

# Chancellor's Memo

## Eastern Iowa Community College District

December 1, 2008



### Sustainability Plan Ready to Translate into Action!

After a great deal of work by a large number of people, the EICCD Sustainability Action Plan is ready for the implementation stage. Clearly, since sustainability is a “moving target,” the planned actions in the document will most likely be augmented or changed in the next few years, but this is a great start. I want to thank everyone who has worked so hard, and already started, with our sustainability effort. In order to move forward, we will obviously be asking everyone to retain their commitment and energy!

On October 24, 2008, we held our 2<sup>nd</sup> Annual Sustainability Retreat at my home. I want to thank everyone who attended the event, and, in particular **Doris Swanson** and **Julie Plummer** for the arrangements and organization of the event. Here are the attendees at the event:

Pat Keir



Julie Plummer  
Suteesh Tandon  
Vic McAvoy  
KJ Rebarcak  
Elizabeth Huntley  
Curt Putman  
Cindi Richardson  
Chrissy Mulvania  
Cindy Albee

Alison Entler  
Billie DeKeyrel  
Karen Vickers  
Deb Richter  
Doug Kutzli  
Kirk Barkdoll  
Scott Swanson  
Brian Ritter  
Jeff Armstrong  
Jeff Halterman  
Pat Cawiezell  
Arnie Thode  
Kevin Lucas  
Laurie Hanson  
Janet Coogan  
Mary Briones  
Connie Kindig  
Jerry Wilkerson  
Brenda Kunau  
Bambi Suits

Diane Roebuck  
Nancy Luikart  
Alisha Keckler  
Shelli Alden  
Nancy Dugan  
Lora Kaisler  
Howard Kietzman  
Frank Weiser  
Kari Hanson  
Ryan Light  
Janelle Torres y Torres  
Kevin King  
Paul Mayes  
Peg Garrison  
Terri Goodman  
Nnachi Umennachi  
Tom Coley  
Wynne Schafer  
Cathy Langdon  
Honey Bedell

In addition, [Lora Kaisler](#) kindly took some notes of what happened at the retreat, and I am sharing a copy here:

A retreat was held at the Chancellor's house to discuss EICCD's sustainability initiative. Approximately 50 faculty and staff attended.

1. Each of the colleges provided an update on their efforts:

CCC Deb Richter mentioned paper recycling, sale of recycled items in the bookstore, and installation of bulletin boards to reduce duplicating costs.

MCC Vic McAvoy regaled us with stories of how MCC has always been sustainable. They use furniture discarded by other companies and institutions, renovate old buildings, upgrade vehicles, and donate their used items to other organizations. They solicit donations of supplies and materials. The bookstore sells recycled products and Phi Beta Kappa bags. They use a smart car on campus, plant trees, recycle scrap metals, use friendly cleaners, recycle paper, have a biodiesel program, recycle junk mail, and refill ink cartridges. They host "Go Green Day" each year, which includes a visit from the shredder machine. All new construction meets LEED standards.

SCC Pat Cawiezell received kudos from all for providing free flash drives and print limits. The library has seen a dramatic drop in duplicating costs. Her next move is to get the cafeteria to agree to reusable cups, recycled packaging, and organic foods. The bookstore already asks if customers want bags rather than automatically putting purchases in a bag. It has sold out of green items, but will restock. The newest item is a recycled t-shirt. There was a great deal of discussion concerning the elimination of printed course packets and reusing/reselling textbooks.

2. Each of the CSI teams provided an update:

*Business Practices/Transportation* has implemented a car pool program.

*Community Leadership* reported on the new website, <http://www.eicc.edu/business/general/sustainability/index.html>; however, no one visited the laptop computer set up for them to see the site during the retreat. Features presented were the email address, pictures, summaries, resources—including books and videos—partnerships, speaker's bureau, and survey.

*Curriculum* is considering less intrusive options to their original idea of a required course. The course is now optional and they are looking for ways to make it more active, less passive. They are planning staff development day sessions with guest speakers.

*Facilities* have completed most of their audit and are working on baseline figures for comparing current energy and water use with future measures. Many new mechanical and electrical devices have been installed or updated to meet design standards for utility control. The old Wacky Waters facility has recycled or is reusing as much of the old equipment as possible. Much

was sold or donated to fund renovations. Renovation and new building must meet Silver LEED standards.

*Measurement and Celebration* admitted they haven't done as much as they promised to do. They hosted the retreat and discussed surveying students internally, though they admit their survey system can only accommodate three questions.

*Recycling* shared ideas they found at an Augustana College fair. Samples of compostable plates, cups, and utensils circulated the room. Augustana uses as many organic and locally grown foods as possible. These efforts cost a few cents extra, but students and staff are willing to pay because they support sustainability efforts. They funded the new recycle containers. They want to add beverage containers and cardboard storage. An agreement was made with HyVee to take their used cooking oil and convert it to biodiesel; however, Ryan Light is worried that our machines do not have the capacity. They are beginning a waste audit. RFPs will ask vendors whether they recycle or not and preference should be given to those who do. They reminded us the Recycle Mania contest is January 18<sup>th</sup> through March 28<sup>th</sup> to build awareness and minimize waste.

3. Telecommuting and the 4-day work week options were discussed:

*Telecommutin.* It was pointed out that telecommuting will save gas for those staff who can work from home. Some are worried a policy on telecommuting will look like favoritism to those who cannot work from home. VPNS can monitor computer hours worked and the activity conducted by those who do work off-campus.

*4-day Work Week.* It was noted that BTC already uses a 4-day work week quite successfully. They believe it saves on cooling and student transportation costs. They also believe it improves attendance. Those opposed to the idea are afraid support services will not be available and the campus will not be open for other activities, usually held at night and on weekends. Science and mathematics programs are already fighting tight schedules and may not be able to move to a shorter work week. It was noted that students and some staff would save, but not most staff or faculty. A complementary option mentioned was Focus Forward, a program with shorter classes and fewer credits needed to graduate. Most schools see the 4-day work week and special programs as gifts to students that are difficult to grant, but can increase enrollment.

4. The *Sustainability Plan* was approved.

5. A handout of the *STARS Pilot Project* credits was distributed. Credits for "Community Relations and Partnerships" include:

Credit 14      Institution has at least one FTE community service coordinator per 5000 students dedicated to community service.

Credit 15      Institution engages a specified percent of student body in institution organized or coordinated unpaid community service activities.

- Credit 16      Institution engages students in a specified number of hours of institution organized or coordinated unpaid community service.
- Credit 17      Institution grants financial incentives to a specified percentage of its alumni who enter public service careers.
- Credit 18      Institution has formal partnerships with local community to work together to advance sustainability within community.
- Credit 19      Institution advocates for federal, state, or local public policies that support campus sustainability or otherwise advance sustainability.

Tier Two Credits:

- Community service in mission, vision, strategic plan
- Awards program to recognize community service
- Has developed tutoring, training, extension, professional development programs for the community
- Library resources available to community
- Technology resources available to community
- Cultural/Athletic resources available to community
- Meeting and event space available to community
- Hosts farmers market

We are counting on everyone to support these actions and, just as important, to reduce, reuse, and recycle to a maximum amount in their work!

Last, here I a grid showing the immediate action plan for our sustainability initiative. A list of the longer-term actions and projects we will be undertaking will be available on Wednesday online when the entire plan is posted.

**EICCD Sustainability Action Plan**

**Immediate Steps**

**Implementation Date:** December 1, 2008

Action Focus	Action	Start-up Steps	Annual Measurement Criteria
<b>Business Practices</b>	<ul style="list-style-type: none"> <li>• Reduce district travel-related carbon emissions.</li> <li>• Increase business relationships with companies providing sustainable goods and services and demonstrating sustainable principles, practices, and ethics.</li> </ul>		
	Begin carpooling incentive program.	Start Date: January 1, 2009.	Number of "shared ride" college trips.
	Encourage alternative forms of transportation to and from campus.	Begin reviewing programs and ideas.	Measurement to be developed.
	Conduct a substantial	<ul style="list-style-type: none"> <li>• Enable technology</li> </ul>	Percentage of college

	number of meetings using technology.	<ul style="list-style-type: none"> <li>• Develop guidelines</li> <li>• Pilot with EICCD set council meetings</li> </ul>	meetings involving people from more than one site conducted using technology.
	Purchase Energy Star Products.	Program currently in place.	Percentage of products purchased that are Energy Star.
	Discontinue district purchase and reimbursement of bottled water.	<ul style="list-style-type: none"> <li>• Enact policy</li> <li>• Monitor purchases</li> </ul>	Number of plastic bottles of water purchased or reimbursed by the district.
	Stipulate sustainability as factor in district RFP's for outside services and materials.	Program currently in place.	Percentage of RFP's that include sustainable practices as criteria.
	Purchase eco-friendly and sustainably produced goods and services.	<ul style="list-style-type: none"> <li>• Provide info on sustainable goods and services</li> <li>• Develop on-line training on sustainable purchasing</li> </ul>	Percentage of goods and services purchased that are sustainable.
<b>Community Leadership</b>	<b>Position EICCD as a premier center of Sustainable Education in our community and throughout the mid-west.</b>		
	Complete, promote and maintain EICCD Sustainability Website.	Website is up and running	Number of hits on the EICCD Sustainability Website.
	Promote and schedule Speakers' Bureau presentations.	Publicize availability of bureau.	Number of presentations done in classes and community by Speakers' Bureau Participants.
	Provide outreach and programming to K-12 on sustainability topics.	Contact and survey area K-12.	Number of projects and presentations done at or in cooperation with K-12 on sustainability.
	Partner with other local colleges and universities on sustainability projects; Develop leadership role in regional sustainability efforts.	Begin planning for regional forum of local higher education institutions to explore sustainability enhancement.	Number of projects and presentations done at or in cooperation with other colleges and universities.
<b>Curriculum</b>	<b>Provide every EICCD student and staff member with basic understanding of sustainable principles and issues and foster an attitude of involvement and action to create a sustainable future.</b>		
	Assess coverage of sustainability in all EICCD current courses, curriculum, and staff development.	<ul style="list-style-type: none"> <li>• Develop and administer survey</li> <li>• Gather insight into opportunities for increasing sustain-</li> </ul>	<p>Number of faculty and staff responding to the survey.</p> <p>Baseline of sustainability across EICCD curriculum.</p>

		<p>ability content.</p> <ul style="list-style-type: none"> <li>• Increase interdisciplinary collaboration on sustainability content in current and new courses.</li> </ul>	
	<p>Develop and implement plan to provide all EICCD students with basic understanding of sustainability through a credit course, service learning, prior experience, other coursework, campus activities or alternative means.</p>	<ul style="list-style-type: none"> <li>• Complete CDM for sustainability course</li> <li>• Implement course</li> <li>• Identify goals and requirements for students regarding sustainability.</li> <li>• Construct alternative means for students to gain basic understanding of sustainability</li> </ul>	<p>Number of students completing sustainability-related coursework.</p> <p>Increased student knowledge of sustainability.</p>
	<p>Develop faculty and staff educational training on sustainability to be delivered in person and online.</p>	<p>Begin planning stages.</p>	<p>Number of educational offerings related to sustainability provided to EICCD faculty and staff.</p>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• <b>Significantly and systematically reduce EICCD use of non-renewable energy.</b></li> <li>• <b>Reduce use of non-sustainable, eco-unfriendly products at the sites and on the grounds of EICCD.</b></li> <li>• <b>Build and restore district buildings to the LEED Silver Standard at a minimum.</b></li> </ul>		
	<p>Conduct a utility audit of all existing EICCD Facilities.</p>		<p>Completed audit.</p>
	<p>Develop an engineer assessment of anticipated utility cost for new facilities.</p>		<p>Completed engineering assessment.</p>
	<p>Create a prioritized list of utility savings measures and a system for implementation of such measures.</p>		<p>Prioritized list of utility savings measures and report on implementation procedures.</p>
	<p>Sub-meter all EICCD facilities to allow accurate utility</p>		<p>Percentage of EICCD facilities sub-metered.</p>

	measurement.		
	Install energy monitoring and control systems.		Number of energy monitoring and control systems installed.
	Develop and apply district-wide standard for sustainable grounds management.		List of policies and procedures for sustainable grounds management.
<b>Recycling and Waste Management</b>	<ul style="list-style-type: none"> <li>• <b>Reduce the quantity of waste generated by all EICCD programs, facilities, and operations.</b></li> <li>• <b>Increase the types and quantities of waste materials recycled by EICCD.</b></li> <li>• <b>Educate all students, staff, and faculty to make waste reduction and recycling second nature at EICCD.</b></li> </ul>		
	Complete baseline review of current site recycling activity.	Completed.	Data on current recycling activity.
	Conduct bi-annual waste audit for each EICCD site.		Data from bi-annual waste audit district-wide.
	Install recycling bins for collection of paper and beverage containers in all district buildings.	In progress.	Number of recycling bins in district.
	Use EICCD truck driving program to transport recyclable materials to recycling markets.	In progress.	Number of trips made by EICCD trucks to recycling centers.
	Participate in Recyclemania annually at each campus.		Level of participation in Recyclemania throughout district.
	Enhance quantity and types of materials recycled throughout district.	Begin program to recycle newspaper, cardboard, magazines, glass, and textbooks	
	Reduce printing and paper usage district-wide annually.	Establish baseline instigate processes and guidelines	Percent decrease in use of printing cartridges and paper use annually.
	Develop a waste reduction education program for students and staff.		Percentage of students participating in waste reduction education.
	Apply sustainable principles to college course packs.	<ul style="list-style-type: none"> <li>• Assess current course pack waste</li> <li>• Develop procedures to reduce waste.</li> </ul>	Number of pages of course packs thrown away or recycled annually.
<b>Measurement and Celebration</b>			

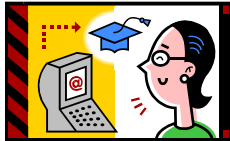
	Compile list of measurable outcomes and indicator of progress for all sustainability team goals.		List of measurable outcomes and production of progress reports.
	Develop and maintain a district-wide carbon footprint dashboard.	<ul style="list-style-type: none"> <li>• Calculate initial EICCD carbon footprint</li> <li>• Update carbon footprint annually.</li> </ul>	EICCD carbon footprint dashboard.
	Assist with documentation for the STARS program.	<ul style="list-style-type: none"> <li>• Participate in STARS pilot project</li> <li>• Obtain STARS rating for EICCD.</li> </ul>	
	Survey staff and students with regard to awareness and use of sustainable practices.	<ul style="list-style-type: none"> <li>• Develop survey</li> <li>• Administer</li> <li>• Calculate results.</li> </ul>	Number of respondents of district sustainable practices survey.
	Provide recognition and celebratory events for plan progress and achievement.	Annual retreat.	Number of staff recognized and honored for contributions to the EICCD Sustainability efforts.

Thanks to everyone who has thus far contributed to the formulation of this plan, to ongoing sustainability and eco-friendly projects, and to the teamwork which has made all of this possible. We have just begun!

To stay abreast of what is happening, click often on the new sustainability website:

[EICCD Sustainability Website](#)

### The Code of Best Practices in Fair Use for Media Literacy Education.



I received an e-mail highlighting a new website which provides some new guidance in the thorny arena of using various media as part of instruction. I thought I'd share the website so that faculty and staff could have a look.

[http://www.centerforsocialmedia.org/resources/publications/code\\_for\\_media\\_literacy\\_education/](http://www.centerforsocialmedia.org/resources/publications/code_for_media_literacy_education/)

Here is a quote from this website describing "what this is."

This document is a code of best practices that helps educators using media literacy concepts and techniques to interpret the copyright doctrine of fair use. Fair use is the right to use copyrighted material without permission or payment under some circumstances—especially when the cultural or social benefits

of the use are predominant. It is a general right that applies even in situations where the law provides no specific authorization for the use in question—as it does for certain narrowly defined classroom activities.

This guide identifies five principles that represent the media literacy education community's current consensus about acceptable practices for the fair use of copyrighted materials, wherever and however it occurs: in K–12 education, in higher education, in nonprofit organizations that offer programs for children and youth, and in adult education.

This document is free and downloadable in PDF form. I think you'll find it valuable.

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## Let Me Get This Straight. You Built This Building So You Could Set It On Fire?



Wondering what's been going on out at EICCD's Midwest Center for Safety and Rescue Training out on I-80? One new installation is a burn building, which can be used for applied training for our regional fire-fighters. I asked [Steve Wearth](#) to provide some information about this building:

*Eastern Iowa Community College District is pleased to announce the completion of a purpose built structure for fire training. As a building dedicated to fire suppression training, the all steel structure has numerous training*

*features; the heart of the building consists of two rooms specially engineered with heat resistant walls and ceiling panels that allow for fires with temperatures up to 1200 degrees. Each room has temperature sensors which provide real time data to the safety officer as he monitors the temperature at the ceiling and at various heights within the room. The building has other features that make it ideal for firefighter training; the main room on the first floor has movable partition walls that allow the shape and size of the room to be altered. An interior stairway to the second floor will challenge firefighters as they advance their fire hose to the second floor burn room. An attic possesses a special problem to firefighters and this building is no exception, the roof of this building has a sacrificial section 4' x 4' which allows firefighters to "ladder" the exterior of the building and using a chain saw or axe cut a hole in the roof. When done the section is replaced and ready for the next crew.*

*While the obvious is this building is designed for training volunteer and career firefighters, others will benefit as well. Many industrial plants have fire brigades as part of their internal fire protection system which requires ongoing training, crews working the river barges are required to have annual fire training, and many occupations are required by OSHA regulations to have fire extinguisher training. Law Enforcement will find the structure suitable for their tactical team training.*

*Funding for this building was provided when the state legislature enacted a bill to create a system of Regional Emergency Response Training Centers based on the community college districts. The purpose of Regional Emergency Response Training Centers is to provide initial training and continuing education that normally cannot be accomplished by the local fire department without sending members of their department to a distant centralized*

*training center. Commitment to this project came from a diverse group of individuals and organizations all with the same goal in mind; that of providing the ones who protect us with a modern training center where they can train in a safe and efficient manner. Special thanks to those who had a part in this would be extremely long, the short list would have the names of three area legislators, the staff and members of the Scott County Fire Chiefs Association, LeClaire Fire Dept. Riverdale Fire Dept, Muscatine Fire Dept., Davenport Fire Dept., Medic Ambulance, Scott County Sheriffs Dept. Within EICCD, the collective work of many came together to make this a truly team effort. Each had a role and all deserve the credit in success.*

When the weather improves, we hope to have an open house out at the I-80 site so all of you who are interested can visit and see the exciting developments there.

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## **EICCD Board Approves Articulation with Western Illinois University.**

At the Board's regular meeting on Monday, November 17, the district entered into a new partnership agreement with our university neighbor to the west, WIU. **Cathy Langdon** who provides critical leadership to the district in forming partnerships which benefit our students with college and university partners, describes the new agreement approved by our Board.

The Partnership Agreement with WIU outlines how our A.A. degree will articulate to the WIU Board of Trustees/B.A. Degree Program. The BOT/BA Program at WIU is a great option for our students, especially our non-traditional students:

- An A.A. earned through a College of EICCD will fulfill WIU's General Education, math competency, writing intensive course and first year experience requirements of the BOT/BA Degree.
- Students may transfer up to 80 credit hours from a College of EICCD to be applied to the WIU BOT/BA Degree.
- WIU courses to earn a BOT/BA Degree are available online or as resident courses.
- Students who transfer from a College of EICCD are eligible for WIU's in-state tuition rate and tuition guarantee plan.

There is a definite advantage to earning an A.A. degree before transferring to WIU's BOT/BA program, which is good for us too.

Easing the path to transfer and successful completion of a BA is one of our most important goals here at EICCD. This is an example of one of the many agreements we have to do just that.

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## **Share a Ride and Win a Prize!**



As part of the Chancellor's Sustainability Initiative, the Business Practices and Transportation Team was asked to help find ways to reduce transportation-related emissions. One of the first steps in that direction is to reduce the number of vehicles traveling to meetings. So, starting January 1, EICCD will implement "Share a Ride and Win a Prize," a carpooling incentive program designed to

encourage more meetings by electronic means and carpooling to meetings that require face-to-face interactions.

I asked team co-chairs **Suteesh Tandon** and **Honey Bedell** to describe how the program will work:

*When employees travel for meetings, conferences and other events, it's not uncommon for them to travel in separate vehicles to the same meeting location. This creates unnecessary greenhouse gas generation, as well as unnecessary fuel consumption. "Share a Ride and Win a Prize" is a new initiative that will reward carpooling by District employees for travel to meetings, conferences and other events both within and outside the District.*

*When scheduling meetings, we encourage our colleagues to take advantage of the many electronic means available within the District. A list of those resources and directions on how to access them will soon be posted on the Help Desk page in Campus Cruiser. If travel is necessary, we encourage you to carpool with others. In order to make that more attractive, we'll select three quarterly "Carpool Champions." Carpoolers may complete the "Carpool Incentive Reporting Form" available in the Business Services Office on Campus Cruiser and submit it quarterly to Suteesh Tandon in the Business Office at DO. The top three carpooling miles reporters will be announced in April, July, and October 2009, and January 2010; be recognized in the Chancellor's Memo; and receive bookstore vouchers in the amount of \$50, \$30 and \$20, respectively. Eligible trips are those that would normally qualify for official reimbursement per Board Policy No. 416 and all trips taken in District fleet vehicles.*

Thanks to team members **Deb Richter** (CCC), **Julie Lloyd** and **Nancy Luikart** (MCC), **Kathy Birkett** (low@Work), **Carol Hall** (IT) and **Robin Blount** (DO), and **Suteesh** and **Honey** for their efforts to create and implement this incentive program. And thanks to our campus bookstores for their generosity in providing the prizes!

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## **Holiday Enjoyment for All!**

I hope that everyone had a wonderful Thanksgiving! I travelled to Illinois where I spent some quality time with family, pumpkin pie, friends, and, amazingly, my bicycle -- since the weather turned out to be wonderful. I hope all of you had a great holiday and, just as important, have wonderful plans for our upcoming break. Let me know if you are doing anything exciting (or darn right boring) for the upcoming holiday break.

### **My plans for the holiday.....**

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## Faculty Not Only Teach, But Learn!



Since the project's inception about a year ago, the district's faculty-run Classroom Connections Project has moved forward dramatically in providing faculty development activities focused on classroom teaching. Here is a list of recent projects the group has undertaken successfully – which will, of course, benefit our students and enhance their learning.

➤ **Teaching Circles implemented at SCC and MCC**

In early October, the Classroom Connections Team launched its second faculty development program-- Teaching Circles, which provides a small group of faculty the opportunity to work closely together to focus on an issue related to improving teaching and learning.

In the above picture are SCC Teaching Circle participants (Back Row: [Steve Flanigan](#), [Lori Walljasper](#), [John Baker](#); Front Row: [Ruthann Gallagher](#), [Jeanne Matter](#) and [Joe Conte](#).) Participating but not pictured are: [Jennifer Robb](#), [Nnachi Umennachi](#), [Anna Schonj](#) and [Jan Weis](#). The teaching circle participants have chosen the topic of "Improving Student Attendance and Retention" for their work.

At MCC, Teaching Circle members, [Janine Loveless](#), [Paul Wilts](#), [Lesa Hadley](#), [Art Kistler](#) and [Jim Elias](#), have chosen to work on "Interdisciplinary Course Definition and Guidelines for Development." In order to share the results with all interested faculty, the outcomes of both Circles will be posted in the repository of the Classroom Connections Web page early next year.

➤ **Faculty Mentoring Program--includes Campus Tours**

During this past semester, fifteen new faculty have been assigned to a Faculty Mentor to assist with their transition into the EICCD. On October 28, the Classroom Connections Team conducted a "Faculty Mentor and New Faculty Follow-up Meeting and Campus Tour" at Clinton Community College. After an engaging and interesting discussion on the Faculty Mentoring Process, Orientation, and the Quality Faculty Plan, the group experienced an excellent "eight station" tour of CCC, during which staff members shared program information on how their areas best served students.

The next Faculty Mentoring Meeting and Campus Tour will help at Muscatine Community College on December 3 from 3:00 to 5:00 PM.

➤ **Teaching Squares Program begins Next Semester**

Early next semester, the Classroom Connections Team will begin Teaching Squares for all interested faculty. The Squares are a group of four faculty who will work together for one semester to improve teaching and to build community through a structured, non-evaluative process of classroom observation and shared reflection. If you would like to participate in a Square, feel free to contact any Classroom Connections Team member.

I am always impressed when someone's idea (and this one came, originally, from SCC's [Stephanie Whitmer](#)) blossoms into accomplishment. Thanks to the CC2 team for all they've done to enrich our faculty development options.

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## EICCD Gears Up for Potential Fiscal Shortfall



Usually, I put the article on the Chancellor's InFocus podcast at the beginning, but since the topic this month is the district's revenue shortfall and our efforts to "be prepared," I thought I'd put it further down in the memo. (OK, call me Mr. Scrooge.) In this chat, [Honey Bedell](#) interviews me about some of the State's and our district's financial challenges these days and some of the steps we are taking to be sure that our organization remains strong and viable. We have always been an exceptionally sound organization, and, with some planning and reasoned action, we will remain just that, even through hard times.



Please take a minute to listen to this month's podcast.

In a separate memo this week, I will alert everyone to some of the cost-reduction steps we have already agreed on ... and some we will be thinking through for implementation should our finances become even more in jeopardy.

**[EICCD's Funding Situation as of November, 2008](#)**

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## The Quad Cities Professional Development Network Launches "Excellence in College Teaching" and "Professional Supervisor Certificate Programs."

On November 8, "Designing Courses for 21<sup>st</sup> Century Learners" was presented by Molly Baker, Black Hawk College; [Kathy Conway](#), Scott Community College; Rita Nafziger Palmer College; and Peggy West, Western Illinois University. Throughout the day, thirty faculty from all member institutions focused on the topics of—"Reflective Teaching," "Articulating a Teaching Philosophy," "Meeting the Needs of 21<sup>st</sup> Century Learners," "Teaching Strategies for the 21<sup>st</sup> Century," and "Planning the Student-Centered

Course Syllabus.” EICCD faculty participants included: Barb Foster, SCC Ann Gray, SCC, Sherry Horan, SCC, Art Kistler, MCC, Suzanne Willis, SCC, and Paul Wilts, MCC.

On September 30, “ Time and Meeting Management for Supervisors” was presented our own Peg Walker, BTC, and EICCD participants included: Howard Kietzman, KEC, Jane Campagna, SCC, Cindi Richardson, SCC, Bob Majchrzak, SCC, Julia Oxyer, CAC, and Dawn Hamilton, CE/DO.



On November 20, “Conflict Management for Supervisors” was presented by Dan Block, President and Corporate Trainer, TeamBuilding Blocks, Dubuque, Iowa. This half-day workshop was hosted by the EICCD, and Pat Keir welcomed the group of twenty-eight supervisors to the Kahl Educational Center and to our District. Pictured are EICCD participants: Pat Keir, DO, Howard Kietzman, KEC, Cindi Richardson, SCC, Jane Campagna, SCC, Paula Arends, SCC, Karen Roebuck, CAC and George Varchola, KEC/DO.

For more information regarding the Quad Cities Professional Development Network programs and course offerings, please visit: [www.qcpdn.org](http://www.qcpdn.org). Also, for registration information please call or email Kathy Conway, SCC (Ext. 4178) for Faculty Programs, and George Varchola, KEC/DO (Ext. 3306) for Supervisory Programs.

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## Next Issue of Chancellor’s Memo February 1!

I just wanted to alert everyone that since there will be considerable “down time” from now until the Spring semester begins, and thus little to report, my next issue of this memo will be sent out on February 1 rather than January 1. Thanks for understanding!



## Still Running Along.

This is the view from “mile 2245.8” on my virtual walk/jog across America ..... in the middle of Colorado. (If you’ve been tracking this, you’ll remember I started on the east coast of Virginia.) No matter how stressful my life is or whatever else is on my plate, I get my exercise in, sometimes more, sometimes less, but in. As the New Year approaches, I

want to encourage you to get moving in whatever way appeals. It makes such an incredible difference to spirit and health.

To all, my best wishes for a wonderful New Year. Our wonderful community college district faces many challenges, but we have the will, energy, and expertise to not only rise above them but to take advantage of them to providing a continuously improving educational experience for our students and community.



Pat

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