

Category 9: Building Collaborative Relationships

As a private, nonprofit entity which does not rely upon tax revenues, collaborative relationships are the foundation upon which we have built our programming and financial base. Since our founding in 1959, we have partnered strategically with academic organizations, successful entrepreneurs, trade associations, and businesses/vendors. These relationships provide not only financial support but also keep curriculums current and relevant while providing internships and career paths for our students.

CONTEXT FOR ANALYSIS

(9C1) Northwood's key collaborative relationships:

We classify our partnerships in three broad groups as

Educational Institutions

High Schools:

- Wellington High School, Florida
- Alberta Education, Florida
- Royal Palm Beach High School, Florida
- Santaluces Community High School, Florida
- Midland High School, Michigan
- Heritage High School, Michigan
- Martin Luther King High School, Michigan
- Hartland High School, Michigan
- Herbert Henry Dow High School, Michigan
- Eisenhower Senior High School, Michigan
- Duncanville High School, Texas
- Midlothian High School, Texas
- Cedar Hill High School, Texas
- Skyline High School, Texas
- Talented and Gifted Magnet High School, Texas

Community Colleges:

- Palm Beach Community College, Florida
- Lincoln Technical Institute, Florida
- Delta College, Michigan
- Lansing Community College, Michigan
- Alpena Community College, Michigan
- Dallas County Community Colleges, Texas
- Tarrant County Community College, Texas

International:

- Georgian College, Ontario, Canada
- Lambton College, Ontario, Canada
- IVA, The Netherlands
- Hotel Institute Montreux, Switzerland
- Jilin University, Changchun, PR China
- Jiangnan University, Wuxi, PR China
- INTI College, Kuala Lumpur, Malaysia
- American National College, Colombo, Sri Lanka
- BFC, Calw, Germany
- BFC, Northeim, Germany
- LDT, Nagold, Germany
- ESSCA, Angers, France & Budapest, Hungary
- Centre for International Education, Philippines

evidenced in **Figure 9-1**. While we have numerous partners, **Figure 9-1** includes partners garnering the greatest amount of our partner relationship-building efforts and those that will continue to be evaluated and emphasized, as appropriate, for the foreseeable future. (A complete list of partners is available off site.)

Industry Partners

Fashion Marketing:

- Fashion Group International
- Magic Show

Automotive Marketing:

- Hendricks Motorsports
- Manheim
- AutoTrader.com
- JD Power and Associates
- Reynolds and Reynolds
- NADA

Aftermarket:

- Carquest Group
- AAPEX
- SEMA
- IAAM

Entrepreneurship:

- Great Lakes Angels Investors

Hotel, Restaurant & Resort Management:

- Hotel and Restaurant Associations

Advertising & Marketing:

- American Advertising Federation
- American Marketing Association

University College:

- University of the Aftermarket
- Toyota
- General Motors
- Ford
- U.S. Air National Guard and U.S. Navy

DeVos Graduate School:

- Dow Chemical Company
- Hantz Group
- Lear Corporation
- Dow Corning Corporation

Alden B. Dow Creativity Center:

- Midland Center for the Arts
- Alden B. Dow Home & Studio

Figure 9-1: Key Collaborative Relationships: Educational, Industry, Business/Vendor Partners

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Business/Vendor Partner

- Dow•Howell•Gilmore•Associates Inc.
- Sodexo•Marriott
- College Bookstores of America
- Blackboard
- Datatel
- National Management Resources

Figure 9-1: Key Collaborative Relationships: Educational, Industry, Business/Vendor Partners, continued

(9C2) How these collaborative relationships reinforce the Mission:

We have strategically established these partners to help us support our Mission, as all three partner types in their own way assist in developing the future leaders of a global, free-enterprise society. Our Partnership Creation Processes (**Figures 9-2 and 9-3**) include steps to ensure Mission alignment.

Northwood's undergraduate and graduate programs establish relationships to increase quality enrollment, enhance brand awareness, improve civic stewardship, and provide students an enriching collegiate experience. These relationships also expose students to hands-on practical leadership training. These skills ensure students become future leaders within the global, free-enterprise marketplace.

In addition, articulation agreements in conjunction with our International Programs effectively allow collaborative relationships to ensure global partnerships that support our Mission and 12 Outcomes.

PROCESSES

(9P1) Creating, prioritizing, and building these relationships:

We create partnerships following the processes shown in **Figure 9-2 and 9-3**. We build and strengthen these relationships through strategic visits; attending events including consortiums, seminars, trade shows; informal and formal networking; and staff holding leadership positions within community organizations. Further, our recent additions of a VP for Graduate and Specialty Programs and Dean of International Programs, as well as enhanced partnering efforts within Marketing and Enrollment Management and Advancement, accentuate the strategic importance of our relationship opportunities. We believe we need to (a) ensure continuing evaluation and prioritization of our key partner opportunities and (b) more fully articulate intended outcomes from our partnering relationships, and (c) systematically track our partnership results.

(9P2) Ensuring varying needs of those involved in these relationships are being met:

To ensure that all collaborative relationships, current and potential, are maintained and nurtured; our departments and Operating Units have created many different process steps, activities, and evidence of deployment or follow-up.

Many departments conduct market research, needs assessments, and satisfaction surveys, as well as assess and evaluate programs. Frequent communication is maintained with our partners to obtain input. We conduct site visits with all international partners at least annually. Communication is conducted by telephone, email, and via personal visits to partners. International visits to meet with on-site personnel are made. Many international partners visit us at our domestic sites as well.

The faculty and staff serve on committees in local, regional, state, and national civic and professional organizations. We have Faculty Media Guides that show faculty involvement and areas of expertise. Additionally, EXCEL opportunities for students foster collaborative relationships.

Communication of our efforts and evidence of deployment is shared through postings on Blackboard and in regular meetings with groups such as the Provost's Council and BOGs. We believe one opportunity to better communicate our efforts could be a partnership Blackboard site as well as regularly scheduled partnering reports to the likes of the BOT, BOGs, and Provost's Councils.

(9P3) Creating and building relationships within the institution; assuring integration and communication across these relationships:

Internal institutional relationships are covered in categories 4, 5, and 6. We are redefining internal relationships presently as we continue to adopt the move toward a collaborative, matrix-based organization. **Figure 5-11** provides key internal communication methods.

(9P4) Measures of building collaborative relationships:

We have had no formal, pervasive measures for building collaborative relationships. However, especially in the area of collaborations with other educational institutions for the purpose of recruiting students, there are metrics related to enrollment which are trailing indicators of success (**Figures 9-4 and 9-5**). As mentioned above, we plan on articulating intended outcomes from our partnering relationships and systematically tracking our partnering results. Further, we must create enhanced discussion across all academic and support areas of partnership needs and best practices so as to maximize our efforts and leverage our assets.

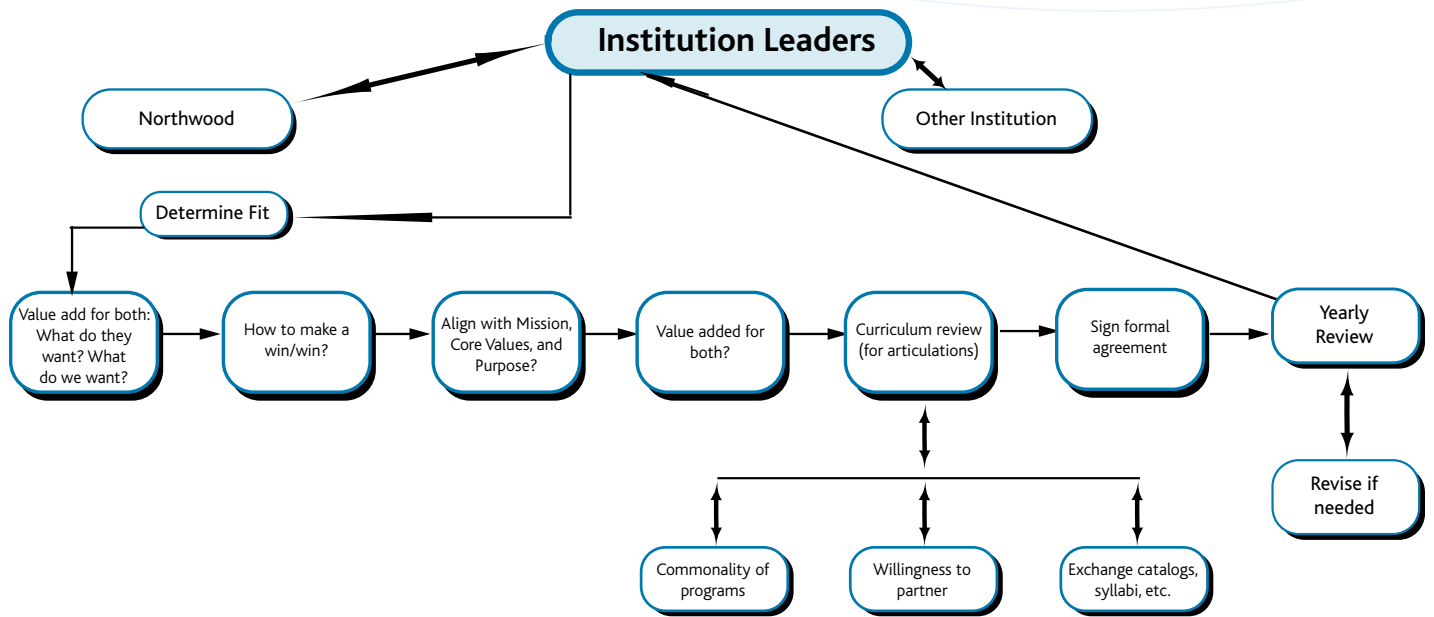


Figure 9-2: Partnership Creation Process (Educational Institutions)

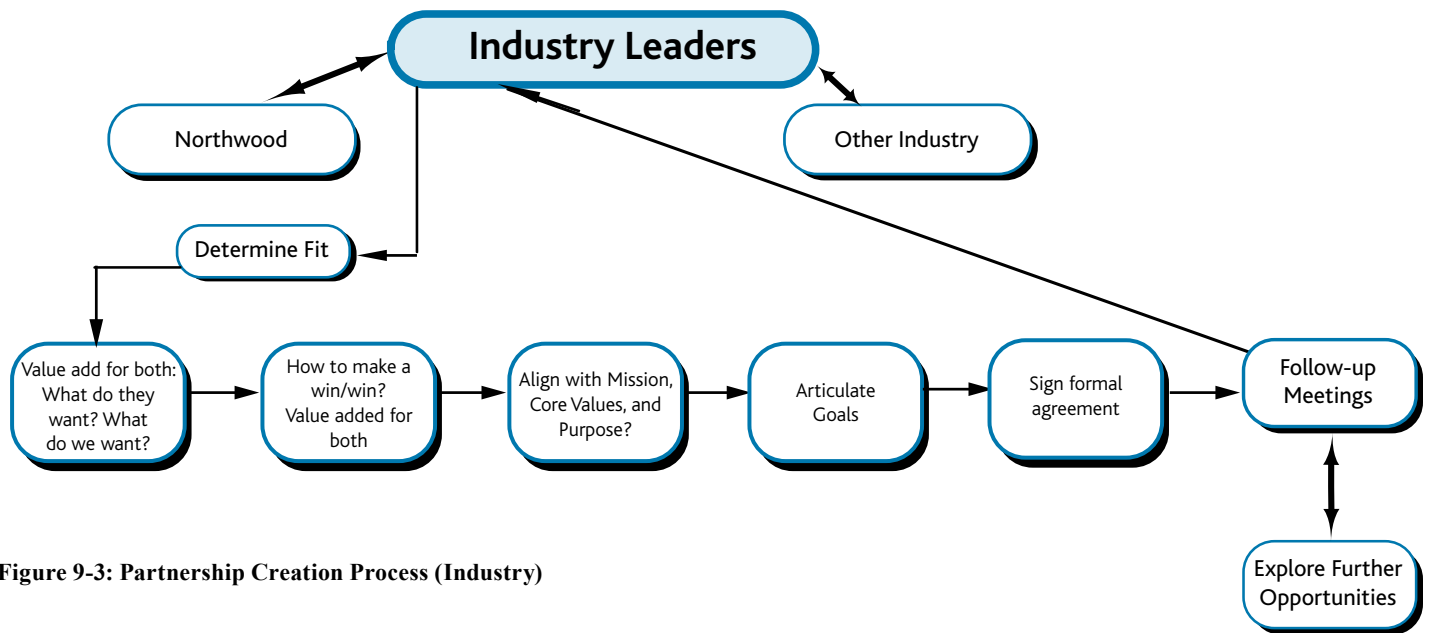


Figure 9-3: Partnership Creation Process (Industry)

RESULTS

(9R1, 2) Results in building our key collaborative relationships; appropriate comparisons:

Northwood continues to build collaborative relationships with high schools and community colleges in order to attract prospective students by attending college fairs, visiting classrooms, maintaining and creating new articulation agreements, and hosting campus and area information events for counselors

and prospective students and their parents. Thus, many of our campus locations, UC Program Centers, and IPCs continue to grow and expand due to targeted collaborations with appropriate educational partners at the local, state, national, and international levels. These partnerships have resulted in drawing students to our campus locations and extension centers from across the United States, and have provided new educational opportunities internationally by expanding our classroom offerings to physical locations in Switzerland, Sri Lanka, China, and Malaysia. We also offer educational opportunities abroad including Terms in

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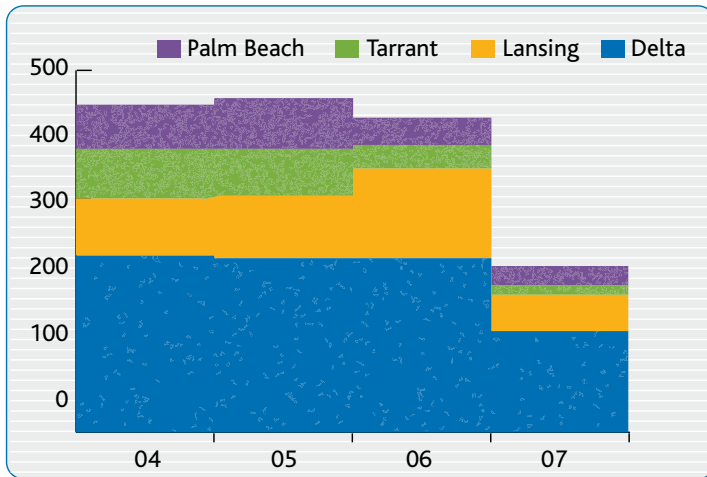


Figure 9-4: Enrollments Based on Collaboration with Four Community Colleges

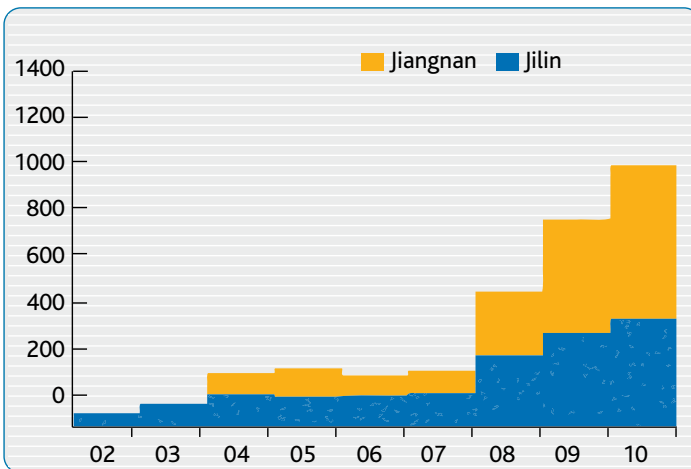


Figure 9-5: Enrollment Trends Based on Collaboration with Jilin and Jiangnan Universities, P.R. China

(Enrollment numbers after 2007 are projected, based on current enrollment figures.)

Europe, Southeast Asia, and Australia, as well as mini sessions in Mexico, to name a few.

The success of our relationships can be measured by the trends in enrollments, admissions, ACT scores, retention rates, and graduation rates. Examples of these metrics are shown below, in measures of increased student enrollment. The first shows the contribution of four community colleges who have been perennial strong collaborators with Northwood. The 2007 figure is for fall term only, and does not reflect intake at other terms of the year (**Figure 9-4**). **Figure 9-5** is an example of collaborations with an international consortium of partners.