

Chancellor's Memo

Eastern Iowa Community College District

November 15, 2005



Happy Thanksgiving!

I am assuming that all of you are looking forward to the upcoming holiday as much as I am. Particularly after this long year of natural disasters world-wide, we Iowans can feel very thankful that we live where we do this year. Another reason for all of us to give thanks is that our work is directly connected to improving the futures of those who turn to us for education. We exist to serve our community, and through contributing to that service, each of you has meaningful work. So I give thanks to each of you for all you do to serve and teach our students -- for all that you do every day to make Eastern Iowa Community College District a quality institution.

I hope that your holidays are just fantastic!

New and Re-energized District Council System to Start Up in January

Since I've come to the district, I've been very interested in creating a **Chancellor's Advisory Council** as a venue for communication and discussion of *major district-wide initiatives, projects, and concerns*, to serve in advisory capacity to me and the Chancellor's Cabinet and, equally important, as a venue for two-way communication with all constituency groups in the district. The advent of the new Faculty Senate serves as a springboard to getting this initiative off the road, and monthly meetings of the Council will commence this spring semester.

At this point, membership of the Chancellor's Advisory Council will include:

Chancellor, President of SCC/Vice Chancellor of Technology, President of CCC/Vice Chancellor of Instruction, President of MCC/Vice Chancellor of Facilities and Student Services, Executive Director of Continuing Education, Executive Director of Administrative Services, Faculty Senate President of SCC, Faculty Senate President of MCC, Faculty Senate President of CCC, Student

Government President of SCC, President of the Faculty Association, Student Government President of CCC, Student Government President of MCC, Professional/Support Staff Representative from the DO, Professional/Support Staff Representative from SCC, Professional/Support Staff Representative from CCC, Professional/Support Staff Representative from MCC, and the Special Assistant to the Chancellor. (I will be soliciting professional/support staff representatives with a memo next week.)

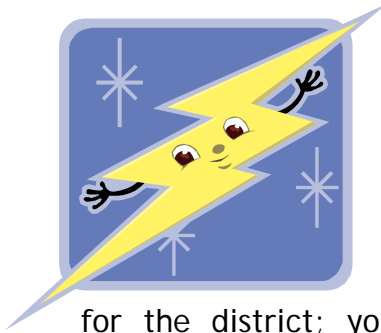
In addition to the overarching Chancellor’s Advisory Council, four other Councils will continue (or, in the case of two of them, begin) regular meetings: the Instructional Council, the Technology Council, the Student Services Council, and the Professional Development Council. Each Council is chaired by a Cabinet member with membership geared to make sure that all relevant sites and constituency groups are represented. Please contact the Chairs of the Councils if you have any questions or interest in serving.

More concrete information about the nature and purpose of this council infrastructure will most certainly emerge as we start to meet in January (and, again, some of these councils are of long standing and will *continue* to meet.)

<u>COUNCIL</u>	<u>DAY</u>	<u>TIME</u>	<u>BEGINNING</u>
Karen Vickers-Chair Instructional Council	First Wed. of the month	2pm	February 2006
Tom Coley-Chair Technology Council	Second Wed. of the month	3pm	TBA
Vic McAvoy -Chair Student Development Council	As Follows: November 18 December 21 January 18 February 15 March 15 April 19 May 17 June 21	8am 2pm 2pm 2pm 2pm 2pm 2pm 2pm	November 18
Lana Dettbarn-Chair Professional Development Council	Fourth Wed.- every other month	3pm	February 22, 2006
Pat Keir-Chair Chancellor’s Advisory Council	Second Thurs. of the month	3pm	February 2006

If you have any questions or concerns, don’t hesitate to e-mail me at

[Suggestions about Council Structure](#)



District-Wide Energy Savings Plan Moving Forward

I was gratified by the large number of concrete suggestions I received in response to my request for ideas on how to minimize what is projected to be this year's frightening energy bill. **Bill Meck**, a key figure in our Administrative Services Department, will lead the development of a concrete, strategic energy savings plan for the district; your many suggestions have been provided to him as a beginning framework. Here is an update from Bill on progress thus far.

"Awareness campaigns have begun. Light switch posters have been obtained by Kirk Barkdoll from Mid-American Energy to be posted at facilities in Davenport and Bettendorf. Kirk will be working with Clinton/Alliant Energy and Muscatine/Muscatine Power to obtain similar items.

I met with Vic and Kirk to discuss facility related issues such as programmable thermostats, motion sensor light switches, light ballast replacements, etc. These types of modifications will be addressed on a case by case basis dependent upon their cost and savings potential.

I have contacted a representative with Mid-American Energy regarding the potential contracting of natural gas for all Davenport and Bettendorf locations, as well as Clinton (Muscatine is electric). This would be for next year's heating season and the analysis is not yet complete. I have filed notice with Mid American regarding our possible change to contracted delivery of natural gas and will be contacting Alliant regarding the Clinton campus. The good news from the Mid American rep at this point is that gas prices are continuing to decline."

Remember, much of our energy savings will come from individuals and offices engaging in conservation measures. Here is a summary list of the ideas provided by EICCD employees up to this time.

1. Make a blanket statement that thermostats need to remain at a certain temperature (down 3 degrees during the days, 5 - 10 degrees at night), programmable thermostats (back 5 - 10 degrees at night)
2. Awareness campaign, on line/paper, notices placed reminding individuals to turn off lights, etc.
3. Work four 10 hour days per week or close the campus Friday at noon and work one more hour Monday-Thursday
4. Move all Saturday classes to one location and one heating wing

5. Turn off computers and printers at night
6. Install motion sensors in classrooms to turn off lights
7. Schedule all night classes in just one or two buildings and close unused buildings
8. During the period between the end of fall classes and faculty returning before spring classes, close buildings that are not used
9. Look into an energy savings plan with local utilities. Shut down school during high usage periods, which would be mostly summer days
10. Eliminate personal refrigerators and space heaters or possible policy
11. Begin spring, January 2, and summer, May 1, semesters on a four day schedule
12. Report to maintenance when toilets or faucets are continuing to run
13. Report to maintenance when excessive heat or A/C is present in a room
14. Upfront maintenance for later cost savings
15. Re-look at energy audits/rebate possibilities
16. Shut off heat vents to storage rooms where traffic is low
17. Energy surcharge
18. Focus on promoting on-line hybrid courses.
19. Go on budget plan so bills are the same month to month
20. Extend Christmas break to two weeks for students

If you have additional ideas, please e-mail Bill with them immediately. Anything you can do to save energy will be appreciated.

Proud Mother of Community College Faculty Member "Show and Tell"

I think many of you know that my older daughter Jessica is a community college faculty member at Elgin Community College. She teaches psychology there and, in my humble opinion, is an extraordinary teacher and professional. I was very proud to see an article she wrote published in the November 7, 2005 issue of Community College Week, with the title "Zero Tolerance: The Only Answer for Cheaters." I just can't resist sharing it with all of you.



Zero Tolerance: The Only Answer For Cheaters

Jessica Carpenter
Instructor of Psychology
Elgin Community College

Elgin, Ill.

Last academic year, I had 77 total students enrolled in my fall semester child psychology course. Halfway through the semester, I was appalled to discover that at least 26 percent of those students had cheated on one or more of the online quizzes assigned to them. The evidence was unarguable: I had hard data from the Web site's records, showing students logging in to secondary accounts, getting the quiz answers, then logging back into their primary accounts at the same computer address. There was clear evidence of collusion as well, as the number of tainted quizzes rose from six the first week, to 12 the third week of class, to 19 by the seventh week. I was horrified.

Was I completely blameless? Probably not. I wish I had spent more time testing the software. I wish I had made the quizzes worth more points. I wish I had better explained why those assignments were important. But in hindsight, what I really wish I had done was fail all those students.

At the time, I had a million reasons not to fail them for the course. I'd had quite a few of these students before. I cared about these students. Additionally, several of the students sent me heart-rending e-mails admitting their guilt and accepting the consequences. But the main reason I only failed the students for the individual quizzes and not for the entire course was that my syllabus did not contain an explicit zero tolerance policy.

I had thought I'd covered the bases. I had an academic misconduct policy written into the syllabus, and I had extremely specific guidelines detailing what was appropriate and what was not. But clearly I had dropped the ball. Even though I believe many of the students learned something from the debacle, I now believe the omission of a clear zero tolerance policy was an error and a disservice to my students.

And my students have overwhelmingly agreed. In fact, they've even suggested including such a policy in my future syllabi.

I decided to conduct a student survey to see how I could guard against cheating in the future. Dr. James Conway and Antonia Moran of Central Connecticut State University had developed an excellent survey, which they allowed me to adapt to my scenario. The 86 students I surveyed over two semesters clued me in to the academically dishonest behaviors of some of my students and how frequently they believed other students were engaging in the same behaviors. But what was most revealing were their opinions about how to prevent academic misconduct.

The answer was overwhelming and unmistakable. Failing students was far and away the most common suggestion offered by my survey takers. They also recommended dropping students from the course and employing "scare tactics," such as notifying any potential transfer schools of their conduct. In the case of

outright plagiarism, one student even suggested notifying the original author of the work and encouraging him/her to sue the offending student. Several others mentioned expelling or suspending anyone caught cheating.

Clearly my puny promise to fail the student only for the individual assignment was not sufficient to deter them. They obviously had me and the system figured out. They knew the likelihood of being caught was minimal. And even if they were caught, they assumed there would be no serious ramifications. Unfortunately, they were right.

But there were some things I was doing in the classroom that were effective. I had discussed academic misconduct from the first day of class and had kept a vigilant eye out for cheating during exams. I'd used multiple forms of exams and spent outrageous amounts of time checking work and actively looking for misconduct. Like many other instructors, I've learned how effective a quick Google search can be in exposing bogus work. But I can do more.

I believe that our culture has a pervasive attitude that "a little" cheating is not so bad. That "a little" cheating should not cause you to have to fail, or repeat a course, or be fired or go to jail. That everyone cheats "a little." When instructors ignore academic misconduct or punish it too lightly, I believe we perpetuate this idea.

From now on my syllabi will include a zero tolerance policy for any intentional academic misconduct. It is my hope that I will finally be sending the right message. Any intentional cheating is something that undermines all of us. There is no "a little" in academic misconduct.

I doubt any policy on cheating will be 100 percent effective. And I don't look forward to the first time I have to fail a student. But I will remind myself that by having this policy, I have likely deterred several other students from engaging in this behavior. In the words of one of my students: "I am ashamed of what I did but I can honestly say that I don't wish that this had never happened. After this experience, I value my education more than ever before. Nothing is worth throwing away all of my hard work."

Updates from Chancellor's Initiative Teams

I've promised that I'll keep you updated on the progress made by the five Future Focus Initiatives Teams that emerged from our recent planning process. I am meeting with the team leaders once a month and I have been very excited to see the work they are taking towards concrete results. Here is a brief synopsis of the progress made by each group:

Updates on the Future Focus Initiatives:

- ❑ **Ellen Kabat Lensch**, chair of the **Innovation Team**, announces that her team has begun design of a website to promote input for suggestions and displaying new ideas. Processes for selecting ideas were reviewed. Overall goals and missions of the team were decided upon and included agreeing that the **Instructional Council** should continue to promote/establish/implement new programs. The Innovation team will not be a replacement for this process, but rather, a tool for assisting in the research and development of ideas, services and programs. Investigations into innovative companies and recommendations are being made with reference to what processes they incorporate that may be of value at EICCD. The team is also in the process of deciding on a logo which will be incorporated into an electronic newsletter and on the Innovation website. On the agenda for the next meeting will be roll out for the spring semester. The Innovation Team is comprised of the following individuals in addition to Ellen Kabat Lensch: **Glo Hanne, Rassoul Dastmozd, Katie Watson, Gary Olson, Tina Petersen, Honey Bedell, Bob Allbee** and **Ron Serpliss**.
- ❑ **The Capital Creation Team**, chaired by **Gary Mohr** and including **Ellen Kabat Lensch, Mark Kapfer**, and **Lana Dettbarn**, has been setting up several ways to address its overall goal of creating additional funds through alternative resources. First, a discussion has been held with the Board about a possible bond referendum vote. The Board is allowing EICCD to pursue planning for this, but will maintain its right to approve/disapprove the idea at a later date. The Chancellor, **Honey Bedell** and **Gary Mohr** will be taking a trip to Cedar Rapids on December 12th to talk to the President of Kirkwood about their recent positive facilities vote. Second, on Wed., Oct. 26th, 2005, the first joint event of foundation Board members occurred with a presentation from Dave Nielsen on deferred giving and estate planning. Also, **Nancy Kothenbeutel** is currently interviewing for a position that will go out and solicit any leftover 260E/F funds that EICCD may be able to access. And finally, a fund has been established to hire unique/specific grant writing individuals for projects. Ellen Kabat Lensch is assisting in identifying projects and needs.
- ❑ **The Student-to-Student Recruiting and Coaching Project Team** has been meeting regularly to develop the framework for creating and maintaining a recruiting team which will help diversify our student population. Team members are exploring best practices at a number of schools that have student recruiting teams, and work has begun on developing the job descriptions and training responsibilities of the students involved in the project. Team members include **Kris Barkdoll, Erin Snyder, Quinn Kretchman, Wayne Cole, Jennifer Robb, Jerry Wilkerson, Lisa Brown, Elida Perales, Tricia Sexton** and **Gail Spies**.
- ❑ **The SALT committee (Students and Learning Technology)** which encompasses an arm of the overall **Technology Initiative** has decided on a

couple of approaches to collect input from students, faculty and staff about student access to technology support. First, they finalized an online survey and are having it put on as many web pages as possible. An Einstein icon will be used to identify their efforts. They are also working on using the survey as an active desktop on public terminals. This means that the PCs in the libraries and open PC labs on all campuses will have the survey as the desktop with hopes that the increased visibility may increase survey input. The members of the committee are contacting administrators at CCC, MCC, SCC, the Kahl, the BTC, CAC, GATC, Maquoketa, and the Urban Center to get permissions and cooperation. SALT will be talking about the survey at department meetings and spreading posters to publicize the survey everywhere. The SALT team is also planning to do a survey promotion the week after Thanksgiving by giving out a candy bar in return for a completed survey (this is still in the planning stage). SALT members include **Gary Olson, Nancy Luikart, Jim Liljequist, John Bonte** as well as student representation.

- **Jeff Armstrong** is currently in India promoting **Global Student Interactions** in an effort to pilot an innovative Indo-U.S. professional exchange that partners with EICCD, Stella Maris College, University of Madras, Hinds Community College (Mississippi) and Sinclair Community College (Ohio). The goals of this project are to conduct professional exchanges between the partners, pilot a course between the partners and to add additional partners while allowing the course to be duplicated. This is a three-year, two-phased internet based activity funded in part by the United States Department of State.

Please let me know if you have any suggestions or input on the work of these Future Focus Initiatives Teams. They are all off to a great start!



National Issues Forum Program Off to a Great Start!

Under the leadership of **Robin Blount, Stephanie Whitmer, Teresa Brockhage, Martha Bonte,** and **Monica Kurth,** the district and representatives from the Iowa National Issues Forums organization provided an orientation to the program on November 3, 2005. The purpose of the event was to introduce this citizen

deliberation program and formats to faculty and staff who might then decide to engage in moderator training at a later time and/or to use the approach/materials to further our district's civic education goals. I want to thank everyone who attended the NIF Orientation:

*Robin Blount
Stephanie Whitmer
Monica Kurth
Martha Bonte
Teresa Brockhage
Alan Campbell
Ellie Sweet
George Varchola
Deb Goodall
Elida Perales
Bill Sherwood
Ann Gray
Craig Klein
Lanell Mogab
Arnie Thode
Nancy Luikart
Gary Olson
Tricia Sexton
Linda Nelson
Jerry Wilkerson
Sue Trudell
Jane Campagna
Cathy Langdon
Ruthann Castro
Mary Johannsen
Susan Hess
Nancy Keel
Rassoul Dastmozd*

Robin Blount, who was integral in organizing the event, has provided a brief summary of what happened at the meeting and what comes next:

"The title of the discussion for the format was "News Media and Society." The forum discussed three various options for addressing the decreasing level of trust between news media and the population.

Frank Spillers of Global Horizons in Atlantic, Iowa, moderated the session in place of Dave Wilkinson from the ISEA. Frank even expressed a desire to access some of our moderators at some point in the future for any forum sessions he may be running in the area.

January 20th in 1006 Kahl Building is the day for everyone to mark on their calendar for moderator training which will occur in a full-day session led by Dave Wilkinson. We will be hosting some interested individuals from the Iowa State Extension office that day as well. More details will be posted as soon as the rest of the logistics are decided upon.

February NIF sessions at each of the campuses and one at the Kahl are being advertised in the upcoming Continuing Ed tab and will be open to the public to attend. The topic for each of these forums will be "Making Ends Meet: Is There a Way to Help Working Americans?"

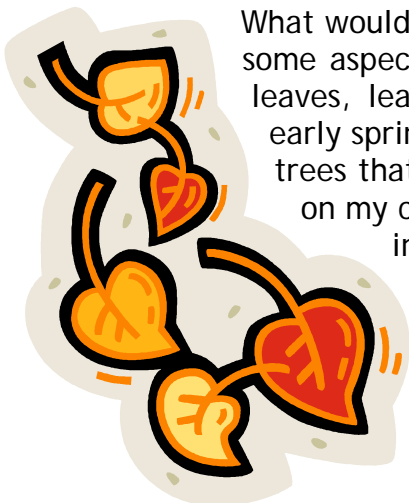
If you want more information about NIF, or these upcoming activities, please contact Robin, Stephanie, Teresa, Martha, or Monica.

Russ Meier makes QCTimes front page

With all the attention on alternative uses of corn and soy these days, it's not surprising that the QC Times led with an article about various Iowa initiatives to replace gas and oil with a variety of homegrown products. I was very excited to see our very own Russ Meier (ok, he also works for Iowa State) featured and quoted through his role as technology transfer consultant for Davenport's New Ventures Ag Tech Initiative. Then, a few weeks later, his project was featured in an article in the Community College Times. The idea in the article hinged on burning corn stover (and I had no idea what stover was) and turning it into fertilizer.

Please congratulate Russ on his work and for bringing some reflected glory on EICCD.

Leaves, Leaves, Leaves!



What would a Chancellor's Memo be without me whining about some aspect of living in the Midwest! My topic this month is leaves, leaves, leaves. When I purchased my house, in the early spring, I bragged to all I met about all of the wonderful trees that surrounded the house, mentioning that sitting out on my closed-in patio felt like being in a tree house. Now, in early November, I'm wondering how I will ever uncover my lawn, sidewalks, and gardens from the

literal mountains of leaves that have assembled there! I've tried raking into relatively large piles and mulching in this leaf mulching machine that promises to compact leaf shreadings by 10 times, ending up covered in leaf dust from head to toe. I've tried blowing the leaves into similar piles, only to learn that when you are blowing leaves into the wind they do NOT go where you want them to. I've tried blowing them ever southward, hoping that eventually they'll wend their way into the forest that abuts my house, but I ended up with a wall of leaves mid-lawn the size of the Great Wall of China. Sneaking out in the middle of the night to blow them over to the neighbor's yard has occurred to me, but they might get suspicious since all the big trees in the area are actually mine!

And, once I've done all raking for several hours, and perhaps enjoying a nap, I look outside, and see a whole new blanket of leaves has replaced the first one.

Any suggestions on how I can deal with my leaf problem? I'd love to hear them.

[How to Cope with Leaves!](#)

StarrMatica Learning Systems

As all of you know, I've visited a large number of classes and offices in my continuing attempt to remain close to the day-to-day doings of our district. On Friday, November 4th, a less conventional opportunity was provided to me - to sit in on a focus group providing input to one of our Small Business Development Program's entrepreneurs, **Emily Starr**. Emily has developed a very exciting computer software program that provides lessons for teachers and parents to use to help their elementary school pupils master concrete focus skills required by *No Child Left Behind*. The purpose of the forum, proudly overseen by Director **Ann Hutchinson** who was glowing like a proud parent, was to gather feedback from educators on the product. For me, participating in this focus group was a great opportunity to see how our Small Business Development Program helps people with good ideas refine them for the market. To take a look at this young entrepreneur's website, visit:



<http://www.starrmatica.com/>

Are You Internationalizing the Learning Experiences of our Students?



One of the OFI's (Opportunities for Improvement) I spoke about during my remarks at Staff Development Day was for our district to make a systematic effort to provide our students with an understanding of the globe we all inhabit through internationalizing our curriculum and providing other global educational experiences. **Karen Vickers** and I recently attended a workshop sponsored by the *American Council on Education* on the topic of internationalizing several disciplines and the overall learning experiences of students. This is an important topic, because our students need to understand the complexities and interdependency of the world outside of the United States in order to function optimally in today's world - and, as we become more and more connected with other countries, the world of the future.

A number of colleges and universities described initiatives they had taken to inform the learning experiences of their students with international content in a variety of disciplines. To take a look at some of the international education initiatives ACE is overseeing, visit this site:

[American Council on Education International Education Page](#)

If you have some suggestions on how our district could move forward in this arena, let [Karen Vickers, Vice Chancellor of Instruction](#), know of them!

If you've read to this point, you deserve extra credit! Have a wonderful Thanksgiving holiday. It's hard to believe that the semester is already almost finished. Thanks for all the good work each of you does every day!

Pat