Professional Development supports the mission of McHenry County College through a continuum of strategic professional enrichment opportunities for all faculty, staff, and administrators.
# Professional Development Strategic Plan 2015

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EXECUTIVE SUMMARY
The employees at McHenry County College are our most valuable resource. To ensure excellence in teaching and student success, MCC is committed to the continuing professional development of all employees. One of MCC’s Strategic Initiatives is To Attract, Develop and Retain Quality Instructors Who Are Outstanding Scholars/Teachers and an Excellent, Diverse Staff Who Are Committed to the Mission of MCC.

In order to foster excellence at a learning-centered College, a professional development program must be based on strategic plans, be able to respond to the needs of staff, faculty and administrators, and be flexible to include innovative programs/presentations that may not be reflected in a needs assessment because they are new to our educational community. Additionally, the institution must provide employees with time and/or resources to develop skills or projects that correspond to the instructional, technological, and workforce needs and initiatives of the College. Offerings must be widely accessible to all employees, attentive to learning centered principles, and tied closely to the College’s strategic plan.

Professional Development at MCC will:
- **Educate** employees to improve their job performance and service to students.
- **Support** employees in their career and academic advancement.
- **Collaborate** with all College departments to anticipate and address the needs of the College.
- **Promote** an environment of learning, research, teamwork, communication and positive employee morale.

MCC’s Professional Development Plan provides the overarching philosophical base that includes the value of professional development, how and when it will be accomplished, and why it is critical to the success of the College. It directs the Professional Development Team to:
1. Formulate the College’s professional development activities in conjunction with the College mission and sensitive to the College culture
2. Direct the College’s professional development through research, needs assessments and evaluations
3. Establish goals and objectives for professional development as derived from the philosophical base and needs assessment results
4. Encourage broad-based ownership of professional development by involving every segment of the college community
5. Integrate professional development into the College structure by including responsive programs and recognition of success
6. Support the priorities established in McHenry County College’s strategic plan, annual goals, and AQIP requirements
7. Reinforce the Educational Master Plan’s strategies for excellence in teaching and learning and student success
SECTION I | INTRODUCTION AND OVERVIEW

McHenry County College
McHenry County College forms the educational heart of McHenry County. For five decades, the College has provided a broad range of programs tailored to students’ diverse interests and occupations. We partner with local businesses to help ensure a workforce armed with the latest knowledge and skills. MCC’s focus on lifelong learning and cultural enrichment has expanded to reach residents of all ages.

MCC Mission:
Our focus is learning. Student success is our goal.

MCC Vision:
The community’s first choice for a lifetime of learning.

MCC Strategic Initiatives 2015
1. Increase student engagement, completion, and success.
2. Maintain the College’s financial stability.
3. Deliver infrastructure and technology to ensure state-of-the-art learning environments.
4. Ensure high-quality services and learning opportunities through a culture of continuous improvement, innovation and accountability.
5. Engage in partnerships that enable MCC students to succeed in a global economy.
6. Attract, develop and retain quality instructors who are outstanding scholars/teachers and an excellent, diverse staff who are committed to the mission of MCC.

MCC Definition of Student Success:
Student Success at MCC is students engaging in educational activities to achieve a degree, certificate, or skills that enhance their life.

PROFESSIONAL DEVELOPMENT AT MCHENRY COUNTY COLLEGE

Professional Development Vision:
Develop a campus community committed to excellence in teaching and supporting all aspects of student success.

Professional Development Mission:
Professional Development supports the mission of McHenry County College through a continuum of strategic professional enrichment opportunities for all faculty, staff and administrators.

Professional Development Goals:
Educate employees to improve their job performance and service to students.
Support employees in their career and academic advancement.
Collaborate with all College departments to anticipate and address the needs of the College.
Promote an environment of learning, research, teamwork, communication and positive employee morale.
Professional Development Team

Director of Institutional Effectiveness
Provide research, vision and strategic direction for professional development needs
Act as liaison with VPAC (Vice President’s Academic Council)
Oversee continuous improvement/accreditation

Coordinator of Professional Development in Technology
Develop and provide media rich learning environments for our students and employees

Professional Development Assistant
Assist with day-to-day professional development operations of workshop scheduling, registration, preparation, paperwork and tracking

Faculty Development Chair (40% of FT load)
Provide direction for instructional and curriculum development needs and opportunities to foster excellence in teaching
Facilitate innovative research development
Coordinate the spring and fall faculty workshops days
Oversee the new fulltime faculty orientation program (three year tenure process)

Adjunct Faculty Orientation Coordinator
Oversee the 8-week Adjunct Faculty orientation program in the fall and spring semesters

Fiscal Resources
The Professional Development Department’s annual budget supports faculty, staff and administrator development activities. Events include Faculty Development Days and Professional Development Day, as well as speakers/consultants, webinars, group specific workshop series and cross curricular development activities. Fiscal resources may be supplemented with grant funding and could fluctuate annually based on the College’s availability of funds.

Physical Space
The entire campus is used for a variety of professional development activities throughout the year. The Professional Development Center is a space specifically designated for employee training and development on a daily basis and includes a computer classroom, a Media Center and a seminar room. Access to the Media Center is directly off of the hallway with a coded touch pad that allows for 24/7 access for all employees—most notably adjunct faculty members. Having a centrally located, physical site on campus that is devoted to employee professional development, not just faculty development, is key to the success and integration of programming (Troller, 2002).

Promotion and Registration
Professional Development events are scheduled at times that are most convenient to the demanding schedules of staff, faculty and administrators. Training needs assessments and workshop evaluations determine optimal scheduling and participation and satisfaction rates are tracked. All employees are informed of and invited to campus-based workshops. Promotion and registration for professional development workshops is handled via an online auto-registration system.

Accountability—Evaluation of Professional Development Programming
Several mechanisms are necessary in order to evaluate MCC’s professional development programming. Annually, a Professional Development summary report focuses on the following:

• Attendance, participation and completion of all training venues: face-to-face and online options
• A brief discussion of the goals that guided the professional development planning for the current year
• A description and summary of the evaluations of each of the professional, staff and organizational development activities conducted during the year
• A budget analysis that includes the amount spent for each of the professional development activities during the current year as well as a qualitative analysis that includes cost of activity, how many attended, and evaluation results
Philosophy
The employees at MCC are the most valuable resource to ensure excellence in teaching and student success at the College. The term “professional development” is defined as opportunities for personal enrichment, renewal, growth, change and continuous improvement for all individuals employed within the College in ways that fulfill the mission, vision and goals of the institution. Professional development includes organized programs and activities as well as individualized services and means for independent learning and must be focused on supporting strategic initiatives, reaccreditation efforts and new curriculum development.

Student success and teaching and learning are central issues of the current national college completion agenda with the goal of doubling the number of students who complete a college degree in the next two decades. Community colleges are positioned to help individuals meet their educational goals and accomplish the national agenda. Properly selecting and developing all employees who must enjoy working with students and have the skills necessary to actively engage students in the learning process is essential for success (O’Banion, 2011).

Professional development programs must be able to demonstrate the value added for the dollars spent annually within any organization, but especially at community colleges where tax dollars are at stake (Sullivan & Haley, 2009). While the professional development of community college employees should be nurturing to the individual, they must ultimately meet the needs of the institution. Necessary steps in credible and professional program implementation begin with developing a mission and goals, involving all employee groups and departments, and then offering a diversity of training with excellent facilitators at convenient times (Troller, 2002).

A new College Strategic Plan (2013) with clear priorities, an updated Educational Master Plan, a Technology Master Plan, and a Fiscal Plan drive the College’s programs, budget and development for the next 5-10 years. Professional development planning represents a way to address institutional and individual concerns responsively while retaining the flexibility to innovate and collaborate regarding any future directions at the College. The professional development plan will always be flexible and changing as the College’s programs evolve to meet the needs of the students and community.

MCC’s Educational Master Plan and Definition of Excellence in Teaching form the framework for Faculty Development within the Professional Development Plan. New opportunities are always developing which necessitates the need for professional development to advance the College mission. The expansion of curriculums and new programs creates the need for newly hired as well as established faculty and staff members to develop and augment their skills and roles within the learning-centered environment. The College is committed to practicing excellence in teaching to enhance student learning, student success and quality programming. Such a commitment requires the continuous pursuit of content and pedagogical expertise, honest assessment, dynamic instruction, the creation of a student-centered learning environment, innovation and mentoring. All of these tenets require qualified and motivated MCC employees who will convey their expertise and enthusiasm for higher education. Excellence in teaching and learning will be best advanced in the following ways: the professional development and support for each of McHenry County College’s educators, staff and administrators; provision of physical and technological resources; and development of rigorous evaluation methods across the institution with benchmarking and metrics-driven dashboards.
Working Assumptions
The Professional Development Team has adopted several working assumptions regarding the culture of MCC and the professional development needs of the college community, which will influence the direction and inform the action plans of the Professional Development Department’s Strategic Plan 2015-2018:

1. There are **three main constituencies** to be served. The planning of any professional development program must be attentive to the similarities and differences of the needs of each group. These groups are classified/professional staff, faculty (inclusive of adjuncts) and administrators. While student employees constitute another important group to be served, this involvement is limited but expanding as resources and inter-departmental collaboration increase. We have started to reach student employees both indirectly by facilitating better supervisory skills among those who coordinate the job functions of student employees, and then directly with specific training sessions at the beginning of the semester.

2. All employees need to exhibit **professionalism**:  
   • Success and commitment as a team player, including the ability to engage in cooperative problem solving  
   • Success at initiating, executing and following up on projects, including the ability to set specific objectives and measure achieved results  
   • A commitment to the mission and values of the community college  
   • A positive attitude, including the ability to foster collegiality  
   • Flexibility, including the acceptance of and willingness to change  
   • Open-mindedness, including fairness and the ability to see multiple perspectives  
   • A willingness to take risks and be innovative  
   • A willingness to see complex tasks through to completion  
   • A willingness to accept responsibility for professional and personal growth

3. Professional development programs, activities and services need to be **inclusive**. Planners and presenters need to make information widely available across the college, and seek input to build consensus so that faculty development initiatives are the cornerstone of a learning-centered environment and professional development reaches beyond these initiatives to include all employees.

4. Professional development programs, activities and services need to be **accessible**. Programs need to be scheduled as resources allow and mechanisms for maximum participation need to be built into the planning using online options, webinars and independent resource materials in addition to face-to-face training. Specific face-to-face training options are scheduled via “ready-made groups” that are already meeting as departments and divisions or on special event days. A variety of opportunities and means for learning should be planned in keeping with the goal of providing employee learning any way, any place and any time (O’Banion, 1995).

5. All professional development programs, activities and services need to be **evaluated**. Formative and summative evaluations are needed on a regular basis to ensure that the goals of the program are being met. The cost-effectiveness of programming is an important consideration in planning. New programs and services must be based on verified individual and institutional needs. Recurring programs and services need to be continuously improved through review, taking into account thoughtful feedback from participants. Advisory teams of faculty (Faculty Development Team [FDT], staff (Professional Development Team) and administrators (Leadership Council) must meet regularly to analyze collected data from evaluations and help determine future training options. Professional development of employees should be nurturing to the individual but ultimately must meet the needs of the institution (Troller, 2002).
Constituencies to Be Served

This plan assumes that all employee constituencies will have opportunities to access professional development services with an emphasis placed on full-time employees and adjunct faculty. Among full-time employees, professional development interests and needs vary within the three main employee groups:

For **faculty** (both full-time and part-time), professional development emphasizes the facilitation of personal and professional growth related to the improvement of teaching effectiveness and student learning, the acquisition and enhancement of classroom skills, knowledge and techniques as well as content-specific knowledge that may be discipline-based, and the expansion of interests related to academic pursuits. MCC's Definition of Excellence in Teaching (see Appendix E) outlines four core components of expertise: subject matter, pedagogy, assessment and professionalism. **Adjunct faculty** teach approximately 50% of the credit hours at MCC. Studies on professional development for part-time faculty emphasize the need to include opportunities for integration and connectedness to the College as well as pedagogy (Burnstad, 2002). Offerings must be flexible and varied to meet adjunct faculty schedules. Part-time instructors are critical to our success and their needs and preferences must be taken into account when planning professional development (Sanford, Dainty, Belcher, and Frisbee, 2011).

For **administrators**, professional development focuses upon supervisory and management skills as well as leadership development. This includes personal and professional growth, improvement in decision-making, communication, planning and using data to measure success of institutional outcomes.

For **classified/professional staff**, professional development emphasizes the enhancement, improvement and upgrading of job skills. These include personal and professional skills such as training to keep current in the technological tools to do their jobs, communication and career development as they desire to prepare for positions of increasing responsibility within the organization or beyond it.

To meet the needs of all three constituencies, professional development program offerings will be:

- Mentally stimulating and interesting, creative and imaginative, highly interactive, motivational and focused upon problem-solving with dynamic presenters/facilitators
- Timely, job-related, practical and well organized in content and focused upon skill-development
- Clear in purpose, with well-defined objectives and assessment of desired outcomes
- If applicable, structured to be a progression of skill development with various entry points (beginner, intermediate, advanced)
- Designed to utilize and develop the expertise available within the College, supplemented by outside speakers when necessary
- Offered conveniently, in a non-intimidating manner and respectful atmosphere conducive to learning
- Provided through various training modes of face-to-face and online
- Supported with institutional resources of time, expenditures and supervisor-facilitated attendance and involvement
- Results oriented with follow-up activities, handouts, tutorials, support systems in place and clock hour credit verification
- Designed to be applicable and transferable to the classroom and work setting
Accomplishing Institutional Goals
In accordance with MCC’s Strategic Plan, Presidential Goals have included the following:

- Implement the recommendations of the Professional Development Department’s Strategic Plan.
- Implement a continuum of strategic professional enrichment opportunities for all faculty, staff, and administrators.
- Expand professional development for faculty to support a media rich learning environment through on demand workshops with clock hour credits and pilot tablet instruction courses.
- Use the *Definition of Excellence in Teaching* to drive professional development opportunities to enhance the quality of instruction at MCC.
- Ensure employees take advantage of professional development opportunities to encourage a lifetime of learning.
- Provide opportunities for leaders and emerging leaders at all levels to learn, grow, and change by developing knowledge, skills and tools to function more effectively within the organization.
- Demonstrate and encourage the use of media rich learning opportunities via Professional Development offerings for faculty and all employees.
- Train staff on data-driven decision making.
- Ensure continued accreditation status with the Higher Learning Commission via a strong commitment to continuous improvement.
- Respond to the Higher Learning Commission’s Feedback Report on the College’s Systems Portfolio with the establishment of AQIP teams.

Meeting Accreditation Requirements
MCC is accredited by the Higher Learning Commission via the Academic Quality Improvement Program (AQIP). This method of accreditation is focused upon continuous improvement and involves the constant evaluation of college processes. A variety of Action Teams across the campus determine areas for improvement, analyze data and best practices, and implement recommendations for improvement which are tested and engrained. The College is on an eight year cycle which includes the submission of a Systems Portfolio and responding to the corresponding feedback from the Higher Learning Commission.

MCC’s Professional Development Department helps the College meet critical accreditation requirements with the Higher Learning Commission—specifically AQIP Category Three: Valuing Employees. The next Systems Portfolio will be due in November, 2017, and includes a category on valuing employees to explore the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators. The College is also required to meet these Criteria for Accreditation:

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in professional development.
Within the next AQIP Systems Portfolio, Professional Development will be responsible for addressing:

1. Development that focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:
   - Providing and supporting regular professional development for all employees
   - Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes
   - Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)
   - Aligning employee professional development activities with institutional objectives

2. What are the results for determining if employees are assisted and supported in their professional development?
   - Outcomes/measures tracked and tools utilized
   - Summary results of measures (includes tables and figures when possible)
   - Comparison of results with internal targets and external benchmarks
   - Interpretation of results and insights gained

3. Based on the results (above), what improvements have been implemented or will be implemented in the next one to three years?
SECTION 2
PROFESSIONAL DEVELOPMENT DEPARTMENT’S GOALS AND ACTION STEPS

1. Educate employees to improve their job performance and service to students.
   Actions Steps:
   • Expand professional development for faculty to support a media rich learning environment through on demand training with clock hours
   • Develop new Trainings on Demand (10 new by 6-30-16—using the list from 8-13-15 Faculty Development Day for ideas)
   • Develop easy way to access training on demand (by 6-30-16)
   • Provide new employee training on day one (with follow up survey)
   • Produce a monthly calendar of workshops (continual update of offerings in PD autoreg system)
   • Update annually the Faculty Resource Guide and post on myMCC
   • Provide New Faculty Orientation and Adjunct Faculty Orientation Programs
     • Coaches for each new FT faculty member
     • Cohorts for FT and Adjunct Faculty
   • Coordinate “Passport to Administrative Success” Program for new administrators
   • Provide ongoing Leadership Training (Use Leadership Council meetings and special events)
   • Coordinate Mentoring Program (connect five new pairs annually)
   • Conduct Student Employee training sessions

2. Support employees in their career and academic advancement.
   Action Steps:
   • Orient New Faculty Development Chair and Adjunct Faculty Orientation coordinator (FY2016)
   • Take a team of MCC staff to Staff Exchange (NIN) (annual event in fall)
   • Offer Connecting Link courses onsite for faculty
   • Assist with clock hour and advanced placement procedures
   • Fund Leadership Greater McHenry County participation
   • Offer stipends for Adjuncts attending Workshop Days and PD Day
   • Offer Planning Your Day for Frontline Employees (for Admin Assistants) Sept and Dec 2015
   • Coordinate Employee Career Development workshop with Career Services and HR (12-10-15)
   • Develop “Chair Academy” for academic department chairs (by 6-30-17)
3. **Collaborate with all College departments to anticipate and address the needs of the College.**

   **Action Steps:**
   - Implement Preventing Sexual Misconduct online training module (via We Comply) to ensure 100% completion by 11-30-15 (Title IX/Violence Against Women Act (VAWA)/Sexual Misconduct—must be addressed by July 1, 2015)
   - Pilot at least 5 additional online trainings with We Comply by 6-30-16
   - Revise Confidential Information Training (CIT) for January 2016 and release for 100% completion in 2016
   - Maintain and update MCC’s online Chemical Safety Training and work with deans and Health Director to guide employees through the process
   - Develop and offer ongoing compliance training as needed
   - Continue to implement MCC’s Definition of Excellence in Teaching via:
     - Faculty Workshops (January and August)
     - Adjunct Faculty Orientation—expand/include daytime offering?
   - Offer employee training on data-informed decision making (by 6-30-16)
   - Institute curriculum mapping of all PD Workshops (by 6-30-16)
   - Increase use of Learning Management System (LMS)/Canvas for PD offerings
   - Develop better access to PD opportunities—Website? Develop PD app’s?
   - Offer webinars in partnership with departments
   - Collaborate with IT
     - Technology in the classroom
     - Office 2016
     - Vision software
     - Lynda.com
   - Collaborate with Director of Health and Wellness (intentionally trying to reduce insurance expenses)
   - Develop department specific training sessions as needed
   - Offer training sessions at department meetings—at their time/place (“House calls”)  
   - Provide venue (coordination, promotion, registration) for campus wide training topics (i.e. Budgeting, Performance Evaluation, MCC101)

4. **Promote an environment of learning, research, teamwork, communication and positive employee morale.**

   **Action Steps:**
   - Coordinate and implement two Faculty Development Days (August and January)
   - Coordinate and implement Professional Development Day (October)
   - Ensure 24/7 access to Media Center for all employees
   - Ensure PD Team involvement in campus wide groups (i.e. VPAC, Leadership Council, Faculty Council, FDT)
   - Offer Lunch ’n Learn information sessions (i.e. international travel, sabbatical report outs, departmental highlights)
   - Offer training to implement Service Excellence initiative (using Disney model)
   - Provide support for MCC Employee Mixer (financial and coordination)
   - Provide a lending library of recommended books
SECTION 3 | STRATEGIES AND PROCESS

The success of a professional development program is defined by individual employee initiative, acceptance of opportunity and commitment of appropriate financial and staff resources. Executive and administrator responsibilities associated with this professional development plan include a commitment to the program, allocation of resources to support the plan, flexibility to allow time for professional training, demonstration of sincere interest and support for individuals undergoing training and encouragement for those who are hesitant to expand their individual growth and development.

The Importance of Learning Expectations

Setting up learning expectations in advance of training will increase positive outcomes. A study performed at North Carolina State University measured the learning that occurred during seminars for 291 academic department chairs during the three-day Department Chairs Institute. The research question was: “What increases in knowledge and skills did program participants attribute to their training experience?” Measures were based on reaction (satisfaction), learning (knowledge), behavior (changes), and results (outcomes). Before and after knowledge measures included immediate and retained behavior and skills demonstration. Reactions/satisfaction findings indicated that the most useful topics were how to be a better communicator and manage conflict, change and time. A key finding was the correlation between what participants indicated that they needed to learn on a preliminary questionnaire with a later report on what they did learn. Individual perceptions of anticipated learning needs may have influenced what was actually learned and how useful it will be in the future (Sullivan and Haley, 2009).

Training Development Areas

In order to accomplish the four Professional Development goals of educating and supporting employees, collaborating, and promoting morale, five developmental areas will be the focus of training opportunities. Professional Development workshops are mapped to meet one of these focus areas:

1. **Content Area Development** designed to build knowledge and skills within the academic discipline or professional specialty. Activities may include, but are not limited to:
   - Present at/Attend professional conferences, seminars or workshops
   - Complete approved college or university coursework
   - Advanced degree completion
   - Participate in employee exchanges with external organizations
   - Publish articles, papers and books related to work area
   - Provide programs or workshops for faculty, staff or students
   - Present workshops/programs to civic organizations or groups in the community
   - Participate in research or individual studies
   - Participate in educational travel
   - Participate in teleconferences, webinars or online trainings

2. **Instructional Development** designed to improve pedagogical expertise, student learning and assessment techniques. Topics may include, but are not limited to:
   - New Faculty Orientation (part of tenure process)
   - Adjunct Faculty Orientation
   - Teaching Squares
   - Attendance at conferences, seminars, workshops or teleconferences
   - Focus groups on teaching styles/how students learn
   - Classroom management, teaching methods, and learning styles
   - Instructional development of curriculum
   - MCC Teaching/Learning Technology Roundtables
   - Peer coaching, mentoring, and study groups
   - Professional network activities
   - Instructional technology support
   - Survival skills for online teaching—using online discussions effectively
   - Overview of research – how to access the data you need
   - Student Mental Health and Behavior Management
   - Copyright essentials for research and teaching
   - Veterans in the classroom
   - Communication and presentation skills
3. **Career/Personal Development** designed to provide tools to improve the quality of work and life. Topics may include, but are not limited to:
   - Service Excellence (Disney approach)
   - Communication skills
   - Team building
   - “Change-ready”—help move the College towards culture of student success
   - Champions of the College Brand
   - Stress management
   - Conflict resolution
   - Time management
   - Innovation
   - Problem solving
   - Life changes and cycles
   - Retirement/Financial education
   - Career management
   - Approved college or university coursework
   - Technology advancement
   - Network Survival (including the Portal and Colleague)
   - Microsoft Office (Access, Excel, Outlook, PowerPoint, Visio, Word)
   - Adobe
   - Online & social media
   - Business writing
   - Mentoring
   - Diversity

4. **Leadership Development** designed to provide leaders and emerging leaders with opportunities to learn, grow and change in order to develop knowledge, skills and tools to function effectively within the organization. Topics may include, but are not limited to:
   - Supervisory skills
   - Goal setting and measuring effectiveness
   - Planning effective meetings
   - Training for new administrators
   - Leadership skill building for MCC Coordinators
   - Ethics in the workplace
   - Team building for your department
   - Emotional Intelligence
   - Working with grants/Budget management
   - Effective presentations (PPT, Prezi)
   - 7 Habits of Highly Effective People (S. Covey)
   - Six Sigma principles

5. **Organizational Development** designed to enhance organization-wide effectiveness and viability and skills to fulfill the mission of the community college. Topics may include, but are not limited to:
   - Preventing Sexual Misconduct (PSM)
   - Confidential Information Training (CIT)
   - Understanding Policies and Procedures
   - Mentoring/Diversity
   - Community College Operations Overview (CCOO)
   - Employee exchanges with external organizations
   - Campus Response Team (CRT) training
     - Emergency response plans
     - Homeland Security
     - NIMS-Higher Ed
     - Mental First Aid
   - Succession planning for future positions at MCC
   - New employee orientations and development
   - Continuous quality improvement (AQIP, Accreditation, Training)
   - Measuring effectiveness
PROFESSIONAL DEVELOPMENT PROCEDURES

Needs Assessment
Training Needs Assessments will be conducted each year to determine the professional development needs and goals of one of the employee constituencies, as well as when, where and how these needs can best be met. These assessments will be used in conjunction with MCC strategic planning activities and annual professional development programming. The Professional Development Team will work in collaboration with the Office of Institutional Research to plan and conduct these needs assessments and analyze the results. The PD Team will then confer with specific leadership on campus and the Faculty Development Team to plan the annual calendar of professional development opportunities and events. Following all planned activities on campus, participants fill out evaluation forms which solicit ideas for future training ideas.

Departmental Goals and Needs Assessment
Annually, the head of each department will develop goals and priorities for that year, and also identify the professional development needs required to support these goals. This process should be a collaborative effort between supervisors and their respective faculty/staff.

Employee Professional Development Inventory (Staff and Administrators)/Annual Faculty Professional Development Action Plan
In order to maximize the institutional and career development supported by professional development in line with the strategic mission of the College, each employee develops an Action Plan which is reviewed and revised annually to reflect goals that are established and accomplished. General information gleaned from these forms will be used to create the Professional Development Annual Training Calendar.

Advisory Teams
Two teams meet regularly or as needed with the professional development team to determine specific professional development activities for each constituency:
- Faculty (Faculty Development Team-FDT)
- Administrators (Leadership Council)

A team with members of each of the three employee groups meet quarterly or as needed to determine organizational professional development for annual training purposes and on campus-wide event days.

MCC’s Tuition Reimbursement/Salary Adjustment Procedure
MCC is committed to the continuing development of its employees, recognizing that it is in the best interest of the College to have personnel grow both professionally and personally. To encourage the holistic development of its employees, the College offers tuition and fee reimbursement up to the limit specified in College policy and contracts for professional study which is consistent with one of the criteria listed below. In addition, the College offers a tuition waiver program for courses offered by the College. (See Clock Hour Guidelines-Appendix D)
EVALUATIONS/DATA COLLECTION

Participant Development Evaluations
Current workshop and event evaluations only measure participant satisfaction. Future assessments need to include:

- Participant satisfaction
- Participant learning and skill acquisition
- Participant use of knowledge or skill (portfolio, use, research, development of curriculum or program)
- Impact on student learning and student success
- Organization enhancement
- Completion of department or individual goals
ANNUAL TRAINING CALENDAR

January
Spring Faculty Development Day (faculty report out)
Learning Management System
Adjunct Faculty Orientation (through March)

February
Goal setting and professional development planning/budget
Budget training
Plan: Fall Faculty Workshop Day

March
Spring Break—targeted training for Classified and Professional Staff—series of half-day retreats

April
Higher Learning Commission Conference
Administrative Professional’s Day—special appreciation/development event
Update Faculty Resource Guide

May
Conduct training needs assessment for one employee group
  2016 | Staff
  2017 | Administrators
  2018 | Faculty
End of Year Faculty Celebration (NFO, AFO)

June
Annual Professional Development summary report
Professional Development planning—based on needs assessment

July
Professional Development planning
Finalize Fall Faculty Development Day Plans
Plan: Professional Development Day

August
Student Employee training
Fall Faculty Development Day (faculty report out)/Combine with Convocation
Learning Management System
Adjunct Faculty Meet n Greets
Adjunct Faculty Orientation (through October)

September
Finalize Professional Development Day Plans
Plan: Spring Faculty Development Day

October
Professional Development Day
NIN Staff Exchange (for professional and classified staff)

November
Deadline for required trainings for all:
  2014 Preventing Sexual Harassment (PSH)—put on hold because of Title IX
  2015 Rolled out “Preventing Sexual Misconduct” (includes Title IX)
  2016 Confidential Information Training (CIT)
  2017 Preventing Sexual Misconduct (PSM)
  2018 Confidential Information Training (CIT)

December
Finalize Spring Faculty Development Day Plans

Ongoing Activities:
  • Monthly calendar of workshops
  • Mentoring
  • Department specific training as needed
  • Required trainings for new employees:
    The following six workshops are required for all new MCC employees:
    • Confidential Information Training (CIT) (online via Canvas)
    • Preventing Sexual Harassment (online)
    • MCC Network Survival (day one)
    • MCC Plan for Safety
    • Workplace Ergonomics
    • Excellence at MCC
**PLAN REVIEW**

The Professional Development Plan will be reviewed on a quarterly basis during implementation, with an annual review that will take place as a part of the annual report—and as part of the Program Review process every five years.

**Reviewers:**
- Director of Institutional Effectiveness
- Professional Development Team
- Faculty Development Team
Reference List


APPENDIX B
Professional Development SWOT Analysis May, 2015

Strengths:
- Helpful team committed to employee success (Director, Technology Coordinator, PD Assistant, Faculty Development Chair + Adjunct Coordinator)
- Professional Development Assistant received the MCC Classified Staff Employee of the Year 2010 and a 2014 NISOD Excellence Award
- Coordinator of Professional Development in Technology received the MCC Professional Staff Recognition Award 2012 and a 2015 NISOD Excellence Award
- Both Faculty Dev Chair and AFO Coordinator won NISOD Award
- Director received the MCC Administrator Recognition Award in 2015
- Have a Professional Development Strategic Plan (who we are, what we do, why, and how)—approved by Board of Trustees
- Reputation (earned and maintained)
- Positive evaluations/Good presenters
- A210 PD Suite
- Computer classroom/smart board
- Media Center
- Seminar/meeting room
- Accessibility—serve as help desk
- Technology expertise
- Technology equipment (clickers, iPads, Smart Board, etc.)
- Tutorials & training videos—easy access 24/7
- Training on Demand Modules—easy access 24/7
- Strong inter-departmental relationships
- Strong external relationships (NIN, NCSPOD, NISOD, Higher Learning Commission)
- Adequate finances
- Completion/satisfaction activity statistics collected and filed
- Moved to Connecting Link grad courses

Weaknesses:
- PD team members distracted with other responsibilities
- Delivery methods limited—still too much face-to-face
- Technology training is sometimes limited by MCC computer systems
- Scheduling of workshops/low enrollment/still expecting participants to come to us
- No measure of effectiveness—only completion and satisfaction
- Office layout—area was cobbled together and not conducive to free flow
Opportunities:

- New Strategic Plan—Initiative #5 to Attract, Develop and Retain Quality Instructors Who Are Outstanding Scholars/Teachers and an Excellent, Diverse Staff Who Are Committed to the Mission of MCC.
- MCC’s Definition of Excellence in Teaching
- Clock hour incentive
- New Faculty Development Chair—starting fall 2015
- New Adjunct Faculty Development Coordinator—started in spring 2015
- Northern Illinois Network—tap into other Community Colleges and training centers
- ERP/web presence
- More and more webinars available
- Shah Center offerings
- Offer scholarships for specific training opportunities
- “Teaching Professor”—newsletter available online
- Tap into faculty/staff member expertise
- Technology advancements/smart board
- Have finances for:
  - bringing in experts/presenters
  - technology software
- Employee transition—working with temps on campus
- Grant and other funding
- Facilitators are available (local and via Shah) to come in as “outside experts”
- Onboarding student workers

Threats:

- Limited time for employees to attend trainings
- Many employees have poor technical skills
- Technology advancements—need to keep up to date/cutting edge
- Reliance on other departments to provide necessary pieces to accomplish our goals—places it out of our control
- Employee turnover and transition
- Room availability/equipment
- No clock hour incentive for PT staff and faculty
- Reduced MCC enrollment—could result in budget cuts?
**APPENDIX C**  
Plans from Professional Development Program Review

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for Administrators—Based on PACE (Personal Assessment of the College Environment) Survey results, special attention will be given to supervisory relationships and communication.</td>
<td>Starting Spring 2015</td>
</tr>
<tr>
<td>Orientation and Training for new FT Faculty and Adjuncts</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Update FT and Adjunct Faculty Handbooks/Resource Guides—now available electronically for easy access and continuous up-to-date information</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Needs Assessment for Professional Development</td>
<td>One employee group annually each spring—allow summer to plan</td>
</tr>
<tr>
<td>More training opportunities offered to ready-made groups on campus (at department/division meetings)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Faculty training towards media-rich learning</td>
<td>Ongoing</td>
</tr>
<tr>
<td>More online offerings/Training On Demand—with assessment and clock hour credit</td>
<td>Emphasis in summer 2015 and ongoing</td>
</tr>
<tr>
<td>Documentation of department statistics and accomplishments used for measurement of goal achievement and decision-making</td>
<td>Annually—in July</td>
</tr>
</tbody>
</table>
APPENDIX D

Clock Hour Guidelines

Definition of Clock Hours
Clock hours for workshops at MCC are an incentive for full time employees to further their Professional Development and are based on actual seat time. They are assigned only to workshops that are deemed to be in line with the college mission and enhance job performance to help meet department goals.

Appropriate paperwork that documents relevancy to the employee’s Educational Action Plan and supervisor approval must be filed with Human Resources by the starting date of the class. While employees may choose to repeat a workshop, clock hours can be earned only one time for a specific training session. Part time employees are encouraged to attend Professional Development activities but are not eligible for clock hours.

Professional Development Workshops
MCC Professional Development Workshops are sponsored and set up by the Professional Development Department. They can be taught face-to-face, online, or via a webinar format. They are free to all MCC employees, promoted and tracked via the autoreg system, and documented with a sign-in sheet. MCC employees may attend MCC Professional Development workshops during their regular work hours with supervisor approval. Faculty should not miss classes to attend workshops.

Compliance Training
Clock hours are not awarded for compliance related training (for example: Sexual Harassment, Ethics, and Confidential Information Training/FERPA) since completion is required for all employees.

Training Required for New Employees
Clock hours can be awarded for trainings required for new employees (for example: Safety and Security, Network Survival, and Intro to Continuous Improvement). The rationale is that while compliance training must be completed by every employee, the required trainings for new employees are open (and valuable) to all, and therefore eligible for clock hours.

Online Training Opportunities
Clock hours can be awarded for online trainings that meet the clock hour criteria. The amount of clock hours must be predetermined and verified by Professional Development prior to participation.

Seminars/Conferences/Non-Credit Courses
Clock hours/CEU’s are not awarded to employees who attend seminars, conferences, or non-credit courses (hereafter referred to as “sessions”) if they attend during work time or use college funds to register. If the sessions are attended outside of normal working hours (such as evenings and weekends) or an employee chooses to take vacation time to attend and pays for the training using personal dollars or their tuition reimbursement funds, clock hours may be earned. Again, appropriate paperwork that documents relevancy to the employee’s Educational Action Plan and supervisor approval must be filed with Human Resources by the starting date of the class. The amount of clock hours is determined by actual seat time in sessions and verified by Professional Development prior to attendance.

Clock hours may be awarded if vacation or personal days are used for session attendance during normal working hours. Alternatively, employees with prior approval from their supervisor may schedule extra hours in the week(s) preceding or following the session to make up the time spent at the event. Hours must be made up within one month of the session and before any other session attendance will be approved. Classroom faculty members are eligible for clock hours if the session does not conflict with scheduled classes; office hours may be rescheduled to accommodate a session.
APPENDIX E
MCC Definition of Excellence in Teaching

Excellence in Teaching at McHenry County College
The faculty at McHenry County College share a commitment to creating a student-centered learning environment by providing a meaningful, transformative learning process using educational theories and practices that promote deep and enduring learning. This is accomplished through strength and ability in the following: subject matter, pedagogy, assessment, and professionalism.

Strength and ability in **subject matter** includes proficiency in the discipline, currency, and pursuit of professional enrichment.

Strength and ability in **pedagogy** includes creating a student-centered learning environment by designing and planning engaging curriculum.

Strength and ability in **assessment** includes using a systematic approach and evaluating the outcomes to inform teaching and make transformations.

Strength and ability in **professionalism** includes modeling professional ethics and academic rigor, encouraging professionalism in students, and developing their employability skills.

Examples of Excellence in Teaching

**Subject Matter**
- Demonstrates thorough, confident content expertise
- Actively pursues professional enrichment to retain currency in subject matter

**Pedagogy**

**Teaching Strategies**
- Uses multiple teaching strategies
- Holds students accountable to performance expectations
- Demonstrates classroom management skills; clearly communicates goals and expectations
- Encourages critical thought processes
- Enhances or supplements course materials to strengthen content when applicable
- Uses technology as appropriate and available
- Tries new instructional methods, such as cross-curricular projects, learning communities and/or experiential learning
- Pursues professional enrichment in pedagogy

**Presentation**
- Shows passion for content area and enjoys teaching
- Knows when to shift emphasis between teacher-centered activities and student-centered learning
- Facilitates connections between new course content and students’ previous knowledge
- Encourages students to ask questions during delivery
- Facilitates discussions of diverse viewpoints where applicable
- Demonstrates concern for student progress; makes appropriate interventions and referrals to promote success
- Presents in an organized, professional, clear, and accessible way
Student–Centered Environment
- Creates a comfortable, safe, and respectful student-centered learning environment Values students as individuals; knows and uses student names
- Guides students to explore resources independently Advocates life-long learning
- Recognizes non-verbal cues of student understanding/engagement

Assessment
- Provides constructive, timely, thorough feedback on student work
- Evaluates early and often; uses a variety of formative and summative assessments and uses these outcomes to inform teaching and to make transformations

Professionalism
- Regards students as professionals in training
- Models professional ethics and behaviors toward students and co-workers Encourages professionalism in students and develops employability skills Upholds high standards of academic rigor; makes those standards attainable and transparent
- Engages students in professional socialization
- Establishes and maintains appropriate boundaries with students
### APPENDIX F

**Faculty Development Workshop Curriculum Map**

**Workshop Title:** ____________________________________________________

**Presenter:** ______________________________________________________

**Presentation Date:** _______________________________________________

<table>
<thead>
<tr>
<th>Definition of Excellence in Teaching at MCC</th>
<th>Target Pillars (mark all that apply)</th>
<th>Workshop Objectives</th>
<th>Workshop Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty at McHenry County College share a commitment to creating a student-centered learning environment by providing a meaningful, transformative learning process using educational theories and practices that promote deep and enduring learning. This is accomplished through strength and ability in the following: subject matter, pedagogy, assessment and professionalism.</td>
<td></td>
<td>Upon completion of the workshop, participants will be able to:</td>
<td>Workshop participants will be able to apply this skill base to their classrooms in the following ways:</td>
</tr>
<tr>
<td>• Strength and ability in <strong>subject matter</strong> includes proficiency in the discipline, currency and pursuit of professional enrichment.</td>
<td></td>
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<tr>
<td>• Strength and ability in <strong>pedagogy</strong> includes creating a student-centered learning environment by designing and planning engaging curriculum.</td>
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<tr>
<td>• Strength and ability in <strong>assessment</strong> includes using a systematic approach and evaluating the outcomes to inform teaching and make transformations.</td>
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<tr>
<td>• Strength and ability in <strong>professionalism</strong> includes modeling professional ethics and academic rigor, encouraging professionalism in students and developing their employability skills.</td>
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<tr>
<td></td>
<td></td>
<td>Subject matter</td>
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<tr>
<td></td>
<td></td>
<td>Pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G
Faculty Development Chair—Job Description

POSITION: Chair, Faculty Development; a non-administrative leadership position appointed by the Vice President of Academic and Student Affairs

CLASSIFICATION: Full-time Faculty

SUPERVISION: Vice President of Academic and Student Affairs

LOAD: 40% Full-time Tenured Faculty load in fall and spring semesters and no load for summer semester

TERM OF APPOINTMENT: Unless otherwise explicitly agreed at the onset of the assignment, the term of appointment is for three years and, subject to mutual agreement, is renewable with no limit to the number of terms

COMPENSATION GUIDELINES:

1. The Chair shall receive the identified load as re-assigned time in the fall and spring semesters. The remainder of the load shall be filled through classroom teaching.

2. The faculty member may elect to teach an overload. Such overload may be banked or paid out at the faculty member’s discretion. If paid out, such instructional overload will be compensated according to the instructional summer/overload rate identified in the Faculty Contract.

3. The faculty member may elect to teach during intersession or in the summer. Such instructional load will be compensated according to the instructional summer/overload rate identified in the Faculty Contract.

MINIMUM POSITION QUALIFICATIONS:

- Full-time faculty member

DESIRED POSITION QUALIFICATIONS:

- A background and interest in faculty development issues and programming
- Demonstrated excellence in teaching
- Academic leadership experience
- Demonstrated commitment to professional growth and life-long learning
- Commitment to the mission of the community college
- Knowledgeable in the use of technology in instruction and assessment
- Experience with the budget process and outcomes assessment
- The ability to work with coworkers in a collegial manner
- The ability to address opportunities and challenges in a collaborative effort leading to consensus and resolution
RESPONSIBILITIES: The Chair shall provide collaborative and constructive leadership to identify and offer faculty development opportunities consistent with the goals and objectives identified in the faculty contract and those of the Department of Professional Development.

Specific responsibilities shall include:

• Teach three classes (or a minimum of a 60% load equivalency) each fall and spring semester.
• Serve as the faculty representative to and a member of the Department of Professional Development.
• Integrate faculty development goals and objectives into college-wide strategic planning efforts.
• Coordinate regular meetings of the Faculty Development Advisory Committee.
• Serve as an ex-officio, non-voting member of the Curriculum and Academic Policy Council and provide routine reports as outlined in the faculty contract.
• Coordinate all aspects of the fall and spring faculty workshops.
• Coordinate all aspects of the new full-time faculty orientation program consistent with the interests and intent of the Vice President of Academic and Student Affairs.

Responsibilities may also include assisting the Director of Professional Development on a routine consulting basis to: (Note: Nothing in this section shall be interpreted to mean that the Chair of Faculty Development has primary responsibility for the functions identified.)

• Identify and offer faculty development opportunities consistent with the guidelines outlined in the faculty contract.
• Coordinate the adjunct faculty orientation program.
• Annually review and edit the full-time and adjunct faculty handbooks.
• Establish faculty development operating and equipment budget priorities.
• Communicate faculty development opportunities to faculty.
• Identify and articulate faculty development enrollment management strategies and priorities.
• Work with the Director of Resource Development in identifying and applying for grants in support of faculty development programs.
APPENDIX H
Tuition Reimbursement/Advanced Placement Information and Application for Full-Time Faculty

Information—Updated for Compliance with Faculty Contract 2013–2016
MCC is committed to the continuing development of its full-time faculty. Recognizing that it is in the best interest of the College to have the personnel grow both professionally and personally and to encourage the holistic development of its staff, the College offers tuition and fee reimbursement up to the limit specified in College policy for professional study, which is consistent with one of the criteria listed below. Advanced Placement is also offered for full-time faculty members. In addition, the College offers a tuition waiver program for courses offered by the College and taken for personal development. For more information about Advanced Placement, see Sections 12.5, 12.6, and 12.7 of the Faculty Contract 2013–2016.

Criterion—Tuition Reimbursement:
The College shall provide tuition reimbursement and advanced placement eligibility according to the following criteria:

Tuition reimbursement is subject to prior approval and evidence of successful (“C” or better credit courses) completion is necessary. Courses and/or activities considered appropriate for prior approval would be:

A. Relevant to the role description or professional responsibilities of a faculty/staff member, or
B. Congruent with areas the College has designated as priorities for development, or
C. Related to the faculty/staff member’s Professional Development Plan as mutually agreed upon by the individual and the College

Criterion—Advance Placement
Advanced placement is subject to prior approval of courses and/or activities requested and will be awarded upon successful completion of approved courses and/or activities according to College policy and in accordance with the guidelines outlined in Section 12.5 of the Faculty Contract 2013–2016.

Those courses and activities considered appropriate for advanced placement would be:

• Relevant to the role description or professional responsibilities of a faculty member, or
• Congruent with areas the College has designated as priorities for development

Application for Tuition Reimbursement and Advance Placement
Faculty members must submit completed application form to the Faculty Development Team a minimum of sixty (60) days in advance of professional development course/activity. Completed form and all supplementary materials must be submitted electronically to the Chair of Faculty Development. If course/activity is to begin in fewer than sixty (60) days, faculty member should submit request directly to executive dean. As a professional courtesy, applications to executive dean shall be made a minimum of 5 days in advance except in extenuating circumstances. The employee will be notified by the Office of Human Resources upon receipt of the approval of the tuition reimbursement/advanced placement.

Reimbursement and Advanced Placement Actualization

1. To receive reimbursement, the faculty member must submit a copy of the course completion report (i.e., grade, CEU completion report, activity completion report) to the Office of Human Resources within three (3) months of the completion of the course.

2. Effective dates for Advance Placement shall be in accordance with section titled Advance Placement Criteria (Horizontal Movement) in Appendix A of the Faculty Contract 2013–2016.
APPLICATION

Please fill out completely—incomplete forms will delay processing

Once you receive approval from the Faculty Development Team, print out your completed approved application, sign where indicated, and submit to your Executive Dean/Supervisor for final approval

Personal Information

Name:__________________________________________ Ext:________________ Division/Area:________________________

Current Professional Role:_________________________ Highest Degree Attained:________________________

College Support Sought (Please select all that apply):

___Tuition Reimbursement/MCC Waiver
___Books Fees
___Advanced Placement
___Paid for by Department*

*If paid for by department, then you will be using this form only for financial reimbursement related to travel as outlined in Section 12.11 of Faculty Contract

Activity Details

Title: _______________________________________________________________________________________________

Date/s of Activity: ______________________________________________________________________________________

Catalog Description (or equivalent):

Organization/Host Institution:

Activity Offered For: _____Credit hour _____CEU/CPDU _____Clock hour

This activity meets the criteria for (check one):

☐ Traditional credit hour course work

☐ Non-traditional professional development (15 clock hours = credit), only 6 of these credits can be used per lane change unless Terminal Degree holder (refer to Faculty Contract 12.5)

Approximate Cost

<table>
<thead>
<tr>
<th>Tuition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tuition and Fees</td>
<td></td>
</tr>
<tr>
<td>Books and/or Materials</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td><strong>Total Approximate Cost of Activity</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
Rationale

- Relevant to the role description or professional responsibilities of a faculty/staff member
- Congruent with areas the College has designated as priorities for development
- Related to the faculty/staff member’s Professional Development Plan as mutually agreed upon by the individual and the College
- Other

Please Paste Relevant Portion of Most Updated Approved Professional Development Plan/Action Plan (Include: Objectives, Activities, and Date of Action Plan Approval) or Attach Copy of Most Updated Approved Action Plan to Email Application:

Date _______________ Faculty Signature _______________________________________________________________

Faculty: Forward signed application to Executive Dean/Supervisor for final approval

For Executive Dean/Supervisor

Recommendation

- Recommended for approval for tuition reimbursement
- Recommended for approval for Advanced Placement
- Application Denied

Reasons for denial of application:

Date _______________ Executive Dean/Supervisor Signature ________________________________________________

Executive Dean/Supervisor: Please forward approved application to the Office of Human Resources for processing.
**APPENDIX I**

**Advanced Placement Approval Flowchart for Faculty**

<table>
<thead>
<tr>
<th>If:</th>
<th>Graduate Program</th>
<th>Graduate Class: Program Specific/Degree Seeking/Graduate Certificate</th>
<th>Graduate Class: Non Program-Specific/Not Degree Seeking</th>
<th>Undergraduate Class</th>
<th>Professional Development offered for Clock Hour Credit by MCC</th>
<th>Professional Development Outside of MCC (webinar/certification/industry recognized trainings/other campus or institution)</th>
<th>Conference/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then:</td>
<td>Institution is Regionally Accredited</td>
<td>Institution is Regionally Accredited</td>
<td>Institution is Regionally Accredited</td>
<td>Institution is Regionally Accredited</td>
<td>Listed on Most Updated Action Plan</td>
<td>Listed on Most Updated Action Plan</td>
<td>Listed on Most Updated Action Plan</td>
</tr>
<tr>
<td>If No, Then:</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Relevant to Most Updated Action Plan</td>
<td>Relevant to Most Updated Action Plan</td>
<td>Relevant to Most Updated Action Plan</td>
</tr>
<tr>
<td>If Yes, Then:</td>
<td>Listed on Most Updated Action Plan</td>
<td>Program/Degree Listed on Most Updated Action Plan</td>
<td>Listed on Most Updated Action Plan</td>
<td>MCC Course Listed on Pre-Approved Course List</td>
<td>Approved</td>
<td>Approved</td>
<td>Approved</td>
</tr>
<tr>
<td>If Yes, Then:</td>
<td>Approved</td>
<td>Approved</td>
<td>Approved</td>
<td>Approved</td>
<td>Approved</td>
<td>Approved</td>
<td>Approved</td>
</tr>
<tr>
<td>If No, then:</td>
<td>Relevant to Most Updated Action Plan</td>
<td>Relevant to Most Updated Action Plan</td>
<td>Relevant to Most Updated Action Plan</td>
<td>Relevant to Most Updated Action Plan</td>
<td>Not Approved</td>
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<td>If Yes, Then:</td>
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<tr>
<td>If No:</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Not Approved</td>
<td>Not Approved</td>
</tr>
</tbody>
</table>

*Process Pending Feedback from VPAC*
APPENDIX J

New Faculty Orientation Syllabus

New Faculty Orientation: Fall 2014–Spring 2017

Contact
Laura Power, Chair of Faculty Development
E-mail lpower@mchenry.edu
Phone (815) 479-7533

Student Conference Hours
Monday, Tuesday, and Wednesday, 1–2:30 p.m., Room A377
Tuesday and Thursday 10:30–11:30 a.m., Room A377
Thursday, 1–2:30 p.m., Room A210

Course Materials
Teaching At Its Best by Linda B. Nilson
New Faculty Orientation binder

Course Description
This series of workshops focuses on preparing new tenure-track faculty members to successfully work with the MCC student body in advancement of our educational mission and to successfully navigate through the tenure process. Participants will be introduced to the college organizational structure, critical campus support services provided for students and faculty, key support personnel, college policies and procedures, curriculum and academic policy oversight, and pedagogy in higher education.

Course Objectives
At the conclusion of the workshops, the new full-time non-tenured faculty will be able to:
• Identify MCC’s mission and values and the organizational structure designed to support them
• Identify the departments and personnel that provide student and faculty academic support
• Understand the College’s commitment to authentic evaluation and assessment and how classroom application of assessment techniques enhance student learning and curricular improvement
• Understand and strive to meet the College’s definitions of excellence in teaching and learning
• Practice innovative teaching-learning methodologies
• Understand the process and faculty responsibility in shared governance through the Faculty Council
• Appreciate the unique roles of the College and the Faculty Association in supporting and collaborating to assist faculty
• Understand faculty rights in the area of academic freedom as balanced with inherent professional and ethical responsibility
• Identify opportunities for campus involvement
• Understand the tenure process

Course Contents
• McHenry County College, its students, structure, mission and vision
• Faculty Council and Faculty Association—roles and responsibilities at MCC
• Classroom management policies and procedures
• Academic support services
• Student assessment, authentic evaluation, and grading
• For more options, check my Outlook calendar for other times we could meet or chat!
• Syllabus design and college expectations
• Teaching/learning styles and methodologies
• Presentation techniques, instructional strategies and technology
• Tenure track evaluation and process including the criteria for faculty evaluation
• Faculty development opportunities
Excellence in Teaching at MCC
The faculty members at McHenry County College share a commitment to creating a student-centered learning environment by providing a meaningful, transformative learning process using educational theories and practices that promote deep and enduring learning. This is accomplished through strength and ability in the following: subject matter, pedagogy, assessment and professionalism.

- Strength and ability in subject matter includes proficiency in the discipline, currency and pursuit of professional enrichment
- Strength and ability in pedagogy includes creating a student-centered learning environment by designing and planning engaging curriculum
- Strength and ability in assessment includes using a systematic approach and evaluating the outcomes to inform teaching and make transformations
- Strength and ability in professionalism includes modeling professional ethics and academic rigor, encouraging professionalism in students and developing their employability skills

McHenry County College Tenure Process
The Tenure Process (hereinafter referred to as the “Process”) is a three year development plan for new full-time faculty that consists of evaluations—both a self-evaluation by the faculty member as well as an evaluation by the faculty member’s executive dean—a series of bi-monthly New Faculty Orientation workshops, which include training and information sessions, the assignment of and meeting with a tenured faculty mentor, attendance at an assessment conference, first year meetings with the President of the MCC Faculty Association and the chair/s of Faculty Development, and participation in the Teaching Squares teaching strategy program.

The above mentioned plan will be finished by the second year of the new faculty’s employment, and the Process will be completed when the new faculty submits a complete and thorough Tenure Portfolio by the start of November of the first semester of the new faculty member’s third year of full-time employment.

Timeline for August New Hires

<table>
<thead>
<tr>
<th>Year One</th>
<th>Aug. 2014 and Jan. 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New Faculty Orientation</td>
<td></td>
</tr>
<tr>
<td>• Video Self Assessment (Fall)</td>
<td></td>
</tr>
<tr>
<td>• Teaching Squares (Spring)</td>
<td></td>
</tr>
<tr>
<td>• TABS</td>
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<tr>
<td>• Meetings</td>
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<table>
<thead>
<tr>
<th>Year Two</th>
<th>Aug. 2015 and Jan. 2016</th>
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</thead>
<tbody>
<tr>
<td>• Committee Work</td>
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<td>• Department Work</td>
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<td>• TABS</td>
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<tr>
<td>• Teaching Squares (Spring)</td>
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<tr>
<td>• Meetings</td>
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<table>
<thead>
<tr>
<th>Year Three</th>
<th>Aug. 2016 and Jan. 2017</th>
</tr>
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<tbody>
<tr>
<td>• Tenure Portfolio Work</td>
<td></td>
</tr>
<tr>
<td>• Tenure Portfolio Submission (Tuesday, November 1, 2016)</td>
<td></td>
</tr>
<tr>
<td>• Continued Involvement in College</td>
<td></td>
</tr>
<tr>
<td>• Tenure Portfolio Review and Acceptance (Fall and Spring)</td>
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</tr>
<tr>
<td>Category</td>
<td>Content</td>
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<tr>
<td>----------------------------------</td>
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</tr>
</tbody>
</table>
| **Subject Matter**               | - Graduate Course Work  
- Degrees  
- Certifications  
- Conference Attendance  
- Conference Presentations  
- CEUs and Clock hours  
- Publications |
| **Pedagogy**                     | - Teaching Strategies  
- Syllabus  
- Technology  
- Teaching Squares |
| **Assessment**                   | - Video Self-Assessment  
- Classroom Assessment Techniques (CATs)  
- Evaluations  
  - End of Semester Student Evaluation  
  - TABS  
  - Executive Dean Evaluation  
    - Classroom Visit  
    - Evaluation/Self Evaluation |
| **Professionalism**              | - Committees  
- Program Development  
- College Presentations  
- Participation  
- Leadership  
- Commendations |

Your portfolio should reflect these categories and focus on your transformations as an instructor.
## Year One Schedule

### Fall 2014

<table>
<thead>
<tr>
<th>Month</th>
<th>NFO Session</th>
<th>Session Content</th>
<th>Task Timeline</th>
</tr>
</thead>
</table>
| August | August 13, 2014 8 a.m.–3:30 p.m. Room A210 | • Human Resources Faculty Information (Human Resources, Room A244)  
• Introduction to New Faculty Orientation  
• Network Survival and Outlook  
• Introduction to Professional Development  
• Introduction to Canvas: MCC’s Learning Management System  
- Complete Confidential Information Training (due August 15, 2014)  
- Check in with coach  
- Choose Board Meeting (due November 20, 2014) | |
| | August 21, 2014 2:35–4 p.m. A210 | • Introduction to the MCC Faculty Association—Anne Humphrey and Elaine Whalen  
• First Week Check-in and Questions—Laura Power  
- Read Faculty Contract  
- Check in with coach  
- Read Nilson Chapters 1 and 4 | |
| September | September 4, 2014 2:35–4 p.m. A210 | • Student Services Tour (Special Needs, SAGE Learning Center, Testing Center, Student Services, and Student Life)  
• Grab Bag: Instructional Support and Resources  
- Check in with coach  
- Choose Faculty Council Meeting (due December 5, 2015)  
- Read Nilson Chapters 25 and 26, and Part Six | |
| | September 18, 2014 2:35–4 p.m. A210 | • Plan for Safety—Pat Stejskal  
• Grab Bag: Understanding and Using Student Evaluations of Instructors  
- Contact Peter Lilly re: recording for Video Self-Assessment (Video Assessment due November 20, 2014)  
- Read Nilson Chapters 2, 5, and 7 | |
| October | October 2, 2014 2:35–4 p.m. A210 | • Grade Reports, Withdrawals, and Administrative Drops—Cindy Scardino  
• Grab Bag: Giving Students Electronic Feedback  
- Check in with coach  
- Meet with MCCFA Presidents and Chair of FD  
- Read Nilson Chapter 27 | |
| | October 16, 2014 2:35–4 p.m. Library | • Getting to Know the MCC Library—Janet Scott and Cynthia Letteri  
• Grab Bag: Syllabus Building  
- Have TABS observation and follow-up meeting with Executive Dean  
- Read Nilson Chapters 3, 7, and 9 | |
| November       | November 6, 2014 2:35–4 p.m. A210 | • Evaluation, Grading, and Assessment—Robert McCord  
• Boundaries with Students—Ellen Zimmerman  
• Grab Bag: The Smart Classroom & Introduction to IT | • Check in with coach  
• Finish Video Self-Assessment paperwork |
|---------------|---------------------------------|-------------------------------------------------|-------------------------------------------------|
| November 20, 2014 2:35–4 p.m. A210 | • Where Do We Go From Here? An End of the Semester Discussion and Q&A—Tony Miksa, Amy Maxeiner, Brock Fisher, and James Falco | • Submit Video Assessment worksheet to Laura Power  
• Register for Spring assessment conference (contact Robert McCord) |
| December—Completed Tasks | q Attended one Faculty Council meeting  
q Attended one Board Meeting  
q Met with MCCFA co-presidents and chair of FD  
q Met with coach for minimum of two (2) thirty-minute conferences  
q Completed video self-assessment  
q Observed by Executive Dean (TABS class evaluation) & met for follow-up meeting |
## Spring 2014

<table>
<thead>
<tr>
<th>Month</th>
<th>NFO Session</th>
<th>Session Content</th>
<th>Task Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong>&lt;br&gt;February 5, 2015 2:35–4 p.m. A210&lt;br&gt;February 19, 2015 2:35–4 p.m. A210</td>
<td>• The Behavioral Intervention Team and Workplace Violence—Mike Cleseri&lt;br&gt;• MCC Counseling and Career Services—Pat Zokal&lt;br&gt;• Workplace Ergonomics—Lena Kalemba&lt;br&gt;• Stress Management—Jim Blaz&lt;br&gt;• Grab Bag: Summative &amp; Formative Assessments and CATs</td>
<td>□ Check in with coach&lt;br&gt;□ Read Nilson Chapter 32&lt;br&gt;□ Choose &amp; Attend Faculty Council Meeting (due April 16, 2015)&lt;br&gt;□ Identify three tenured faculty members to observe for Teaching Squares (due April 16, 2015)&lt;br&gt;□ Read Nilson Chapters 28–31</td>
<td></td>
</tr>
<tr>
<td><strong>March</strong>&lt;br&gt;March 5, 2015 2:35–4 p.m. A210&lt;br&gt;March 19, 2015 2:35–4 p.m. A210</td>
<td>• Learning Communities—Kate Midday&lt;br&gt;• Teaching to Adult Learners and Teaching in a Diverse Classroom—Julio Capeles-Delgado&lt;br&gt;• Academic Freedom and Responsibility—Tony Miksa&lt;br&gt;• Student Code of Conduct and Plagiarism—Talia Koronkiewicz</td>
<td>□ Check in with coach&lt;br&gt;□ Read Nilson Chapters 15 and 16&lt;br&gt;□ Contact three tenured faculty members to observe for Teaching Squares (due April 16, 2015)&lt;br&gt;□ Follow up with three tenured faculty members to observe for Teaching Squares (due April 16, 2015)&lt;br&gt;□ Meet with MCCFA Presidents and Chair of FD&lt;br&gt;□ Have TABS observation and follow-up meeting with Executive Dean&lt;br&gt;□ Read Nilson Chapter 8</td>
<td></td>
</tr>
<tr>
<td><strong>April</strong>&lt;br&gt;April 16, 2015 2:35–4 p.m. A210&lt;br&gt;April 30, 2015 2:35–4 p.m. Scot Room</td>
<td>• Excellence at MCC—Pat Stejskal&lt;br&gt;• Tenure Portfolio discussion—Tony Miksa&lt;br&gt;• End of Year Celebration!</td>
<td>□ Observe three tenured faculty members for Teaching Squares (due April 16, 2015)&lt;br&gt;□ Submit Teaching Squares worksheets to Laura Power&lt;br&gt;□ Check in with coach&lt;br&gt;□ Complete MCC Coaching Evaluation (page 10)&lt;br&gt;□ Complete End-of-Year Reflection (page 11)</td>
<td></td>
</tr>
</tbody>
</table>

### April—Completed Tasks
- Attended one Faculty Council meeting
- Met with MCCFA co-presidents and chair of FD
- Met with coach for minimum of one (1) thirty-minute conference
- Completed MCC Coaching Program Evaluation (page 10)
- Completed End-of-Year Reflection (page 11)
- Completed Teaching Squares activity
- Observed by Executive Dean (TABS class evaluation) and met for follow-up meeting
- Attended Assessment Conference (must attend one assessment conference by April, 2016)
<table>
<thead>
<tr>
<th>Month</th>
<th>Task Timeline</th>
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</thead>
</table>
| August    | - Choose MCC mentor (base this on who you’ve met at MCC, who you “click” with, and what you’d like to focus on in your academic career moving forward)  
|           | - Identify & Join an MCC Committee                                             |
| September | - Contact mentor and set up meeting                                            
|           | - Look into assessment conference for Fall or Spring                           |
| October   | - Check in with mentor                                                        
|           | - Have TABS observation and follow-up meeting with Executive Dean              |
| November  | - Check in with mentor                                                        
|           | - Work on Spring 2015 syllabus                                                |
| December  | - Met with mentor                                                             
|           | - Observed by Executive Dean (TABS class evaluation) and met for follow-up meeting |
## Spring 2016

<table>
<thead>
<tr>
<th>Month</th>
<th>Task Timeline</th>
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</thead>
</table>
| **January** | - Check in with mentor  
- Work on MCC Committee  
- Identify three tenured faculty members to observe for Teaching Squares (due April 8, 2016) |
| **February** | - Check in with mentor  
- Attend assessment conference  
- Contact three tenured faculty members to observe for Teaching Squares (due April 8, 2016) |
| **March** | - Observe three tenured faculty members for Teaching Squares (due April 8, 2016)  
- Check in with mentor  
- Have TABS observation and follow-up meeting with Executive Dean |
| **April** | - Complete Teaching Squares worksheets and submit to Laura Power by April 8, 2016 (send via Canvas)  
- Check in with mentor  
- Complete End-of-Year Reflection (page 11)  
- Work on Summer/Fall 2016 syllabus  
- Begin brainstorming tenure portfolio (due November 1, 2015) |
| **April—Completed Tasks** | - Met with mentor  
- Completed End-of-Year Reflection (page 11)  
- Completed Teaching Squares activity  
- Observed by Executive Dean (TABS class evaluation) and met for follow-up meeting  
- Attended Assessment Conference (must attend one assessment conference by April, 2016) |
### Fall 2016

<table>
<thead>
<tr>
<th>Month</th>
<th>Task Timeline</th>
</tr>
</thead>
</table>
| August     | - Check in with mentor  
             - Continue to work with an MCC Committee                                  |
| September  | Check in with mentor  
             - Work with students outside classroom  
             - Meet with Tony Miksa to plan tenure portfolio  
             - Work on tenure portfolio (due to your Executive Dean by November 1, 2016) |
| October    | - Check in with mentor  
             - Work on tenure portfolio (due to your Executive Dean by November 1, 2016) |
| November   | - Check in with mentor  
             - Submit tenure portfolio to your Executive Dean  
             - Work on Spring 2017 syllabus                                                   |
| December—  | Completed Tasks                                                            |
| Completed  | - Met with mentor  
             - Submitted tenure portfolio                                                  |
What is a coach?

A coach is a tenured faculty member who exhibits strong leadership qualities, fluency about life and work at MCC, and who can serve as a positive role model for new faculty members on the tenure track.

How is a coach different from a mentor?

“Ten Roles for Teacher Leaders” explains that mentors “serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional” (Harrison and Killion).

While there is certainly a lot of overlap between a mentor and a coach, a coach is a partner who is an expert in life at MCC and can guide a new full time faculty member through rough patches, can offer words of wisdom and encouragement, and can provide advice and support regarding policies, procedures, classroom basics, and committee work.

A mentor-mentee relationship should be a personal one, and new faculty members—once they have found their footing here at MCC—should choose their own mentors based on what areas of their jobs they are most interested in developing, whether it be pedagogy, new content, technology, administration, or something else. The mentor-mentee relationship should last well beyond the tenure process and should be an organic relationship between colleagues.

A coach-new faculty relationship, on the other hand, is more formal because it is assigned and tracked and lasts only a new faculty member’s first two semesters.

What are the specifics of coaching?

A coach:

- Is chosen by the Executive Dean of a new full time faculty member
- Is responsible for communicating his/her contact information and student conference hours to new faculty member
- Is responsible for initiating conversations and meetings, including (but not limited to):
  - One initial 30-minute meeting at the beginning of new faculty member’s first semester
  - One additional meeting per semester of minimum 30 minutes

Sample Coaching Program Tracking Sheet  
(coaches will complete and submit to Office of Professional Development)

<table>
<thead>
<tr>
<th></th>
<th>Where? Where did I meet with my new faculty member?</th>
<th>When? When did we meet? (length of meeting, day, date)</th>
<th>What? What topics did we cover?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Meeting</td>
<td>First semester (30 minutes minimum)</td>
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<tr>
<td>Second Official</td>
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<tr>
<td>Meeting</td>
<td>First semester</td>
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<tr>
<td>Additional Meeting</td>
<td>First semester (optional)</td>
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<tr>
<td>Additional Meeting</td>
<td>First semester (optional)</td>
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<tr>
<td>Third Official</td>
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<tr>
<td>Meeting</td>
<td>Second semester</td>
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<td></td>
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<tr>
<td>Additional Meeting</td>
<td>Second semester (optional)</td>
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<td></td>
</tr>
<tr>
<td>Additional Meeting</td>
<td>Second semester (optional)</td>
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</tbody>
</table>
MCC New Faculty Orientation Reflection *(To be answered via e-mail at the end of years one and two)*

**Year One**
(please reflect on the following things and send your reflections to the chair of faculty development, via e-mail, by April 16, 2015)

- The hardest thing I encountered this semester
- The methods and resources I used to solve a problem this semester (in the classroom, in my department or division, or somewhere else on campus)
- My overall impressions of my first year
- What I’m looking forward to working on for my second year

**Year Two**
(please reflect on the following things and send your reflections to the chair of faculty development, via e-mail, by April 8, 2015)

- Ways I adjusted (teaching style, approach to students, view of professional development, or something else) based on my first year teaching full time at MCC
- Things that would have been helpful to know my first year
- My biggest strengths as an instructor
- Things I’d like to continue working on as an instructor and/or member of the MCC community
APPENDIX K

Adjunct Faculty Orientation Program

August 25
• Welcome/Introduction with Admin (5:30–6:30 p.m.)
• Motivating Students (6:30–7:30 p.m.)
• Professional Development (7:40–8:15 p.m.)

September 8
• Communication without Confrontation (5:30–7:30 p.m.)
• Grade Reporting, FERPA (7:30–8:15 p.m.)

September 15
• Student Code of Conduct and Disruptive behavior (5:30–6:30 p.m.)
• Campus Safety/Police (6:30–8:15 p.m.)

September 22
• Boundaries with Students and Professional Ethics (5:30–6:30 p.m.)
• Developing the Syllabus/Objectives (6:30–7:45 p.m.)
• Service Learning (7:45–8 p.m.)
• Canvas Questions (8–8:15 p.m.)

September 29
• Rubrics (5:30–6 p.m.)
• Advising (6–6:45 p.m.)
• Counseling (7–7:30 p.m.)
• Library Resources/Tour (7:30–8:15 p.m.)

October 6
• Sage Center (5:30-5:50) o Chair’s Role, Evaluations (5:50–6:20 p.m.)
• Dean’s Role, Evaluations (6:20–6:50 p.m.) o Special Needs (7–7:45 p.m.)
• Smart Classrooms, IT (7:45–8:15 p.m.)

October 13
• Plagiarism, and Copyrights (5:30–6:30 p.m.)
• Assessments-Summative and Formative Evaluations (6:30–7:30 p.m.)
• Council Info/Flipped Classrooms(7:45–8:15 p.m.)

October 20
• Celebration Dinner & Awards (5:30–6:30 p.m.)
• What I Do-Faculty Panel (Time management, grading, group work, etc) (6:30–7:45 p.m.)
• Where do we go from here (7:45–8:15 p.m.)
## FALL FACULTY DEVELOPMENT DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9–10 a.m.</td>
<td>Convocation Resource Fair (optional)</td>
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<td>Building A, 1st Floor</td>
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<tr>
<td>10–11 a.m.</td>
<td>Convocation Ceremony</td>
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<td>Multi-Purpose Room</td>
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<tr>
<td>11–11:50 a.m.</td>
<td>Faculty &amp; Student Workshops (see workshop details for rooms)</td>
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<tr>
<td>12–12:50 p.m.</td>
<td>Lunch</td>
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<td>Commons Courtyard</td>
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<td>1–1:50 p.m.</td>
<td>College Update</td>
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<td>Luecht Conference Center</td>
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<tr>
<td>2–2:50 p.m.</td>
<td>Faculty Workshops (see workshop details for rooms)</td>
</tr>
<tr>
<td>3–3:50 p.m.</td>
<td>E-Portfolio Tutorial for Faculty (see workshop details for rooms)</td>
</tr>
<tr>
<td>4–5 p.m.</td>
<td>Division Meetings (room assignments on next page)</td>
</tr>
<tr>
<td>5–6 p.m.</td>
<td>Boxed Dinners &amp; Department Meetings (room assignments on next page)</td>
</tr>
</tbody>
</table>

### Faculty and Student Workshops

**Understanding the E-Portfolio: A New Graduation Requirement (Room A125)**

Robert McCord, Instructor of English  
Kourtney Kesul, Student  

Learn more about MCC’s new graduation requirement: the e-portfolio. Learn what it is, how to make one, and why it is important.

**Getting Involved at MCC (Room B166-167)**

Adriane Hutchinson,  
Dean of Academic Development,  
Evette Thompson, Coordinator of Career Services  
Justin Peters and Anne Donald, Students

Getting involved during your first year at college can be very rewarding. Join us as we discuss the benefits of getting involved at MCC.

**The Gray Areas of Academic Dishonesty (Room A240, Bersted Hall)**

Talia Koronkiewicz, Manager of Student Conduct and Campus Life, and  
Kate Midday, Instructor of English

Academic dishonesty is on the rise at college campuses. Join us as we discuss ways to prevent academic dishonesty, the difference between collaboration and cheating, plagiarism (including self-plagiarism), policies and protocols for academic integrity violations, and the consequences both in the classroom and in the Student Conduct Office.

### Counseling and Research Support for Success (Room A212, Library)

Janet Scott, Reference Librarian  
Deborah Skozech, Instructor of English  
Svetlana Taylor, Student

Discover all the services and resources available in the Library and Sage Learning Center. Find out how and where to get help with research, writing, and other assignments in every subject, 24/7.

**Surviving Your First Year at MCC (Room A221)**

Heidi Boring, Instructor of Math  
Lindsay Loncsar, Student

Come to this open discussion about what to expect in a college classroom, including etiquette, classroom policies, and the importance of reading the course syllabus. We will demystify the college classroom for new students, and allow a frank discussion with faculty about classroom expectations.

**Be Our Guest—Be The Best (Room A117)**

Beverly Dow, Tina Drzal, Patrick Sullivan, and Tom Pierce, Members of Service Excellence Action Team  
Faith Block, Student

Let’s face it—you like getting quality, personalized service. It makes you feel special. Service Excellence is how each one of us (students, faculty, everyone at MCC) can be the best at what we do when interacting with each other. It is experienced in a number of small moments over time. Learn what it takes for MCC to be the best at service excellence that will set us apart from the rest! Plus we will have cookies from Sweet Scots student-run bakery.

**Canvas for Students & Faculty (Room A121)**

Ray Lawson, Director of Online Learning & Educational Technology, Ann Esarco, Instructor of Accounting, and Pete Lilly, Coordinator of Professional Development-Technology

Start your semester prepared by getting the basics of MCC’s learning management system, Canvas. We’ll cover how to use the email, calendar, chat, and discussion features.
Faculty Workshops 2–2:50 p.m.

Assessment Tools:
One Size Does Not Fit All (Room A119)
Kelly Bradley, Senior Research and Assessment Associate, and Members of the Assessment Team
Tired of using generic exam questions for your learning outcomes assessment? Or are you just not sure how to assess your students learning? Join us for a discussion of best-practices in outcomes assessment and tips on tailoring your assessment tools to fit your department’s specific needs.

Understanding and Supporting the Success of Students on the Autism Spectrum (Room B166-167)
Amy Taylor, Counselor, and Talia Koronkiewiecz, Manager of Student Conduct and Campus Life
What is classroom and campus best practice when encountering students on the Autism spectrum? Join us for information and discussion to help you in all aspects of teaching.

Advising Summit (Room A211)
Liz Sherwood, Coordinator of Advising, Orientation & Transfer Center, and Terri McLaughlin, Student Development Advisor
Join us for this discussion-based session to build stronger communication between faculty and Advising and better inform students of academic choices.

New School: How to Bring Game-based Course Design to Your Classroom (Room A240, Bersted Hall)
Timothy Linehan, Instructor of Philosophy
Past workshops in the “New School” series have addressed technology-fueled changes shaping the educational landscape. Should we embrace newfangled approaches in the classroom, or stand athwart history yelling, Stop! Here we shall focus on game-based course design. The experimental gamification of PHI 155 in SP14 will serve as a case study. Those not inclined to yell Stop! will learn specific strategies for introducing game-based design into the syllabus.

Exhibitionist! Using Performance and Exhibition Techniques in the Classroom (Room B178, Scot Room)
Amy Ortiz, Instructor of Art
Using performance and/or exhibition techniques classroom challenge both the instructor and the student to think critically about subject matter across all curriculums. Performance and exhibition techniques in the classroom engage and embrace pedagogical practice, assessment techniques, and professionalism in the classroom by creating space to interpret theory into action, and ideas into experiential material.

Canvas Enhancements (Room A125)
Ray Lawson, Director of Online Learning and Educational Technology, and Peter Lilly, Coordinator of Professional Development-Technology
Come and learn about the new Canvas enhancements this Fall 2014, and improve your skills.

E-Portfolio Tutorial for Faculty
3–3:50 p.m.
Join in for one of six concurrent workshops designed to help faculty understand the E-Portfolio so that they will be able to help their students complete this new graduation requirement. Workshops will be led by members of the Assessment Team.

E-Portfolio Rooms:
A100
A101
A121
A123
A125
A210
Division Meetings, 4–5 p.m.

Education, Career and Technical Education
B178/Scot Room

Math, Science, and Health Professions
A240/Bersted Hall

Humanities and Social Sciences
Luecht Conference Center

Workforce & Community Development
B166/167

Boxed Dinners & Department Meetings, 5–6 p.m. unless otherwise indicated*
Pick up a boxed dinner outside of your Department meeting room

<table>
<thead>
<tr>
<th>ECTE</th>
<th>Rooms</th>
<th>Rooms</th>
<th>Rooms</th>
<th>Rooms</th>
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<tr>
<td>ACC</td>
<td>A106</td>
<td>ANTHRO/SOCIOLOGY</td>
<td>E100</td>
<td>HFE</td>
</tr>
<tr>
<td>AOM/BUS/IBS/ MKT/MGT</td>
<td>A103</td>
<td>ART</td>
<td>A144</td>
<td>NAE</td>
</tr>
<tr>
<td>AMT</td>
<td>D164</td>
<td>ENGLISH/READING</td>
<td>A342</td>
<td>NUR/HCE</td>
</tr>
<tr>
<td>CIS/DGM</td>
<td>E112</td>
<td>HIS/POL SCIENCE/</td>
<td>A210</td>
<td>OTA</td>
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<tr>
<td>CJS</td>
<td>E201</td>
<td>ECONOMICS</td>
<td>C118</td>
<td>BIO</td>
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<tr>
<td>CLM</td>
<td>A113</td>
<td>MODERN LANGUAGES</td>
<td>A131</td>
<td>A226</td>
</tr>
<tr>
<td>ECTE/EDU (applied Tech)</td>
<td>E104</td>
<td>MUSIC</td>
<td>B258</td>
<td>EAS</td>
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<tr>
<td>FRS/EMT</td>
<td>C121</td>
<td>PHILOSOPHY</td>
<td>E119</td>
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<td>E203</td>
<td>PSYCHOLOGY</td>
<td>C105</td>
<td>A231</td>
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<tr>
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<td></td>
<td>SPEECH/JOURNAL</td>
<td>C128</td>
<td>HRT</td>
</tr>
</tbody>
</table>

Other Department Meetings
LIBRARY                A212
ADULT ED               B166–167
COUNSELING 4–5 p.m.    A21

Evening Sessions for Adjunct Faculty Members

6–7 p.m.
Classroom Management: Skills For Novice and Veteran Instructors to Keep an Organized and Efficient Classroom (A211)
Gerry Braasch, Instructor of Psychology, and Talia Koronkiewicz, Manager of Student Conduct and Campus Life

Adjunct Academy: So You Just Found Out You’re Teaching on Monday? (A210)
Robin Deak, Instructor of Psychology

Canvas Open Lab: Set up Your Course Shell or Get Your Questions Answered Before Classes Begin (A125)
Ray Lawson, Director of Online Learning & Educational Technology
### FALL FACULTY DEVELOPMENT DAY

**10 a.m.**  
**Welcome and Faculty Charge—MCC Café and Commons**  
Grab a cup of coffee or tea and get a bit of inspiration from Dr. Vicky Smith before you head off to work on your projects

**10:15 a.m.**  
**Creative Autonomy Project Work**  
See other side for list of projects and locations

**Noon**  
**Lunch**  
MCC Café and Commons  
Take a break from your project work and eat in the café, or take your lunch to go for a working lunch

**2:30 p.m.**  
**College Update—Luecht Conference Center**  
MCC President Dr. Vicky Smith and Vice President of Academic and Student Affairs Dr. Tony Miksa will present the update

### Department Meetings—4:15 p.m.

<table>
<thead>
<tr>
<th>LIBRARY: LIBRARY/A212</th>
<th>COUNSELING: Room A207</th>
<th>ADULT ED: Room B166/167</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECTE</strong></td>
<td><strong>Rooms</strong></td>
<td><strong>Rooms</strong></td>
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<tr>
<td>ACC</td>
<td>A106</td>
<td>E100</td>
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<td>AOM/BUS/IBS/MKT/MGT</td>
<td>A103</td>
<td>A144</td>
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<td>AMT</td>
<td>D164</td>
<td>A342</td>
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<tr>
<td>CIS/DGM</td>
<td>E112</td>
<td>C118</td>
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<td>CJS</td>
<td>E201</td>
<td>E131</td>
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<tr>
<td>CLM</td>
<td>A113</td>
<td>E258</td>
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<tr>
<td>AET/CMT/TWL/MM (applied Tech)</td>
<td>E104</td>
<td>PHILosophy</td>
</tr>
<tr>
<td>ECE/EDU</td>
<td>C121</td>
<td>PSYCHOLOGY</td>
</tr>
<tr>
<td>FRS/EMT</td>
<td>E203</td>
<td>SPEECH/JOURNAL</td>
</tr>
</tbody>
</table>

### Division Meetings—3:15 p.m.

- Education, Career and Technical Education: B178/Scot Room  
- Humanities and Social Sciences: Luecht Conference Center  
- Math, Science, and Health Professions: A240/Bersted Hall  
- Workforce & Community Development: B166/167

**4:15 p.m.**  
**Department Meetings—Rooms Listed Below**

**5 p.m.**  
**Dinner—MCC Café and Commons**  
Sit down with your colleagues and share your day’s work

**6:15 p.m.**  
**Evening Breakout Sessions**  
- Adjunct Academy (So, You’re Teaching on Monday?): A210, classroom  
- An Introduction to MCC Faculty Council for Adjunct Faculty: A210E, seminar room  
- Canvas Open Lab: A125

---

A huge thank you to the Faculty Development Team:

Deb Alheit, Lisa Crizer, Robin Deak, Jim Falco, Cheryl Galizia, Kathy Hayhurst, Laura Middaugh, Tony Miksa, Stephen Mujeye, Janet Scott, and Pat Stejskal

Follow us on Facebook: facebook.com/MCCFacultyDevelopment
<table>
<thead>
<tr>
<th>Titles, Locations, and Participating Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACEN Accreditation—E100</strong>&lt;br&gt;Angela Sass, Mary CaDavid, Cheryl Eno, Gayle Cochin-Swidler, Ann Stache, and Betsy Schnowske</td>
</tr>
<tr>
<td><strong>DGM and CIS Training on Lynda.com and Redesigned Computer Literacy—E112</strong>&lt;br&gt;Meri Winchester and Bill Skrzypczak</td>
</tr>
<tr>
<td><strong>Lecture Capture and Canvas—C104</strong>&lt;br&gt;Teresa Bossert, Gerry Braasch, Magdalena Farc, Robin Deak, and any available adjunct faculty members</td>
</tr>
<tr>
<td><strong>AOM Department Work w/ Adjunct Faculty—A125</strong>&lt;br&gt;Julie Freeleve, possible guest speaker Heathet Zaccagnini</td>
</tr>
<tr>
<td><strong>Dinitrogen Complexes of Iron as Catalysts—A228a</strong>&lt;br&gt;Steve Socol and Yalan (Christie) Ning</td>
</tr>
<tr>
<td><strong>Math 161 Planning—A211</strong>&lt;br&gt;Tammi Kostos, Diane Terleb, Deb Alheit, Bob Herrmann, Laura Middaugh, Charlie Huang,</td>
</tr>
<tr>
<td><strong>Applied Technology Adjunct Orientation—D167a</strong>&lt;br&gt;Bob Mihelich and Heather Zaccagnini</td>
</tr>
<tr>
<td><strong>Earth Science Labs and Assessment—A233 &amp; A227</strong>&lt;br&gt;Paul Stahmann, Paul Hamill, Ted Erski, and Kate</td>
</tr>
<tr>
<td><strong>MCC Adjunct Faculty Recognition and Appreciation—C105</strong>&lt;br&gt;Loreen Keller and Adjunct AQIP Action Team</td>
</tr>
<tr>
<td><strong>Art Promotional Materials and Recruitment—A144</strong>&lt;br&gt;Amy Ortiz, Matt Irie, Mark Arctander, Tom Vician, Andrew Doak, and any available adjunct faculty members</td>
</tr>
<tr>
<td><strong>English 152 Planning—A375</strong>&lt;br&gt;Robert Mc Cord</td>
</tr>
<tr>
<td><strong>Mental Health Awareness—A242</strong>&lt;br&gt;Amy Taylor and Ellen Zimmerman</td>
</tr>
<tr>
<td><strong>Automotive Course Objectives &amp; Software Training—D151</strong>&lt;br&gt;Mike Albamonte, Eric Meinke, and Nate Kivley</td>
</tr>
<tr>
<td><strong>Game Based Logic—C125</strong>&lt;br&gt;Timothy Linehan</td>
</tr>
<tr>
<td><strong>Music Department Recruiting—B258A</strong>&lt;br&gt;Paige Lush, Mike Hillstrom (split-time), Steve Szalaj, Pat Gaughan, and Joe Beribak</td>
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<tr>
<td><strong>BIO 264 Physiology Labs—A220</strong>&lt;br&gt;Marla Garrison, Deb Firak (split time), Kelly Fallon, and Mark Kuhlman</td>
</tr>
<tr>
<td><strong>Health Coach Certification—E210</strong>&lt;br&gt;Jim Blaz and Elaine Whalen</td>
</tr>
<tr>
<td><strong>Nursing Education—E214</strong>&lt;br&gt;Cheryl Ziszik, Doris Mangano, and Barb Meinke</td>
</tr>
<tr>
<td><strong>Biology 157 Lab Manual Revision—A230</strong>&lt;br&gt;Bev Dow, Rob Smith, and any available BIO157 adjunct faculty members</td>
</tr>
<tr>
<td><strong>Information Literacy Site—A212 (Library)</strong>&lt;br&gt;Janet Scott, Cynthia Letteri, and Elizabeth Nelson</td>
</tr>
<tr>
<td><strong>OTA Simulation Exercises—E215</strong>&lt;br&gt;Traci Gerner and Marlene Vogt</td>
</tr>
<tr>
<td><strong>CAMTASIA Lecture Capture—B255</strong>&lt;br&gt;Marie Robison and Deb Firak (split time)</td>
</tr>
<tr>
<td><strong>Latin America Study Tour—A124</strong>&lt;br&gt;Dawn Valdes-Wagner, Luisa Lauf (split time), and Armando Valdés</td>
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<td><strong>Plagiarism Prevention—A348</strong>&lt;br&gt;Gabriel Decio</td>
</tr>
<tr>
<td><strong>Canvas for Accounting—A111a and A124</strong>&lt;br&gt;Don Curfman, Ann Esarco, and Mike Tetreault</td>
</tr>
<tr>
<td><strong>Learning Communities General Planning—A350</strong>&lt;br&gt;Kate Midday, Mike Hillstrom (split-time), Cynthia VanSickle, Judi Cameron, and Toni Countryman</td>
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<tr>
<td><strong>Political Economy—C116</strong>&lt;br&gt;Todd Culp, Nori Sasaki, and David White</td>
</tr>
<tr>
<td><strong>Career Development Seminars—A242</strong>&lt;br&gt;Luisa Lauf and Pat Zokal</td>
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<tr>
<td><strong>Learning Communities Planning: Bioethics—A366</strong>&lt;br&gt;Jim Gould, Ted Hazelgrove</td>
</tr>
<tr>
<td><strong>Speech Department Resources—C128</strong>&lt;br&gt;Ron Compton, Tricia King, Bonnie Gabel, Jay Geller (split time), and Jim Stockwell</td>
</tr>
</tbody>
</table>
APPENDIX N
Faculty Resource Guide

Updated 12/5/2012

About MCC
• MCC Mission, Vision & Goals
• Demographic Information—See Enrollment Report at myMCC > Advancement > Strategic Planning
• Employee Directory
• History
• Organization Chart - See myMCC > Resources > Employment > document library > other
• Department Chair List

Agreements and Policies
• See myMCC > Resources > Policies and Procedures

Classroom Related
• Assessment See myMCC > Resources > Policies and Procedures
• How to create a eportfolio video
• E-Syllabus Process See https://catalog.mchenry.edu and log in or, see myMCC > Employee homepage – Search for Course Section link at bottom right Syllabus Quick Guide
• Evaluation of Faculty See myMCC > Resources > Faculty
• Grades and GPAs—See myMCC > Resources > Training and Development > Important Documents
  o https://portal.mchenry.edu/resources/trainingdev/Documents/Faculty_myMCC_FAQ_Rosters_and_Grades.pdf
  o How to Enter Grades in Colleague video
  o https://portal.mchenry.edu/resources/trainingdev/Documents/Faculty_myMCC_Tutorial.pdf
• Learning Communities (Twofers)—see also www.mchenry.edu/twofer
• Faculty Mentoring Program See myMCC > Resources > Training and Development > Important Documents
• Outline of Tenure Process See myMCC > Resources > Faculty
• Sponsored Leave Follow-up Procedure See myMCC > Resources > Benefits > Documents > Other Benefits > Guidelines
• Student Attendance, Code of Conduct See www.mchenry.edu/conduct
• Withdrawal of Students from Class See myMCC > Resources > Training and Development > Important Documents

Distance Learning
• Distance Learning—see www.mchenry.edu/online

Miscellaneous
• Department Chair Evaluation Form See myMCC > Resources > Faculty
• Duplication Center Submission Procedure See myMCC > Resources > Policies and Procedures
• Resources to Green Your Curriculum—See myMCC > Resources > Training and Development > How To
• Library Services—see also www.mchenry.edu/library
• Bookstore Discount
Professional Development

- Current Professional Development Offerings - See myMCC > Resources > Training and Development > Important Links, Training and Development Links, Workshop Schedule and Registration
- FERPA Training—See www.mchenry.edu/training
- The Teaching Professor Subscription See myMCC > Resources > Training and Development > Important Forms and Documents

Student Services

- Academic Affairs and Student Services—Who to Call List
- Advising—see www.mchenry.edu/atc
- Counseling—see www.mchenry.edu/counseling
- Financial Aid—see www.mchenry.edu/financialaid
- Sage Learning Center—see www.mchenry.edu/sage
- Service Learning and Volunteerism—see www.mchenry.edu/service
- Access and Disability Services —see www.mchenry.edu/access
- Student Leadership (student organizations)—see www.mchenry.edu/studentlife/clubs.asp
  - Student Senate
  - Student Trustee
  - Leadership Opportunities
- Student Life—see www.mchenry.edu/studentlife
- Testing Center—see www.mchenry.edu/testingcenter

Technology

- AV Equipment Reservation See myMCC > Resources > Policies and Procedures
- MCC System-Wide Telephone Features See myMCC > Resources > Training and Development > Documents>How to

If you have any questions regarding the Faculty Resource Guide, please contact Kathy Hayhurst in Professional Development at x8740 or khayhurst@mchenry.edu.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative Office</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juletta Patrick</td>
<td>Assistant Vice President for Academic and Student Affairs</td>
<td>8613</td>
</tr>
<tr>
<td>Julie Sherwood</td>
<td>Administrative Assistant, Office of Academic and Student Affairs</td>
<td>7654</td>
</tr>
<tr>
<td>Linda Christopher</td>
<td>Administrative Assistant to the Vice President and Assistant Vice President for Academic and Student Affairs</td>
<td>7547</td>
</tr>
<tr>
<td>Laurie Cubit</td>
<td>Coordinator of Articulation &amp; Transfer</td>
<td>8792</td>
</tr>
<tr>
<td><strong>College &amp; Career Readiness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tony Capalbo</td>
<td>Associate Dean for College &amp; Career Readiness</td>
<td>8569</td>
</tr>
<tr>
<td>Laura Beaupre</td>
<td>Coordinator of College &amp; Career Readiness</td>
<td>8598</td>
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<tr>
<td><strong>Academic Development</strong></td>
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<tr>
<td>Adriane Hutchinson</td>
<td>Dean of Academic Development</td>
<td>7829</td>
</tr>
<tr>
<td>Tawnja Trimble</td>
<td>Academic Development Specialist</td>
<td>8579</td>
</tr>
<tr>
<td>Emma Hendrieth</td>
<td>Director of Learning Support (SAGE)</td>
<td>8584</td>
</tr>
<tr>
<td>Marie Robison, Cynthia Van Sickle</td>
<td>Department Chairs for College Success Studies</td>
<td>8540  7756</td>
</tr>
<tr>
<td>Lili O’Connell</td>
<td>Director of Access and Disability Services 8676</td>
<td>8676</td>
</tr>
<tr>
<td>Gayle Barkley</td>
<td>Assistant for Access and Disability Services</td>
<td>8766</td>
</tr>
<tr>
<td>Adriane Hutchinson</td>
<td>Service Learning</td>
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<tr>
<td></td>
<td>email: <a href="mailto:servicelearncoord@mchenry.edu">servicelearncoord@mchenry.edu</a></td>
<td></td>
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<td>Library &amp; Instructional Services</td>
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<tr>
<td>Kate Harger</td>
<td>Dean of Library</td>
<td>8695</td>
</tr>
<tr>
<td>Amanda McManaman</td>
<td>Secretary to Dean of Library</td>
<td>7565</td>
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<tr>
<td>Janet Scott, Cynthia Letteri</td>
<td>Department Chair, Reference/Instructional Services</td>
<td>8762</td>
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<tr>
<td></td>
<td>Reference Librarian</td>
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<tr>
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<tr>
<td>Dr. Flecia Thomas</td>
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<tr>
<td>Roxann Schutz</td>
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<tr>
<td>Talia Koronkiewicz</td>
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<tr>
<td>Beth Pecoraro</td>
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<tr>
<td>Karen Wiley</td>
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<td>Patty Domin</td>
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<td>Jared Wacker</td>
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<td>Liz Sherwood</td>
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<tr>
<td>Pat Zokal</td>
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<tr>
<td>Evette Thompson</td>
</tr>
<tr>
<td>Candice Johnson</td>
</tr>
<tr>
<td>Megan Scanlan</td>
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<td>Ellen Zimmerman</td>
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## Enrollment Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Marianne Devenny</td>
<td>Dean of Enrollment Services</td>
<td>8716</td>
</tr>
<tr>
<td>Kellie Carper</td>
<td>Director of New Student Transitions</td>
<td>8670</td>
</tr>
<tr>
<td>Lisa Brncich</td>
<td>Coordinator of New Student Recruitment (Adult &amp; Underrepresented Group Recruitment)</td>
<td>8914</td>
</tr>
<tr>
<td>Amy Haller</td>
<td>Director of Admissions, Registration and Records</td>
<td>8768</td>
</tr>
<tr>
<td>Susan Zingrone</td>
<td>Enrollment Services Specialist</td>
<td>8767</td>
</tr>
<tr>
<td>Leana Davis</td>
<td>Director of Financial Aid</td>
<td>7661</td>
</tr>
<tr>
<td>Mary Matthei</td>
<td>Secretary, Financial Aid</td>
<td>8572</td>
</tr>
<tr>
<td>Lynn McCabe</td>
<td>Coordinator of Financial Aid &amp; Veterans Services</td>
<td>8763</td>
</tr>
<tr>
<td>Jill McDonald</td>
<td>Coordinator of Testing Center</td>
<td>7624</td>
</tr>
</tbody>
</table>
**Bookstore Discount**
All faculty members are eligible for a 10 percent discount on supplies, gift items, clothing, and card purchases.

**Quick Reference Help List**
This reference list is intended as a guide to use in directing questions and/or problems to an appropriate person or office. The initial contact noted for each issue represents a person or office that can either offer an answer, make a decision, or facilitate getting an answer or decision in a timely fashion.

**Question or Problem Area:**
**Absence/Sabbaticals:**
Absence (planned)
Absence (unplanned)
Leaves of Absence & Sabbaticals
Substitute Instructors

**First Contact Person:**
Immediate supervisor/executive dean
Immediate supervisor/executive dean
Immediate supervisor/executive dean
Immediate supervisor/executive dean

**Action Teams**
Pat Stejskal, ext. 7530

**Assessment and Transformation Chair:**
Sarah Ruthven, ext. 8677

**Athenic Program**
Patty Domin, ext. 8580

**Audio/Visual Equipment and Services:**
AV Equipment Repair
AV Equipment Reservations
AV Equipment Use Problems
Audio and Video Taping
CD and DVD Duplication
Conference Center AV information
Video Production

**First Contact Person:**
Communications Technologies, ext. 8457 (press option #2)
Communications Technologies, ext. 8457 (press option #2)
Communications Technologies, ext. 8457 (press option #2)
Communications Technologies, ext. 8457 (press option #2)
Communications Technologies, ext. 8457 (press option #2)
Communications Technologies, ext. 8457 (press option #2)
Peter Lilly, Distance Ed. Office, ext. 7612

**Board of Trustee Agenda Items:**
Dr. Vicky R. Smith, ext. 8725
Pat Kriegermeier, ext. 8726

**Budget Expenditures:**
Budgeted Funds Available for:
Expenditures
Ordering Equipment
Ordering Supplies
Purchasing Problems or Follow-up

**First Contact Person:**
Immediate supervisor/executive dean
Immediate supervisor/executive dean
Immediate supervisor/executive dean
Jennifer Jones, ext. 8770

**Buildings and Grounds:**
MCC E-Ticket Support Request | Facilities Help

**Computer/Telecommunications Problems:**
Call Center, ext. 8457, IT Support | Kace HelpDesk Ticket

**Conference Center:**
Wendy Yemm, ext. 8764

**Curricular & Instructional Development Issues:**
Independent Study
New Course Ideas
New Program Ideas

**First Contact Person:**
Executive dean/department chair
Executive dean/department chair
Executive dean/department chair

**Development and MCC Foundation:**
Katrina McGuire, ext. 7510

**Distance Learning:**
Ray Lawson, ext. 7573

**Duplication Center:**
Stephanie Stoklosa, ext. 8798

**Field Trip Arrangements:**
Immediate supervisor/executive dean

**Fitness Center:**
Joel Chapman, ext 8551

**General Information**
Chris Barnes, ext. 8551 and Linda Reagle, ext. 8551

**Fitness Technician**
Nikki Lewis, ext. 8551

**Wellness Specialist**
Joel Chapman, ext. 8551
Faculty Development Chair: Timothy Linehan ext. 7840

Health and Other Emergencies: Security & Campus Safety, ext. 8733

Human Resources:
Assistant V.P. of Human Resources Angelina Castillo, ext. 8738
FSA, Leave Days, Tuition Reimbursement ext. 8995
Insurance Kevin Mattingly, ext. 8577
SURS, Personnel Records Anita Roewer, ext. 8737
Retirement Anita Roewer, ext. 8737

Institutional Research and Planning: ext. 8915

Library Services:
Dean, Library Kate Harger, ext. 7545
Inter-library Loan Requests Circulation Desk, ext. 8533
Information Literacy Sessions Reference Desk, ext. 8762
Reference & Research Assistance Reference Desk, ext. 8762
Requests for Purchases Joan Perlman, ext. 8775
Reserve Materials Circulation Desk, ext. 8533

Locked Class Room: Dept. secretary, or security - ext. 8733

Mail Room: Jeff Naskrent, ext. 8595

MCC College Website www.mchenry.edu

Multicultural Services & Programs: Student Life, ext. 8550

Network & Desktop Computing Needs: Help Desk, ext. 8457, IT Support |Kace HelpDesk Ticket

Office of Marketing & Public Relations www.mchenry.edu/ompr
Advertising—All Media (web, digital signs) ext. 8562
News Releases and Sell Sheets ext. 8562
Photography Requests (for P.R.) ext. 8562
Roadside Campus Marquee ext. 8562

Professional Development Professional Development Director ext. 8561
Information Kathy Hayhurst, ext. 7768
Faculty Development Timothy Linehan, ext. 7533
Employee Development Pat Stejskal, ext. 7530
Technology Training Peter Lilly, ext. 7612

Publications: Employee Publications submit announcements
Enewsletter www.mchenry.edu/ompr
myMCC announcements

Student Publications Tartan (to submit articles) Antionette Countryman, ext. 8570
Voices (creative arts magazine) Ted Hazelgrove, ext. 8671

Recycling Information: ext. 7817 (Sustainability)

Room Reservations: Wendy Yemm, ext. 8764
Scheduling for all internal & external groups: Duty Person, ext. 8733
Safety and Security:
Learning Communities (Twofers)

Learning Communities are classes in which the subject matter and ways of investigating questions in two or more fields are integrated. Students learn from each other and their instructors as they see connections between fields represented by the courses. Fully integrated classes are linked by common themes, readings, and even assignments. Both instructors will be in the same classroom, simultaneously, and work together as co-teachers to collaborate on the investigation and actualization of interdisciplinary connections.

Learning Communities are a more effective approach to be aware of many ways to think about and approach issues which integrate both traditional and visionary perspectives in dealing with our changing world. This contrasts to most educational experiences offered in the traditional mode of separate, isolated courses in which learners have little opportunity to make the connections between various fields of study. The emphasis is on the "learning community." Through participating in a shared learning experience, the college recognizes that students are important individuals within a dynamic group of peoples. Students will receive full credit for both of the classes in the Learning Community. The courses in a learning community will transfer as if taken separately. Students must register for both of the courses in the learning community.

Any faculty interested in teaching a Learning Community can contact Kate Midday, LC Chair, for proposal forms and information regarding due dates and requisites. Any faculty member who proposes an LC course must also become a member of the Learning Communities Committee and attend the LC Summer Retreat during any years the course is offered. www.mchenry.edu/twofer

If you have any questions regarding the Faculty Resource Guide, please contact Kathy Hayhurst in Professional Development at x8740 or khayhurst@mchenry.edu.
Appendix O
Connecting New Employees
Connecting New Employees to MCC
Recommendations for Improvement
May 8, 2013

Check monthly for new hires in Board Report
Send welcome note (Kathy)

Day one:
8–9:30 a.m.—Human Resources (90 min)
9:30–Noon
Greeter picks up at HR—Kathy and team
Tour of campus
Professional Development in A210:
• Complete CIT if needed
• Network Survival and MyMCC—Peter
• MCC welcome/highlights video—Peter
• Intro to PD/tour of A210—Pat
• Safety video

Noon | Lunch
Department orientation with administrator

Required trainings:
• Preventing Sexual Harassment (online)
• Confidential Information Training (CIT) (online)
• Network Survival (60 min)—Peter (1st morning)
• Active shooter/workplace violence (60 min)—Erin
• Excellence at MCC (Service Excellence/AQIP (60 min)—Pat
• Workplace ergonomics (30 min)—Lena
APPENDIX P
New Employee Survey

The purpose of this survey was to determine the level of satisfaction new employees have with McHenry County College’s orientation process. A total of 21 new employees responded to the survey.

Most new employees (n = 19, 90.5%) thought that the online trainings were at least somewhat convenient for them.

How convenient was it for you to complete the two online trainings?

<table>
<thead>
<tr>
<th>Convenience Level</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Very convenient</td>
<td>66.7%</td>
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<tr>
<td>Somewhat convenient</td>
<td>23.8%</td>
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<tr>
<td>Neither convenient or inconvenient</td>
<td>0.0%</td>
</tr>
<tr>
<td>Somewhat inconvenient</td>
<td>9.5%</td>
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<tr>
<td>Very inconvenient</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

100.0% (n = 20) of employees thought that the session and packet they received on their first day from HR that detailed information about MCC, benefits, rules, and expectations was helpful to them.
During their first day at MCC, new employees met with the Professional Development Team to complete the Network Survival Workshop. Nearly all employees (n = 21, 100.0%) were given their logon information in order to finish this portion of their training.

**Did you find this session helpful in your first weeks at MCC?**

- 60.0% Extremely helpful
- 40.0% Somewhat helpful
- 0.0% Neither helpful nor unhelpful
- 0.0% Somewhat unhelpful
- 0.0% Extremely unhelpful

**Were you provided with your logon information to be able to complete this training?**

- 100% Yes
- 0.0% No
Everyone (n=19, 90.5%) found the Network Survival meeting with Professional Development and the campus tour helpful during their first weeks at MCC.

**Did you find the Network Survival meeting with Professional Development, and the campus tour helpful in your first weeks at MCC?**

- Extremely helpful: 57.1%
- Somewhat helpful: 33.3%
- Neither helpful nor unhelpful: 9.5%
- Somewhat unhelpful: 0.0%
- Extremely unhelpful: 0.0%

The majority of employees (n=17, 80.9%) thought that when they met with their supervisor, their job expectations and requirements were fully explained to them and that they had been acquainted with their work area.

**Were your job expectations and requirements fully explained to you and were you acquainted with your work area?**

- Definitely: 80.9%
- Somewhat: 14.3%
- A little: 4.8%
- Not at all: 0.0%
81.0% (n=17) of employees felt that they strongly understood the MCC Mission, Vision, and culture that the college is striving to achieve.

Do you feel that you understand the MCC Mission, Vision, and culture that the college is striving to achieve?

- Definitely: 81.0%
- Somewhat: 19.0%
- A little: 0.0%
- Not at all: 0.0%

Prepared by the Office of Institutional Research 4 March, 2015
85.7% (n=18) of employees thought that their MCC colleagues succeeded in helping them connect to their job and the college.

Did your MCC colleagues succeed in helping you connect to your job and the college?
The majority of employees (n=20, 95.2%) rated MCC’s process of welcoming new employees as a positive experience.

Overall, how would you rate our process of welcoming new employees to MCC?

- Excellent: 57.1%
- Good: 38.1%
- Fair: 4.8%
- Poor: 0.0%
- Very poor: 0.0%

Prepared by the Office of Institutional Research 5 March, 2015
**APPENDIX Q**

Passport to Administrative Success at MCC

Welcome to McHenry County College! In order to make your transition to MCC as smooth as possible, MCC offers this Passport to Administrative Success at MCC. Please schedule meetings with the listed individuals within your first three months of employment in any order. You should allow 30 minutes for each meeting. You should then schedule a meeting with at least one additional administrator of your choice. (See attached org chart.) When your 10 meetings are complete, please turn your passport in to Pat Stejskal in A210.

**New Administrator Name: _____________________**

**Passport Completion Due Date: _______________________(3 months from start date)**

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Date &amp; Initials</th>
<th>Discussion Points</th>
<th>Please list at least two items you learned in each meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. President</td>
<td>Vicky Smith</td>
<td>• MCC culture&lt;br&gt;• Vision/Mission and Strategic Plan&lt;br&gt;• Org chart/2 sides of the house&lt;br&gt;• How institution-wide decisions are made&lt;br&gt;• Board of Trustees-Structure &amp; Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A233 x8725</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Vice President of Academic &amp; Student Affairs</td>
<td>Tony Miksa</td>
<td>• Overview of Academic Affairs&lt;br&gt;• Credit &amp; non-credit programming&lt;br&gt;• MCC involvement in economic development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A218 x8673</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Chief Information Officer</td>
<td>Al Butler</td>
<td>• IT Overview – who to go to for services&lt;br&gt;• Meeting your needs&lt;br&gt;• ERP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A110 x8999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Chief Financial Officer/ Treasurer</td>
<td>Bob Tenuta</td>
<td>• How the College is funded and spends its dollars&lt;br&gt;• Overview of budget process at MCC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A218 x8585</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Asst. Vice President, Human Resources</td>
<td>Angelina Castillo</td>
<td>• Human Resources&lt;br&gt;• New Administrator Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A244 x8738</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>Date &amp; Initials</td>
<td>Discussion Points</td>
<td>Please list at least two items you learned in each meeting</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Asst. Vice President, Academic &amp; Student Affairs</td>
<td></td>
<td>• Overview of Student Services departments</td>
<td></td>
</tr>
<tr>
<td>Juletta Patrick</td>
<td>A218 x8613</td>
<td>• Who we serve</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How we serve students</td>
<td></td>
</tr>
<tr>
<td>7. Chief Communications Officer Christina Haggerty</td>
<td></td>
<td>• Overview of OMPR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A136 x8727</td>
<td>• Meeting your needs, marketing goals and messages</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Press relationships, dealing with the media</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Style guide</td>
<td></td>
</tr>
<tr>
<td>8. Director of Institutional Effectiveness</td>
<td></td>
<td>• AQIP, Action Teams</td>
<td></td>
</tr>
<tr>
<td>Pat Stejskal</td>
<td>A210 x7530</td>
<td>• Accreditation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Development</td>
<td></td>
</tr>
<tr>
<td>9. Choose at least one more Administrator</td>
<td></td>
<td>Topics to discuss:</td>
<td></td>
</tr>
<tr>
<td>(See org chart for options)</td>
<td></td>
<td>Topics to discuss:</td>
<td></td>
</tr>
<tr>
<td>9. Choose at least one more Administrator</td>
<td></td>
<td>Topics to discuss:</td>
<td></td>
</tr>
<tr>
<td>(See org chart for options)</td>
<td></td>
<td>Topics to discuss:</td>
<td></td>
</tr>
</tbody>
</table>

When your 10 meetings are complete, please turn your passport in to Pat Stejskal in A210. 10/3/14
**Professional Development Day**  
*Tuesday, October 14, 2014*

**Service Excellence at MCC**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 8-8:45 a.m. | **Meet, Greet and Eat** (MCC Café and Commons)  
Light breakfast items  
(tours of Sim Man and Nursing Lab will take place during this time) |
| 8:45-9:45 a.m. | **MCC Points of Pride** (Luecht Conference Center)                  |
| 10 a.m.-Noon | **Keynote Address** (Luecht Conference Center)                      |
| Noon-1 p.m. | **Lunch and Service Excellence Activity** (MCC Café and Commons)     
Enjoy a yummy and satisfying lunch provided by Portillo’s. Get your Portillo’s chocolate cake while you can… |
| 1-1:30 p.m. | **“To Your Health”** (locations listed on the back)                 
As an MCC employee, your health and well-being are important to us. Take some time to focus on you and re-energize. |
| 1:30-2 p.m. | **Regroup and Engage** (MCC Café and Commons)                        |
| 2-2:45 p.m. | **MCC Idea Café**                                                      
Attend this all-campus session to work in cross-functional teams that will discuss ways to accomplish MCC’s strategic initiatives using a service excellence framework. |
| 2:45-3:30 p.m. | **Division Brainstorm** (locations listed on the back)             
Continue your learning from the Idea Café by discussing solutions in your division, and working with your colleagues to identify ways your specific division can make a lasting impact. |
| 3:30-4 p.m. | **Service Excellence Wrap Up** (Luecht Conference Center)           
Be ready to share what you’ve learned and discuss next steps in the service excellence process. |
| 4 p.m.      | **Ice Cream Social** (MCC Café and Commons)                          |

**Special Thanks to this year’s Professional Development Day Planning Team:**  
Kellie Carper, Bev Dow, Tina Drzal, Christina Haggerty, Kathy Hayhurst, Pete Lilly, Tom Pierce, Cindy Scardino, Pat Stejskal, Patrick Sullivan
Points of Pride

- Introduction of Visiting Faculty from Xi’an, China (Lindsay Carson)
- Purple Pride (Karen Wiley)
- Accessing Your MCC Files from Off-campus (Allen Vaughn)
- Shah Solar Project (Kim Hankins)
- Belize (Bev Dow)
- Service Learning event on Nov 8 (Leslie Krebs)
- Training to Teach Online (Meri Winchester)
- Instant Enrollment for Workforce & Community Development (Amy Haller)
- Training on Demand (Peter Lilly)
- Brand Guidelines and Resources (Christina Haggerty)
- Bioneers Speaker Series (Bev Dow)
- Foundation—Spring 2015 Scholarships (Dane Walkington)
- MCC Night on Nov 12 (Kellie Carper)

Division Breakout Assignments

- Education, Career and Technical Education
  Scot Room (Chef Tina Drzal, facilitator)
- Math, Sciences and Health Professions
  B166 (Dr. Bev Dow, facilitator)
- Humanities and Social Sciences
  Luecht Conf Center (Dr. Brock Fisher, facilitator)
- Workforce and Community Development
  B168 (Dr. Tom Pierce, facilitator)
- Student Affairs
  Café (Kellie Carper, facilitator)
- Administrative Services
  Café (Lynn Cowlin, facilitator)
- Information Technology
  Café (Cindy Scardino, facilitator)
- Institutional Advancement
  Café (Christina Haggerty, facilitator)
- Campus Safety and Physical Facilities
  Café (Pat Sullivan, facilitator)
- Office of the President/Academic
  Affairs/Human Resources
  Café (Pat Stejskal, facilitator)

To Your Health

<table>
<thead>
<tr>
<th>Activity</th>
<th>Presenter</th>
<th>Meeting Place</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Yoga</td>
<td>Claudia Terrones</td>
<td>A102</td>
<td>Did you know you can perform most yoga postures, breathing techniques, meditation, and relaxation techniques from a chair? No matter what age you are or what condition you are in you can experience the health benefits of yoga.</td>
</tr>
<tr>
<td>Circuit Fitness</td>
<td>Nikki Lewis</td>
<td>MCC Gym</td>
<td>Use of bands, stability balls and body weight activities for a circuit workout. Will go through full workout routine in gym in a circuit using only our bodies, stability balls and bands to get the body moving.</td>
</tr>
<tr>
<td>Mass (Meander, Amble, Stroll, Saunter) Moving</td>
<td>Missy Spengel</td>
<td>Ramp to Building C</td>
<td>Walking the hallowed halls of MCC can be much more than just sauntering to the cafeteria! Studies have shown that people who spend the majority of their day at a computer need to get up and do something to get their blood moving every hour. Join us for interesting paths and mini-exercises to incorporate into your daily health walks.</td>
</tr>
<tr>
<td>Nooks &amp; Cannies Walk</td>
<td>Christine Fischer, Carl Eichberger</td>
<td>Facilities Office A154</td>
<td>Ever wonder about the mechanical systems that heat and cool MCC? Or what the campus looks like from a bird’s eye view? Come and see some of these exciting, unknown places (the roof) and others throughout MCC campus. Meet in the hall by the Facilities Department, A154, and end in the commons area.</td>
</tr>
<tr>
<td>Open Time Fitness</td>
<td>Joel Chapman, Elaine Whalen</td>
<td>Fitness Center</td>
<td>Work out in the Fitness Center and pick Elaine’s brain for nutrition tips.</td>
</tr>
<tr>
<td>30 Minute Walk Therapy</td>
<td>Laura Donelli, Nicole Garcia, Jessica Reimer</td>
<td>Meet by Front Doors of the Commons/Café Area</td>
<td>According to The Centers for Disease Control and Prevention, heart disease is the number one killer in America. Research shows that walking as little as 30 minutes a day can reduce our risk by 40 percent. Walking is also a great way to manage stress and relax. So get walking—out on the paved bike trail!</td>
</tr>
<tr>
<td>Shooting Hoops</td>
<td>Tony Miksa</td>
<td>MCC Gym</td>
<td>Basketball is one of the world’s most popular and widely viewed sports. Let’s shoot some hoops in the MCC Gym.</td>
</tr>
<tr>
<td>“DE-stress Through Progressive Muscular Relaxation”</td>
<td>Jim Blaz</td>
<td>B166/67</td>
<td>When stress overwhelms your nervous system your body is flooded with chemicals that prepare you for “fight or flight.” The relaxation response puts the brakes on this heightened state of readiness and brings your body and mind back into a state of equilibrium. Sample it today!</td>
</tr>
<tr>
<td>Table Massages</td>
<td>Lena Kalemba</td>
<td>B168/69</td>
<td>Relax - Massage therapist available for 15 minute massage from 12-1:30pm in B168-169 (sign-up sheet posted outside door)</td>
</tr>
<tr>
<td>“Power of Visualization”</td>
<td>Karen Wiley</td>
<td>A117</td>
<td>Our thoughts are creative forces, and the sooner we realize this, the sooner we can begin designing our lives with clarity and purpose. You are what you believe yourself to be! Learn the techniques and skills used in effective visualization.</td>
</tr>
<tr>
<td>Two-Minute Yoga (x 15)</td>
<td>Cindy Scardino</td>
<td>B166/67</td>
<td>Come to practice a selection of yoga poses that can be used throughout any work day to relieve stress, offset fatigue and keep your body happy. No mats or “pretzel” poses involved!</td>
</tr>
<tr>
<td>Garden Walk</td>
<td>Donna Bieschke, Hua Liu</td>
<td>Meet in front of the Campus Police office</td>
<td>Walk the grassy path around the south pond and through MCC's gardens.</td>
</tr>
</tbody>
</table>
APPENDIX S
AQIP Category 3 Valuing Employees

DEVELOPMENT

3PS
Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:
- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives

3R3
What are the results for determining if employees are assisted and supported in their professional development?
- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

313
Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

Address Core Component 3.C. and 5.A. under Development
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

4. The institution's staff in all areas are appropriately qualified and trained.
Title IX—Sexual Misconduct Handout for Employees

**Knowing and Doing Your Part**

Violence Against Women Act (VAWA), Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, and Title IX

Violence against Women Act of 1994 (VAWA) and Jeanne Clery Disclosure of Campus Security Policy & Crime Statistics Act (Clery Act)

In recognition of the severity of the crimes associated with domestic violence, dating violence, sexual assault, and stalking, Congress passed the Violence Against Women Act, as part of the Violent Crime Control and Law Enforcement Act of 1994. The reauthorization of VAWA (2000, 2005 and 2013), along with the Campus SaVE Act and the Clery Act, have worked together to improve the safety of college campuses and enhance the outlook for abuse victims. The 2013 reauthorization of VAWA also provides additional rights and services for victims of domestic violence, dating violence, sexual assault, and stalking.

**Title IX**

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination based on sex and gender, which includes sexual harassment and sexual violence, in educational programs and activities.

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” "Title IX prohibits a recipient from discriminating on the basis of sex in admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment."

www.justice.gov/crt/about/cor/Pubs/sexbrochure.php

McHenry County College
Important Terms

**Dating Violence** is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence** is defined as a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Illinois.

**Sex Discrimination** is defined as an adverse action taken against an individual on the basis of gender or sex and includes sexual harassment, sexual misconduct and sexual violence.

**Sexual Assault** is defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity, including when the victim lacks capacity to consent.

**Sexual Harassment** is defined as unwelcome conduct of a sexual nature. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Acts of sexual harassment are forms of sex discrimination prohibited by Title IX.

**Sexual Violence** is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's age, use of drugs or alcohol or because an intellectual or other disability prevents the person from having the capacity to give consent. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Acts of sexual violence are forms of sex discrimination prohibited by Title IX.

**Stalking** is defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others or suffer substantial emotional distress. Course of conduct is two or more acts in which the stalker directly, indirectly or through third parties follows, monitors, observes, threatens or communicates to or about a person, or interferes with a person's property.

**Title IX Coordinator** is the responsible employee of the College with major responsibility for Title IX oversight and compliance efforts. The Title IX Coordinator's responsibilities are critical to the development, implementation, and monitoring of meaningful efforts to comply with Title IX.

**What’s my Responsibility?**

If you observe or hear of an act as described in this pamphlet and are not an employee subject to confidentiality requirements, you must immediately contact a Campus Title IX Coordinator:

**Employees Contact:** Angelina Castillo, Assistant Vice President of Human Resources, (815) 455-8738

**Students Contact:** Juletta Patrick, Assistant Vice President of Academic and Student Affairs, (815) 455-8613

You may also contact Campus Police: (815) 455-8733