potential criminal prosecution under Michigan law.

In compliance with applicable law, LMC will:

- Include hazing incidents reported to campus security authorities or local police agencies in its annual security report.
- Publish an annual Hazing Transparency Report that details incidents, investigations, and outcomes to promote accountability and awareness. The Hazing Transparency Report shall not include any information that would reveal personally identifiable information about any individual student. The report will be published in a prominent location on LMC's website and will include:
  - The total number of reported hazing incidents.
  - The name of the organization which resulted in a formal finding of guilt, responsibility, or culpability
  - A description of each reported incident, including the nature and circumstances.
  - The dates on which the incident was alleged to have occurred, the violation that resulted in a formal finding of guilt, responsibility, or culpability was charged, the investigation was initiated, and the investigation ended with a finding that a violation occurred.
  - Findings for the determination of responsibility.
  - Sanctions imposed.
- The Hazing Transparency Report webpage will include a statement notifying the public of the availability of information regarding findings or sanctions, a description of how a member of the public may obtain such information, a statement that the institution is required to provide such information pursuant to the law, a statement notifying the public of the availability of relevant statistics, and information about the institution's anti-hazing policy.
- Each Hazing Transparency Report shall be maintained for a period of seven academic years.

Lake Michigan College will implement educational programs to prevent hazing. Programs will be provided to students, faculty and staff. These programs will include:

- Bystander Intervention
- Ethical Leadership
- Strategies for Building Group Cohesion without Hazing

Lake Michigan College takes all hazing allegations seriously. Any member of the LMC community who witnesses or experiences hazing is encouraged to report. The College will investigate all reports promptly and impartially. There are several options to report hazing:

- If your concern is about an individual student or organization participating in hazing it can be reported to:
  - LMC's Maxient System, where you can report anonymously.
    - <https://www.lakemichigancollege.edu/students/incident-reporting>
  - Or you can report to LMC's Campus Resource Officer.
    - (269) 925-7846
  - If you feel that an individual is in immediate danger, please call 911.

**References:**

Stop Campus Hazing Act  
Michigan Penal Code (MCL 750.411t)  
Code of Conduct (Policy)  
Student Code of Conduct, Discipline and Due Process  
Student Clubs & Organizations Handbook  
Jeanne Clery Campus Safety Act (Clery Act)  
Clery Act Compliance (Policy)  
Annual Security and Fire Report  
Annual Security and Fire Report Procedure



## DEPARTMENT REPORTS

### ACADEMIC AFFAIRS DEPARTMENT REPORTS

*Dr. Ken Flowers, Executive Vice President*

Dr. Flowers updated the Board on the following Academic Affairs items:

- Most summer classes are on a 10-week schedule beginning in June so we may see an additional increase in summer enrollment.
- The Police Academy began on May 5, 2025 with 14 cadets.
- The remodeling/construction of the Rad Tech and Sonography space has been complete.
- Facility work for the welding lab will begin next week.

### ACADEMIC EXCELLENCE

On Wednesday, March 26, Nursing Program Director **Denise Gardner**, Medical Assisting Program Director **Nicole Lanning**, and Sonography Clinical Coordinator **Pamela Coyer-James** attended the Dowagiac High School Career Fair. They spoke with many students who are interested in a health science career pathway. The students enjoyed ultrasound demonstrations with an abdominal phantom and practiced drawing blood using a phlebotomy training arm. Members of the Health Sciences Team are invited to attend this event yearly and greatly enjoy talking with future Red Hawks!



**Pamela Coyer-James** and three students from Dowagiac High School



***Nicole Lanning*** and two students from Dowagiac High School



From left to right: ***Nicole Lanning, Pamela Coyer-James, Denise Gardner***

On May 2 the South Haven Campus welcomed *Tristan Claridge*, the President of the International Social Capital Association from New Zealand along with our partners from Michigan State University and local farmers to see the progress of our hoophouse and the potential for agricultural programs.



Visitors and supporters at the Hoop House

### **COMMUNITY IMPACT**

On May 25 the South Haven Campus hosted a community forum for local representative *Joey Andrews* where more than 100 people from the community showed up to listen and ask questions.





Community members attending the forum

On May 2 the South Haven Campus hosted 110 students from Southwest Michigan who belong to the Young Rotary Partnership. It was an all-day event with breakout sessions discussing the importance of leadership.



Students from the Young Rotary Partnership attending the event

On May 6 the South Haven Campus hosted the South Haven AAUW Organization who has been instrumental with our student food pantry.



Members of the South Haven AAUW Organization

This summer, Lake Michigan College is proud to partner with area manufacturing companies to offer a hands-on Pre-Apprenticeship Program designed to prepare students for high-demand careers in the skilled trades. Running throughout the summer semester, the program combines classroom instruction with real-world experience, giving participants a solid foundation in manufacturing processes, safety standards, and workplace readiness. Currently, six students are in the pipeline, with additional participants expected to join as interest grows. This initiative strengthens the local workforce pipeline while giving students a head start on future apprenticeships and career opportunities in the region.

**Jay Bauer** and **Barbara Craig** recently participated in Bridgman High School's Portfolio Day and Niles High School's Career Day. These events provided valuable platforms for students to showcase their skills in areas like design, art, and technical fields, while allowing LMC representatives to share insights on academic programs, scholarships, and pathways to professional success.

### **STUDENT SUCCESS**

Starting on April 15 **Julia DeGroot**, South Haven Academic Advisor and **Laura Henderson-Whiteford**, South Haven Admission Specialist visited with Hartford High School, Bangor High School, Bloomingdale High School, Holland High School and Fennville High Schools for early student registration for the Fall semester.

On April 16 and 17 the South Haven Campus offered a taco bar for our students and faculty to celebrate the end of the semester.



Students enjoying the taco bar



## STUDENT AFFAIRS DEPARTMENT REPORTS

*Dr. Ken Flowers, Executive Vice President*

### STUDENT SUCCESS

Student Support Services (SSS) Programming:

- April 7-11: Technology Week helped students to understand ways that they can use technology to make sure that their homework is readily accessible from anywhere with an internet connection.
- April 21-25: Surviving Finals Week offered tips all week to help students get through finals.

Student Success: SSS held our annual Graduation Reception on May 2 where we recognized 22 graduating SSS participants. In attendance we had many leadership members, including **Dr. Trevor Kubatzke**, President & **Dr. Ken Flowers**, Executive Vice President, and board members **Ms. Joan Smith** and **Ms. Vicki Burghdoff**. We also recognized **Beckey Miller**, Support Specialist, Start to Finish with our Outstanding Contributor Award for her outstanding service to supporting student and staff of our program. While we recognized all our graduates, there was a special recognition of our Student of the Year, *Dajah Parker*, and our student speaker, *Toney Walker Jr.* We are extremely proud of all our 2025 graduates!

### Athletics

- Softball: The team is currently 20-14 on the season and 14-8 in conference play sitting in second place in the Western Conference. Softball has qualified for the Great Lakes District Tournament at St. Clair Community College starting May 8-10.
- Baseball: The team is currently 18-18 overall and 6-15 in conference play sitting at fifth in the Western Conference.
- April 21: The third Annual Athletic Banquet was held, where we were able to honor our student athletes and their accomplishments this past year.



**Baseball Captains**

*Chris Vinson, Max Foster, Blake Smith, Trevor Ollier,  
Coach Cale Pauley, Coach Jason German, Head Coach Alex  
George, Skyler Wolfe, Ben Meyers, Nick Moss*



**Men's/Women's Cross-Country**

*Liam Troutner, Steven Litteral, Sam Hoffman,  
Jonathan Lebrun, **Head Coach Alan Martens**,  
Ariana Velazquez-Garcia, Nancy Lopez-Lara,  
Julianna, Reynaga, Morgan Lowell, Merissa  
Mendoza, Tania Villegas*



### **Women's Soccer**

**Head Coach Jeremy Woolery**, Olivia Baker, Nicole Burnham, Gracie Pond, Daisy Thomas, Quianna Murray, Taylor Macias, Eleah Hedstrom, Jillian McKean



### **Women's Basketball**

Natalyn Heckathorn, Carlee Ryneerson, Quianna Murray, Sandra Barajas, Allison Daugherty, Eleah Hedstrom, Jillian McKean, MJ Flowers, Alivia Anderson, D'Kara Scott



### **Men's Soccer**

**Head Coach Isaac Hernandez**, Miguel Guerra-Ruiz, Carol Brinzan, Lemar Lord, Justin Irankunda, Nick Schubert, Seatla Seremane, Sergio Clavijo-Fernandez, Yael Vargas-Reyes, Robert Tharp, Ryan Cruz, Eduardo Zarco, Miguel Solis-Salazar, Fernando Munoz, Justin Reif



### **Softball**

**Coach Skyler Crisenbery**, Kursten Smith, Elsaya Bohm, Savannah Hamilton, Savannah Karver, Ava Bachman, Cecilia Conforti, Kamryn Holland, Katelyn Schimmel, Lexie McCarty, Gabby Solloway, Maddie Elkins, **Coach Hannah Bachteal**, **Head Coach Katie Scheuer**, Breanna Franks, Alayna Wells, Ashley McKenney, Rosemary Foster



### **Men's Basketball**

**Head Coach Rickey Hampton**, Steven Litteral, Dominick Nicholson, Eli Thornton, Kerry Fudge, Bryce Mayberry, JJ Dancy, Jeremias Berchal, **Coach Jake Sall**



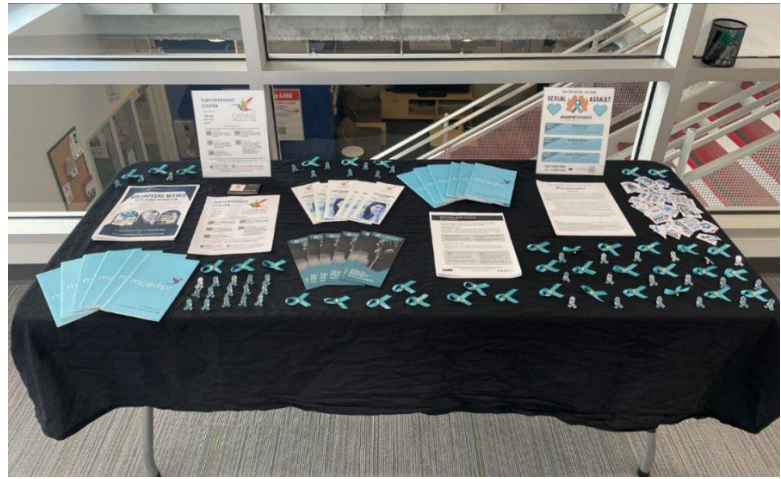
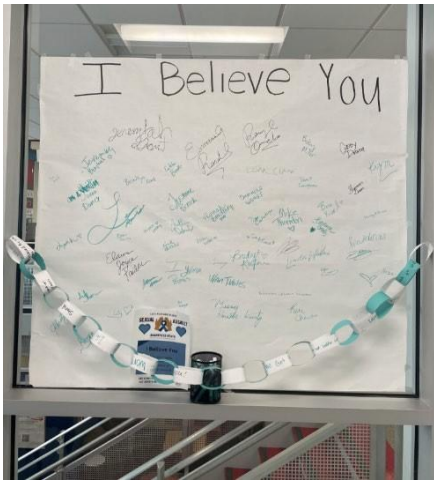
### **ESPORTS**

Derrick Newby, John Gadomski, Michael Culwell, Nova Wise, Trevor Tavalacci, Ronan Gilmore, Malachi Messinger, Lucas Oldenburg, Jacob Milham, **Head Coach Kyle Kelly**



## Campus Life

- April 1 - Sexual Assault Awareness Month: Campus Life partnered with The Empowerment Center and hosted an educational session “Supporting Survivors of Sexual Assault: Do’s & Don’ts” by guest speaker Allie Remick, Sexual Assault Advocate. 7 students attended. This also marked the start of the “I Believe You” Display outside of the Hawk’s Nest. Students, faculty, and staff could sign their name in teal, the color of Sexual Assault Awareness Month, on the display to show support. We also had a table of resources available next to it.



- April 2 - Student Senate Meeting: The final Student Senate monthly public meeting was held. 7 people attended to share ideas.
- April 7 - Student Senate Kindness Corner: Pride & Positivity for Pride Week. It was a tabling event in the Main Building. They invited students to add a note of positivity or support to the wall. This was left up through the week and highly attended.
- April 8 - Pieces of Pride, Hawk’s Nest: Students painted puzzle pieces and learned about various LGBTQ+ Flags and their history, while watching Luca. A group of students from the SAGA (Sexuality and Gender Acceptance) Club came up with the theme and activities. 30+ students attended.
- April 9 – “Healing Hands”: Campus Life hosted a table in the Main Building called “Healing Hands” for Sexual Assault Awareness Month. Students and staff were invited to add their hand to the wall as a symbol of support and





awareness. 18 people added their hand, and others passed by to visit the resource table paired with Healing Hands.

- April 10 - Flags & Friends: This event finished out Pride Week in the Hawk's Nest. 25+ attended and enjoyed cookie decorating with LGBTQ+ History included.

- April 15 – Reduce, Reuse, Recycle: Campus Life hosted Reduce, Reuse, Recycle on campus in collaboration with Berrien

County. We accepted household chemicals, electronic waste, foam/polystyrene, personal documents for shredding and used bicycles to help do our part. We had over 50 volunteers organized to help with this fantastic community event and had over 600 cars drop off items to be recycled.

- April 16 – “Chain of Support”: Campus Life partnered with Allie Remick from the Empowerment to host a resource table and activity “Chain of Support” for Sexual Assault Awareness Month. 20 links were added to the paper chain.
- April 17 – Capitol Day: Four students and Rocky the Red Hawk attended Capitol Day in Lansing hosted by the Michigan Community College Association.



Full Group and mascots





Mascots



Left to right: *Caia Bowman, Julia Pepple, Renato Recillas, **Jeremy Burleson, Rocky the Red Hawk**, Jonathan Orlando, **Al Pscholka***

- April 21- Open Mic Night: Campus Life and Visual & Performing Arts collaborated to host Spring Open Mic Night. 30+ people attended, with 12 students performing on stage, including vocals, guitar, drums, and poetry.



- April 22 - Pathways of Belonging: An educational presentation by the OutCenter, 8 attendees.
- April 22 – National Society of Leadership and Success (NSLS): NSLS induction ceremony in tandem with Phi Theta Kappa’s induction ceremony. 13 students attended for NSLS, while 40 students were inducted into Lake Michigan College’s chapter of NSLS this year.
- April 23 – Happy Birthday Rocky: Rocky’s 13<sup>th</sup> birthday party was hosted by Student Senate in the Hawk’s Nest. 50+ attended to celebrate Rocky becoming a teenager.

#### Housing

##### Construction:

- Apartments 120, 122, 220, 222, 320, and 322 will be closed and under construction during Summer 2025.

##### Spring 2025:

- Building Closure for Undergrads: May 2, 2025
- Building Closure for Baseball, Grads and Resident Assistants: May 5, 2025
- Softball: TBD
- Spring 2025 Completed Programming: (30 programs)

#### Topics:

- Clery Act, Community Reuniting, Relationship Safety, Health Awareness, Communication, DEI, Food Preparation, Mental Health Awareness, Roommate

Bonding, Future Focused, Stress Relief, Community Involvement, Cleaning Habits, Academic Success, and more.

- Delivery for Clery Results: (Monthly Locked Door Checks)
- September 2024 - First Locked Apartment Checks - 54% of apartments were unlocked
- April 2025 - Last Locked Apartment Checks - 24% of apartments were unlocked
- 16 apartments were locked during every inspection — all were added into a raffle for \$30 gift card to our Pizza Box Sponsor, Silver Beach Pizza
- Winning Apartment: 102 — *Kalynn Manyen, Kenzie Ash, Delani Cole, Kaylee McDaniel*



(Kalynn Manyen, Kenzie Ash, Delani Cole, Kaylee McDaniel)

#### Summer 2025:

- Summer Students
  - (24) Total Applications
  - (19) Secure Spots - Moving in 5/7-8
  - (5) In various spots in application process
- Interns
  - (34) Whirlpool - Moving in 5/17-18 & 6/1
  - (3) Keurig Dr. Pepper - Moving in 6/1
  - (2) House of David - Moving in 5/17-18
- (1) DeGroot - Moving in 5/17-18

#### Fall 2025:

- (265) Total Applications
- (179) Secured Spots
- (89) Returners
- (90) New Applicants with \$250 Deposits
- (15) Waitlist Spots Remaining (Until Room Assignments are made)
- (2) Waitlist \$250 Deposits
- (16) New Applicants without \$250
- (8) New Applicants waiting on Background Checks
- (60) New Applicants without \$30 Application Fee

As of May 5, 2025

## **Employment Report:**

### Positions Posted or in the Hiring Process:

- Accountant, Expenses & Accounts Payable
- Accountant, Payroll
- Administrative Assistant, Arts and Sciences
- Faculty, Math
- Generalist, Admissions
- Lecturer, Art
- Lecturer, English
- Non-student Accounts Receivable Specialist (Part-time)
- Nursing Instructor/Simulation & Skills Lab Coordinator
- Office Manager, Upward Bound (Part-time)
- Webmaster

### Position Change:

- Melissa Grau - Dean, Student Life and Engagement
- Sara Skinner - Dean, Student Success and Support Services
- Carrie Beukelman - Interim Registrar
- Meghan Pelkey - Interim Associate Registrar
- Sarah Svoboda - Interim Athletics Director
- Rob Elliott-Schafnitz - Interim Associate Athletics Director

### Separations:

- Sarah Thomas - Student Life Engagement Specialist
- Mary Knickerbocker - Nursing Education Center Specialist
- Kim Sherman - Faculty, Nursing (August 1)
- Peter Brown - Faculty, Math (August 8)

### New Hires

- Kristina Pudasaini - Academic Programs Coordinator, Upward Bound
- Mark Ridgeway - Faculty, Computer Information Systems (June 2)
- Daniel Roskoskey - Mail Clerk Warehouse

**ADJOURNMENT** MOTION by Ms. Burghdoff with support by Ms. Tomasini to adjourn the Regular Meeting of the Lake Michigan College Board of Trustees at 5:20 p.m.



Mark Weber

Lake Michigan College Board Secretary