

Lisa Stich, Ph.D.

February 7, 2019

St. Cloud Technical & Community College
1540 Northway Drive
St. Cloud, MN 56303

Re: Application for Vice President of Academic and Student Affairs

Please accept my application materials for the position of Vice President of Academic and Student Affairs at St. Cloud Technical & Community College (SCTCC). As someone who has spent considerable time in the technical and community college world, and in the Midwest, I am familiar with the proud traditions of your college, and your pillars of success resonate with my beliefs. I too believe that student success is paramount, along with community building, building a skilled workforce, sustainability, employee engagement, and equity & inclusion. Successful achievement of these priorities is necessary to create lasting vitality and prosperity for individuals and communities, and for me is not only our job, but a moral imperative to deliver on our promise. My education and experience, as well as my team-based collaborative style, make me uniquely qualified to provide leadership to transformational efforts with integrity, transparency and a strong grounding in the philosophy, mission, and goals we aim to achieve together. I am a participant in the 2018-2019 Aspen Presidential Fellowship for Community College Excellence, one of 40 leaders nationwide selected to participate in this experience focused on student success, equity, transformative change and collective action. My background and skill set attests to my ability to carry out these efforts, and I stand ready to extend that scope of responsibility as your Vice President.

My experience includes work in technical colleges and community colleges, in strong state systems and those with autonomy, as well as experience in corporate and university settings, in large and small colleges with multiple campuses and significant geographic reach. In these roles, I have been described by colleagues and supervisors as a person who works collaboratively, uses excellent judgment, establishes positive relationships, thinks conceptually, translates concepts into practice, has the integrity and courage to confront, demonstrates excellence and whose positive outcomes are a result of that leadership. I started my working career in health care, and transitioned to teaching in a professional occupational role in the university system. When I took a new role in the technical college, I had little understanding of the differences between systems, but quickly grew to love the two-year college focus on students and student success. I have worked in teaching and leadership roles in technical and community colleges for the last 26 years, and this work continues to be a joy and a pleasure, amidst the continuing and evolving challenges of our environment. Much of my recent work has been focused on student success, accreditation, quality improvement, building relationships and collaborative strategic change.

My leadership practice is values-based, collaborative and participative. I believe richer results are achieved by working with a diversity of opinion. As a leader, I must work to balance that diversity with purpose, vision and action by setting goals and parameters up front, and retaining the ability to enact a vision that may be unpopular but is the right thing to best serve students and the communities of the region. Vision alone is not enough; however, and as your vice president I would also be concerned with aligning staff capabilities, finding additional resources, organizing goal-focused projects, communicating progress, monitoring achievement & facilitating continuous growth. Colleagues describe me as a facilitator who fosters creative and constructive input, using humor and common sense to direct focus in a productive, student-focused direction, and as a leader who works well with a variety of people and is able to engender a

common purpose. As a result of considerable experience, I am aware that all decisions cannot be made collaboratively, given constraints such as funding or timelines, and in those times I have also stepped up to make an administrative decision. It is the other side of the administrative role that is essential to effectiveness, when practiced sparingly. As your vice president, I am well prepared to serve as a process expert, bringing the mix of content experts to the table for collaborative problem solving whenever possible.

The following illustrates my experience as it parallels your qualifications, skills, abilities and traits.

Master's degree, Doctorate preferred, and higher education teaching experience

My doctoral degree is in Education, with an emphasis on the two-year college, organizational change and systems. My master's is in health administration, essentially a business degree in the context of the health care. I also have five years teaching experience at both the baccalaureate and the associate degree level, in subjects such as ethics, quality, legal issues, and supervision, and have taught both face-to-face and online.

Minimum of five years of experience in academic administration; learning concepts, traditional and emerging deliver methods

As a collaborative leader, I believe that structure is necessary to guide the work, freeing teams to build consensus around teaching, learning, and students, which is the heart and soul and core of what we do. As such, my style is to build a trust-based environment and to create the organizational frameworks on which to build successful colleges, projects and plans. For example, my work has included:

- Developed and implemented policies and procedures at both college and departmental level. I worked with the Board of Trustees Policy and Personnel Committee, and the Faculty Curriculum team in an iterative process to revise all of the academic policies for the district.
- Significant and broad program and curriculum development experience, working with deans, faculty and business leaders in areas such as manufacturing, health, tool and die, business, agriculture and leadership in development of new, expanded and innovative programming that represented the first of its kind in the state. Also worked to develop innovative delivery options – evening degrees, online options, closed system TV classrooms, and degree plans at distant sites to meet student need.
- Extensive experience working with transfer programs to redesign general education model and requirements, and align curriculum with university partners through articulation agreements and statewide transfer initiatives. Developed meta-majors and plans of study as part of guided pathway initiative, with a focus on helping liberal arts programs adapt to a new way of thinking about degree programs to help speed students into pathways and success.
- Led online program initiatives at multiple institutions, partnering with transfer institutions for seamless articulation. Shepherded a new peer review model with quality criteria to assure strong outcomes and sound design as well as support resources online, such as tutoring and advising. 100% of faculty use Canvas to enhance their face-to-face courses and to expand hybrid delivery options.
- Experienced in the design and implementation of program review, program and course learning outcomes, and assessment of student learning outcomes, student satisfaction measures, and graduate follow-up studies at multiple institutions. Revitalized lagging assessment model, and implemented new program review model, through work with faculty teams. Worked with deans and faculty committees on implementation of new institutional learning outcomes, as well as institution wide focus on revising both program and course learning outcomes to strengthen assessment processes.
- Created an institutional effectiveness/student success model with an accompanying monitoring plan and key performance indicators (KPIs), modeled the use of evidence and data-informed decision making; implemented the use of multiple measures, from nationally-normed assessments, which were also used for academic unit and departmental planning, budgeting and assessment.

- Worked on design and implementation of high impact practices with technology. Fostered design of technologically advanced, and active learning focused classrooms and labs as part of multiple construction projects and Title III grants. Supported faculty initiative to investigate and ultimately select and implement a new learning management system (LMS) - Canvas. Provided transitional resources and training support for active learning with and without technologies. Worked on launch of early alert advising system that uses analytics to identify high-risk students and implement interventions to help keep them in college. Personally implemented “nudges” program with growth mindset language to target student groups.

Work in partnership with industry partners, external stakeholders and accreditation

My habit in this area is to use data to launch conversations that focus on solutions rather than blame, to build strong working relationships that sustain you when the conversations get difficult, and to consistently translate work from one level to another – community to college, campus to district office, one institution to another, local impact to state policy, state requirements to local implementation, and more. For example,

- Experienced in both institutional and programmatic accreditation, through experience as Accreditation Liaison Officer, and peer reviewer, for the Higher Learning Commission, and leader for multiple accreditation cycles, reports, and visits in both AQIP and Open Pathways. I’ve also worked with approval of multiple, mostly health related, programmatic accreditations.
- My Aspen project is an assessment of the alignment between programming and work force needs, through the use of data to assess supply and demand of our specific locale, taking into account the importance of context and uniqueness of each community we serve.
- Developed unique partnership with local hospitals to use space at their site for laboratory experience, and to enhance the theory component of the program. Doubled the size of the nursing program (from 68 to 136 students per year) and brokered a partnership with the local hospital to pay for the increased costs in response to their request. Also developed partnerships with other colleges to share programs, and was asked to speak at a State Conference on collaborative degrees.
- In partnership with K-12, redesigned and streamlined early college for high school students resulting in a 10% increase in enrollments in the first year, as well as increased participation by school districts. Expanded options for dual enrollment, opened a STEM early college, articulated career and technical programming, and fostered stronger curricular relationships. The award winning Literacy Network initiative convened twice a year, featuring shared professional development for English Language Arts (ELA) instructors and English/Communications faculty.
- Represent my college on state task forces, such as developmental education redesign, student success, and in the creation of liberal arts transfer majors that can be transcribed and transferred statewide.

Planning Skills; Supporting Strategic Outcomes; Data-Informed Process Improvement

One of my greatest gifts, and joys, is in generating enthusiasm that results in the momentum to drive several successful initiatives, finding it invigorating to research best practices, explore data insights, and to work together to develop and implement solutions for our students. Examples include:

- Crafted an ambitious plan that funded new transformative student success initiatives, and implemented operational improvements, such as the First Year Seminar success course which resulted in significant retention increases from Fall to Fall, from 41% to over 70% as well as degree plans for all programs, and a highly successful new student orientation program.
- Closed achievement gaps, most notable in developmental education through faculty innovation in the English and Math departments. Based on my work in seeding change, removing barriers and creating

new processes, we adopted the Accelerated Learning Program for developmental writing after successful pilots indicated *doubled* completion rates in moving students through English Composition. The math department totally revised the delivery model for developmental math, using video streaming and online practice models with interactive learning in the classroom, which also *doubled* completion rates.

- Strong advocate for student engagement options like Phi Theta Kappa (PTK), Oregon Hispanic Youth Leadership, LBGTQ club, student senate, performing arts, athletics and other clubs that foster a level of engagement and support excellence in the classroom. In addition, significant work in revising student handbook, student conduct work, and behavioral intervention planning and implementation.
- Co-led development of an institutional enrollment management plan, and provided oversight for the implementation and monitoring of that plan, which contributed to enrollment growth for the college of almost 20% in a five-year period in ways that mirrored the changing demographics of our district.

Financial Acumen; Budget Management; Unionized environments; Technological Integration

- Worked annually as a member of the executive team to use transparent processes to align the college budget with strategic priorities, with an eye to assessing “what is” in order to fund “what could be,” in the face of declining state resources through realignment, reorganization, and reallocation of existing funds for new initiatives.
- Negotiated bargaining agreements and have managed contracts in accordance with bargaining agreement language. Most recently served on the West Shore interest-based negotiating team, in which we worked collaboratively on a major revision of the faculty contract, seen by both sides as a win, which included a significant change in the compensation model, faculty evaluation, and more.
- Successful in garnering new funding through internal mini-grants for innovation (\$50K), private & community foundations, state equipment funding (\$500K), small federal grants, and large Department of Labor grants (\$2.5M) received through successful appropriation requests.
- Lead for Civitas predictive analytics platform, using predictive analytics on persistence to inform our student success initiatives. We launched an advising application as well, to identify students at risk during the semester to help them stay in school. Initial interventions reached at risk students and increased their retention rate by over 9% in a single semester.
- Strong advocate for the use of wireless capacity and cloud-based resources to augment our technological toolkit without extensive staff support on the ground. Includes the implementation of numerous Student Information System upgrades, Office 365, Pearson Vue online testing services, and other software to support students. Led efforts to use data to assess workload and schedule development, for use in budget development, schedule revision, workload reallocation and project prioritization.
- Led transformational changes to new SIS systems, detailing not only changed in data entry required to get the data needed for decision making, but also to redesign processes for increased student access and effective functioning for staff. Currently working with Student Planning module implementation, and exploration of a new CRM system for admissions and Foundation.

Ability to supervise, manage, motivate and hold others responsible in a way that instills confidence and self-respect on the part of staff; Effective oral and written communication skills; Diversity, Inclusion & Equity in all forms

My communications skills are put to use every day – in crafting messages, reports and other documents, and in significant periodic efforts such as grants, accreditation portfolios or legislative agendas. My role has been to serve as an interpersonal translator – translating issues from faculty and staff to leaders, from leaders to faculty and staff, from internal to external constituents (and vice versa), and from experts to laypersons. I use an open communication style, keeping people informed, and being informed about what matters to them. Open communication is not only my preferred style, but also one that garners goodwill because it helps people feel empowered by being “in the know”, minimizes the assumptions people make

when they don't know, and builds strong relationships that carry you when the topics are tough and emotional. My staff tell me they are among the best informed at the college.

For example, I've built relationships between academic units, between academics and student services, and between academics and senior administration through creating opportunities for connection and interaction, the sharing of positive news as well as the negative, and forming structures that expect collaboration. My style is to mentor, develop and encourage while holding individuals responsible for action in alignment with our strategic, academic, department and individual plans. While this style is largely successful, I also employ situational leadership to be more directive if needed. My oral communication skills are also broad and deep, from in-service sessions to national presentations, from the mutual gains bargaining table to the NCIA Board table, from conference room tables to legislative hearings, I have had the opportunity to represent my college and my organizations with a variety of local, state and national venues and constituents.

My work has also embraced diversity, inclusion and equity. I've experience in both urban and rural settings, and have worked in large multi-campus districts and small colleges, residential and commuter campuses, with growing populations of immigrants, students of color and/or students in poverty. Embracing the best from each of these has given me an appreciation for the value of diversity in inclusion and perspective that only strengthens our results. Under my leadership, hiring processes have increased the diversity of the faculty and staff in my units at every institution I've worked throughout my career. My work in student success has also focused attention on achieving equity for sub-populations of students through data analysis and targeted solutions. Our data, locally and nationally, shows us we have work to do to achieve that equity, which is critically important to me in serving the changing demographics of our community AND the opportunity to deliver on our mission promise to students. Diversity has also taught me to seek common ground, and that regardless of our backgrounds or experiences, we all want the same results for ourselves and our students: building a strong, capable, informed workforce and citizenry.

Final Thoughts

We must harness the best of current trends in higher education to focus on building pathways, processes and environments conducive to learning AND completion, fostering a love for learning and building core, transferable skills that help individuals succeed in life and work. Students and those who serve them never become, but are always in the state of becoming, so our institutions must be staffed by caring, adaptive people committed to learning, to learners, and to the community; people who understand the need to grow and respond to the changing face of education with urgency, honesty and integrity. Your profile spoke to me as a college where my expertise and style could make a positive difference, and my conversations with your consultant, Jesse Thompson, only increased my interest in this role. I would relish the opportunity to do work with you at St. Cloud Technical & Community College to make positive and increasing impact for both college and community, engaging together in learning and student success, employing our values and achieving our goals. Thank you for your consideration for this important position. I look forward to hearing from you soon.

Sincerely,



Elizabeth (Lisa) K. Stich

Lisa Stich, Ph.D.

Academic History

Capella University, Minneapolis, MN, Ph.D. in Education, 2008

Cardinal Stritch College, Milwaukee, WI, M.S. in Health Administration, 1986

Emory University, Atlanta, GA, B.S. in Health Record Administration, 1983

Ripon College, Ripon, WI, B.A. in Psychology, 1980

Selected Awards & Additional Training

- Awarded Aspen Presidential Fellowship for Community College Excellence, 2018-2019
- Executive Leadership Institute, League for Innovation, December 2014.
- Peer Reviewer Training, Higher Learning Commission, October 2014.
- Strengths Finder Level One Trainer, Gallup Organization, Spring 2011.
- Advanced Leadership Academy, The Chair Academy, Phoenix, AZ, 2005-2006.
- Evaluator Training, Northwest Association Colleges & Universities, February 2004.
- Leadership Pendleton, community leadership program, 2000 graduate.

Professional Experience

August,
2017 –
present

Executive Dean, Estherville Campus, Iowa Lakes Community College,
Estherville, IA

Iowa Lakes Community College: A comprehensive, residential (with athletics) community college with five campuses, serving residents in Emmet, Dickinson, Palo Alto, Kossuth and Clay counties; encompassing 2900 square miles with just over 67,000 residents. 1250 FTE, 2067 student headcount, total operating budget of \$40M; 81 full-time faculty and 70 part-time faculty, 197 additional employees.

Executive Dean, Estherville Campus: Responsible for \$4M budget, directly supervise 3 administrators, 34 full-time faculty, 18 part-time faculty, and four staff.

Responsibilities:

Report to the President. Provide leadership and oversight for campus academic programs and faculty, testing and tutoring center, and campus business services; serve as chief operating officer for the campus and lead connector between the college and the Estherville community. Oversight for distance learning college wide.

Accomplishments:

- Leadership to major redesign of college student learning assessment program – from new learning outcomes through assessment at course, program and institutional level.
- Building community relationships, in particular with Estherville College Access

Network to increase college applications, FAFSA completions, and raise awareness of the value of a post-secondary credential with labor market value. Brought over 200 additional prospective students to campus.

- Represented College on statewide task force for developmental education reform, presented to Future Ready Iowa, and internal task force driving reform (multiple measures, co-requisite instruction) for students entering Fall 2019.
- Convened new committee to plan programming for new performing arts center under construction on campus, due to open Summer 2019.
- Representing College on new transfer major task force to formalize statewide agreements for transfer majors between community college and Regents.
- Revitalized struggling occupational programs through curriculum redesign; lab redesign, equipment purchases, and recruitment plans. Enrollments for fall increased by 25%.

2014 -
present

Peer Reviewer, Higher Learning Commission, Chicago, IL

January,
2017 –
August,
2017

Interim Vice President, Academic Affairs, Illinois Central College, East Peoria, IL (six-month contract); followed by **Special Assistant to the President** position

Illinois Central College: A comprehensive community college serving all or part of residents in Peoria, Tazewell, Woodford, Bureau, Logan, Marshall, Livingston, McLean, Stark, and Mason counties; 5310 FTE, 14,279 student headcount, total operating budget of \$58,000,000; 177 full-time faculty and 334 part-time faculty, 537 additional employees

Vice President of Academic Affairs: Responsible for \$26M budget, directly supervise 11 administrators. Unit includes 15 administrators, 177 full-time faculty, 334 part-time faculty, and 30 staff.

Responsibilities:

Reported to the President. Provided vision, leadership and oversight to: Liberal Arts and Sciences, Occupational Programming, Professional and Community Education, Library, Tutoring, Online Learning, Curriculum, Scheduling and Assessment.

Accomplishments:

- Redesign of dual credit programming resulting in 10% increase in enrollments
- Implementation of new institutional learning outcomes
- Evening programming for adult market, with four programs marketed in predictable patterns in 8-week hybrid segments – both transfer and occupational, and two new programs on branch campus
- Restructuring of academic unit in response to budget issues in Illinois
- Cultural realignment with focus on student success, with work in multiple measures pilot that expanded enrollment in affected programs by over 20%
- Physical campus closure and resulting moves to expanded full service campus

Special Assistant to the President: Responsible for partnership with local workforce agency to create career and technical articulation agreements with local high schools in manufacturing, healthcare and IT, and to develop an Early College handbook (dual credit/dual enrollment).

July, 2011
to April
2016

Vice President, Academic and Student Services, West Shore Community College, Scottville, MI

West Shore Community College: A comprehensive community college serving all residents of Mason County and parts of Manistee, Lake, Newaygo and Oceana counties; 680 FTE, 1200 student headcount, total operating budget of \$11,800,000; 25 full-time faculty and 82 part-time faculty, 75 additional employees.

Vice President, Academic and Student Services: Responsible for \$6.9M budget, directly supervise 3 administrators. Unit includes 10 administrators, 25 full-time faculty, 82 part-time faculty, and 9 staff.

Responsibilities:

- Report to the President. Provide the vision, leadership and oversight to the following areas of responsibility: Arts & Sciences, Occupational Programs, Student Services, Developmental Education, Library Services, Testing and Tutoring, Distance Learning, and Manistee County Education Center. Also supervised Business and Industry Training, Continuing Education & Economic Development from 2011-2015. Personally led Strategic Planning, Accreditation, and Institutional Research/Effectiveness. Accreditation liaison officer for district.

Accomplishments:

- Led development of new student success plan and metrics to support achievement. Implementation has included: eliminating late registration, launching a new first year seminar course, implementing an accelerated learning program (ALP) for developmental writing, revising new student orientation into a cohort based model, supplemental instruction tutoring. Graduation/transfer rate increased 5% in two years, ALP students completed College English at double the rate of traditional developmental writing completion.
- Restructured workforce training into business opportunity center and added leisure and enrichment in 2013. Increased the number of businesses served by over 500% and trained over 1500 persons since 2011.
- Implemented new core abilities program for general education assessment, encouraging faculty leadership in the development of rubrics and use of panels to assess student work.
- Principal for predictive analytics in partnership with Civitas Learning, using college insights and student risk analytics to foster learning and student success.
- Provided academic leadership to the faculty negotiations process, in review and extensive revision of the bargaining agreement. Followed interest-based bargaining model; final product considered a win-win document.
- Chief facilitator and writer for new strategic plan, adopted by Board, May 2014.
- Reviewed and revised all Board policies for Instruction, using an iterative process that moved between Board and Curriculum/Academic Policy team.
- Garnered \$500K in funding as lead writer and project manager for a skilled trades equipment fund grant awarded by the State of Michigan.
- Facilitated review, selection and adoption of new learning management system. Within two years, 100% of faculty using shells for student contact and grades.
- Lead writer for AQIP Systems Portfolio, submitted 2013 and successful comprehensive visit in 2016.
- Chief architect for revisions of teams model and teams infrastructure; implemented inclusive, collaborative style in academic and student service

2011-2013 **Grant Panel Reviewer**, Trade Adjustment Act Community College Career Training Grant (1st and 3rd solicitation), Performance Excellence Partners, Inc., subcontractor for the U.S. Department of Labor, Education and Training Administration.

2004 – June, 2011 **Dean, Health Sciences & Wellness Division and Center for Learning Technologies**, Laramie County Community College, Cheyenne, WY

Laramie County Community College: A comprehensive, residential community college serving 123,000 residents of Laramie and Albany counties; 4230 FTE with 6,100 credit headcount and 6800 non-credit; total budget of \$67,000,000; 94 full-time faculty and 247 part-time faculty, 231 additional employees; multiple athletic programs, two campuses and a geographical service area of 6900 square miles.

Dean, Health Sciences and Wellness Division and Center for Learning Technologies: Responsible for \$3.5M budget, directly supervise three administrators, five full-time faculty program directors, one additional faculty member, and four support staff. Unit included an additional 15 full-time faculty, one professional staff, and 60 adjunct faculty.

Responsibilities:

- Leadership, planning, development, delivery and review of dental hygiene, diagnostic medical sonography, nursing, physical therapist assistant, radiography, surgical technology and physical education programming. Also supervised life and physical science, agriculture, equine programming. Supervised intercollegiate rodeo and equine show teams. (2004-2006). Leadership, planning, delivery and review of online learning program for college, and associated technologies.

Accomplishments:

- In five years, added three new health programs. All fully enrolled, staffed, equipped and accredited. Also doubled size of nursing program.
- Designed, built and occupied state of the art health sciences building in 2009.
- Led design and implementation of college-wide general education outcomes assessment process, in work on student learning assessment committee.
- Co-chaired team in design and implementation of comprehensive enrollment management plan. Enrollment rose almost 20% after implementation.
- Co-chaired teams in development of 1) performance management plan encompassing hiring, orientation, development, & evaluation, and 2) organizational structures and processes team in development of documentation and systems that support transparency in decision making and improved communications.
- Served as lead writer for new strategic plan, adopted November 2009, based on internal and external community input.

2009-2011 **Adjunct Faculty** – Health Care Ethics Online, Laramie County Community College, Cheyenne, WY

2002-2004 **Vice President, Instruction & Student Services** (2002)
Vice President, Educational Services (2003-2004)
Flathead Valley Community College, Kalispell, MT

Flathead Valley Community College: A comprehensive community college serving 99,000 residents of Flathead and Lincoln Counties; 1272 FTE with 1900 credit headcount and 3500 non-credit; total budget of \$10,400,000; 43 full-time faculty and

133 part-time faculty, 125 additional employees; two campuses and a geographical service area of 8700 square miles.

Vice President, Educational Services: Responsible for over half of the college budget, \$5.5M budget, Directly supervised 6 management staff, 45 full-time faculty, 2 classified staff and 120 adjuncts. Sponsor for student clubs and logger sports team.

Responsibilities:

- Accountable for leadership, planning, development, delivery and review of all instructional operations, including tech prep, library, advising, and TRIO and tutoring center at two campuses. Also supervised admissions, financial aid and athletics in 2002, and community/ workforce development, 2002-2003. Served as Title IX Officer and college accreditation officer.

Accomplishments:

- Developed and implemented new faculty evaluation programs for both full-time and part-time faculty. Implemented revised processes for catalog production and program review.
- Wrote successful \$3M DOL grant (appropriation) for new health programming, implemented surgical technology program in partnership with local hospital.
- Led design process for new fine and performing arts building, occupational trades building and child care center. Actively campaigned for successful bond levy.
- Developed college's first online learning program. Hired staff, selected LMS, developed training, proposed and negotiated modifications to both faculty unions to address workload for online courses.
- Wrote successful accreditation progress report for Northwest Association in response to three major recommendations.

1998-2002 **Dean, Extended Learning & Institutional Advancement** (2001-2002), Senior **Administrator, Institutional Advancement** (1998-2001), Blue Mountain Community College, Pendleton, OR

Blue Mountain Community College: A comprehensive community college serving 115,000 residents of Baker, Grant, Morrow, Umatilla and Wallowa counties; 2365 FTE with 4900 credit headcount and 6229 non-credit; total budget of \$26,500,000; 60 full-time faculty and 157 part-time faculty, 104 additional employees; four branch campus sites and a geographical service area of 16,000 square miles.

Dean, Extended Learning and Institutional Advancement: Responsible for \$2.0M budget, Directly supervised eight management staff, two classified staff and eight part-time staff.

Responsibilities:

- Accountable for all extended learning sites, including seven educational centers, small business development center, contracted training center and distance education. Also accountable for processes of institutional effectiveness, accreditation, strategic planning, professional development for faculty and staff, grants, marketing and public relations, organizational infrastructure, institutional research, teams, and Foundation.

Accomplishments:

- Led interim accreditation process. Wrote self-study, coordinated successful visit.

- Designed and implemented college institutional effectiveness plan in alignment with board policy governance model. Drafted board ends policies. Led institutional effectiveness team in objectives and criteria that formed foundation of plan.
- Design and implementation of college systems model that placed learning at the center, surrounded by support systems, along with new team-based decision-making model for organizational change.
- Development and implementation of new college strategic plan and planning process in support of new college mission and vision.
- Owner partner for \$16M/ twelve-project bond construction initiative in design-build process, including state-of-the art classrooms, labs and interactive video capabilities, remodel of library, design of student services one-stop shop and educational centers in new communities.

1998-1998 **Instructional Design Consultant**, Outboard Marine Corporation, Waukegan, IL.

Responsibilities:

Development of four-course curriculum for marine dealership training, short term contract.

1993-1998 **Administrator, Instructional Development**, Moraine Park Technical College, Fond du Lac, WI

Moraine Park Technical College: A technical college of the Wisconsin Technical College System serving 300,000 residents; 3031 F.TE with 7440 credit headcount and 15,000 non-credit; total budget of \$78,700,000; 140 full-time faculty and 164 part-time faculty, 223 additional employees; three campuses and a geographical service area of 2450 square miles.

Administrator, Instructional Development: Responsible for \$500K budget, Supervised two management staff, two classified staff, one full-time faculty and one part-time faculty member.

Responsibilities:

- Accountable for new program development, instructional design, curriculum, state course approval, program review, distance learning, and tech prep for three campuses. Designed, taught and supervised faculty development offerings on the art and craft of teaching, including curriculum design, teaching techniques, accelerated learning, online learning, and authentic assessment.

Accomplishments:

- Developed many new associate degree, certificate and short-term training programs from community needs assessment to state program approval.
- Design and implementation of college-wide general education outcomes (core abilities) assessment process.
- Designed and implemented comprehensive program review process. Supervised data collection. Wrote results reports. Reported to Board.
- Co-developed Wisconsin Youth Apprenticeship curriculum for manufacturing trades, which became the model to emulate in the state.

1991-1993 **Instructor/Program Coordinator, Health Information Technology Program,**
Moraine Park Technical College, West Bend, WI

Responsibilities:

Full time teaching/management position. Taught health information courses. Managed Medical Record and Medical Transcription programs, and health related science offerings and faculty.

1988-1991 **Assistant Professor,** School of Allied Health Professions, The University of Wisconsin–Milwaukee, Milwaukee, WI.

Responsibilities:

Full-time tenure-track faculty position in health information management program: teaching, research and service.

1984-1988 **Director, Medical Record Department,** Elmbrook Memorial Hospital, Brookfield, WI

Responsibilities:

Managed Medical Records, Transcription, Quality Assurance & Utilization Review department for small acute care hospital with an alcohol/drug unit in Milwaukee.

Selected Presentations at academic and professional meetings, last several years

- Stich, E.K. Moving the Needle on Data-Informed Decision Making, League for Innovation Innovations Conference, Chicago, IL, March 20, 2016.
- Fugate, A., Sawyer, J. & Stich, E. K. Guided Pathways Panel: Top 10 Questions. Michigan Guided Pathways Retreat, Macomb, MI, December 10, 2015 (Invited).
- Stich, E.K., & Christmas, C. First Year Seminar: Getting Students off to a good Start, Michigan Student Success Summit, Lansing, MI, October 1, 2015.
- Baldwin, C., Cowles, J., Ewen, K., Ender, K., & Stich, E. The Art of Big Data: Panel Discussion of the Implications for Practice and Policy at your College. Ferris State University Futures Insight Symposium, Traverse City, MI, July 21, 2015. (Invited)
- Stich, E.K. & Robinson, R. Leveraging Analytics to Boost Student Success. Michigan Student Success Summit, Lansing, MI, September 19, 2014.
- Sawyer, J., Hammond, C., Stich, E.K., & Henning, P. Organizing for Student Success: Creating a Coordinating Council. Michigan Student Success Summit, Lansing, MI, September 19, 2013.
- Martin, M., Stich, E.K., & Brener, L. Faculty Development: Supporting and Developing Your Organization's Key Human Resources, International College Teaching and Learning Conference, Jacksonville, FL, April 11, 2013.
- Stich, E.K. & Cook, D. Building Statewide Collaborative Degrees, Wyoming Association of Community College Trustees Annual Conference, Cheyenne, WY, February 16, 2010. Invited presentation.

Selected Articles and papers edited/published in professional journals

- Stich, E.K. (1993) "Integrating Core Abilities into the HIM Curriculum" ADVANCE for Health Information Professionals, 3(18), 8.
- Stich, E.K. (1992) Editor, Emerging Technologies In Health Information Processing, Topics in Health Record Management, 12(3).
- Brunner, B.K. and Stich, E.K. (1991) "Academic Advising: A Model for Enhancement of Students Professional Growth", AOE Network, 7(3), 1, 3.

Selected College Team and Committee Leadership

President's Cabinet/Executive Committee, 1998 – 2004, 2011-2018
Institutional Effectiveness/AQIP/Strategic Planning, Chair, 2011-2017, Member, 2017-2018
Student Learning Assessment Committee, 2005-2011, 2011-2018
Curriculum Committee, Chair, 2002-2004, 1993 – 1998, 2011-2018
Board Policy & Personnel Committee, staff to committee, 2011-2016
AQIP Quality Council, Member, 2008 - 2011
Enrollment Management Advisory Committee, 1998-2004, Co-Chair, 2006-2011
Learning Technologies Committee, 2009 - 2011
Budget Advisory Committee, 2009-2011, appointed representative
Performance Management Action Team, Co-Chair, 2008-2010
Organizational Processes/ Systems Improvement Action Team, Co-Chair, 2010 to 2011
Institutional Effectiveness Committee, 2002-2004, Project Team, Sponsor, 1998 - 1999

Selected Professional Memberships / Service

Member, Transfer Major Steering Committee, Iowa Community Colleges, 2018 - present
Member, Developmental Education Task Force, Iowa Community Colleges, 2017-2018
Member, Estherville CAN (College Access Network), 2017 to present
Member, Peoria Area Health Care Collaboration Alliance, 2017.
Member, Michigan Center for Student Success Advisory Committee, 2014 – 2016.
Executive Board Member, Launch Manistee, (a College Access Network), 2012-2016.
Commissioner, West Michigan Regional Shoreline Development Commission, 2011 – 2016.
National Council for Instructional Administrators, Past President (2012-2013), elected Board Member, 2006-2014, elected At-Large Representative, appointed Treasurer, 2008-2010, elected Secretary 2010 (Presidential succession position), reviewer for Bellwether awards, 2007-2011, Judge for Bellwether awards, 2014
Review Panel, Selected exemplary advising programs for inclusion in: Academic advising, The key to academic success, edited by Terry O-Banion, published by AACC in 2013.
National Network of Health Career Programs in Two Year Colleges, Program chair, 2011 conference, member since 2004.
American Association for Women in Community Colleges, 2002-2008.
Elected Region VIII Director, 2004 - 2008.

Selected Community Service

Chamber Ambassador, 2017 – present
Member, Rotary Club Estherville, 2018 - present
Board Member, Gateway to Success Charter Academy, (new public charter school for grades 7 – 12, opened Fall 2016), 2014 – 2017, served as Chair, Personnel Committee.
Board Member, Cultural Economic Development Task Force, Ludington, MI, 2014 – 2016.
Member, Stride Learning Center, Scholarship Committee, 2006-2011.
Member, Church Council, Ascension Lutheran Church, 2004-2007.
Member, Board of Directors, Glacier Orchestra & Chorale, 2002 – 2004,
Member, Board of Directors, Flathead Food Bank, 2002-2004.
Member, Administrative Committee, Leadership Flathead, 2003-2004.
Member, Board of Directors, Umatilla County Chapter American Red Cross, 2001-2002.