AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. PLEDGE OF ALLEGIANCE

4. COLLEGE MISSION STATEMENT

5. ACCEPTANCE OF AGENDA

6. ACCEPTANCE OF MINUTES: Regular Board Meeting, March 26, 2015

7. SPECIAL RECOGNITION: Trustee Emeritus Status

8. OPEN FOR RECOGNITION OF VISITORS AND PRESENTATIONS
   Three (3) minutes per person or less.

9. PRESIDENT’S REPORT: Dr. Vicky Smith

10. PRESENTATIONS
   A. The Impact of Student Space on Student Engagement: Mr. Jason Memmen, Student Trustee (15 minutes)
   B. Cross-Pollination - Impacts of Learning Communities on Traditional Classes: Dr. Christine Grela, Instructor of Psychology, and Ms. Anne Humphrey, Instructor of English (10 minutes)

11. COMMUNICATIONS
   A. Faculty Report: Ms. Anne Humphrey and Ms. Elaine Whalen
   B. Adjunct Faculty Report: Ms. Marybeth Linse
   C. Staff Council Report: Ms. Tawnja Trimble
   D. Student Trustee Report: Mr. Jason Memmen
   E. Comments from the Board
   F. Attorney Report

12. APPROVAL OF CONSENT AGENDA
   For Approval
   A. Executive Summary, Board Report #15-45
   B. Financial Statements
      1. Treasurer’s Report, Board Report #15-46
      2. Ratification for Accounts Payable Check Register, Board Report #15-47
   C. Requests to Approve/Purchase/Renew/Lease
      1. Upgrading Fixtures in Parking Lots E and F and Remaining Ring Road with LED Lighting Heads, Board Report #15-48
   D. Destruction of Closed Session Recordings, Board Report #15-49
   E. Request to Approve Industrial Maintenance Technician Certificate Submit to the Illinois Community College Board, Board Report #15-50
F. Personnel
   1. Appointment of Replacement Instructor of Nursing, Title, Board Report #15-51
   2. Administrative Contracts for FY 2016, Board Report #15-52
   3. Salary Adjustment/Advance Placement, Board Report #15-53

13. ACTION ON ITEMS REMOVED FROM CONSENT AGENDA

14. ACCEPT AND APPROVE DR. SMITH’S NOTICE OF INTENT TO RETIRE AS OF DECEMBER 31, 2015, AND GRANT DR. SMITH A POST RETIREMENT STIPEND OF $1,875.00

15. DISCUSSION OF PROCESS FOR SELECTING THE NEXT PRESIDENT OF McHENRY COUNTY COLLEGE

16. BOARD COMMITTEE REPORTS
   A. Committee of the Whole: Ms. Linda Liddell

17. ICCTA REPORT: Ms. Linda Liddell

18. FRIENDS OF MCC FOUNDATION REPORT: Mr. Mike Smith and Ms. Molly Walsh

19. FOR INFORMATION
   A. New Employees
   B. Office of Marketing and Public Relations Update
   C. Office of Resource Development Update
   D. Office of Sustainability Center Update
   E. Quarterly Report on Grants
   F. Upcoming Events

20. SUMMARY COMMENTS BY BOARD MEMBERS

21. FUTURE AGENDA ITEMS

22. CLOSED SESSION
   A. 120/2(c) Exception #1, Personnel
   B. 120/2(c) Exception #21, Review of Closed Session Minutes
   C. Other matters as pertain to the exceptions of the Open Meetings Act

23. ACCEPTANCE OF CLOSED SESSION MINUTES: Regular Board Meeting, March 26, 2015

24. ADJOURNMENT

Ron Parrish
Chair
Student Trustee Report

Students had a wonderful spring break and were greeted back to the College with Spring Fling events sponsored by the College Activities Board (CAB). Events included April Fools Bingo, free Jamba Juice and fresh fruit, fudge puppies, and the week’s events culminated with free coffee and donuts on Friday, April 3. Although the semester is sadly coming to a close and finals are right around the corner, students are anticipating what the summer will hold for them. Many students have already begun registering for summer courses.

CAB hosted “MCC’s Got Talent” on Thursday, April 2, in the Luecht Conference Center. We had an impressive amount of students and their families in attendance, as well as community members. Pride club hosted the fourth annual Drag Show on Friday, April 17, in the Luecht Conference Center. We were able to see a few of our student leaders and their alter egos, which was fun to watch. It was a phenomenal event of expression and individualism.

Social Science Club has been very busy this month with many events. Their child abuse prevention campaign through One Hope United was excellent; they received many donations from students, faculty, administrators, and staff, which will benefit this great cause. This campaign closed with a presentation by Marilee Lamattina of One Hope United. She discussed the various programs that they offer for the many children that have struggled with abuse and those living in and out of the foster system. On Wednesday, April 22, the student organization hosted a presentation titled “Gender as a Social Structure,” by Dr. Barbara Risman, head of the sociology department at UIC and Vice-President of the American Sociological Association. Her focus was to connect research theory and activism in regards to gender. It was a great presentation and was attended by many.

April is Earth Month. In honor of our great planet, the Sustainability Center hosted many programs around campus. To begin the month of activities, there was a showing of “The Ethics of Fracking” in the Leucht Conference Center, followed by a panel discussion. A lunch and learn on what makes business green was held on Tuesday, April 21. Most importantly, we need to remember daily the three r’s: reduce, reuse, and recycle.

The MCC Student Veterans of America chapter partnered with the Clay Club on Saturday, April 11, for a project called “Unmasked.” Many student veterans, as well as veterans from within the community were in attendance; overall there was an excellent turnout. It was a great project of expression for the veteran population. The masks will be on display at the College for a period of time for all to see the wonderful work of our veterans. Faculty member, Tom Vician, and the Clay Club worked tirelessly to see this project through to the end.

Student space is still a primary concern for the students, as there is not adequate room to study, prepare for class, and to socialize. Student space is needed by more than just a select small group of students, but the entire student body. At MCC “Our focus is learning and student success is our goal;” together we can bring this goal to fruition.

Jason Memmen
Student Trustee
Executive Summary

Information

Attached is the Executive Summary of financial information with year-to-date results for FY 2015 through the month of March.

Recommendation

It is recommended that the Board of Trustees accepts the Executive Summary as presented.

Vicky Smith
President
Executive Summary

Fiscal Year 2015 is currently 75.0% complete with the year-to-date results ending March 31, 2015 being reported. In the Operating Funds, total revenue is 66% of budget, as compared with 68% at the same time last year. Total expenditures are 52% of budget, as compared with 54% of budget at the same time last year. The Operating Funds include both the Education Fund and the Operations and Maintenance Fund, and together comprise most of the instruction and instructional support activities of the College.

The following items relate to the Operating Funds (Fund 01 and Fund 02) as a whole:

Revenue

- Local governmental is 74% of budget and down $15,432 (-0.1%) from last year at this time. FY15 revenue is $20,030,494 vs. FY14 revenue of $20,045,926. For FY15, this revenue is derived from 50% of the 2013 tax levy (as approved by the Board in December 2013) and 50% of the 2014 tax levy (as approved by the Board in December 2014).
- State government is 73% of budget and up $543,169 (36.7%) from last year at this time. FY15 revenue is $2,022,719 vs. FY14 revenue of $1,479,550. The variance is due in part to the increase in State support over last year based on the growth in the enrollment numbers from the prior two years for MCC.
- Student tuition and fees is 79% of budget and down $555,989 (-4.4%) from last year at this time. FY15 revenue is $12,088,391 vs. FY14 revenue of $12,644,380.
- Sales and service fee is 55% of budget and up $49,989 (107.5%) from last year at this time. FY15 revenue is $96,508 vs. FY14 revenue of $46,519. This revenue is comprised of the activity, Kids at College primarily.
- Facilities is 52% of budget and down $3,000 (-21.4%) from last year at this time. FY15 revenue is $11,000 vs. FY14 revenue of $14,000. This revenue is comprised of activity relating to the use or rental of college facilities.
- Investment is 46% of budget and up $100,075 (872.5%) from last year at this time. FY15 revenue is $111,545 vs. FY14 revenue of $11,470. The increase in performance is attributable to the change in investment policy and strategy, which sought to increase duration of the overall portfolio that earns a higher return.
- Other is 31% of budget and down $141,585 (-3.6%) from last year at this time. FY15 revenue is $3,803,889 vs. FY14 revenue of $3,945,474. This category consists mainly of employee contributions to health insurance and other insurance related activities. The employee health insurance contributions account for $3,626,473 of the total. Other larger items are from Retiree health contributions at $50,958, Retiree Drug Subsidy at $24,308, and Other Misc Income at $51,537 with the remaining balance being made up of smaller accounts such as NSF charges, assorted fines, fees, and miscellaneous income all of which total $50,613.

Expenditures

- Salaries expenditures are currently 66% of budget and down $288,574 (-1.6%) over last year at this time. FY15 expenditures are $17,758,512 vs. FY14 expenditures of $18,047,086.
- Employee benefit expenditures are currently 43% of budget and up $500,727 (7.8%) over last year at this time. FY15 expenditures are $6,899,952 vs. FY14 expenditures of $6,399,225. This account group will be significantly below budget until year-end adjustments are made for SURS contributions paid by the State on behalf of the employees. The amount expensed for SURS contributions range between $6 - $9 million annually depending on the actuarial tables maintained by the State. However, this expense is offset by an equal amount in “other revenue”.

1
• **Contractual services** expenditures are currently 65% of budget and up $247,521 (8.7%) over last year at this time. FY15 expenditures are $3,084,268 vs. FY14 expenditures of $2,836,747. The account includes contractual services for custodial services, legal services, construction management, roads and grounds, and architectural type services.

• **Materials and supplies** expenditures are currently 50% of budget and down $105,555 (-6.7%) over last year at this time. FY15 expenditures are $1,473,077 vs. FY14 expenditures of $1,578,632.

• **Travel and meeting** expenditures are currently 44% of budget and up $26,195 (7.9%) over last year at this time. FY15 expenditures are $357,481 vs. FY14 expenditures of $331,286.

• **Fixed charge** expenditures are currently 68% of budget and up $155,539 (12.6%) over last year at this time. FY15 expenditures are $1,391,913 vs. FY14 expenditures of $1,236,374. Included in this category are bond principal, interest payments, lease payments, and general insurance.

• **Utilities** expenditures are currently 61% of budget and down $12,415 (-1.9%) over last year at this time. FY15 expenditures are $655,213 vs. FY14 expenditures of $667,627.

• **Capital** expenditures are currently 12% of budget and down $1,390,981 (-62.2%) over last year at this time. FY15 expenditures are $843,641 vs. FY14 expenditures of $2,234,622.

• **Other** expenditures are currently 88% of budget and up $39,311 (6.4%) over last year at this time. FY15 expenditures are $651,923 vs. FY14 expenditures of $612,612. This category includes tuition waivers, tuition related refunds, and miscellaneous expense.

**Major Changes over last year – All Funds**

**Designated Fund Balance:**
Increased to $83,008,210, $754,710 over last year of $82,253,499. The change is due to a net change in assets of $2,384,119 and a net change in liabilities of $1,629,409.

**Excess (Deficit) of revenues over expenditures:**
Changed to $3,423,094, a decrease of $3,504,194 over last year of $6,927,288. The change is due primarily to a net change in revenue of ($1,016,870) and a net change in expenditures $2,487,325.

Vicky Smith
President
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<td>2,121,331</td>
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<td><strong>Receivables</strong></td>
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<td>-</td>
<td>152,901</td>
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<td><strong>Prepaid Expenditures &amp; Deferred Charges</strong></td>
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<td>5,863,991</td>
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<td>1,716,467</td>
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<td>1,013,960</td>
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<tr>
<td><strong>Fixed Assets</strong></td>
<td>45,788,672</td>
<td>-</td>
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<td>-</td>
<td>77,847</td>
<td>1,013,960</td>
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<td>82,279</td>
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<td>2,756,500</td>
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<td><strong>Total Assets</strong></td>
<td>124,380,674</td>
<td>44,459,333</td>
<td>9,903,690</td>
<td>13,170,999</td>
<td>1,532,710</td>
<td>2,640,630</td>
<td>2,832,941</td>
<td>45,788,672</td>
<td>343,243</td>
<td>152,901</td>
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<td><strong>Liabilities</strong></td>
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<tr>
<td><strong>Payroll Deductions Payable</strong></td>
<td>902,067</td>
<td>705,260</td>
<td>52,349</td>
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<td>90,747</td>
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<td>27,638</td>
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<td><strong>Accounts Payable</strong></td>
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<td>4,970</td>
<td>(12,950)</td>
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<td>1,716,467</td>
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<td><strong>Interfund Payable</strong></td>
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<td>2,121,331</td>
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<td><strong>Accrued Expense</strong></td>
<td>(0)</td>
<td>(0)</td>
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<td>152,901</td>
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<tr>
<td><strong>Deferred Revenue</strong></td>
<td>24,633,774</td>
<td>21,374,421</td>
<td>2,168,072</td>
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<td>77,847</td>
<td>1,013,960</td>
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<td><strong>Fixed Liabilities</strong></td>
<td>5,635,806</td>
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<td>2,756,500</td>
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<td><strong>Other Liabilities</strong></td>
<td>2,589,676</td>
<td>78,163</td>
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<td>-</td>
<td>6,056</td>
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<td>77,847</td>
<td>2,756,500</td>
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<tr>
<td><strong>Designated Fund Balance</strong></td>
<td>83,008,210</td>
<td>21,469,448</td>
<td>7,683,268</td>
<td>10,773,582</td>
<td>1,431,462</td>
<td>(19,617)</td>
<td>2,832,941</td>
<td>45,788,672</td>
<td>(7,743,379)</td>
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<td>75,055</td>
<td>716,777</td>
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<td><strong>Assigned Fund Balance</strong></td>
<td>33% Unassigned for annual budgeted expenditures</td>
<td>18,489,381</td>
<td>15,131,188</td>
<td>3,358,192</td>
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<td>Capital Improvement/Investment in Capital Assets</td>
<td>56,562,254</td>
<td>10,773,582</td>
<td>45,788,672</td>
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<td>716,777</td>
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<td>Liabilities, Protection, and Settlement</td>
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<td>-19,617</td>
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<td>75,055</td>
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<td>Working Cash/Other Restricted</td>
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<td>Remaining Unassigned Balance</td>
<td>11,070,166</td>
<td>6,338,260</td>
<td>4,325,076</td>
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<td>1,431,462</td>
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<td>1,082,941</td>
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<td>-2,107,573</td>
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All Funds Statement of Net Position (Balance Sheet)
March 31, 2015

Total Assets = $124,380,674

Total Liabilities = $41,372,465

FY15 Assets - All Funds
- Cash: 0.6%
- Investments: 30.0%
- Fixed Assets: 36.8%
- Receivables: 26.1%
- Interfund Receivables: 5.5%

FY14 Assets - All Funds
- Cash: 1.6%
- Investments: 29.9%
- Fixed Assets: 38.2%
- Receivables: 25.3%
- Interfund Receivables: 4.1%

FY15 Liabilities - All Funds
- Deferred Revenue: 59.5%
- Payroll Deductions Payable: 2.2%
- Interfund Payable: 16.4%
- Accrued Expense: 0.0%
- Other Liabilities: 6.3%
- Fixed Liabilities: 13.6%

FY14 Liabilities - All Funds
- Deferred Revenue: 62.7%
- Payroll Deductions Payable: 2.4%
- Interfund Payable: 12.6%
- Accrued Expense: 0.0%
- Other Liabilities: 9.0%
- Fixed Liabilities: 11.7%

Total Liabilities = $39,743,056
### All Funds Statement of Activities (Income Statement)

**March 31, 2015**

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<td><strong>Local Governmental Sources</strong></td>
<td>21,119,847</td>
<td>17,945,367</td>
<td>2,085,127</td>
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<td>77,733</td>
<td>1,011,620</td>
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<td><strong>State Governmental Sources</strong></td>
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<td>1,511,359</td>
<td>511,360</td>
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<td>1,057,408</td>
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<td><strong>Federal Governmental Sources</strong></td>
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<td>6,491,399</td>
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<td><strong>Student Tuition &amp; Fees</strong></td>
<td>12,141,008</td>
<td>9,647,134</td>
<td>2,441,257</td>
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<td>52,617</td>
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<td><strong>Sales &amp; Service Fees</strong></td>
<td>3,998,394</td>
<td>96,508</td>
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<td>-</td>
<td>3,901,886</td>
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<td><strong>Facilities Revenue</strong></td>
<td>36,187</td>
<td>11,000</td>
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<td>25,187</td>
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<td><strong>Investment Revenue</strong></td>
<td>201,816</td>
<td>105,778</td>
<td>5,767</td>
<td>68,542</td>
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<td>11,840</td>
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<td>9,889</td>
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<td><strong>Nongovernmental Gifts, Scholarships, Grants &amp; Bequests</strong></td>
<td>17,589</td>
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<td>17,589</td>
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<tr>
<td><strong>Other Revenue</strong></td>
<td>3,813,610</td>
<td>3,768,663</td>
<td>35,226</td>
<td>3,989,410</td>
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<td>7,566,396</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>77,733</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>50,901,649</td>
<td>33,087,482</td>
<td>5,078,738</td>
<td>68,542</td>
<td>3,989,410</td>
<td>7,566,396</td>
<td>11,840</td>
<td>-</td>
<td>-</td>
<td>77,733</td>
<td>1,021,509</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries</strong></td>
<td>19,702,657</td>
<td>17,337,925</td>
<td>420,587</td>
<td>-</td>
<td>1,114,317</td>
<td>543,458</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>286,371</td>
</tr>
<tr>
<td><strong>Employee Benefits</strong></td>
<td>7,771,820</td>
<td>6,816,885</td>
<td>83,067</td>
<td>-</td>
<td>213,673</td>
<td>45,453</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>612,742</td>
</tr>
<tr>
<td><strong>Contractual Services</strong></td>
<td>3,710,094</td>
<td>1,938,464</td>
<td>1,145,803</td>
<td>-</td>
<td>2,702,104</td>
<td>138,839</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>65,380</td>
</tr>
<tr>
<td><strong>General Materials &amp; Supplies</strong></td>
<td>4,324,568</td>
<td>1,346,976</td>
<td>126,101</td>
<td>-</td>
<td>2,702,104</td>
<td>138,839</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,549</td>
</tr>
<tr>
<td><strong>Travel &amp; Conference/Meeting</strong></td>
<td>398,895</td>
<td>333,224</td>
<td>24,257</td>
<td>-</td>
<td>25,329</td>
<td>15,936</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>150</td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
<td>340,059</td>
<td>1,374,031</td>
<td>17,882</td>
<td>-</td>
<td>1,374,031</td>
<td>17,882</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>56,172</td>
</tr>
<tr>
<td><strong>Capital Outlay</strong></td>
<td>4,324,568</td>
<td>1,346,976</td>
<td>126,101</td>
<td>-</td>
<td>2,702,104</td>
<td>138,839</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,791</td>
</tr>
<tr>
<td><strong>Other Expenditures</strong></td>
<td>3,813,610</td>
<td>3,768,663</td>
<td>35,226</td>
<td>3,989,410</td>
<td>-</td>
<td>7,566,396</td>
<td>11,840</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>77,733</td>
</tr>
</tbody>
</table>

| Excess/(deficit) of revenues over expenditures | 3,423,094 | 3,082,234 | 1,968,007 | (123,385) | (481,372) | (79,877) | 11,840 | (2,135,871) | 11,303 | 12,353 | 38,662 |

| Operating transfers in | - | - | - | - | - | - | - | - | - | - | - |
| Operating transfers out | - | - | - | - | - | - | - | - | - | - | - |

| Beginning Fund Balance | 79,585,118 | 18,387,214 | 5,715,263 | 10,896,967 | 1,912,834 | 60,260 | 2,821,100 | 47,924,544 | (8,873,881) | 62,702 | 678,115 |
| Ending Fund Balance | 83,008,212 | 21,469,448 | 7,683,270 | 10,773,582 | 1,431,462 | (19,617) | 2,832,940 | 45,788,673 | (7,743,378) | 75,055 | 716,777 |
All Funds Statement of Activities (Income Statement)
March 31, 2015

Total Revenue = $50,901,649

Total Revenue = $51,918,519

Total Expense = $47,478,555

Total Expense = $44,991,231
## Operating (Funds 01 & 02) Statement of Activities
March 31, 2015

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY15 Actual</th>
<th>FY15 Budget</th>
<th>FY14 Actual</th>
<th>FY14 Budget</th>
<th>Change Over FY14 % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Governmental Sources</td>
<td>$20,030,494</td>
<td>$27,012,529</td>
<td>74%</td>
<td>$20,045,926</td>
<td>$26,813,710</td>
</tr>
<tr>
<td>State Governmental Sources</td>
<td>2,022,719</td>
<td>2,777,254</td>
<td>73%</td>
<td>1,479,550</td>
<td>2,303,865</td>
</tr>
<tr>
<td>Federal Governmental Sources</td>
<td>1,674</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>12,088,391</td>
<td>15,213,204</td>
<td>79%</td>
<td>12,644,380</td>
<td>15,691,117</td>
</tr>
<tr>
<td>Sales &amp; Service Fees</td>
<td>96,508</td>
<td>174,120</td>
<td>55%</td>
<td>46,519</td>
<td>25,000</td>
</tr>
<tr>
<td>Facilities Revenue</td>
<td>11,000</td>
<td>21,000</td>
<td>52%</td>
<td>14,000</td>
<td>23,100</td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>111,545</td>
<td>244,800</td>
<td>46%</td>
<td>11,470</td>
<td>30,600</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,803,889</td>
<td>12,254,476</td>
<td>31%</td>
<td>3,945,474</td>
<td>11,639,821</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$38,166,220</strong></td>
<td><strong>$57,697,383</strong></td>
<td>66%</td>
<td><strong>$38,192,972</strong></td>
<td><strong>$56,527,213</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>FY15 Actual</th>
<th>FY15 Budget</th>
<th>FY14 Actual</th>
<th>FY14 Budget</th>
<th>Change Over FY14 % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$17,758,512</td>
<td>$26,901,296</td>
<td>66%</td>
<td>$18,047,086</td>
<td>$26,688,806</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>6,899,952</td>
<td>15,876,243</td>
<td>43%</td>
<td>6,399,225</td>
<td>16,545,156</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>3,084,268</td>
<td>4,780,942</td>
<td>65%</td>
<td>2,836,747</td>
<td>5,438,104</td>
</tr>
<tr>
<td>General Materials &amp; Supplies</td>
<td>1,473,077</td>
<td>2,972,071</td>
<td>50%</td>
<td>1,578,632</td>
<td>2,894,806</td>
</tr>
<tr>
<td>Travel &amp; Conference/Meeting</td>
<td>357,481</td>
<td>819,896</td>
<td>44%</td>
<td>331,286</td>
<td>811,488</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>1,391,913</td>
<td>2,043,111</td>
<td>68%</td>
<td>1,236,374</td>
<td>1,761,212</td>
</tr>
<tr>
<td>Utilities</td>
<td>655,213</td>
<td>1,075,505</td>
<td>61%</td>
<td>667,627</td>
<td>880,985</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>843,641</td>
<td>7,009,829</td>
<td>12%</td>
<td>2,234,622</td>
<td>5,537,185</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>651,923</td>
<td>739,250</td>
<td>88%</td>
<td>612,612</td>
<td>637,500</td>
</tr>
<tr>
<td>Contingency</td>
<td>-</td>
<td>1,750,000</td>
<td>0%</td>
<td>-</td>
<td>1,750,000</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$33,115,979</strong></td>
<td><strong>$63,968,142</strong></td>
<td>52%</td>
<td><strong>$33,944,210</strong></td>
<td><strong>$62,945,241</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excess/(deficit) of revenues over expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Transfers Out/(In)</strong></td>
<td>$ 5,050,241</td>
<td>$ (6,270,759)</td>
<td>$ 4,248,762</td>
<td>$ (6,418,028)</td>
<td>$ 801,479</td>
</tr>
<tr>
<td><strong>Net Operating Funds Surplus/(Deficit)</strong></td>
<td>$ 5,050,241</td>
<td>$ (8,770,759)</td>
<td>$ 1,748,762</td>
<td>$ (10,872,352)</td>
<td>$ 3,301,479</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Fund Balance Unassigned @33% based on Total Budgeted Expenditures*</th>
<th>21,322,714</th>
<th>20,981,747</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less : Adjustment for budgeted SURS Pass Thru Expense ($6.75m*.3334)</td>
<td>2,250,000</td>
<td>2,053,835</td>
</tr>
<tr>
<td>Adjustment for Contingency ($1.75m*.3334)</td>
<td>583,333</td>
<td>583,333</td>
</tr>
<tr>
<td><strong>Unassigned Fund Balance needed @ 33% of adjusted budgeted expenditures</strong></td>
<td><strong>18,489,381</strong></td>
<td><strong>18,344,578</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audited Beginning Fund Balance</th>
<th>24,102,477</th>
<th>24,102,477</th>
<th>24,245,146</th>
<th>24,245,146</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Operating Funds Surplus/(Deficit)</td>
<td>5,050,241</td>
<td>(8,770,759)</td>
<td>1,748,762</td>
<td>(10,872,352)</td>
</tr>
<tr>
<td><strong>Calculated YTD Ending Fund Balance (budget estimate)</strong></td>
<td><strong>$ 29,152,718</strong></td>
<td><strong>$ 15,331,718</strong></td>
<td><strong>$ 25,993,908</strong></td>
<td><strong>$ 13,372,794</strong></td>
</tr>
</tbody>
</table>

*Net of Transfers Out/(In)
### Operating Funds - Statement of Activities

**March 31, 2015**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Governmental Sources</td>
<td>20,030,494.07</td>
<td>27,012,529.00</td>
</tr>
<tr>
<td>State Governmental Sources</td>
<td>2,022,719.12</td>
<td>2,777,254.00</td>
</tr>
<tr>
<td>Federal Governmental Sources</td>
<td>1,674.00</td>
<td>-</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>12,088,390.68</td>
<td>15,213,020.00</td>
</tr>
<tr>
<td>Sales &amp; Service Fees</td>
<td>96,508.00</td>
<td>174,120.00</td>
</tr>
<tr>
<td>Facilities Revenue</td>
<td>11,000.00</td>
<td>21,000.00</td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>111,544.99</td>
<td>244,800.00</td>
</tr>
<tr>
<td>Nongovernmental Gifts, Scholarships, Grants &amp; Bequests</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,803,889.41</td>
<td>12,254,476.00</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>38,166,220.27</td>
<td>57,697,383.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>17,758,512.09</td>
<td>26,901,296.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>6,899,952.13</td>
<td>15,876,243.00</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>3,084,267.72</td>
<td>4,780,941.66</td>
</tr>
<tr>
<td>General Materials &amp; Supplies</td>
<td>1,473,076.88</td>
<td>2,972,070.83</td>
</tr>
<tr>
<td>Travel &amp; Conference/Meeting</td>
<td>357,480.92</td>
<td>819,895.51</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>1,391,912.62</td>
<td>2,043,111.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>655,212.64</td>
<td>1,075,505.00</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>843,641.41</td>
<td>7,009,829.00</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>651,923.07</td>
<td>739,250.00</td>
</tr>
<tr>
<td>Contingency</td>
<td>-</td>
<td>1,750,000.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>33,115,979.48</td>
<td>63,968,142.00</td>
</tr>
</tbody>
</table>

**Excess/(deficit) of revenues over expenditures**  

<table>
<thead>
<tr>
<th>Actual</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,050,240.79</td>
<td>$(6,270,759.00)</td>
</tr>
</tbody>
</table>
Treasurer’s Report

Information
Attached is the Treasurer’s Report for the month of March, including details regarding the College’s investments.

Recommendation
It is recommended that the Board of Trustees approves the Treasurer’s Report as presented.

Vicky Smith
President
# McHenry County College
## Treasurer's Report
### For the Month of March 2015

<table>
<thead>
<tr>
<th>Bank Name Account</th>
<th>Beginning Balance</th>
<th>Deposits (+) Other Additions</th>
<th>Disbursements (-) Other Subtractions</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating</td>
<td>$709,700.30</td>
<td>$3,609,694.02</td>
<td>$3,762,540.09</td>
<td>$556,854.23</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Card</td>
<td>$58,205.16</td>
<td>$232,855.27</td>
<td>$117,951.45</td>
<td>$173,108.98</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>$25,258.01</td>
<td>$0</td>
<td>$25,258.01</td>
<td>$0</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$0</td>
<td>$28,817.22</td>
<td>$28,817.22</td>
<td>$0</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll</td>
<td>$35,476.63</td>
<td>$1,972,316.15</td>
<td>$1,998,735.70</td>
<td>$9,057.08</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Student Loan</td>
<td>$13,828.25</td>
<td>$58,197.86</td>
<td>$58,197.86</td>
<td>$13,828.25</td>
</tr>
</tbody>
</table>

4/13/2015
REPORT-Treasurer.xlsx
## Investments

### College Fund

<table>
<thead>
<tr>
<th>Financial Institution</th>
<th>03/31/15 Investments</th>
<th>02/28/15 Investments</th>
<th>% of Total Investments</th>
<th>Interest</th>
<th>No. of Days</th>
<th>Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Funds</td>
<td>$62,781</td>
<td>$884,103</td>
<td>0%</td>
<td>see below</td>
<td></td>
<td>On Demand</td>
</tr>
<tr>
<td>JPMorgan Chase</td>
<td>174,667</td>
<td>2,174,588</td>
<td>0%</td>
<td>0.03%</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>PFM Investments</td>
<td>18,045,828</td>
<td>18,012,966</td>
<td>48%</td>
<td>see below</td>
<td>N/A</td>
<td>Various</td>
</tr>
<tr>
<td><strong>Operations &amp; Maintenance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Funds</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>PFM Investments</td>
<td>1,030,187</td>
<td>1,028,310</td>
<td>3%</td>
<td>see below</td>
<td>N/A</td>
<td>Various</td>
</tr>
<tr>
<td><strong>Operations &amp; Maintenance (Restricted)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Funds</td>
<td>7</td>
<td>7</td>
<td>0%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>JPMorgan Chase</td>
<td>928,878</td>
<td>928,878</td>
<td>2%</td>
<td>0.03%</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>PFM Investments</td>
<td>12,242,114</td>
<td>12,219,818</td>
<td>33%</td>
<td>see below</td>
<td>N/A</td>
<td>Various</td>
</tr>
<tr>
<td><strong>Working Cash</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Funds</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>JPMorgan Chase</td>
<td>622,378</td>
<td>622,378</td>
<td>2%</td>
<td>0.03%</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>PFM Investments</td>
<td>2,114,916</td>
<td>2,111,065</td>
<td>6%</td>
<td>see below</td>
<td>N/A</td>
<td>Various</td>
</tr>
<tr>
<td><strong>Liability, Protection and Settlement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Funds</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>JPMorgan Chase</td>
<td>354,892</td>
<td>354,892</td>
<td>1%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>PFM Investments</td>
<td>1,766,421</td>
<td>1,763,204</td>
<td>5%</td>
<td>see below</td>
<td>N/A</td>
<td>Various</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$37,343,069</td>
<td>$40,100,209</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interest Revenue

<table>
<thead>
<tr>
<th>College Fund</th>
<th>Mar-15</th>
<th>Fiscal YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>$34,079</td>
<td>$122,730</td>
</tr>
<tr>
<td>Operations &amp; Maintenance</td>
<td>1,941</td>
<td>$6,924</td>
</tr>
<tr>
<td>Operations &amp; Maintenance (Restricted)</td>
<td>23,066</td>
<td>$82,283</td>
</tr>
<tr>
<td>Working Cash</td>
<td>3,985</td>
<td>$14,214</td>
</tr>
<tr>
<td>Liability, Protection and Settlement</td>
<td>3,328</td>
<td>$11,871</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$66,399</td>
<td>$238,022</td>
</tr>
</tbody>
</table>

### Illinois Fund Rates - March 31, 2015

<table>
<thead>
<tr>
<th>Fund</th>
<th>Mar-15</th>
<th>Fiscal YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annualized rate - Money Market</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>0.010%</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>0.027%</td>
<td></td>
</tr>
</tbody>
</table>

### PFM Investment Rates - March 31, 2015

<table>
<thead>
<tr>
<th>Fund</th>
<th>Mar-15</th>
<th>Fiscal YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of CD Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>0.750%</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>1.250%</td>
<td></td>
</tr>
</tbody>
</table>

### Yield to Maturity of Notes

<table>
<thead>
<tr>
<th>Short Term</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Cost</td>
<td>0.220%</td>
</tr>
<tr>
<td>At Market</td>
<td>0.160%</td>
</tr>
</tbody>
</table>
Ratification for Accounts Payable Check Register

Information

The attached accounts payable check register identifies the vendors that have been paid in the past month in the amount of $1,247,468.69. Please note that the expenses are not segregated into the respective funds.

Recommendation

It is recommended that the Board of Trustees ratifies payment of the accounts payable check register, for the period of March 1- March 31, 2015, totaling $1,247,468.69.

Vicky Smith
President
Distribution of Monthly Check Register Payments
3/1/15 through 3/31/15

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Receivables</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Inventory</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Prepaid Expenditures &amp; Deferred Charges</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Payroll Deductions Payable</td>
<td>221,262.29</td>
<td>17.74%</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Liabilities</td>
<td>4,504.09</td>
<td>0.36%</td>
</tr>
<tr>
<td>State Governmental Sources</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Federal Governmental Sources</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Sales &amp; Service Fees</td>
<td>126.08</td>
<td>0.01%</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>9,421.92</td>
<td>0.76%</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>315,906.37</td>
<td>25.32%</td>
</tr>
<tr>
<td>General Materials &amp; Supplies</td>
<td>296,669.37</td>
<td>23.78%</td>
</tr>
<tr>
<td>Travel &amp; Conference/Meeting</td>
<td>64,857.68</td>
<td>5.20%</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>24,991.61</td>
<td>2.00%</td>
</tr>
<tr>
<td>Utilities</td>
<td>88,073.56</td>
<td>7.06%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>211,099.76</td>
<td>16.92%</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>10,555.96</td>
<td>0.85%</td>
</tr>
<tr>
<td>Total All Categories</td>
<td>1,247,468.69</td>
<td>99.99%</td>
</tr>
</tbody>
</table>
Request to Approve
Upgrading Fixtures in Parking Lots E and F and Remaining Ring Road with LED Lighting Heads

Information

In March 2011, the ISES Corporation did a complete condition analysis of the College and made recommendations for infrastructure improvements to the Crystal Lake campus facility and satellite buildings. Among their recommendations was the upgrade of all exterior lighting to LED lighting at the main campus, project number (GRDEL01). The College has been incrementally replacing the exterior lighting over the past three years and this project continues this work. The current sodium vapor lighting heads located in parking lots E and F and along the perimeter of these two lots on Ring Road will be replaced with LED lighting heads. The existing light poles will remain. The new LED lighting fixture heads will match the lighting fixtures in parking lots A, B, C and D.

KJWW Engineering of Warrenville, IL was retained by the College to provide a photometric design study of the areas in question. The photometric design determines the specific LED lighting heads that would be needed at each of the existing light poles to create the optimal lighting conditions. Photometric design determines the lumens and wattage needed to eliminate conditions of over-illumination and conditions of insufficient illumination.

The replacement of the current sodium vapor lighting heads with LED lighting heads will save the College approximately 124,444 kilowatt hours (kWh) of electrical use per year. This savings equates to approximately $11,250.00 per year. The return on investment for this project is approximately 7.53 years.

On March 13, 2015, a notice of Request for Proposals (RFP) was published in a newspaper of general circulation in the College district specifying the details for this project. Four companies bid on the RFP. On April 3, 2015, the four bid submittals were opened at the College and the results of those bids are listed below. The ISES report estimated the cost of this project to be $131,453.00. The bids came in significantly lower.

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Carey Electric Contracting, Inc.</th>
<th>Associated Electrical Contractors</th>
<th>Ridgeview Electric, Inc.</th>
<th>Jasco Electric Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace Lighting with LED Heads in Parking Lots E, F and along Ring Road surrounding lots E and F</td>
<td>1</td>
<td>$84,729.00</td>
<td>$94,915.00</td>
<td>$98,350.00</td>
<td>$103,586.00</td>
</tr>
</tbody>
</table>

This expense is budgeted in the Deferred Maintenance account in the Operations and Maintenance Fund.

Recommendation

It is recommended that the Board of Trustees approves the upgrading of fixtures in Parking Lots E and F and the remaining Ring Road with LED lighting heads, and the bid from the lowest responsible bidder, Carey Electric Contracting Inc., in McHenry, IL, for $84,729.00.

Vicky Smith
President
Destruction of Closed Session Recordings

Information

Public Act 93-523 amended the Open Meetings Act to require public bodies in Illinois to keep “verbatim records” of their closed (executive) sessions. The verbatim record needs to be in the form of an audio or video recording. The law provides for the following regarding destruction of the recording:

- At least 18 months must have passed since the date of the meeting
- The public body approves the destruction of the particular recording
- The public body approves properly detailed minutes of the closed session

The recordings identified below will be physically destroyed; paper copies of the Closed Session minutes will be retained.

- Special Board Meeting, July 19, 2013
- Regular Board Meeting, July 25, 2013
- Board Retreat, July 27, 2013

Recommendation

It is recommended that the Board of Trustees approves the destruction on April 24, 2015 of the recording(s) of the following Closed Sessions: Special Board Meeting, July 19, 2013; Regular Board Meeting, July 25, 2013; Board Retreat, July 27, 2013.

Vicky Smith
President
McHenry County College is seeking approval from the Illinois Community College Board (ICCB) to offer an Industrial Maintenance Technician certificate program. This new certificate is a 33-credit hour program designed to train students in the area of industrial repair and maintenance. It is expected that half of the students in the new program will come directly from the local manufacturing industry. The other half of these students are expected to be a mix of traditional and non-traditional students returning to college in order to improve their position in the workforce.

McHenry County College was specifically asked by the local manufacturers over the past two years, to start an Industrial Maintenance Technician certificate program. The reason manufacturers want the program is because they find it very difficult to recruit people who have industrial repair and maintenance skills. This certificate program was developed and equipped with funds that were supplied by the Department of Labor’s Trade Adjustment Assistance (TAA) Grant.

Nationally, the U.S. Bureau of Labor Statistics projects employment for maintenance workers to grow 9.5% by the year 2022. According to The Workforce Boards of Metropolitan Chicago, in their January 2013 report, there were 289 job openings in this field in northern Illinois and the collar counties. According to the Illinois Department of Employment Security (IDES) 2014 occupational wage data, an entry level maintenance worker earned an annual wage of $25,850.00, the median annual wage for a maintenance worker is $41,600.00, and an experienced maintenance worker can earn $61,100.00 annually. Factors contributing to the growth in the field include job attrition and a steadily growing manufacturing sector.

The certificate was developed with the assistance from full-time and adjunct faculty and manufacturing professionals in the field. The curriculum was then vetted over the course of the last year during meetings of advisory committee members that were comprised of McHenry County manufacturers, and approved by faculty in the Education, Career, and Technical Education Division. The College’s Curriculum Development and Review Committee and administration have all reviewed and approved the new certificate program.

Recommendation

It is recommended that the Board of Trustees approves the Industrial Maintenance Technician Certificate program and submits it to the Illinois Community College Board.

Vicky Smith
President
**Illinois Community College Board**

**APPLICATION FOR PERMANENT APPROVAL**
**OF AN OCCUPATIONAL CURRICULUM**
Submit THREE complete copies

**COLLEGE NAME:** McHenry County College  
**5-DIGIT COLLEGE NUMBER:** 52801

**CONTACT PERSON:** James S. Falco

**PHONE:** 815-479-7728  
**FAX:** 815-455-3671

**EMAIL:** jfalco@mchenry.edu

---

**CURRICULUM INFORMATION**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CREDIT HOURS</th>
<th>CIP CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTIFICATE: Industrial Maintenance Technician</td>
<td>30</td>
<td>47.0105</td>
</tr>
</tbody>
</table>

**PROPOSED CLASSIFICATION**  
District ___  
Regional ___  
Statewide ___

**PROPOSED IMPLEMENTATION DATE:** Fall 2015

**SUBMISSION INCLUDES:**

- [X] Part A: Feasibility Analysis
- [X] Part B: Curriculum Quality and Cost Analysis. **Also, complete the following when submitting part B:**

  This curriculum was approved by the college Board of Trustees on: _______________.  
  Date

  State approval is hereby requested: _________________________________.

  **Required-Chief Administrative Officer Signature**  
  Date

---

**ICCB USE ONLY:**

**ICCB APPROVAL DATE:** AAS _________  
7-29 Cr. Hrs. Cert _________  
30 + Cert_______

**IBHE APPROVAL DATE for AAS** ____________
Application for Permanent Approval of
An Occupational Curriculum

Part A – Feasibility Analysis

1. Curriculum description

   a. This program is designed to train students to maintain and repair machinery that is found in industrial applications, specifically manufacturing. Students will develop an understanding of industrial machines and how they operate. This will include developing entry level skills in electronics, robotics, hydraulics, pneumatics and programmable logic controls.

   b. The target population(s) are those individuals who have lost their jobs due to Trade Adjustment and their jobs have moved out of the country, Veterans, and those currently employed in manufacturing and are looking to expand their skill set. Many manufacturers are looking to develop members of their current workforce who show an aptitude for diagnosis and repair of machinery because many of these positions go unfilled. Having machines down in a production setting is very costly to the manufacturer.

   c. This program will become part of our Applied Technology Department. The Applied Technology Department already has a manufacturing, robotics and a fabrication lab both with the high-end computers, current software and printers and manufacturing equipment that this certificate could use. Current full- and part-time teachers are qualified to teach the majority of the new courses. Some existing courses will apply to the new certificate.

2. Labor Market Need

   a. Alternate Documentation. The Industrial Maintenance program is taken from Oakton Community College’s program. This Certificate program is part of MCC’s Trade Adjustment Agreement Community College Career Training (TAA) grant. As part of a 21 school TAA consortia, MCC is implementing Oakton’s curriculum. The coursework in the certificate existed in other applied technology programs at MCC with the exception of three new courses that were written in order to launch the program and create the certificate. See Appendix B – Advisory Committee Meeting minutes

   b. According to the Occupational Outlook Handbook, Industrial Technicians are part of the manufacturing sector and are expected to see a 17% growth over the years between 2012 and 2022, which is faster than average. Workers in this area earn a median salary of $45,840 per year ($22.04 per hour). Job prospects are favorable and individuals with this skill set are in demand throughout the manufacturing sector.

   c. Planning and Collaboration. McHenry County College has been expanding their manufacturing offerings in the applied technology areas over the past five years. The Industrial Maintenance Technician certificate program is the next logical step to address the workforce needs clearly expressed by the local manufacturing community of the district. A program such
as this does not exist in the county. By working with our local manufacturers, MCC has
developed the Oakton program into one that will address the needs of the local community.
Manufacturers from around the district met to discuss their need for the program and to
explain the type of skill sets that they would need developed in order to fill these vacant
positions. Working collaboratively, the local manufacturers provided content expertise,
curriculum suggestions, and technical knowledge that helped MCC build the program. In
addition, local manufacturers will provide some of the faculty and content experts to teach
courses in the program.

d. **Regional Programs.** Not seeking a regional program at this time.

**A: LABOR MARKET NEED.** Summarize key findings from labor market data (including alternate data if
appropriate) to document the need for the proposed program.

**SOC Job Titles and Codes** (and other job titles if alternate data also submitted)

- 409-9043 Machinery maintenance workers
- 4909071 Maintenance and repair workers
- 49-9098 Installation maintenance and repair workers

**Employment Projections:**

<table>
<thead>
<tr>
<th>Employment Projections:</th>
<th>Annual District Openings</th>
<th>Annual Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>289*</td>
<td>10</td>
</tr>
</tbody>
</table>

* **Illinois Data Source:** The Workforce Boards of Metropolitan Chicago, January 2013 report

**CHART B: ENROLLMENT:** Project Enrollments and completions:

<table>
<thead>
<tr>
<th>Industrial Maintenance Technician Certificate</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Enrollments</td>
<td>05</td>
<td>08</td>
<td>10</td>
</tr>
<tr>
<td>Part-Time Enrollments</td>
<td>15</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Completions</td>
<td>00</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>
# OCCUPATIONAL CURRICULUM APPROVAL APPLICATION

## PART B: CURRICULUM QUALITY AND COST ANALYSIS

### CHART C: CURRICULUM

**CERTIFICATE: Industrial Maintenance Technician**

<table>
<thead>
<tr>
<th>*Bold indicate new courses</th>
<th>Course Prefix/#</th>
<th>Course Title</th>
<th>New Courses</th>
<th>Credit Hours</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical / Professional Courses/required coursework</td>
<td>IMT135</td>
<td>Maintenance Management</td>
<td></td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>MTH106 or MTH107</td>
<td>Technical Math II</td>
<td></td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>IMT104</td>
<td>Math for Electronics</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>AET151</td>
<td>Comp. Aided Design Graphics I</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ROB110</td>
<td>Introduction to Robotics</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ROB115</td>
<td>Introduction to Electronics</td>
<td>*</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ROB116</td>
<td>Introduction to Electricity and Automation Controls Hydraulics, Pneumatics and Controls</td>
<td>*</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ROB145</td>
<td>PLC Automation Applications I</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>IMT105</td>
<td>Introduction to Machining &amp; CNC</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ROB150</td>
<td>PLC Automation Applications II</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ROB151</td>
<td>PLC Automation Applications II</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 33
**CHART D1: FACULTY QUALIFICATIONS.** Cite the minimum qualifications for new and existing faculty.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Years of Related Occupational Experience</th>
<th>Years of Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>Engineering, Industrial Technology, Engineering Technology, or Related Field</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associates</td>
<td>Industrial Technology, Engineering, Engineering Technology, or Related Field</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18,000 hours of industrial maintenance work experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHART D2: FACULTY NEEDS:** Cite the number of faculty, including new and existing faculty, that the program will need for each of the first 3 years, noting if they will serve as full time faculty or part time.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td># of New Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of Existing Faculty</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**COST DATA:**

Chart E finance:
<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Costs</td>
<td>$10,140.</td>
<td>$10,140.</td>
<td>$12,690.</td>
</tr>
<tr>
<td>Administrator Costs</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>(Specify positions)</td>
<td>FT &amp; Adjunct</td>
<td>FT &amp; Adjunct</td>
<td>FT &amp; Adjunct</td>
</tr>
<tr>
<td>Faculty</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Library / LRC Costs</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Facility Costs*</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other (Programs and)</td>
<td>$20,140</td>
<td>$20,140.</td>
<td>$17,690.</td>
</tr>
<tr>
<td><strong>TOTAL NEW COSTS</strong></td>
<td><strong>$20,140</strong></td>
<td><strong>$20,140</strong></td>
<td><strong>$17,690</strong></td>
</tr>
</tbody>
</table>

*Capital projects that use state funds require prior ICCB approval, as do capital projects over $250,000 local funds.

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION**

**PART B: CURRICULUM QUALITY AND COST ANALYSIS**

1. **OCCUPATIONAL CURRICULUM APPROVAL APPLICATION COVER SHEET.**
2. **Not needed, submitted as one proposal.**
   
a. **Cover Sheet.** Not needed, submitted as one proposal.

   **Part A Revisions.** Not needed, submitted as one proposal.

2. **CURRICULUM INFORMATION.** Provide the following information on the program:

   a. **Curriculum.** Completed Chart C on pages 04

   b. **Articulation:**

   The Industrial Maintenance Certificate will lead into the Engineering Technology Associate of Applied Science degree. We are structuring this to provide a career ladder in two ways:

   1.) The college will offer dual credit course work for the certificate, specifically, Technical Math and Introduction to Manual Machining. This will allow more students to take advantage of the dual credit opportunity at the local high school(s). These students will be able to transfer to MCC after having earned 6 credits toward their certificate.

   2.) The college will also offer the Industrial Maintenance certificate during the day to traditional age students and in the evenings for working adults. Many of the classes are already offered in an eight week format which will allow local manufacturers flexibility to sponsor employees to take some of the coursework to develop their skills in certain content areas.
The goal of this program is for students to either enter the workforce or advance in their current position at the end of the certificate program, we currently do not have partnerships with four-year institutions.

c. **Course Syllabi:** Please see Appendix A for the course proposals for the three new courses.

d. **Work-Based Learning:**
All students completing the certificate will have to take IMT135, Maintenance Management. The Maintenance Management course requires students to develop and implement preventative maintenance programs within the manufacturing environment. These projects create real-world simulations of what students can expect to find when they are working in the manufacturing environment. Students will also have the opportunity to tour local manufacturing plants to better understand the scheduling and the impact that maintenance has on the production floor.

e. **Equipment:** The program will share equipment and classrooms with the other applied technology programs, such as, robotics, manufacturing and engineering technology. The applied technology department has purchased equipment for existing courses that are part of the TAA approved programs that will be used in the new industrial maintenance certificate program. This equipment replicates a real-world scenario for how machines operate and malfunction.

3. **EDUCATION AND SKILL REQUIREMENTS**

a. **Employer Input:** Please see appendix B for the advisory meeting minutes.

b. **Skill Level:**

SCANS skills:

<table>
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<tr>
<th>Basic Skills</th>
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1. **Reading:**
   Students will be required to research solutions to problems using schematics, wiring diagrams, manuals and equipment manufacturers’ websites.

2. **Writing:**
   Students will be required to write service orders and explain repair procedures to other employees of the company.

3. **Mathematics**
   Students must use mathematics to calculate hydraulic pressure, voltage drops, electrical resistance and control the operation of automation machines using formulas.

4. **Speaking:**
   Students will be required to present to classes and business partners, clearly communicating maintenance diagnostics and repair solutions.
5. **Listening:**
   Students will have to listen in team exercises and when working with colleagues in a manufacturing shop environment.

<table>
<thead>
<tr>
<th>People Skills</th>
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</table>
| 1. **Social:**  
   Students will collaborate on team projects, and critique each other’s diagnostic/troubleshooting skills. |
| 2. **Negotiation:**  
   Students will have to negotiate priorities to complete teamwork on time. |
| 3. **Leadership:**  
   Students will have the opportunity to be team leaders in group projects. |
| 4. **Teamwork:**  
   Students will work on teams to jointly complete repairs. |
| 5. **Cultural Diversity:**  
   Students will work with other students and clients of varying backgrounds. |

<table>
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<tr>
<th>Personal Qualities</th>
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| 1. **Self-Esteem:**  
   Students will learn the value of different abilities in the electrical, hydraulic, pneumatic and robotic arenas, and how many different skills sets are required, valuing each for their input. |
| 2. **Self-Management:**  
   Students will be required to manage themselves to complete a series of projects on time. |
| 3. **Responsibility:**  
   Students will be responsible for the quality and completion of their own work. |

<table>
<thead>
<tr>
<th>Thinking Skills</th>
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| 1. **Creative Thinking:**  
   Students will be required to develop creative solutions to existing projects. |
| 2. **Problem Solving:**  
   Students will be given many technical problems, which they will need to solve. |
| 3. **Decision Making:**  
   Students will have to identify key issues and decide how to solve technical problems based upon their understanding and interpretation of machine data codes. |
| 4. **Visualization:**  
   Students will need to use multiple diagnostic tools, blueprints and machine schematics in creating their work projects. |

Students will also have to meet external standards in diagnosing and repairing their projects. They must be compliant for guidelines for creating a safe work environment for themselves and the machine operator whose machine they are servicing.
c. Standards/credentialing/licensure:

There are currently no industry recognized credentials for this program.

d. Skills Standards/Accreditation for Programs

Students will be instructed in the standards specified by manufacturers. Currently, there are no certification exams in this field, however, we will continue to monitor this.

4. ASSESSMENT OF STUDENT LEARNING.

a. GENERAL EDUCATION OBJECTIVES:

Critical Thinking: To think critically, analyze, synthesize, interpret, and evaluate ideas:
   Students will analyze project requirements, diagnose and plan an appropriate solution.

Information Literacy: To locate, evaluate and use resources effectively.
   Students will use a variety of resources to help complete maintenance projects.

Effective Communication: To develop, articulate and convey meaning.
   Students will work on a variety of projects and take coursework to develop effective communication.

Ethical Awareness: To identify and make responsible choices in a diverse world

Technology Literacy: To use tools skillfully.
   Students will select and use appropriate tools in their work.

Career and technical learning objectives:
At the end of the program, students will be able to:

Plan: Use multiple tools in planning a successful solution to a problem or maintenance record
   - Demonstrate the principles of electricity in control systems and how microprocessors function in that environment
   - Demonstrate hydraulic and pneumatic pressure on machine performance
   - Develop maintenance plans for industrial machinery
   - Program Programmable Logic Controls (PLC’s)
   - Demonstrate the use of multi agent systems
**Implement**: Select and utilize the appropriate technology and equipment based on maintenance requirements.

**Document**: Document protocols and process of creating maintenance schedules

**Technical Skills**: Students will develop the following skills:

- **Diagnosis**: Students will implement effective troubleshooting protocols for differing pieces of equipment.
- **Programming**: Students will be able to plan and implement programming projects using structured design for robots and PLC's.
- **Software**: Students will use industry-standard software tools for diagnosis and repair.
- **Scheduling**: Students will be able to understand and apply preventative maintenance fundamentals in order to keep equipment and machines in good working condition.

**b. Assessment of Student Learning:**

Students will be required to complete both formative and summative evaluations before successfully completing a class. Students will be expected to demonstrate their understanding of machinery functions and be able to troubleshoot and diagnose solutions to machine malfunctions. Finally, students will have to demonstrate effectively repairing various pieces of manufacturing and machining equipment.

**c. Program Improvement:**

Based on the results of the hands-on demonstrations, changes will be made in the curriculum to ensure that students are obtaining a high skill level in these areas.

The program curriculum will also be reviewed each year to ensure that it is meeting industry standards and that students are learning the material in addition to discussing and calibrating program curricula as necessary during each of the manufacturing advisory committee meetings that are held annually.

5. **FACULTY**

   a. **Faculty Qualifications.** Completed Chart D1 is on page 05.

   b. **Faculty Needs.** Completed Chart D2 is on page 05.

6. **ACADEMIC CONTROL**

   a. **Contractual/Cooperative Agreements.** No other entity will be involved in the delivery of the program.
b. **Academic Control.** MCC believes that its classes and programs should be available to all members of our community. With this goal in mind, the following individuals may enroll in credit classes as full-time or part-time students:

- A graduate of an accredited high school or home-school program
- GED recipient
- People at least 17 years old who withdrew from high school and did not earn a diploma
- Students in high school who may benefit from taking courses through the High School Plus program.

This program will be offered as part of the robotics curriculum and overseen by the robotics faculty member in collaboration with the deans of the academic division. In this way the faculty members shall maintain control over the program, including the quality of the curriculum.

7. **COST DATA.**

a. **Source of Funds.** The Industrial Maintenance certificate has been funded by the Department of Labor TAA grant. The college will dedicate funding in the budget for fiscal year 2016 to enhance and expand this academic initiative. MCC has the human and fiscal reserves to sustain this new certificate program. This program will continue to be supported by the course fees of the existing classes and the division budget.

b. **Finance.** Completed Chart E is on page 6

**State and National Wages Employment**

**Machinery Maintenance Workers**

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<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
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<tr>
<td>Hourly Wage</td>
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<td>Annual Wage</td>
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**Machinery Maintenance Workers**

<table>
<thead>
<tr>
<th>Location</th>
<th>Employment</th>
<th>Employment per thousand jobs</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
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<tbody>
<tr>
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### Maintenance and repair workers

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<th>50% (Median)</th>
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<td>Hourly Wage</td>
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### Installation maintenance and repair workers

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<tbody>
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### Installation maintenance and repair workers

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<td>Hourly Wage</td>
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### Installation maintenance and repair workers

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<th>Annual mean wage</th>
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**Machinery Maintenance Workers Annual mean wage**

![Bar chart showing annual mean wage for Machinery Maintenance Workers in different locations.]

**National Data Source:** Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections  
**State Data Source:** Illinois Department of Employment Security, Economic Information and Analysis Division

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**Manufacturing Breakfast-November 17, 2014**

McHenry County College (MCC) will update area manufacturers about the latest programs in a variety of areas, including: industrial maintenance, robotics systems engineering, engineering technology, and manufacturing management. Information will also be provided on current grant initiatives, including the Trade Adjustment Assistance (TAA) Grant. Lew Coffin of Knaack-Werner will provide a keynote about manufacturing partnerships in McHenry County. The event will conclude with a tour of the College’s manufacturing center and robotics lab. Full program schedule is below.

**8–9 a.m. Program and Presentations**

1. Welcome and introductions  
   Dr. Vicky Smith, President & Dr. Tony Miksa, Vice President of Academic & Student Affairs
2. Trade Adjustment Assistance (TAA) Grant and Digital Manufacturing & Design (DMDII) Grants
Jim Falco, Executive Dean of Education, Career & Technical Education

3. Curriculum Update

Heather Zaccagnini, Instructor of Applied Technology

Bob Mihelich, Chair, Applied Technologies

Jack Brzezinski, Instructor of Robotics

a) Industrial Maintenance
b) Robotics Systems Engineering
c) Engineering Technology
d) Manufacturing Management

4. Keynote speaker: Lew Coffin, Vice President of Operations, Knaack-Werner

5. Closing remarks: Terri Berryman, Executive Dean, Workforce and Community Development

9–9:30 a.m. Tour of Manufacturing Center, Robotics Lab and Fab Lab

September 18, 2013 Planning Meeting
(Manufacturing Breakfast-October 22, 2013)

7:30 a.m. – 8 a.m. Construction slides and Robotic clips (looped) running as people arrive & eat breakfast

8 a.m. – 8:30 a.m. Program/Presentations

1. Dr. Vicky Smith, President & Dr. Tony Miksa, Vice President of Academic & Student Affairs

   a. Welcome
   b. Overview of Programs
      • The following programs pertain to CNC:
        o CNC Machining Certificate
        o Advanced Manufacturing Certificate
        o AAS Degree – Associate in Applied Science in Engineering Technology
- The Following Programs pertain to Robotics:
  - Robotics Systems Programmer Certificate
  - AAS Degree – Associate in Applied Science in Robotic Systems Engineering Technology
- Industrial Maintenance Technician Certificate is in development - Target Summer 2014

2. Jim Falco, Dean of Education, Career & Technical Education & Heather Zaccagnini, Department Chair
   a. TAA Grant – iNAM
   b. Recognition of:
      - Dr. Rebecca Lake, TAA Grant Director, Illinois Network for Advanced Manufacturing
      - Mr. Jim Nelson, Vice President-External Affairs, Illinois Manufacturers’ Association
   c. Introductions of Faculty (Heather, Bob, Pete, Jack, Steve & Jerry)
   d. Career Fair scheduled for March 19, 2014
   e. Tour to follow program - Manufacturing Center & Robotics Lab (would you like to become more involved/contributions?)
   f. Introductions of Students (same time)
      - Abraham Vilchis, Employed by Kam Tool and Mold in Woodstock (Dual Credit Student - no presentation)
      - Maxwell Hirst, Intern at Scot Forge (Dual Credit Student - no presentation)
      - Jacob Clark, student (completed Certificate, working at Coilcraft & pursuing AAS)
      - Bob Casica, student (finishing up Mfg. Program, working at Tredgar Co., in line for a promotion)
        Student presentations to focus on:
        - What path they took?
        - How has it impacted their life?
        - What advice for future students?
        - Opportunity to provide feedback to business leaders on their experiences.
   g. Open for Questions

3. Steve O’Connor, TAA Grant Coordinator
   a. Internships
   b. Closing Remarks

8:30 a.m. – 9 a.m. Tour of Manufacturing Center & Robotics Lab

Additional Notes:

Christina will prepare programs to be placed at the tables which will include ‘Save the Date’ for Career Fair on March 19, 2014.
After the event:

Week 1 – Send out hand-written thank you cards

Week 2 – Follow up with a letter, including a thank you and solicit contributions/involvement

Round Table Discussion 10/31/11

1. **Do you share the challenges described in the panel discussion?**
   
   *Many participants indicated that they do share the challenges shared by the panel.*
   
   *Other challenges include:*
   
   - *Attitude, work ethic, lack of ambition*
   - *Temporary to permanent hiring*
   - *English language acquisition*
   - *Manufacturing not viewed as a long-term career*
   - *Cannot find needed talent*
   - *Facing 50% turnover*
   - *Lack of interest among young people*
   - *Mindset of parents*
   - *Education hampered by funding based metrics*

2. **Would the student concept address the needs of your company?**
   
   *Yes - it would definitely help*
   
   *Yes - with modifications, don’t overlook skill acquisition for the existing workforce*
   
   *Yes – if internal training could be reduced by having access to potential employees with basic skills*
   
   *Yes – helps to shift the hiring risk*
   
   *Yes – partly, needs to incorporate interpersonal skill development*

   **Additional comments include:**
   
   *Need for flexible scheduling to accommodate existing workforce*
   
   *Need emphasis on practical applications and hands-on learning*
Concern that the program duration would be too short to accomplish all objectives
Would be attractive to displaced workers
Children in middle and high school need programming
For the concept to work the industry must provide career paths
Boot camp and hands-on are positive attributes
Provide exposure for parents and teachers

3. **Discuss the strengths and weaknesses of the student concept.**

**Strengths:**
Flexible
Provides employment resources and keeps talent in McHenry County and Northern IL
Cooperative with other McHenry County companies
Tech Prep Dual Credit, Fast track for manufacturing management
Boot camp model, hands-on training
Target marketing
Demonstrating a viable career path
Intensive program scheduling to mirror workforce requirements
Employable at completion

**Weaknesses:**
Worried that the focus is too broad and it would be too large to accomplish Need a champion to get this rolling
How to get high schools involved
This generation’s work ethic, integrity
Need documentation, compliance and regulation, innovation, accountability, change, problem solving and conflict management training
Need to teach problem solving, “If this was your company what would you do”
Kids want to be entrepreneurs, how can this be accommodated?
How to get to the money?
How to keep kids of drugs so that they can be program eligible?
Changing the current perception of educators
Need to address the reality of shift work
4. **Are there other concepts or solutions to consider?**

   - Partnering with schools to develop training programs
   - Hiring instructor/students to provide services that an area mfg. doesn’t need full time employee for (such as welding) at standard rate so that both benefit
   - Potential for partnering with other counties to build and strengthen McHenry County and Northern Illinois Manufacturing
   - Poll owners to find out what their needs are to get a better focus
   - Take science teachers to manufacturing firms
   - Revenue generation – actual production of goods
   - Free market education
   - Expose parents to manufacturing
   - Start early to reach children
   - Internships
   - Manufacturing day with parents at high school
   - Manufacturing open house at MCC
   - Training for K-12 teachers
   - Career readiness identification
   - Job shadowing

5. **Would your company be willing to contribute financial or other resources to this initiative?**

   - Interested in learning more
   - Interested in participating in next meeting
   - Tuition reimbursement
   - Donations
   - Student sponsorship
   - Leverage federal dollars to defray training cost
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Appointment of Replacement
Instructor of Nursing

Information

The resignation of Laureen Martin effective May 10, 2014, created a vacancy for the full-time faculty position of Instructor of Nursing. Cheryl Eno has been recommended to fill this position. Ms. Eno has a Master and Bachelor of Science in Nursing from Northern Illinois University, Dekalb, IL. Her experience is as follows:

2013 – Present
Temporary Instructor of Nursing (2014 – Present)
Adjunct Instructor (2013)
McHenry County College, Crystal Lake, IL

2003 – 2013
Clinical Nurse Specialist, Obstetrics
Cenegra Health System, McHenry, IL

1996 – 2003
Clinical Nurse Specialist
Highland Park Hospital, Highland Park, IL

1979 – 1996
Staff Nurse, Clinical Coordinator
Elmhurst Memorial Hospital, Elmhurst, IL

Four applications were received, two met the position minimum qualifications, and the search committee interviewed one candidate.

Recommendation

It is recommended that the Board of Trustees approves the appointment of Cheryl Eno to the faculty position of Instructor of Nursing, effective August 12, 2015, at a 9-month salary of $61,230.00.

Vicky Smith
President

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<td>Lane 3, Step 4</td>
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<td>$47,100.00</td>
<td>$61,230.00</td>
<td>$61,230.00</td>
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</table>
POSITION: INSTRUCTOR OF NURSING

CLASSIFICATION: Faculty / Full-time, Tenure-track position

RESPONSIBILITIES:

Including but are not limited to:

- Teaching responsibilities will consist of a combination of clinical, lecture, and nursing lab hours equivalent to 15 contact hours per semester
- Available to teach in both the weekday and weekend cohorts
- Assist with writing or revising curriculum
- Evaluate student nursing skills both in the clinical and laboratory settings
- Maintain open lab hours for student skill practice; assist students as needed
- Develop and teach clinical simulation scenarios utilizing SimMan and other high/low fidelity equipment
- Video tape student skill demonstrations as required; audiotape lectures for podcast use
- Demonstrate a commitment to student success
- Support the nursing program during college events
- Work with local healthcare providers, advisory committees, regional and state-wide vocational organizations
- General involvement as a faculty member in participatory college governance, advisement of students, assessment of student learning, etc.
- Work cooperatively within the department, the division, and throughout the College in striving for educational excellence
- Support continuous quality improvement through participation in AQIP

QUALIFICATIONS (EDUCATION / CERTIFICATION / EXPERIENCE):

- Master’s Degree in Nursing from a regionally accredited institution
- Specialty and experience in OB
- Current Illinois R.N. License
- CPR certified by the American Heart Association required
- NRP (Neonatal Resuscitation Provider) certification
- Three years of successful theory and clinical teaching experience, at the community college level preferred
- Willingness to use educational technology, to include SimMan and other simulation equipment
- Demonstrated commitment to professional growth
- Commitment to the mission of the community college and to teaching and motivating community college students in ways appropriate to their diverse backgrounds and learning styles

ISSUED: October 2014
Administrative Contracts for FY 2016

Information

The administrators are an important employee group of the College, carrying out the policies, procedures and initiatives as established by the Board of Trustees. It is recommended that for FY 2016, the contracts of the College Administrators holding the positions listed below be extended through FY 2016:

Assistant Vice President of Academic and Student Affairs
Assistant Vice President of Finance
Assistant Vice President of Human Resources
Associate Dean for College and Career Readiness
Associate Dean of Education, Career and Technical Education
Associate Dean of Humanities and Social Sciences
Chief Communications Officer
Chief Financial Officer/Treasurer
Chief Information Officer
Dean of Academic Development
Dean of Enrollment Services
Dean of Library
Dean of Student Development
Director of Athletics, Intramurals and Recreation
Director of Bookstore
Director of Business Services
Director of Continuing Education
Director of Facility Projects and Contracts
Director of Financial Aid
Director of Food Services
Director of Health and Wellness
Director of Health Information Technology Program
Director of Human Resources/HRIS
Director of Infrastructure Operations
Director of Institutional Effectiveness
Director of Institutional Research
Director of Learning Support
Director of Maintenance
Director of Occupational Therapy Assistant Program
Director of Online Learning and Educational Technology
Director of Public Safety Operations
Director of Recruitment and Staffing
Director of Registration and Records
Director of Resource Development
Director of Software Solutions
Director of Sustainability
Recommendation

It is recommended that the Board of Trustees ratifies the above contract actions as presented.

Vicky Smith
President

*Title change, previously Manager of Special Needs
Salary Adjustment/Advance Placement

Information

The agreement between the Board of Trustees, McHenry County College, Community College District #528 and the McHenry County College Staff Council includes a salary adjustment of $1,200.00 for full-time members upon completion of 15 credit hours of pre-approved course work. In accordance with this agreement, the following staff members qualify for adjustment at this time. The salary adjustments take effect for FY 2015.

<table>
<thead>
<tr>
<th>Current Salary</th>
<th>Adjusted Salary</th>
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<tbody>
<tr>
<td>Tracy Berry – 1st Adjustment Department of Continuing Education Assistant</td>
<td>$16.60 per hour $17.18 per hour</td>
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<tr>
<td>Patrick Sullivan - 2nd Adjustment Building Maintenance Specialist, Plumber</td>
<td>$77,064.60 $78,264.60</td>
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</table>

The Administrative Advanced Placement Program includes a salary adjustment of $1,400.00 for full-time administrative staff members upon completion of 15 credit hours of pre-approved course work. In accordance with this program, the following administrator qualifies for a salary adjustment at this time. The salary adjustment takes effect for FY 2015.

<table>
<thead>
<tr>
<th>Current Salary</th>
<th>Adjusted Salary</th>
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<tbody>
<tr>
<td>Karen Smith – 3rd Adjustment Director of Bookstore</td>
<td>$60,782.11 $62,182.11</td>
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Recommendation

It is recommended that the Board of Trustees ratifies the salary adjustments as stated above.

Vicky Smith
President
Presidential Transitions
August 15, 2011

By Patrick Sanaghan

Bringing in a new leader for an institution of higher learning is a daunting responsibility for a board. During a presidential transition, campus stakeholders are both anxious and hopeful as they manage (or witness) the passage between the outgoing and incoming leaders. For our book Presidential Transitions: It's Not Just the Position, It's the Transition, Larry Goldstein, Kathleen D. Gaval, and I interviewed scores of presidents and trustees. In the process, we discovered some surprising elements that can either make or break a presidential transition.

The Selection Process: Avoiding Cultural Mismatch

Though it may seem strange to treat the selection process as part of a presidential transition, selecting the right person is one of the most important steps in ensuring a smooth transition. The board must take a wide view of not only the needs but also the culture of the institution. By becoming preoccupied with a narrow goal or fixated on a particular personality trait, the board risks creating a cultural mismatch that can set up unnecessary conflict.

In a case of cultural mismatch, the new president never really connects with the people on campus. Although the new leader might have all the right credentials, his (or her) leadership style simply doesn’t work for the institution. Stakeholders don’t like him, don’t trust him, don’t understand him, and don’t want to follow him. It is hard to build a bright future in such a setting.

Cultural conflict can occur when the board chooses the wrong leader for the time and the institution. By being aware of predictable traps that may cloud their collective judgment, board members can more successfully navigate the selection process. Three traps are particularly dangerous when it comes to selecting a new president.

Trap #1: The Pendulum Swing

A board anxious to jump-start change in an institution may choose a new president who is dramatically different from the outgoing one. For example, a long-serving, thoughtful, cautious leader might be replaced with a gung-ho entrepreneur who has big ideas and wants to run the campus like a "business." Such dramatic change rarely works because it is too much for institutional stakeholders to orient themselves around and to follow with any conviction. Clearly, the opposite type of change can also be problematic, if an institution that has been led by a hard-charging visionary suddenly finds itself with a thoughtful, yet plodding leader.

Different is not always better. A board must be cognizant of the potential negative impact a dramatic change can have. Board members must deeply understand the institutional culture — its context and complexity. Without such knowledge, it is all too easy to pick the wrong leader.

Trap #2: The "Change Agent"

Boards can sometimes be overly impressed by a potential new leader who promises to "stir things up" and move the institution to a "new level." Such change agents like to use words such as "stellar," "exceptional," and "preeminent." It is wise to be wary of such individuals, because they can also create "extraordinary" damage.

This warning is not meant to suggest that change leaders do not have their place in higher education. We are experiencing — and will continue to experience — enduring change throughout our institutions. We need the very best and brightest change leaders we can find. Principled leaders throughout the institution, not just the president, need to work together to manage the complexity and ambiguity that change presents.
I am currently observing a local university that has hired a "change agent" as its new president. Unfortunately, campus stakeholders don’t understand the rationale for all the suggested changes. To them, it feels like change for change's sake. The president talks about "pushing through the resistance" and is intolerant of anyone who asks tough questions about execution or the potential negative impact of all the change. He complains to the board that the people on campus "just don't get it." The followers don’t believe the president is respectful of their mission, their values, or their history. As they see it, for all the consideration he has demonstrated, he could be applying his change policies in a can factory or a waste management plant.

Lone change agents are rarely successful. There are occasions when a truly visionary leader can inspire institutional stakeholders to reach for the stars, but that inspiration must grow out of the leader's efforts to build the relational capital necessary to create commitment toward a shared vision. And most of the time the leader must also have the financial resources to dream big.

**Trap #3: Smartship vs. Leadership**

Hiring a really smart president is not a difficult task in higher education because there are many highly intelligent candidates available. We all want smart leaders, but having a high IQ doesn’t necessarily equate with having what it takes to lead a campus.

I once interviewed a brilliant and famous president. After I introduced myself, he talked at me for over two hours — before I had a chance to ask even a single question. The experience was overwhelming. I later observed him with his cabinet, and the same behavior occurred. The president launched into an extended monologue and acted like he was the only one in the room who had any ideas. The cabinet members spent much of their time in pained silence, doodling away.

This brilliant individual couldn’t lead his people if his life depended on it. Great ideas are implemented through the hard work of people throughout an institution. Leaders must be able to build shared aspirations and institutional trust in order to execute their ideas. This takes time, patience, and perspiration — not just proclamations.

Boards would be well served if they would prioritize the leadership traits of humanity and humility; compassion and care; integrity and honesty. Smartness should be on the list, but not as the primary leadership quality that is sought.

**The President–Board Chair Relationship**

In bringing a new president into an institution, a board will naturally focus on how that individual will mesh with board members and with stakeholders within the institution. At the conclusion of a well-conducted search, both the board and the new president should feel a good degree of confidence in the abilities of the parties to form a productive working relationship. But what will happen if the relationship doesn’t develop as expected or if the composition of the board shifts?

In our interviews for Presidential Transitions, we were surprised at how many presidents talked openly about the difficult relationships they had with their board chairs. These important and fragile relationships often caused a great deal of stress for presidents, and for many of them ultimately became the deciding factor in influencing them to leave their institution for another campus. We discovered that these tension-filled relationships often emerged as a new board chair (who might have been waiting in the wings) set out to assert his or her individuality as a leader, and put his or her "stamp" on things.

I am currently witnessing the stress growing in a highly successful, visionary president who has helped lift his institution to another level, as he worries about an incoming new board chair. The current board chair has been very supportive of the president’s visionary style and has been a real thought partner. The new board chair is a highly successful, assertive businessperson who is also a world-class micromanager. He loves the details — all the details — and is chock-full of advice about almost everything. His rigid approach and his constant questions make the president think that his wings will soon be clipped. He is concerned that he will spend countless hours answering pointless questions and attending to details that don’t matter.
If these two leaders cannot manage their very different approaches, the president will leave for a place that appreciates his gifts. The new board chair will be recognized the reason the president left and will have failed at an important aspect of his new job.

The importance of the strategic relationship between a president and board chair cannot be overstated. If the chair and the president cannot develop a common vision about where the institution should go and how it should get there, what the campus priorities should be, how institutional values should be lived throughout the campus, and how decisions will be made, there will be difficult times ahead. Departures and transitions on good terms are hard enough. Picking up the pieces after a protracted conflict can be a huge obstacle to overcome.

Therefore, when such relational and leadership challenges emerge and tensions mount, it is important to intervene quickly, because the problems won't magically disappear on their own. Bringing in a former president, a former board chair, or a highly credible external consultant to help mediate the differences is essential. This will not be a one-shot intervention. The relationship will need consistent care and attention over time by all involved parties.

The Departure Process: Leaving Well
In a presidential transition there is a tendency to be more thoughtful and disciplined about the arrival of the new president than about the departure of the sitting president. Both transitions need care and attention by senior leadership and the board. The following advice can help a leader avoid a sloppy exit.

Establish Ground Rules
The board chair needs to meet with the incoming and outgoing presidents to negotiate a set of ground rules or working agreements that will help set the stage for a positive transition:

Will the incoming president be making any campus visits before the official arrival? If so, what will those visits entail, and will the two leaders interact with each other during the visits?

If the new president needs information (e.g., board minutes, accreditation reports, cabinet reviews), how should the materials be requested?

How will the two leaders communicate with each other? How often? Will they meet face to face? Where and when?

Will there be interaction and communication with the new president and the board chair, before the official transition? If so, how will the current president be informed about this?

These might sound like relatively trivial matters, but having a clear plan for routine communication will save time for all concerned and will build a good foundation for dealing with the less clear-cut issues that will arise during any transition.

Lead Until the End
One of the most common pieces of advice arising out of our presidential interviews was this: the outgoing president needs to be seen leading until the day he or she leaves. The last thing an institution needs is a president who simply fades away. The outgoing president needs to attend important campus events, faculty lectures, award ceremonies, and celebrations. Stakeholders need to see and interact with the departing president during the outward transition.

If the outgoing and incoming president can attend some of these campus events together, all the better. This will meaningfully symbolize the historic transition between the two leaders. Such joint appearances will demonstrate to campus stakeholders that the incoming and outgoing leaders have professional respect for each other and a shared commitment to a smooth and amicable transition.

Get Rid of Any "Sticky" Problems
Before the new president arrives, any difficult personnel issues at the leadership level should be addressed effectively. The last thing a new president needs early in his or her tenure is to face tough and visible decisions that have been left hanging for a long time. Such personnel issues could involve
sensitive tenure decisions, disciplinary actions, and any financial "fuzziness" that might exist. The key here is to set the table for the new president so that his or her first year is as smooth as possible, without locking the new leader into commitments or courses of action that might not fit into his or her agenda. Clearly, a degree of communication between the two leaders is required on large issues.

Negotiate the "Culminating Agenda"
The board chair and departing president need to agree on the top one or two priorities for the departing president in his or her final 6 to 12 months. It is essential that the list of priorities be kept short — because there is a strong tendency for an outgoing president to try to leave with some "big wins" to burnish a legacy. A departing president might be tempted to try to finish off a "to do" list that has lingered for years — reviving a long-dormant program, creating a new and complex strategic partnership with a multinational company, or raising millions for a new building on campus.

All leaders want to be remembered for accomplishing important — even great — things, but a mad scramble in the waning months of a leader’s tenure is not the way to achieve that desired impact. The culminating agenda should be meaningful and doable — not an expansive dream or ego booster for the outgoing leader. One of the best gifts a departing president can give an institution is to ensure a smooth and successful transition for the incoming leader.

"Don’t Come Back for at Least a Year"
One of the presidents we interviewed for Presidential Transitions recounted an unusually wise piece of advice he received during his departure. This particular individual had enjoyed a great and long run as president. He had helped shape the institution in many ways and was well-respected, even loved, as a leader.

At the final dinner celebrating of his presidency, he sat next to his long-serving board chair. They had worked together for more than 15 years and had developed a warm and strong friendship. At the end of a wonderful evening, the board chair leaned over and whispered, "You have done a wonderful job for this institution. We are all grateful for this and I admire you a great deal." It was a touching moment.

The board chair continued, "Please don’t come back here for at least a year because your shadow is too big for this new president to succeed."

The president was taken aback by the sharpness of the comment and a little hurt. Upon reflection, however, he realized the board chair was right. The new president deserved every opportunity to be successful, and if a "legend" was around for constant comparison it would be a difficult journey.

Presidential transitions are critically important and delicate periods. It is important to choose the new leader wisely to avoid the negative impact of a potential cultural mismatch, to pay careful attention to the relationship between the president and board chair, and to make sure the outward transition of the departing leader gets the attention it needs.

Patrick Sanaghan is president of the Sanaghan Group, a consulting firm that specializes in strategic planning and leadership development.
Selecting a New President
What to do Before You Hire a Search Firm

American Council of Trustees and Alumni
Institute for Effective Governance
American Council of Trustees and Alumni

Launched in 1995, the American Council of Trustees and Alumni (ACTA) is a non-partisan, non-profit educational organization dedicated to working with alumni, donors, trustees, and education leaders across the country to support liberal arts education, high academic standards, the free exchange of ideas on campus, and high-quality education at an affordable price.

ACTA’s Institute for Effective Governance, founded in 2003 by college and university trustees for trustees, is devoted to enhancing boards’ effectiveness and helping trustees fulfill their fiduciary responsibilities fully and effectively. IEG offers a range of services tailored to the specific needs of individual boards, and focuses on academic quality, academic freedom, and accountability.
Selecting a New President
What to do Before You Hire a Search Firm

Your Most Important Job

The most important job a board performs is the selection of a president. However, when a presidential vacancy occurs, boards are rarely prepared to undertake a search. In a panic, they rush to appoint a search committee and hire a search firm. They think that all the important decisions come after the search firm is hired. They think that it is up to the new president to decide where the institution is and where it should go. Wrong. Some of the most important decisions occur before the search firm is on board.

The early stages of a presidential search require critical assessments of the institution’s mission, the appropriate job description for the next leader, how the search committee will be constituted, and how important constituencies will be allowed to participate in the overall selection process. The manner in which these decisions are made sets the stage for the ultimate success or failure of a search. This guide is designed to help trustees do the job right.

Be Prepared

Once a vacancy occurs, a certain jockeying for position among campus constituencies begins. Do not wait until a vacancy occurs. The time to review your by-laws and procedures on presidential searches is now. Indeed, boards should review their search procedures on a regular basis—such as every three years—and readopt or modify them as needed.
A Time to Take Stock

The selection of a new president is an ideal time for a board to review the institution’s progress, problems, and potential. Before any presidential selection can occur, the board itself should be clear where the institution stands and where it wants the institution to go.

When a vacancy occurs, the first important step is to decide where you want the university to be in five or ten years. Then you are in a position to determine what kind of president can take it there.

First, the board should have before it information: the current mission statement, the strategic plan, the budget, and indicators of institutional quality. This ensures that the board’s deliberations are fact-based, not just impressionistic.

Second, the board should invite comments in writing from university-related constituencies (e.g., alumni, donors, faculty, student body, local business community) addressing their thoughts about the university, its future directions, and what kind of president it needs. In this way, the process is both positive and inclusive. An email address can be set up for these purposes.

Third, having received all this information, the board should hold a two-day retreat to have a candid discussion sharing thoughts about such questions as: Is the mission clearly and appropriately conceived? What are the ideas and concerns of the various constituencies, on and off campus? Where would trustees hope to see the school in five or ten years? What are the most serious problem areas the new president will have to address? What are the opportunities for moving the university to the next level? What kind of
president will be best equipped to tackle the problems and seize the opportunities?

A neutral third-party experienced in higher education can be engaged to help facilitate the discussion.

What Kind of Leader?

Once the full board determines its long-term vision, it’s up to the search committee **to develop a realistic statement defining the traits needed in a new president that reflects the board’s vision and can be used in developing the position advertisement.**

There is a temptation for this to be a political document—a combination of platitudes and a wish-list for campus constituencies. Resist that temptation. There is no point in listing every ideal trait imaginable. No president has every virtue. Your job is to decide which strengths are absolutely essential and which are merely desirable. No president does everything. Much can be delegated. A strong fiscal manager can rely on deans for academic leadership. An educational visionary can delegate administrative responsibilities to a senior vice president.

Similarly, there will be a temptation to please everyone and to add every trait suggested by every member of the search committee or full board or even of other constituencies. But you do not need unanimity. Allow the majority to specify a precise and realistic list of essential traits. Make sure the criteria listed in your advertised job announcement reflect this assessment.

The statement should communicate accurately to potential candidates what traits the board is seeking. It should be sufficiently precise to guide the search committee in its deliberations.
And it should be broad-minded so that the board can cast the net widely to find a strong leader. To succeed, institutions need leaders committed to academic quality.

**In searching for an excellent candidate, do not tie your hands.** A Ph.D. and 20 years in academic administration may be desirable, but experience has shown that they are not essential. Individuals who have shown leadership in other areas—business, government, the military, or the professions—have often made outstanding university presidents. What they lack in academic background they often make up for by their ability to “think outside the box.” The description should never close the doors to strong but “unconventional” candidates and should make clear that selection procedures ensure equal opportunity and compliance with the law.

**Creating a Search Committee**

Selecting a president is the most important decision a board ever makes. This is an authority a board should never delegate. Accordingly, the search committee should consist solely or primarily of trustees and should be chaired by a trustee.

At the same time, the number of trustees is important. Since groups tend to seek consensus, every member has a veto over the final choice. The larger the group, the more vetoes there are. The more vetoes there are, the more likely the final candidate will represent the lowest common denominator, that is, mediocrity. Therefore, the size of the search committee should be no fewer than five and no more than nine members, with two of the members appointed as chairman and vice chairman.
But, you may ask, what about the constituencies? You are right: the constituencies, on and off campus, should have an opportunity to have input. But the constituencies should not be represented on the search committee. There are too many constituencies to include them all without making the committee too large. And it is questionable to what extent one professor or one alumnus “represents” all faculty or alumni.

The best way to invite constituency input is at two points in the process—at the beginning and at the end. Before the board reaches its own conclusions about what kind of leader is needed, there should be a public announcement inviting everyone interested in the college to submit his or her thoughts in writing. This will be a valuable sounding to take. At the end of the process, when finalists are invited to campus, individuals from affected constituencies should be asked to meet with each. No constituency should be asked to rank candidates or provide a collective recommendation. Instead, each individual participating can submit personal evaluations to inform the board’s decision-making.

Finally, confidentiality is important. Individuals who have responsible positions at other universities will often not agree to be considered unless their identities remain confidential—at least until the number of candidates is reduced to three or four. While legal requirements may vary from state to state, governing board discussions pertaining to the presidential search should remain closed and confidential whenever possible. Non-search committee members should be present only with a specific invitation and then only under a rule of confidentiality.
Establishing a Framework for the Search

As it goes into the process, the full board should determine the target date for the new president to assume office and a deadline for the search committee to provide the board with an unranked list of three to five final candidates. The board should approve a budget for the search process and make provision for internal administrative assistance to the search, if necessary.

With assistance of groups such as ACTA’s Institute for Effective Governance, the board should review national and state data on presidential compensation and establish a compensation range for the position. It should also determine whether to offer a contract (ideally no more than three years), or whether to have the president serve at the pleasure of the board. The board should have presidential performance review policies in place and share them with candidates for the job.

What Kind of Search Firm, if Any?

The first question is not what kind but whether. Searching for a president is not rocket science. It is not hard to come up with a list of qualified candidates—an ad in The Chronicle of Higher Education will be seen by every senior administrator interested in a presidency. And there is a down side to typical search firms.

But first the positives. If you are like most trustees, this will be the first higher education presidential search you have ever done. Hiring a search firm means that you do not have to reinvent the wheel. They will handle many of the mechanics of the process. And they will identify appropriate candidates—
every large firm has a “rolodex” listing hundreds of senior administrators whose names they have acquired in previous searches. It gives the board a sense of security, as well as political cover, to have a search firm.

Search firms can be helpful. But they are not cheap. Many a board has paid six figures to find a president who did not survive the first year. Some traditional search firms can also get in the way of finding an outstanding leader. They are often so wedded to the status quo in higher education that they actively resist the board’s efforts to broaden the pool of candidates. Often they have a stable of candidates they propose in search after search. They are in a position to tilt the search process in favor of their own candidates and they sometimes do. They discourage or sometimes undermine candidates suggested by trustees.

Clara Lovett, former president of the American Association of Higher Education, describes the problem this way: “... higher education’s headhunters know what sells. As a result, they are unlikely to promote candidates known to be brilliant but controversial or eccentric and, therefore, hard to work with. ... They will either steer the search in the direction of safe candidates (again, everybody’s second choice), or advance the candidates most likely to shine in corporate boardrooms—those who can impress audiences outside academe. ... In either case, the search process often screens out, from the start, individuals who can think critically about their institutions, challenge the conventional wisdom of their constituents, and create new paradigms in education.” (“The Dumbing Down of College Presidents,” The Chronicle of Higher Education, April 5, 2002).
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– Clara Lovett, “The Dumbing Down of College Presidents”

To do an effective job, a search firm must be innovative and responsive to your goals. A search firm that excels in business searches is not necessarily good in higher education—they are two different worlds. If you are looking for an imaginative leader and want to cast a broad net, it may be wise to consider smaller and more responsive firms. At a minimum, the board should select a firm that understands the needs of higher education today and realizes that it is there to assist the board, not tell them what to do.

And, even after a search firm is selected, it’s important to remember that informed board involvement is essential to a successful search. At every stage, it is critical that board members “[s]tay on top of the process and go through the lists and backgrounds of all candidates. … That’s how you find the sometimes different person that might be interested,” says University of Michigan regent Andrea Fischer Newman.
Conventional methods of tallying rankings have the effect of giving each search committee member a veto over any candidate.

**Replace a negative veto process that produces the lowest common denominator with a positive process**—one that allows each committee member to move forward the candidate who, in that member’s judgment, is the most outstanding. That way, no one can veto the most outstanding candidate. The process promotes harmony in the search process, since committee members are not vetoing each other’s top candidates—at least until the last step of the process.

How does the positive nomination process work? Imagine a seven-member committee. At an early stage of review—identifying which files should be reviewed by the entire committee, for example—each member is allowed to move five names forward. Thus the whole committee will look carefully at 35 candidates, each of whom has been identified by at least one search committee member as one of the five most outstanding candidates. No candidate is eliminated at an early stage merely because only one member does not like him or her.

The next cut allows each member to move forward the two candidates he or she judges to be the most outstanding—for a “short list” of up to 14 candidates. The list will probably be a bit shorter, since some names will be on more than one person’s list.

At the final stage, each member will be putting only one name forward—the most outstanding—for a maximum list of seven. By then it will be obvious that some candidates are named by a number of commit-
tee members, others by only one. A short list of finalists to invite to campus will easily emerge.

And not a single candidate will be on the list merely by being “everybody’s second choice” or the one everyone could “live with.”

**Keep Your Eye on the Goal**

Whatever you do, remember: consensus is not the goal; selecting the most outstanding leader is. Because of our natural desire to get along, all groups tend toward consensus. But compromise decisions to achieve consensus impair the process. For example, adding an additional criterion to the position announcement to satisfy a single member of the board makes the announcement less focused. And it communicates misinformation—presenting the opinion of a single member as if it were the opinion of the board. There is nothing wrong with taking a vote and letting the majority decide. Never base decisions on the wishes of a single trustee. That kind of thinking could eliminate candidates who rock the boat—which leaders often do—and ensure mediocrity rather than merit.

More universities have made mistakes with supposedly “safe” selections—hiring another institution’s retread—than by defining goals more innovatively and reaching out to bold new leadership. Today universities need to be more innovative and entrepreneurial than in the past. Institutions must respond to a dynamic economy, changing world situation, and growing calls for accountability and performance. They need bolder leaders with a wider background. Keeping your eye on the goal—selecting the most outstanding leader—is key to a successful search.
Call ACTA’s IEG for Help

ACTA's Institute for Effective Governance supplies information trustees can use in making decisions for their institutions, including best practices from across the country. Drawing on a broad network of higher education experts, IEG also offers a wide range of services including orientations and retreats, board management seminars, institutional assessments and presidential searches and evaluations.

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GUIDELINES FOR SELECTING A PRESIDENTIAL SEARCH PARTNER

The abridged introduction from *Presidential Search: A Guide to the Process of Selecting and Appointing College and University Presidents*

Richard T. Ingram  
President Emeritus, Association of Governing Boards of Universities and Colleges

It is the responsibility of the board and the search committee to ensure that the best candidates to lead the institution—from inside and outside the institution—receive full consideration.  

It’s difficult to imagine a more consequential moment in the evolution of any organization than when it’s time to change its top leader. For about 50 percent of all colleges and universities, this occurs every seven or fewer years.

There are many good reasons why 52 percent of recently hired presidents reported in the 2006 national survey conducted by the American Council on Education that a search consultant assisted their institution and governing board. Reaching out for an effective partner to help design and conduct the process of finding a great leader has been a strong trend since the 1970s. Together with the directory of search firms that follows, the guidelines revealed are intended to help increase the probability that the best firm, and especially the best principal(s) from that firm, will be the “best fit” with your institution’s particular needs and unique culture.

Once a decision is made to proceed with a national (and, for some, it may be an international) search, governing boards and their search committees embark on a voyage marked with great opportunity. But it’s also true that successful search processes are more art than science, that even search firms with the best overall reputations have had their share of disappointing performance in spite of best efforts, that the challenge of recruiting outstanding candidates has become more rather than less difficult, and that “timing” and a fair measure of good luck often decide the outcome. The simple reality is that the single-most controllable decision that can be made to improve the odds of a successful outcome is the careful selection of the search principal(s) who will bring genuine, added value to the process from beginning to end. These guidelines are formatted to help bring about this happy conclusion.

Small boutique firms that specialize only in the presidential position, large international firms that cut their teeth in the for-profit corporate sector, and firms in between that assist with searches for other positions as well—all of them—offer particular strengths, know-how, and experience. In the end, what matters more than many other relevant variables is *who* from the firm will work with you.
WHERE TO BEGIN?

If the search committee is especially large, say more than 15 persons, consider appointing an ad hoc sub-committee of several individuals led by the chair of the search committee that is charged with interviewing prospective firms and proposing who should be retained as a partner to help conduct the search. If this is done, and the timetable permits, the finalist firm’s principals should ideally appear before the full search committee for a general exchange facilitated by the chair or vice-chair. It is the search committee that should “own” the decision to accept the firm’s nomination or, if there are reservations, to insist that another firm or two is interviewed.

Among the preliminary considerations for selecting candidate firms and principals to be interviewed are these:

- Has the firm assisted with recent searches for institutions broadly similar in mission, reputation, and size to your own? In addition to the insights about prospective firms provided in this directory of firms, select phone calls to appropriate higher education association leaders who know your institution, highly respected presidents of peer institutions, and others are a good investment of time to help identify promising firms and possible consultants.

- If yours is a public rather than an independent institution, has the firm worked with other colleges or universities in your state and developed procedures for working effectively with its open record and meeting law if it applies to presidential search processes?

- Based on telephone conversations with the chairs of governing boards (and/or chairs of the search committees, if they are not the board chairs), were they satisfied with the services provided? Who specifically was/were the firm’s principal consultant(s)? Were full search services or only certain services provided by the firm? What particular strengths and shortcomings were apparent? Working “styles” and interactions with the search committee? What was the total time for the search? What did you learn from your search experience that you would do or not do again? Would you retain the same firm and principal again?

- How satisfying were the presidential candidates recruited by the firm for consideration? How effective was their pre-search activity on campus and the preparation of written materials that described the institution’s characteristics, priorities, and candidate qualifications?

- How impressive are the appearance and substance of the firm’s general marketing materials and their description of how they typically design and work with the search committee? Do they clearly address how their responsibilities are distinguished from those of the search committee (mutual expectations)?

- It is also a good practice to request and expect interviewed firms to send only the principal(s) who will actually work with the search committee if selected.

- Only those firms in which there is sincere interest should be invited for interviews (generally not more than three such firms). Allow at least an hour for each interview, preferably conducted through a single day. It is appropriate to offer to cover at least one-half of the travel and other out-of-pocket expenses incurred by the firms invited to a preliminary interview with the ad hoc committee suggested above, and perhaps a second and final interview with the entire selection committee. Remember that the firm’s principals already have invested considerable time to research your institution and related matters to prepare for the interviews and their proposed scope of work. At least they should convince you that they have! Finally, all interviewed principals should be informed of the committee’s decision as promptly as possible as a matter of courtesy and good form.
QUESTIONS TO ASK

A key point has already been made: Selecting candidate firms to be interviewed is similar to painting a house; there is no substitute for good preparation if you want to do it right the first time. Doing the necessary homework and using the telephone with thoughtful and knowledgeable people in advance makes a huge difference to a successful decision about what firm and principal(s) best fit your institution and culture.

The selected firm should help the committee to estimate the total cost of the search for realistic budgeting purposes. Total cost includes such additional institutional overhead as secretarial and other logistical support, search committee member travel, candidate receptions and entertainment/meals, relocation expenses for the finalist, and the like. The total estimated cost should not be a major surprise to anyone. Remember the institution is paying for retained rather than contingency services related to an appointed president.

You should ask whether there are any contingency clauses bearing on especially unhappy unforeseen circumstances such as what the firm may be prepared to do should a finalist recruited by the firm be terminated with or without cause within his or her first year of service.

Following are illustrations of questions for interviews with prospective firms. Assuming one-to-two-hour interviews with each firm, the chair should open them by briefly introducing the principals (their biographical and other information will have been provided in advance), followed by the latter’s formal presentations that should allow for at least a few interruptions from committee members who seek clarification. The majority of remaining time should be devoted to questions and comments from the committee members. The following questions are not in any particular order of importance and some may be covered in presentations to the committee.

About the individual(s) who will work directly with the committee:
The principal objectives are to assess their experience, personal styles, energy levels, and general fit with the search committee and the institution’s culture. Impressions and interviews have their limitations, as they do with presidential candidates, but interviews do matter as we listen to responses to questions like these:

• Tell us about your most recently completed search with an institution whose mission and academic focus is similar to ours and that was particularly satisfying to you. What contributed significantly to make it so?
• For how many years have you been engaged in presidential search work as the lead principal? How many presidential searches do you typically do on an annual basis? Does your firm limit the number? How many presidential searches are you currently assisting with? Under consideration for doing?
• What do you consider to be typically the biggest obstacles to overcome in a search like ours? How do you propose that we deal with them?
• For public institutions whose states have a particularly difficult open meeting and records law affecting presidential searches: How have you found you can be most effective in working within our state’s laws?

About the major elements of the proposed search process and timetable (key benchmark dates and deliverables):
If the consultant(s) presentation doesn’t cover the key elements in a full search effort, including the estimated time required for each, this is a good line of questioning – especially to determine “who is responsible for what.” Neither is it too early to set benchmark dates for completion of key tasks.
• Please tell us how you propose to work with our staff liaison/director on each of these major tasks. (He or she should be present.) With the search committee?
• What advice can you give the committee about what it and its members should and shouldn’t do?
• Talk to us in more detail about the need for confidentiality through the search process (a special challenge for public institutions with their difficult open meeting laws). In your opinion, is it a good practice to ask search committee members and their staff to formally sign a pledge about maintaining confidentiality?

**About the proposed pre-search activity and resulting “institutional and position profile” (first deliverable):**
Done well, this activity will make the launch energizing for everyone who cares about the institution and its future. It sets the stage for a successful launch and can be highly motivating for the search committee and candidates alike. How it is conducted is at least as important as the final version of the document it produces. What will the prospective firm do to get to really know the institution, its needs and priorities, and what the search committee seeks in outstanding candidates?

• About how many individuals do you plan to interview on campus (and by telephone)? Will interviews all be done individually or in small groups? Please give us a few examples of the kinds of questions you typically ask?
• Will the same line of questioning be applied to the members of the search committee?
• How do you determine the relative “weighting” or importance of what you will hear?
• Tell us how you plan to use the resulting institutional and position profile once it is accepted by the search committee? In what major media outlets do you typically place position announcements?

**About the candidate pool and projection of firm-generated/recruited candidates:**
There is no magic number to seek for “the pool;” what matters more is the quality of the individuals in the pool. After all, you are seeking only one president. But this is an area that requires an especially candid exchange to help you to assess principals.

• How do you go about assembling the candidate pool with regard to sources and what is expected of others in this regard?
• How confident can we be that the pool will include a substantial number of highly qualified but traditionally underrepresented candidates, including non-traditional candidates who have relevant experience in other professions and evidence of deep understanding of academic culture and commitment to its values? What is your track record on this issue?
• Are you finding the formation of a strong candidate pool to be more or less difficult to achieve in today’s market for presidential talent? Why do you suppose this is happening? Your solutions?

Note: With regard to candidates who are often underrepresented in candidate pools, the search committee should make plain how earnest it really is about securing outstanding candidates. That extends to whether it is sincerely interested (or not) in considering outstanding candidates who have not climbed the traditional academic ladder but may come from the worlds of business, government, the military, and professions outside of the academy. This is an important discussion that should take place within the committee before engaging a search firm. How broadly do you expect the search firm to cast the net?

**About how the search committee should work with the candidate pool:**
At this stage of the search there could be some needless misunderstandings about who does what. There should be
no surprises. Thus there is a need to probe in this area, to seriously consider the advice of who may be selected finally to be your search partner, but also to agree on the appropriate engagement of committee members. This phase is potentially the most demanding of the committee’s time.

- Talk to us about how you propose we work together to winnow the pool down into the “short list” and then to a final set of most serious candidates?
- Do you prefer or prefer not to be present for our candidate interviews? Tell us more about your reasoning about this?
- Will you coach us about how to conduct effective interviews? About questions we should and should not (legally and otherwise) ask?
- Tell us how you conduct background checks? Do you conduct additional checking for the “finalist” as distinct from those on the short list?
- With regard to checking references (as distinct from deeper background checks on the finalist), do you do some of these and do members of the search committee do others? If so, how can some measure of consistency and integrity be maintained?
- Are only those named references listed by finalists interviewed? If not, how are others sought and by whom? In the case of candidates who are sitting presidents, do you consult with some of their “direct reports?” Is it your experience that finalists usually give advance permission to do so when asked in the latter stages of the search?

Note: Remember that the very real threat of litigation brought by a few candidates who believed their reputations were harmed by reference checks have caused many institutions to limit comment about performance to simple verification of employment, perhaps even your own. To obtain information that is useful and even critical is a tricky business, but it can be done.

**About what you expect of us, and what we should expect of you in our work together:**
These kinds of questions are likely to help you decide if you find the principal’s style, competence, and personality to fit with your institution’s culture and the search committee’s expectations. But everyone should listen carefully to what the consultant believes to be best practices and keep open minds about what is proposed.

- What are major expectations that we should hold for you if we retain you and your firm?
- What do you expect of us, the members of the search committee?
- How do you propose you—or we—handle any frustrations or tensions that might be experienced in our working relationship?

**About the firm’s usual contract terms (including contingency provisions):**
Again, the doctrine of “no surprises” should prevail. You need not have or expect to have a formal proposal and contract to see in advance of a first interview, but it may be the firm’s practice to provide it. What matters more are a convincing verbal presentation and a careful review of the final contract.

- How is your fee and schedule of payments based? Expense reimbursement policy?
- Can you help us to realistically estimate the total direct and indirect cost of our search, including your estimate of your total fee and expenses, for budgeting purposes?
- Are there any contingency or provisional terms we should know about? What if we mutually decide that we might have to restart the search for any good reason?
CLOSING THE DEAL AND OTHER CONSIDERATIONS

Your search partner firm will offer good insights into compensation and contractual considerations if asked, but they usually don’t claim special expertise in these areas. Because our litigious environment places them in the legal domain, they require special expertise that should be sought separately. There are individuals who can provide experience and wisdom in this area and they are best sought early in the process. This expense should be included in the budget estimate.

But the most important point to be made is twofold: 1) Avoid the mistake of waiting until the latter stage of the search process to decide on the key elements of a fair and competitive total compensation package, but be willing to be flexible; and 2) Seek help also with the terms of an appropriate employment agreement early enough to have at least its key elements decided. Although it is likely that who the finalist turns out to be will and should affect the final terms of both compensation and some contractual provisions, forethought on these matters can make the difference between a successful or a failed search. The objective is to strike a balance between good advance planning and being flexible at the end of the process.

Finally, remember that all search firm principals will put forth their best effort on your institution’s behalf. They want to do a good job for you. But their effectiveness also depends on the search committee’s active participation and good faith effort. The key is good and frequent communication with one another while trying to keep the larger community of stakeholders appropriately informed concerning progress. For those participating as members of the search committee, few endeavors are more potentially rewarding than this one. Having some fun along the way is one important measure of a healthy and successful process. There is an exciting new leader out there and you will find that person if you do it together.
How to Improve Presidential Searches
Seven Suggestions From Someone Who Has Been on Both Sides of the Table
By DeBow Freed

From the March 2003 AAHEBulletin.com

Selection of a president is one of the most important functions of an institution, but how effective are the procedures and how good are the results?

A general observation is that both the procedures and results are mixed, some good and some not. Many excellent presidents are chosen but the system does not consistently select outstanding candidates or serve institutional needs as well as it could/can. The approach and practice can be improved to serve those needs better.

Strengthening the presidential selection process may be the single most important way to make a quantum leap in better administrative leadership of colleges and universities. Interestingly, it does not cost more or threaten anyone. It is a major advance waiting to be taken. Its time has come.

There are three major steps to selecting a new president:

- Analyze the institution and define its needs thoughtfully
- Identify promising prospects
- Carefully select the best person to lead the institution for the next several years

How can procedures be improved to select consistently an excellent president for the college or university at that point in its life?

This article reviews the current prevalent procedures, proposes changes to improve searches, and discusses implementation of those changes for greater effectiveness.

The historic approach of constituent participation or consultation combined with trustee final responsibility for selection of the president continues. However, the procedures and accepted practices for presidential searches have changed substantially over the years. The most important change has been the increasingly prominent role of commercial search firms, particularly in the last two decades. In 1980, 20 percent of searches used a commercial search firm. Currently, an estimated 85 to 90 percent use such firms.

Search firms offer institutional search committees an outline of procedures that relieve the committee of many worries about the process. The proposing search firm offers to meet, listen, and write a description of the institution and institutional needs; to identify excellent candidates from its own unique sources; and to relieve everyone involved in the process of many administrative details. Search firm presentations often seem to be a panacea for the search committee’s uncertainty and consternation about its task.

In the last two decades, many searches have, effectively, been turned over to search firms. This action does not use the institutional selection committee in the role it is best prepared to play nor
the search firm to its best advantage. It leads to comments by selection committee members that institutional needs often get lost in the process and the system prevails over substance.

For example, the process often used to define institutional needs is somewhat like an open forum on campus, with the search firm as moderator. Matters of the moment carry the day. Less weight is given to longer-term needs that require perspective. Tendencies are to divide features of an institution, at a particular point in its life, into strengths and weaknesses. The real world has nuances. Descriptions of colleges in advertisements are strikingly similar and the unique features of the college in question are often lost in that similarity.

Current search processes, whether search firms are used or not, are better at identifying job seekers for the presidency than identifying those who have the capacity and qualities most likely to serve the presidency well. Members of search committees frequently comment on, and lament, the dearth of strong candidates. They often note that, even as interviewing begins, they do not see highly promising candidates in the pool. Failure to identify and attract promising candidates probably is the greatest shortcoming of searches as they are conducted today.

**Screening Applicants and Interviewing Candidates**

After applications are sought and obtained from a variety of sources, they are screened down to a workable number. Hopefulness usually is high at this stage. Interviews then take place, some off campus and the final few on campus. Public institutions usually have to announce the names of candidates to be interviewed on campus, a feature that discourages many good prospects from becoming candidates. Private institutions have more latitude in that regard. However, identification of candidates by public institutions usually leads to public scrutiny and investigation by the media. Frequently, this identifies strengths and weaknesses of candidates not otherwise brought out. The additional scrutiny is absent in many private college searches, often to the detriment of the search process. The advantages and disadvantages of public and private institution searches tend to balance each other in the final analysis.

**Choosing Among Prime Candidates**

After campus visits, comparisons are made among those who were interviewed. An individual is chosen at this stage in about 70 percent of the cases, and enthusiasm is generated for the chosen candidate. If a “must-have” candidate has not surfaced after the interview and evaluations are completed, committees normally take one of three courses of action. One approach is to select the most promising candidate from the original group of applicants. That path is chosen in an estimated 18 to 20 percent of total searches. A second approach is to extend the search and look at a new candidate or those not interviewed previously. This option is taken in 8 to 10 percent of searches. A third is to appoint an interim president and start the search over again, which occurs in 1 to 2 percent of the cases.
Due Diligence Checks

Thorough and careful due diligence checks of the top candidates are absolutely necessary. A primary reason for obvious mismatches between incoming presidents and institutions is lack of carefully checking credentials, personal histories, and verbal and written statements. The axiom that the best predictor of what a person is likely to do in the future is what he or she has done in the past is often disregarded. Failure to disclose pertinent facts by the new president or glossing over unfavorable factors by the candidate or selection committee proponents of the candidate is often a cause of future problems. Is it less likely to occur if there is genuine openness on the search committee or prior knowledge of the incoming president by several on campus.

Effectiveness of the Current System

How effective is the current system of presidential searches and how effective should it be? Measures are subjective, but it appears that results follow the pattern of other organizations where similar deliberate selection processes are employed. An often-used generalization is that about 30 percent of the selected leaders are highly effective, 40 percent are effective, 20 percent are satisfactory in varying degrees or marginal, and 10 percent are ineffective. Many problems or lost opportunities are associated with those who are ineffective, marginal, or only satisfactory, or up to 30 percent of total appointees. Those problems and lost opportunities could have been avoided through better selection and better match between the institution and its leader. How is that accomplished?

Changes for Increased Effectiveness

These are a few of the steps that can help to improve the process and lead to more apt selection of college presidents.

1. Plan Beforehand

Succession planning should be a normal part of institutional life at all levels. Relatively few presidential searches are undertaken on a surprise basis. Usually the board, faculty, and staff know beforehand when a search is likely to occur. Careful and deliberate preparation for the search can reduce the time required and lead to a more effective outcome. Preparing beforehand some of the documents that will be used in the presidential search will greatly facilitate the process. Those documents include the identification and listing of institutional needs and description of the type leadership that can meet those needs. That can be done through the process of strategic planning, which identifies institutional needs. Future leadership can be a part of those needs. Having this done beforehand can compress the usual first three months of a presidential search to about two weeks. That is one of the methods by which businesses compress their search time. It can work in higher education as well.
2. Appoint a General Consultant

Carefully selecting a general consultant, preferably before a search begins, can benefit the search and selection enormously. The type of consultant who can contribute the most is an individual with broad views, perspective, wide experience, knowledge of the profession, and a personality that will enable him or her to ask the key and critical questions without being threatening to the institution or those involved in the search process. The need is to help the selection committee see what institutional needs are for the next 10 or more years, and identify the type of leader who can best take advantage of the human, material, and financial resources that likely will be available. Fundamentally, a wise consultant can help the institution recognize its potential and its limitations and better define the type of president who is needed. The consultant can also be helpful in selecting a search firm if one is to be used.

3. Identify Good Prospects Early

Taking the time before the search begins or early in the search process to use resources available to the institutions to identify 10 to 20 excellent prospects can have an overriding impact on the search. Anecdotal data indicate that this was a key feature of historic searches that led to the appointment of many of the great American college presidents. That approach is given lip service but seldom is actually used effectively. If done well, half of the eventual prime candidates probably will come from this small group. Excellent resources are available to institutions today to assist in identifying such candidates and confirming their suitability as strong candidates.

Beyond the few strong candidates identified early, a continuing need is for the selection committee to ensure that the techniques being used to identify other promising candidates are those most likely to succeed. The selection committee should be willing to make adjustments to the techniques being used, if needed. To fail to do so is to allow the pool of candidates to fall short of the great opportunity that selection of a new president represents.

4. Shorten the Process

Many observers of presidential selections note that the process often becomes wearying, drags, loses vitality, and needs to be shortened. College presidential searches average nine months from announcement of the search to the appointment of the new president. Business CEO searches average 3.5 months. Five or six months for college searches provide ample time and give a reassuring sense of momentum to the college community.

5. Intensely Scrutinize the Best Candidates

There is a great need for intense scrutiny of the record and background of the best candidates. Searches often do not involve a thorough background check. Careful inquiry into the nature and quality of the candidates’ relationships with faculty, staff, and others, and into a variety of other relevant areas, can yield highly beneficial information. An estimated 20 percent of searches later find that there were obvious red flag items that were overlooked in the zeal to have everything about the search end on time and on a positive note. A degree of independence in the scrutiny is vital. That helps to overcome any tendency on the part of proponents of a candidate to cover up or
gloss over unfavorable indicators. Business and other nonprofit CEO searches often devote two to three days to intense scrutiny of the preferred candidate and his or her background. After careful scrutiny, the search group is then able to assure its board of the validity of information on the top candidate.

6. Increase Faculty Involvement

Most searches will benefit from having more faculty members on search committees and more faculty involvement. Faculty and staff members not only have a major stake in the outcome, they also have institutional memory, knowledge, and the perspective necessary to make good choices. Faculty judgments on search committees tend to be on the mark. The anathema of some trustees toward strong faculty involvement, which sometimes assumes faculty will choose a weak, compliant leader, and is not borne out by the record. When trustees spend considerable time with faculty representatives on a search committee, they come away in most cases with renewed respect and appreciation for faculty judgment and their devotion to the institution. The strong likelihood is that faculty members will make major contributions, particularly in the judgment part of the search and selection process.

7. Protect the Search Committee From Itself

Search committees are often dominated by one of two members, to whom others will defer, particularly if the search drags out. If the dominant members of the committee are terse and tough, they may tend to force a candidate of that nature on other members. If the dominant members are wily and slick, they may tend to find favor with a candidate who reflects those same characteristics. More than half of failed searches appear to result from the forced selection of the choice of a dominant or opportunistic person on the committee or domination of the committee by one person, such as the committee chair. Boards should be aware of this potential, and deal with it in their instructions to the search committee and their periodic reviews of search committee progress. They must be blunt about this because the dominant member is usually a respected trustee. The need is to build in protection to ensure genuine participation and best judgments of all committee members.

The changes suggested here focus on those features of the process that are likely to yield the most beneficial results. They are not radical departures from current practice, but rather, modifications to increase effectiveness. These changes can help to bring renewed life and vitality to the process. Importantly, they can lead to a far more productive process and contribute to major strengthening of higher education leadership through consistent selection of outstanding presidents.

DeBow Freed is president emeritus at Ohio Northern University and has been involved in several presidential searches as a participant, an advisor, and an observer. Contact him at d-freed@onu.edu.

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Foundation Scholarships
The Friends of MCC Foundation currently has 59 scholarships available for the Fall 2015 semester. The scholarships will provide over $150,000.00 in scholarship dollars to MCC student recipients. Scholarships that are currently available are listed on www.mchenry.edu/scholarships. The deadline for scholarship applications is Friday, May 29 at 4:30 p.m. All applications must be filled out online, printed and turned in to the Friends of MCC Foundation Office (Room A209).

2015 Distinguished Alumni Award
McHenry County College and the Friends of MCC Foundation announce the recipients of the 2015 Distinguished Alumni Award. After a thorough review process, the following individuals were selected as this year’s recipients: Michelle Aavang of Woodstock, owner of Willow Lea Stock Farm; Janelle Crowley of Fox River Grove, chief human resources officer, Elgin Community College and Derik Morefield of Woodstock, city administrator, City of McHenry. The 2015 recipients will be honored at a reception and award ceremony, sponsored by Advocate Good Shepherd Hospital, on Friday, May 1 at McHenry County College. The Distinguished Alumni Awards criteria includes that the candidate be a former MCC student, achieved success of an exceptional nature within his or her chosen field or profession, and has made a positive impact on his/her community through leadership and/or volunteering.

MCC Employee Giving Program “Together, We Make a Difference”
The Foundation will kick off an Employee Giving Campaign “Together, We Make a Difference” on Monday, April 13. To show appreciation for employee contributions, all MCC employees have been invited for coffee in the Foundation Office each morning the week of April 13–April 17. This is also a great opportunity to meet the Friends of MCC Foundation staff and the new Executive Director, Ms. Katrina McGuire.

With the generous support of MCC employees, the Friends of MCC Foundation was able to raise over $16,000.00 in FY 2014 through the Employee Giving Program. In FY 2015, the Foundation has currently raised over $25,000.00 in donations and pledges from MCC employees. The Foundation has set a goal to reach $30,000.00 and have 50% overall participation from MCC employees during this one-week campaign to help support the Foundation’s scholarship funds and college program funds.

Friends of MCC Foundation Golf Invitational
The 2015 Friends of MCC Foundation Golf Invitational will be held on Friday, June 12. The planning committee has finalized the sponsorship packets, which will be mailed to potential sponsors. All sponsorship letters and packets were mailed the week of March 23. Foundation staff and committee members will begin contacting sponsors for their participation in the event. Save-the-date postcards to sponsors and potential guests will be mailed the week of April 13. The next planning committee meeting is scheduled for Monday, April 27.

Educational Seminar Series
The Friends of MCC Foundation Board of Directors selected seven educational seminars to host in 2015. The following topics will be offered through the end of the calendar year:
Healthcare Reform  
Tuesday, April 14, 2015  
6 p.m.  
Scot Room at McHenry County College  
*Guest speaker: Trent Gordon, Vice President, Business Development and Strategic Planning, Advocate Health Care*

**Internet Fraud/Identity Theft**  
Thursday, May 21, 2015  
6 p.m.  
Scot Room  
*Guest speaker: Lisa Thompson-Bennett, Office of Illinois Attorney General*

**Paying for College**  
Tuesday, June 16, 2015  
6 p.m.  
Scot Room  
*Guest speaker: Chris Werner, Vice President, External Wholesales at Oppenhiemer Funds, Inc.*

To register for these event, please contact the Foundation Office. All events are free and open to the public.

**Education to Empowerment**  
Education to Empowerment currently has 56 members and has collected more than $92,000.00. All monies raised are to be used toward scholarships for the Education to Empowerment recipients. The Education to Empowerment committee will host its spring event on Thursday April 16, at the student-run restaurant on campus, Slàinte.
New Employees

The following lists new employees to McHenry County College. Those marked with an * have transferred to a new position or have accepted an additional position. This list includes information from March 11, 2015 through April 8, 2015.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Start Date</th>
<th>Employee</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct</td>
<td>3/16/15</td>
<td>Denise Learned</td>
<td>Adjunct Faculty - ECTE</td>
</tr>
<tr>
<td></td>
<td>3/19/2015</td>
<td>Margaret Obenauf</td>
<td>Adjunct Faculty – MSHP</td>
</tr>
<tr>
<td>Administrator</td>
<td>4/6/2015</td>
<td>Todd Smith</td>
<td>Director of Software Solutions</td>
</tr>
<tr>
<td>Classified</td>
<td>3/13/2015</td>
<td>Sandy Blakewell</td>
<td>Testing Center Assistant</td>
</tr>
<tr>
<td></td>
<td>4/7/2015</td>
<td>Renee Erling</td>
<td>Continuing Education Receptionist</td>
</tr>
<tr>
<td>Faculty</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>3/23/2015</td>
<td>Nicole Leconte Harris</td>
<td>Coordinator of Recruitment and Staffing</td>
</tr>
<tr>
<td></td>
<td>3/30/2015</td>
<td>Cody Loyd</td>
<td>Network Technician</td>
</tr>
</tbody>
</table>

Vicky Smith
President
Office of Marketing and Public Relations Update

McHenry County College’s Office of Marketing and Public Relations (OMPR) supports the institution’s planning efforts through deliberate, strategic marketing and communication efforts to key target markets, including: students, donors, alumni, community, and employees. Taking a full-service, internal marketing agency approach to its projects, OMPR creates and enforces innovative and comprehensive branding initiatives, communications and promotions for the institution and its programs. All efforts integrate a variety of channels/media for every project and campaign, while managing individual initiatives that require a variety of, or all, services. Services often include, but are not limited to:

- Brand Development
- Copywriting
- Event Management and Marketing
- Graphic Design
- Focus Group Coordination
- Illustration
- Information Campaigns
- List Acquisition
- Media Training
- Photography
- Video Production and Audiovisual Services
- Publicity
- Script Development
- Social Media and Networking
- Web Applications
- Web Design and Programming

The following information highlights just some of the current marketing and communication efforts underway to grow MCC’s population, strengthen MCC’s identity and share MCC’s stories.

- **College Publications**: OMPR is currently in production on these important publications:
  - **Spring 2015 News Brief**
  - **Spring 2015 Building Futures Newsletter**: This semi-annual newsletter from the Friends of MCC Foundation features scholarship and program updates, delivered to donors and alumni.
  - **Catalyst (July-September 2015 issue)**
  - **Fall 2015 Noncredit Schedule**
  - **Workforce, Community and Business Programs Capabilities Brochure**: New look and feel for programs and services offered through the Shah Center in McHenry

- **Integrated Marketing Campaigns**: Efforts are underway to promote a variety of programs and events that are important to students’ success, as well as increasing enrollment and retention efforts. These campaigns are all focused on providing critical information about time-sensitive processes and activities:
  - Joint agreement promotional efforts
  - Graduation rates feature story and communications
  - Fall 2015 early advising and priority registration promotion
  - Fall 2015 registration promotion and campaign
  - Sponsored Content Campaign with NW Herald (monthly editorial about MCC via print, online, social media, and video)
  - “Did You Know…” Social Media Campaign (featuring regular factoids about faculty and staff to reinforce the quality and innovation through the employees of MCC)
  - 2015 Print and Billboard Campaign (focused on student success)
  - Fall 2015 Digital and Cable Campaign
  - Spring—Summer 2015 Radio Campaign
- Summer 2015 noncredit programs and events promotion
- Summer 2015 Kids in College and Scot Stars Sports Camp promotions
- Retired Adult Program (RAP) promotional updates and name change
- Redesign of materials for Workforce, Community and Business Programs
- College Fair promotions and online form
- MCC FAFSA and Financial Aid completion campaign (“FAFSA First”)
- MCC alumni efforts (in conjunction with the Friends of MCC Foundation)
- MCC Distinguished Alumni Award efforts (in conjunction with the Friends of MCC Foundation)
- Education to Empowerment Spring 2015 event support
- Spring 2015 Employee Giving Campaign materials and promotion
- Data collection and demos for content management system (CMS) related to MCC website
- Promotional campaign to increase awareness about college and career readiness resources (developmental math, etc.)
- Fall 2015 learning communities (Twofer) promotions
- Fall 2015 art classes—promotional materials
- Development of updated materials to promote Nursing program
- Fall 2015 New-Student Orientation Handbook and related materials
- MCC 101 and MCC 102 materials
- Education, Career and Technical Education promotional video
- Health Information Technology information sessions promotion
- 2015 Convocation theme and promotional materials
- Summer math refresher course promotions
- MCC website Request for Proposals

- **MCC Brand Identity Efforts:** The following efforts are underway to support a timely follow-up and measurement of MCC’s brand implementation success to date:
  - MCC signage and monument sign work (includes audit of internal wayfinding signage)
  - Submission of branded work and materials to national award competitions
  - Updates to brand standards manual
  - Updated wayfinding signage at Shah Center
  - Ongoing revisions with Concept 3D (Campus Bird online mapping) to add online wayfinding capabilities
  - Branded stationary and signage for Athletics (MCC Scots)

- **Outreach Efforts:** These efforts specifically focus on community outreach and collaborative partnerships:
  - MCC Story Search Committee – internal committee to gather “hot topics” and story ideas from faculty
  - Event planning for Solar at Shah open house event (Summer 2015)
  - Event planning for multi-chamber mixer hosted by MCC on September 22, 2015
  - Event planning for MCC 50th Anniversary (in 2017)—planning committee launching in Summer 2015
Monthly Releases and Features
The following releases and feature stories have been distributed to local and regional media outlets from March 14—April 13, 2015.

- McHenry County College to Host “Unmasked” Mask-Making Workshop for Veterans
- Small Business article for Business Ledger magazine
- McHenry County Gardenfest 2015 Features Lurie Garden Plantsman Roy Diblik
- McHenry County College Places 2nd at State Forensics Tournament
- McHenry County College Forensics Team to Present Spring Speech Showcase
- McHenry County College Shah Center to Offer Supervisory Leadership Series
- QuickBooks Training Offered at McHenry County College Shah Center
- McHenry County College to Offer Introductory Level Computer Training
- Online Administrative Assistant Series Offered Through McHenry County College Shah Center
- Learn to Weld this Spring with Classes at McHenry County College
- McHenry County College to Host Natural Wonders of McHenry County Trip
- McHenry County College Offers Paralegal Degree Program; Two Classes Starting in Fall
- McHenry County College Offers Noncredit Spring Art Classes
- McHenry County College to Offer Summer Trip to Canadian Rockies
- Friends of McHenry County College Foundation to Host Seminar on Healthcare Reform
- McHenry County College Student Pride Club to Host 4th Annual Drag Show
- McHenry County College to Offer Free College Information Sessions for Adult Learners
- McHenry County College to Offer Trips to Elvis Presley, Jersey Boys Musicals (second release)
- McHenry County College Art, Culinary Classes Make Unique Mother’s Day Gifts
- McHenry County College to Host Pavement Management Program Information Session
- Supercharge Facebook Fridays Starts May 1 at MCC Shah Center
- ISBDC Announces Small Business Offerings for May
- McHenry County College to Offer OSHA 30-Hour For General Industry
- McHenry County College Shah Center to Offer Lean Office Course
- Accounting for the Non-Accountant Available at MCC Shah Center
- Forklift Programs Available Through McHenry County College Shah Center
- Sessions Jazz Quartet to Perform Concert at McHenry County College April 12
- Three McHenry County College Employees Honored for Professional Excellence
- McHenry County College Forensics Team Wins Silver Award in Regional Tournament
- McHenry County College to Host Paralegal Degree Information Sessions
- McHenry County College to Host Information Session on New Health Information Technology
- McHenry County College Fitness Center Employees Receive Innovation Award from NISRA
- McHenry County College to Host Spring Job Fair
- Guest Historian Barry Bradford to Lecture on Abraham Lincoln’s Assassination
- McHenry County College Seeks Literacy Volunteers, Orientation Sessions Available
- Friends of McHenry County College Foundation Welcomes New Executive Director
- McHenry County College to Offer New Online Course Featuring Field Study in Belize
- McHenry County College to Offer Healthcare Provider CPR Class
- McHenry County College President Announces Retirement

*Note: The above list does not include all interviews/stories initiated by the press. Press clippings about McHenry County College can be found at the following link: www.mchenry.edu/press.

Christina M. Haggerty
Chief Communications Officer
Story of the Month
Focus on...MCC Faculty
Philosophy Instructor, Jim Gould

For the past 27 years, MCC philosophy instructor Jim Gould has been challenging his students to think for themselves with moral questions such as: What does it mean to trust? or When is lying justified?

Whether the topic is trust, forgiveness, honesty or morality, Gould said he wants students to apply what they learn in class discussions to their own lives. “I want students to think deeply about everyday issues that are exposed in class. “I believe in rigorous classroom atmosphere—grounded in scholarship and really relevant to students. For example, when we talk about trust, they can think critically about their own life experiences—when they trusted someone or someone had to trust them,” says Gould.

In Spring 2015, Gould is teaching bioethics and co-teaches a Learning Communities class: “Morals and Malice in Middle Earth: A Hobbit’s Journey through Good and Evil.” To pique students’ curiosity, he begins his classes with an intriguing question, a real-life scenario or a film clip, including episodes from MASH for his ethics classes.

When students are stuck on a philosophical idea or when just plain lecturing doesn’t work, Gould will stand on a table, hang toys from the ceiling or pop balloons in a dramatic gesture to engage his students. The entertainer side of him comes from his undergraduate days as a broadcasting major and working for a few years as a TV cameraman.

“Part of good teaching is being a performer and loving the subject,” Gould said. “Really engaging teachers possess a performance element. That says to students that this is a cool topic.”

Gould developed a passion for discussing deep subjects as the son of a minister. In addition to teaching about great philosophers and moral theory, Gould’s goal as a teacher is to contribute not only to a student’s intellectual development, but to their personal flourishing.

“I want them to be a better person and live a better life,” he said.

Pictured with his students: Philosophy instructor, Jim Gould challenges others to think for themselves.
The following information highlights grants that have been awarded to the College, grants that have been submitted and are awaiting notification of award, grants that were not funded this past month, and grant proposals that are being developed for future submission.

**GRANTS AWARDED:**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Brief Description</th>
<th>Amount Funded</th>
<th>Project Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Criminal Justice Information Authority – Arrest Grant</td>
<td>MCC serves as the implementing agency for the Arrest Grant with the 22nd Circuit Court Family Violence Coordinating Council. The purpose of the Council is to serve as a forum for promoting a coordinated response to family violence.</td>
<td>$ 8,260</td>
<td>Beverly Thomas, Coordinator, 22nd Circuit Family Violence Coordinating Council</td>
</tr>
<tr>
<td>Advance Illinois</td>
<td>MCC will partner with Huntley High School to implement new strategies for placing high school students into the appropriate level of college courses.</td>
<td>$ 10,000</td>
<td>Tony Capalbo, Associate Dean for College and Career Readiness</td>
</tr>
</tbody>
</table>

**PENDING APPLICATIONS:**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Brief Description</th>
<th>Amount Requested</th>
<th>Status</th>
<th>Expected Notification Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Secretary of State - Adult Volunteer Literacy Grant</td>
<td>The Adult Volunteer Literacy (AVL) program provides high-quality literacy services to students throughout the county. Currently, 82 volunteer tutors assist 319 students with their English, reading, or math skills, positively impacting their quality of life and ability to find gainful employment.</td>
<td>$ 47,566</td>
<td>Pending</td>
<td>June 2015</td>
</tr>
<tr>
<td>Illinois Department of Commerce and Economic Opportunity - Illinois Talent Pipeline Management Grant</td>
<td>MCC’s Workforce and Community Development Division and the McHenry County Workforce Investment Board partnered in the submission of a grant application to provide Industrial Maintenance training for dislocated workers and for incumbent workers at risk of layoff.</td>
<td>$ 279,648</td>
<td>Pending</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Illinois Clean Energy Community Foundation (ICECF)</td>
<td>MCC is seeking funding to replace (73) lighting heads for Parking Lots E &amp; F with energy efficient LED lights. If</td>
<td>$ 16,524</td>
<td>Pending</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Brief Description</td>
<td>Amount Requested</td>
<td>Status</td>
<td>Expected Notification Date</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>approved, ICEFC will contribute $0.15 cents per Kilowatt-Hour (KWh) projected to be saved in the first year.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Illinois Clean Energy Community Foundation (ICECF)</td>
<td>MCC is seeking funding to replace (16) lighting heads along the Ring Road with energy efficient lights. If approved, ICEFC will pay up to half the cost for the replacement heads.</td>
<td>$ 6,712</td>
<td>Pending</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Illinois Department of Commerce – Recycling Grant Program</td>
<td>The purpose of this grant program is to divert recyclable commodities from Illinois landfills by increasing the quantity of materials recycled in Illinois and increasing the self-sufficiency of the recycling industry.</td>
<td>$ 6,405</td>
<td>Pending</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Illinois Board of Higher Education – Cooperative Work Study Grant</td>
<td>Funds were requested to continue the work study program for students in MCC’s Education, Career and Technical Education Division.</td>
<td>$ 9,870</td>
<td>Pending</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>National Endowment for the Humanities – Bridging Cultures at Community Colleges Grant</td>
<td>The proposed project aims to increase understanding of the experience of student veterans returning to community college and the ways in which humanities instruction can be enhanced through an interactive process with faculty and student veterans.</td>
<td>$ 98,228</td>
<td>Pending</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>National Science Foundation – Advanced Technological Education Grant</td>
<td>The Digital Media Dept. has proposed to develop a program on mobile design and development, leading to a new AAS degree and two new certificates. Elements include updating instructor skills, creating high school pathways, and increasing women and minority enrollment in the program.</td>
<td>$196,000</td>
<td>Pending</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>
APPLICATIONS IN DEVELOPMENT:

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Brief Description</th>
<th>Amount Requested</th>
<th>Status</th>
<th>Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Department of Education</td>
<td>ORD is developing a proposal under the Strengthening Institutions Program to improve college and career readiness for incoming students at MCC.</td>
<td>TBD</td>
<td>In progress</td>
<td>TBD</td>
</tr>
<tr>
<td>Illinois Tool Works Foundation</td>
<td>ORD has prepared a draft proposal to enhance MCC’s welding and manufacturing technology programs. It is currently under review. The plan is to finalize and submit for the May deadline.</td>
<td>Estimated $400,000</td>
<td>In Progress</td>
<td>June 2015</td>
</tr>
<tr>
<td>Illinois Department of Commerce and Economic Opportunity</td>
<td>ORD is collaborating with the Sustainability Office and the Facilities Department to pursue funding and technical assistance to improve energy efficiency for MCC buildings.</td>
<td>TBD</td>
<td>In Progress</td>
<td>TBD</td>
</tr>
<tr>
<td>National Endowment for the Humanities</td>
<td>ORD is exploring several media project ideas to further MCC’s journalism program.</td>
<td>TBD</td>
<td>In Progress</td>
<td>Open</td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>ORD is working with MCC faculty to explore the possibility of pursuing a National Science Foundation grant to enhance Research Experiences for Undergraduates.</td>
<td>TBD</td>
<td>In Progress</td>
<td>August 2015</td>
</tr>
<tr>
<td>Gene Haas Foundation – National Institute for Metalworking Skills</td>
<td>ORD is working on a proposal for scholarships to help fund the cost of National Institute for Metalworking Skills (NIMS) credentialing tests for CNC students.</td>
<td>TBD</td>
<td>In progress</td>
<td>December 1, 2015</td>
</tr>
</tbody>
</table>

APPLICATIONS DENIED: None
Office of Sustainability Center Update

Monthly Highlight for March 2015 - Report on Solar at Shah
As the days get longer, the solar panels at Shah are producing more electricity. Here is a summary of production to date and the daily energy production for the month of March:

<table>
<thead>
<tr>
<th>MCC Shah Center PV Project</th>
<th>March Daily Energy Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month to date energy</td>
<td>10,924.60 kWh (DC)</td>
</tr>
<tr>
<td>Calendar year to date energy</td>
<td>17,796.00 kWh (DC)</td>
</tr>
<tr>
<td>Lifetime energy</td>
<td>24,129.00 kWh (DC)</td>
</tr>
</tbody>
</table>

Ongoing Initiatives

Green Curriculum:
- Tony Miksa, Amy Maxeiner, Bruce Spangenberg, Mark Dougher and Kim Hankins met with Dr. Nancy Tuchman, Director of the Institute for Environmental Sustainability at Loyola University to review a joint USDA grant application and brainstorm future partnership opportunities. Collaboration on future grants, dual enrollment possibilities, learning communities and creative partnerships for credit and noncredit classes were also discussed. The group will continue this discussion in early May at the Institute for Environmental Sustainability at Loyola University Lakeshore Campus.

Green Community:
- The publication date for the 2015 Green Guide is set for Sunday, April 26, in the Northwest Herald. In addition, over 5,000 copies will be distributed across the county by a network of volunteers.
- The Bioneers Steering Committee met to debrief on the Bioneers speaker series and begin discussion for the 2015 Green Living Expo. The University of Illinois Smart Grid exhibit may be a focal point of the Expo. This is a large interactive exhibit to teach consumers about energy usage and impacts.
- Kim Hankins gave a presentation on hydraulic fracturing to four Crystal Lake South High School AP Environmental Science Classes.

Green Campus:
- MCC Building Maintenance Specialist Pat Sullivan and Kim Hankins attended a two day training course at Harper College on conducting a water audit on a college campus. These workshops are offered statewide by the Illinois Green Economy Network (IGEN) to help colleges factor in the cost of water into the decision making process. As MCC has unique water needs and supply, both the Facilities and Sustainability departments will be using information from this workshop to determine effective ways to examine water usage and current conservation efforts on campus.
- The Sustainability Center is working with the Down to Earth Student Environmental Awareness Club to create weekly Earth month events in April to focus on water; energy, food and recycling.
The Sustainability Center is delighted to welcome Andrew Nuno, Sustainability Center Student Assistant to the team.

**Recycling Events in April 2015**

- April 25, 2015 – Household Hazardous Waste event will be held from 8:00 a.m. - 2:30 p.m., at 630 Hook Drive, Round Lake Beach. Visit [www.swalco.org](http://www.swalco.org) for a complete list of items accepted and not accepted. (see flyer)
- May 2, 2015 - McHenry County Residential Electronics and Recycling Extravaganza will be held from 8:00 a.m. - 1:00 p.m., McHenry County Administration Building, 667 Ware Road, Woodstock, Illinois. Electronics, latex paint clothing and more will be accepted. Please contact: KLHecke@co.mchenry.il.us with questions. (see flyer)
2015 McHenry County Residential Electronics & Recycling Extravaganza

Saturday, May 2, 2015
8:00 am – 1:00 pm
McHenry County Administration Building
(North parking lot)
667 Ware Road, Woodstock, Illinois

- Electronics (see list below)
- Latex paint ***Participants will be charged recycling fees for latex paint:
  - Quart $2.00 each
  - Gallon $3.50 each
  - 2 Gallon $5.50 each
  - 5 gallon pail $10.00 each
- Document destruction
  (confidential documents will be shredded onsite for destruction)
- Clothing, shoes, belts & purses
  (clothing will be recycled; paired shoes will be reused)
- Fluorescent lamps and CFLs ***Participants will be charged recycling fees for fluorescent lamps and CFLs:
  - 4 ft. tubes $0.50 each
  - 8 ft. tubes $1.00 each
  - Plastic coated tubes $2.00 each
  - Circular lamps $0.50 each
  - U-shaped lamps $0.50 each
  - Ultraviolet lamps (4 ft. lamps) $3.00 each
  - CFLs $0.50 each
- Styrofoam, packing peanuts and bubble wrap
- Eyeglasses
- Alkaline batteries (AA, AAA, C, D, button cell, 9-volt only)
- Rechargeable batteries (no more than 11 pounds each)

Acceptable clean clothing (slightly stained or torn acceptable)
- Blouses
- Coats
- Dresses
- Pants
- Skirts
- Socks
- Swimsuits
- Suits
- Tuxedos
- Sweaters
- Undergarments
- Jeans
- Pajamas
- Jackets
- Skirts
- Belts
- Purse
- Hats
- Shoes (PAIRED ONLY)
- Bedspreads
- Sheets
- Curtains
- Drapes
- Sofa covers
- Quilts
- Towels
- Washcloths
- Small throw rugs

Acceptable electronics (limit of 10 items per participant)
- Computers
- Monitors
- Printers
- Video game consoles
- Electronic mice
- Electronic keyboards
- Small-scale servers
- Televisions (all types)
- Facsimile machines
- Digital converter boxes
- Videocassette recorders
- Portable digital music players (MP3 players, iPods)
- Scanners
- Cable & satellite receivers
- Digital video disc recorders & digital music players
- Cords & cables (computer, power, USB, etc.)
- CD ROM / DVD / Zip / Tape drives
- Portable Digital Assistants (PDAs) / handheld electronic organizers
- Mobile phones
- Cameras (digital)
- Camcorders
- Radios/stereos
- Typewriters/Word Processors
- Projectors
- Hard drives & misc. PC components
- Portable CD players
- Copiers
- Handheld electronic games
- Joysticks/Game controls
- Answering machines
- Power tools
- Calculators
- Adding machines
- Postage machines
- Pagers
- Paper shredders
- Microwave ovens
- Toaster ovens
- Electric/rechargeable razors
- Hair dryers
- Coffee makers - NO GLASS
- Vacuum cleaners NO LINT BAGS/FILTERS

Recycling Event Made Possible By:

For more information, contact:
Kristy Hecke-Solid Waste Manager
McHenry County Department of Health
Division of Environmental Health
2200 N. Seminary Avenue, Woodstock
815-334-4585
KLHecke@co.mchenry.il.us

*No commercial or business waste will be accepted.
*No other types of paint or household hazardous waste will be accepted.
HOUSEHOLD CHEMICAL WASTE COLLECTION EVENT

April 25, 2015
8:00 AM to 2:30 PM

Round Lake Beach
Metra Train Station
630 Hook Drive
(west of Home Depot)

SWALCO also offers Year-round HCW Public Drop-off Events to collect unwanted HCW items at our Gurnee, IL facility. By appointment only - the second Saturday and the fourth Monday of every month (exceptions may apply). To stay informed; Sign up for notifications at SWALCO.org

Accepted Materials: Aerosol Products, Antifreeze & Motor Oil, Fertilizers, Herbicides, Pesticides, Fluorescent Light Bulbs/CFLs, Furniture Stripper & Varnishes, Gasoline & Kerosene, Household Batteries (Lithium & Rechargeable only), Household Cleaners, Oil-Based Paints & Paint Removers, Prescription and over-the-counter medicines and supplements (people & pet) - NO DEA Controlled Substances

Not Accepted: Latex paint, DEA Controlled substances, business wastes, farm chemicals, propane tanks, lead-acid and alkaline batteries, explosives, medical or biohazard wastes, fire extinguishers, smoke detectors and household electronics.

HCW collections sponsored by SWALCO (Solid Waste Agency of Lake County) are for Illinois Residents ONLY. If you would like to learn more about SWALCO programs and services, visit www.swalco.org or call 847-336-9340.

Visit the SWALCO website at swalco.org or call 847-336-9340.
Quarterly Report on Grants

Attached is a detailed quarterly report of FY15 Federal, State and Private Grants as of March 31, 2015, with comparisons to the prior year.

Vicky Smith
President
FEDERAL

CWS 2015
Source: Department of Education CFDA # 84.033
Purpose: To provide funds to students by providing employment opportunities on campus.

<table>
<thead>
<tr>
<th>Cost Center Adminstrator</th>
<th>Grant Award</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6 Devenny 590900022 / Davis 302032</td>
<td>$ 57,127</td>
<td>N/A</td>
<td>$ 57,127</td>
</tr>
</tbody>
</table>

PEL 2015
Source: Department of Education CFDA #84.063
Purpose: To provide funds to full and part time students enrolled in credit programs.
*** Budgeted Amount Not yet Fully Awarded

<table>
<thead>
<tr>
<th>Cost Center Adminstrator</th>
<th>Grant Award</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6 Devenny 590900028 / Davis 302030</td>
<td>6,638,000 ***</td>
<td>N/A</td>
<td>5,772,293</td>
</tr>
</tbody>
</table>

SEOG 2015
Source: Department of Education CFDA #84.007
Purpose: To provide funds to students enrolled in credit programs with the highest need.

<table>
<thead>
<tr>
<th>Cost Center Adminstrator</th>
<th>Grant Award</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6 Devenny 590900028 / Davis 302030</td>
<td>37,074</td>
<td>N/A</td>
<td>37,200</td>
</tr>
</tbody>
</table>

Post-9/11 GI Bill
Source: US Dept of Veterans Affairs CFDA #64.028
Purpose: To help servicepersons by providing education benefits and opportunities.

<table>
<thead>
<tr>
<th>Cost Center Adminstrator</th>
<th>Grant Award</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6 Devenny 901020 / Davis</td>
<td>189,781</td>
<td>N/A</td>
<td>160,259</td>
</tr>
</tbody>
</table>

Perkins IV Postsecondary Basic
Source: ICCB CFDA #84.048
Purpose: To increase response to local programs, integrate academic and vocational skills development, support services for special populations and improve linkages between secondary and postsecondary institutions.

<table>
<thead>
<tr>
<th>Cost Center Adminstrator</th>
<th>Grant Award</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6 Sharp 901026</td>
<td>187,068</td>
<td>N/A</td>
<td>97,955</td>
</tr>
</tbody>
</table>

Federal Basic Adult Education
Source: ICCB CFDA #84.002A
Purpose: To support instruction of Adult

<table>
<thead>
<tr>
<th>Cost Center Adminstrator</th>
<th>Grant Award</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6 Pierce 901016</td>
<td>140,612</td>
<td>N/A</td>
<td>93,692</td>
</tr>
</tbody>
</table>
English Literacy/Civics
Source: ICCB CFDA #84.002A
Purpose: To support instruction of Adult Education regarding the United States and local government systems.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>901018</td>
<td>Pierce</td>
<td>18,800</td>
<td>N/A</td>
<td>15,746</td>
<td>3,054</td>
</tr>
</tbody>
</table>

Health Professional Opportunity Grant IV
Source: The County of Will and CFDA #93.093
Purpose: To develop a career path that begins with basic certified nursing assistant training and advances individuals from Certified Nursing Assistant to either Registered Nurse or Occupational Therapy Assistant programs.
* Grant Period: September 30, 2013 - September 29, 2014

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>901038</td>
<td>Maxeiner</td>
<td>34,632</td>
<td>N/A</td>
<td>34,632</td>
<td>-</td>
</tr>
</tbody>
</table>

Health Professional Opportunity Grant V
Source: The County of Will and CFDA #93.093
Purpose: To develop a career path that begins with basic certified nursing assistant training and advances individuals from Certified Nursing Assistant to either Registered Nurse or Occupational Therapy Assistant programs.
* Grant Period: September 30, 2014 - September 29, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
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<th>Grant Expenditures as of March 31, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>901038</td>
<td>Maxeiner</td>
<td>93,500</td>
<td>N/A</td>
<td>21,234</td>
<td>72,266</td>
</tr>
</tbody>
</table>

TAA Grant - INAM
Source: Federal thru Dept of Labor
Purpose: Manufacturing Training for jobless.
* Grant Period: October 1, 2012 - September 30, 2013

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>901045</td>
<td>Falco</td>
<td>184,585</td>
<td>N/A</td>
<td>127,851</td>
<td>56,734</td>
</tr>
</tbody>
</table>

Librarians for the 21st Century
Source: Institute of Museum & Library
Purpose: Library Planning Grades 8 thru College
* Grant Period: May 1, 2013 - April 30, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
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<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>202012</td>
<td>Harger</td>
<td>16,851</td>
<td>N/A</td>
<td>1,307</td>
<td>15,544</td>
</tr>
</tbody>
</table>
**Bullet Proof Vest Partnership**  
Source: Bureau of Justice Assistance  
Purpose: Purchase Bullet Proof Vests for Campus Police Officers  
* Grant Period: April 1, 2014 - August 31, 2016

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
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<th>Grant Expenditures as of March 31, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>501036</td>
<td>Clesceri</td>
<td>647</td>
<td>N/A</td>
<td>647</td>
<td>-</td>
</tr>
</tbody>
</table>

**AE ICAPS Accelerating Opportunity Leadership**  
Source: ICCB Federal Pass thru  
Purpose: Support the Development of ICAPS  
* Grant Period: July 1, 2014 - December 31, 2014

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>901019</td>
<td>Pierce</td>
<td>10,000</td>
<td>N/A</td>
<td>8,005</td>
<td>1,995</td>
</tr>
</tbody>
</table>

**AE ICAPS Accelerating Opportunity CTE Perkins**  
Source: ICCB Federal Pass thru  
Purpose: Support the Development of ICAPS CTE  
* Grant Period: July 1, 2014 - December 31, 2014

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>901041</td>
<td>Pierce</td>
<td>10,000</td>
<td>N/A</td>
<td>9,276</td>
<td>724</td>
</tr>
</tbody>
</table>

**Bryn Mawr Creative Computation in Processing**  
Source: NSF thru BrynMawr  
Purpose: Course Development & Evaluation  
* Grant Period: August 14, 2014 - June 30, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>904066</td>
<td>Falco</td>
<td>3,000</td>
<td>N/A</td>
<td>0</td>
<td>3,000</td>
</tr>
</tbody>
</table>

**NSF Spatial Skills Curriculum**  
Source: NSF thru Stevens Institute  
Purpose: Adapting spatial skills to on line format for Com Colleges  
* Grant Period: July 1, 2014 - June 30, 2016

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
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<th>Grant Expenditures as of March 31, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>904064</td>
<td>Falco</td>
<td>25,894</td>
<td>N/A</td>
<td>2,793</td>
<td>23,101</td>
</tr>
</tbody>
</table>

**Small Business Development Center Federal Portion**  
Source: (DCEO) Department of Commerce and Economic Opportunity  
Purpose: To provide basic business consulting and training, attract minority businesses and entrepreneurs, and job training.  
* Grant Period: July 2014 - Dec 2014  
**Grant Period: Jan. 15 - Jun. 15 Officially not yet awarded

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
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</tr>
</thead>
<tbody>
<tr>
<td>*901022</td>
<td>Patterson</td>
<td>37,166</td>
<td>30,000</td>
<td>37,166</td>
<td>-</td>
</tr>
<tr>
<td>**901024</td>
<td></td>
<td></td>
<td></td>
<td>3,769</td>
<td>(3,769)</td>
</tr>
</tbody>
</table>
### 2015 Volunteer Income Tax Assistance Grant

- **Source:** IRS  
  CFDA #21.009  
- **Purpose:** Income Tax Preparation for underserved populations  
- **Grant Period:** July 1, 2014 - June 30, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
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<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>904060</td>
<td>Escaro</td>
<td>18,000</td>
<td>18,000</td>
<td>9,791</td>
<td>8,209</td>
</tr>
</tbody>
</table>

### Bridging the GAP

- **Source:** ICCB  
  CFDA #84.367A  
- **Purpose:** Community College Alignment with State Common Core  
- **Grant Period:** July 1, 2014 - June 30, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>901043</td>
<td>Capalbo</td>
<td>10,000</td>
<td>N/A</td>
<td>-</td>
<td>10,000</td>
</tr>
</tbody>
</table>

### CTE Externship Grant

- **Source:** FEDERAL as of 10/16/2014 ICCB CHANGED  
  CFDA # 84.048  
- **Purpose:** Two teachers to work in fields that they teach to keep abreast on current industry standards  
- **Grant Period:** July 1, 2014 - June 30, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
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<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>904068</td>
<td>Falco</td>
<td>5,000</td>
<td>N/A</td>
<td>-</td>
<td>5,000</td>
</tr>
</tbody>
</table>

### Dual Credit Enhancement Grant

- **Source:** FEDERAL as of 10/27/2014 ICCB CHANGED  
  CFDA # 84.048  
- **Purpose:** To support the development, enhanced delivery and evaluation of local dual credit programs  
- **Grant Period:** July 1, 2014 - June 30, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>904070</td>
<td>Capalbo</td>
<td>10,000</td>
<td>N/A</td>
<td>2,613</td>
<td>7,387</td>
</tr>
</tbody>
</table>

### Pathways to Results - Programs of Study Local Implementation

- **Source:** FEDERAL as of 10/16/2014 ICCB CHANGED  
  CFDA # 84.048  
- **Purpose:** To assist community colleges reviewing processes that contribute to the success of CTE Programs of Study using PTR  
- **Grant Period:** August 1, 2014 - June 30, 2015

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>904072</td>
<td>Maxeiner</td>
<td>5,000</td>
<td>N/A</td>
<td>924</td>
<td>4,076</td>
</tr>
</tbody>
</table>

### SUBTOTAL Federal Grants - March 31, 2015

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 7,732,738</td>
<td>$ 6,494,280</td>
<td>$ 1,238,458</td>
<td></td>
</tr>
</tbody>
</table>

### Fiscal Year 2014 Federal Grants - March 31, 2014

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 7,823,769</td>
<td>$ 7,576,385</td>
<td>$ 247,384</td>
</tr>
</tbody>
</table>
**STATE**

**MAP 2015**
Source: Illinois Student Assistance Commission
Purpose: To provide funds to Illinois students enrolled in credit programs with financial need.
*** Budgeted Amount Not yet Awarded

<table>
<thead>
<tr>
<th>Cost Center Administrator</th>
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<th>Grant Expenditures as of March 31, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fund 6 Devenny</td>
<td>600,000 ***</td>
<td>N/A</td>
<td>479,290</td>
<td>120,710</td>
</tr>
<tr>
<td>902024</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**State Basic Adult Education 54V**
Source: ICCB
Purpose: To support instruction of Adult Education and Literacy.

<table>
<thead>
<tr>
<th>Cost Center Administrator</th>
<th>Grant Award</th>
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<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902014 Pierce</td>
<td>158,096</td>
<td>N/A</td>
<td>135,592</td>
<td>22,504</td>
</tr>
<tr>
<td>9020014 Pierce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adult Education State Performance**
Source: ICCB
Purpose: To help meet performance standards in Adult Education programs.

<table>
<thead>
<tr>
<th>Cost Center Administrator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>902040 Pierce</td>
<td>91,875</td>
<td>N/A</td>
<td>88,336</td>
<td>3,539</td>
</tr>
<tr>
<td>902040 Pierce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adult Education - Public Aid**
Source: ICCB
Purpose: To support instruction of Adult Education and Literacy on Public Aid.

<table>
<thead>
<tr>
<th>Cost Center Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902015 Pierce</td>
<td>8,885</td>
<td>N/A</td>
<td>6,243</td>
<td>2,642</td>
</tr>
<tr>
<td>902015 Pierce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Community Literacy Program**
Source: Secretary of State
Purpose: To develop a full-time literacy program and train and support volunteer literacy tutors.

<table>
<thead>
<tr>
<th>Cost Center Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902016 Pierce</td>
<td>48,460</td>
<td>N/A</td>
<td>26,170</td>
<td>22,290</td>
</tr>
<tr>
<td>902016 Pierce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CTE Program Improvement**
Source: ICCB
Purpose: To purchase instructional equipment for vocational education programs.

<table>
<thead>
<tr>
<th>Cost Center Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2015</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902050 Sharp</td>
<td>13,263</td>
<td>N/A</td>
<td>-</td>
<td>13,263</td>
</tr>
<tr>
<td>902050 Sharp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Title</td>
<td>Cost Center</td>
<td>Administrator</td>
<td>Grant Award</td>
<td>Match</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------</td>
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<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Employer Training Investment Program (ETIP)</td>
<td>902046</td>
<td>Berryman</td>
<td>106,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Source: IDCEO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To help fund workforce training needs of local companies of which the Shah Center has an association with. Companies are reimbursed 50% of their training costs. * Grant Period: July 1 2013 - March 31 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Violence Grant</td>
<td>*902036</td>
<td>Berryman</td>
<td>8,350</td>
<td>N/A</td>
</tr>
<tr>
<td>Source: ICJIS</td>
<td>**902038</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To set up the 22nd Circuit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Violence Coordinating Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and hire a part-time Local Council Coordinator.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: Jul 2014 - Dec 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Grant Period: Jan 2015 - Jun 2015 not officially awarded yet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Family Violence Arrest Grant</td>
<td>902037</td>
<td>Berryman</td>
<td>5,970</td>
<td>*</td>
</tr>
<tr>
<td>Source: ICJIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To set up the 22nd Circuit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Violence Coordinating Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>training for arrest protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: May 2014 - Sept 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Grant Period: March 1 2015 - Feb 28 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Green Economy - Renewable Energy Task 3</td>
<td>902033</td>
<td>Hankins</td>
<td>240,607</td>
<td>160,405</td>
</tr>
<tr>
<td>Source: IGEN/SWIC 13-026001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Installation of renewable energy project on Campus - Shah</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: January 1, 2013 - December 15, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Green Economy  Dashboard Solar Panel Wiring</td>
<td>902034</td>
<td>Hankins</td>
<td>3,554</td>
<td>0</td>
</tr>
<tr>
<td>Source: IGEN/SWIC 13-026001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Installation of renewable energy project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grant Expenditures as Unexpended Cost Center Administrator Award Match of March 31, 2015 Balance

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
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</tr>
</thead>
</table>

IEMA School & Campus Safety Grant
Source: IEMA (Illinois Emergency Management Agency)
Purpose: To fund designated safety improvements (Parking lot security cameras) at elementary, secondary & post secondary schools
* Grant Period: July 1, 2014 - June 30, 2015

Illinois Cooperative Work Study Grant for 2014/2015
Source: IBHE
Purpose: To strengthen ties to industry partners while expanding internship and employment opportunities for students in the automotive program.

AE ICAPS Accelerating Opportunity State CTE
Source: ICCB State Pass thru
Purpose: Support the Development of ICAPS CTE
* Grant Period: January 1, 2015 - June 30, 2015

Redefining the High School to College Transition in Illinois
Source: Advance Illinois
Purpose: Travel to statewide placement & counseling development transitions of High School to college placement development
* Grant Period: March 23, 2015 - June 30, 2016

SUBTOTAL State Grants - March 31, 2015 $1,433,452 $1,109,535 $323,917

Fiscal Year 2014 State Grants - March 31, 2014 $1,442,993 $815,894 $627,099

PRIVATE
<table>
<thead>
<tr>
<th>Cost Center</th>
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</table>

**Castle Bank Community Reinvestment Grant**
Source: Castle Bank through the Friends of MCC Foundation
Purpose: Targeted and expanded training support for local small businesses through the Illinois Small Business Development Center offerings at the Shah Center
*Grant Period: January 2014 - May 2015*

| 902029        | Patterson    | 15,199      | N/A   | 13,827                                 | 1,373              |

**McCormick Foundation Grant - Beginning Literacy Program**
Source: Chicago Tribune through the Friends of MCC Foundation
Purpose: Increase the employability of Adult Education Students through certification and testing leading to a National Career Readiness Certificate
*Grant Period: December 15, 2013 - December 16, 2014*

| 903012        | Pierce       | 17,589      | N/A   | 17,589                                 | (0)                |

**AE Accelerating Opportunity 2015 JFF**
Source: ICCB Federal Pass thru
Purpose: Support the Development of ICAPS
* Grant Period: January 1, 2015 - June 30, 2015

| 904073        | Pierce       | 10,000      | N/A   | 0                                      | 10,000             |

**SUBTOTAL Private Grants - March 31, 2015**

- Fiscal Year 2014 Private Grants - March 31, 2014: $114,800
  - $57,510
  - $57,290

**TOTAL ALL GRANTS - March 31, 2015**

- Total all Grants - March 31, 2014: $9,381,562
  - $8,449,789
  - $931,773
  - $9,208,977
  - $7,635,230
  - $1,573,747
The following is a list of upcoming April—May 2015 events offered at McHenry County College (MCC) or in the community.

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>LOCATION</th>
<th>TIME</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, April 24, 2015</td>
<td>MCC Job Fair</td>
<td>Multi-purpose Room/Gym</td>
<td>10 a.m.-1 p.m.</td>
<td></td>
</tr>
<tr>
<td>Saturday, April 25, 2015</td>
<td>MCC for the Community Volunteer Day</td>
<td>Meet in Room B166-167</td>
<td>8:45 a.m.-Noon</td>
<td>Contact Leslie Krebs if you are interested in signing up: <a href="mailto:lkrebs@mchenry.edu">lkrebs@mchenry.edu</a></td>
</tr>
<tr>
<td>Saturday, April 25, 2015</td>
<td>Softball vs. Sauk Valley-HOME</td>
<td>Softball Field</td>
<td>1 p.m.</td>
<td></td>
</tr>
<tr>
<td>Sunday, April 26, 2015</td>
<td>MCC Concert Band and Chorus Concert</td>
<td>Luecht Conference Center at MCC</td>
<td>6-8 p.m.</td>
<td></td>
</tr>
<tr>
<td>Sunday, April 26, 2015</td>
<td>Baseball vs. Highland – HOME</td>
<td>Baseball Field</td>
<td>Noon</td>
<td></td>
</tr>
<tr>
<td>Sunday, April 26, 2015</td>
<td>Softball vs. Highland – HOME</td>
<td>Baseball Field</td>
<td>1 p.m.</td>
<td></td>
</tr>
<tr>
<td>Monday, April 27, 2015</td>
<td>Baseball vs. Robert Morris JV - Home</td>
<td>Baseball Field</td>
<td>2:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, April 28, 2015</td>
<td>Barry Bradford - Black Friday: The Assassination of Abraham Lincoln</td>
<td>Luecht Conference Center at MCC</td>
<td>12:30 p.m. 7 p.m.</td>
<td>Free to the public</td>
</tr>
<tr>
<td>Wednesday, April 29, 2015</td>
<td>It’s Your Life: Adult Learner Information Session</td>
<td>Room A104</td>
<td>6:30-8 p.m.</td>
<td></td>
</tr>
<tr>
<td>Thursday, April 30, 2015</td>
<td>Baseball vs. Triton – HOME</td>
<td>Baseball Field</td>
<td>3 p.m.</td>
<td></td>
</tr>
<tr>
<td>Thursday, April 30, 2015</td>
<td>Take Back the Night</td>
<td>Luecht Conference Center at MCC and outside</td>
<td>5:30-9 p.m.</td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>EVENT</td>
<td>LOCATION</td>
<td>TIME</td>
<td>NOTES</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sunday, May 3, 2015</td>
<td>Baseball vs. Rockford-HOME</td>
<td>Baseball Field</td>
<td>Noon</td>
<td></td>
</tr>
<tr>
<td>Sunday, May 10, 2015</td>
<td>MCC Student Recital</td>
<td>Luecht Conference Center at MCC</td>
<td>6-8 p.m.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, May 12, 2015</td>
<td>Multi-Chamber Mixer, hosted by Raue Center for the Arts</td>
<td>Raue Center for the Arts, Crystal Lake</td>
<td>5-7 p.m.</td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 13, 2015</td>
<td>Woodstock State of the City Luncheon</td>
<td>Woodstock Public House</td>
<td>11:30 a.m.- 1 p.m.</td>
<td>$25 per person- register at: <a href="http://www.woodstockilchamber.com/calendar/state-of-the-city/">http://www.woodstockilchamber.com/calendar/state-of-the-city/</a></td>
</tr>
<tr>
<td>Wednesday, May 13, 2015</td>
<td>McHenry County 2015 Women of Distinction</td>
<td>Crystal Lake Country Club</td>
<td>11:30 a.m.- 2:30 p.m.</td>
<td>Tickets are $35 each and can be purchased online at WOD2015.eventbrite.com. Full tables of 8 can be reserved in advance by contacting Meredith, <a href="mailto:mschaefer@shawmedia.com">mschaefer@shawmedia.com</a> or 815-526-4416</td>
</tr>
<tr>
<td>Saturday, May 16, 2015</td>
<td>MCC Spring Commencement Ceremony</td>
<td>MCC Multi-purpose Room/Gym</td>
<td>9-9:30 a.m. (prep) 10 a.m. (ceremony)</td>
<td>Contact Pat Kriegermeier to confirm attendance</td>
</tr>
<tr>
<td>Wednesday, May 20, 2015</td>
<td>It’s Your Life: Adult Learner Information Session</td>
<td>Room A104</td>
<td>6:30-8 p.m.</td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 20, 2015</td>
<td>McHenry County Workforce Investment Board Meeting</td>
<td>McHenry County Administration Building, Woodstock</td>
<td>7:30 a.m.</td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 27, 2015</td>
<td>MCCOG Monthly Membership Meeting</td>
<td>TBD- Hosted by Mayor Brian Sager and City of Woodstock</td>
<td>5:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Thursday, May 28, 2015</td>
<td>Crystal Lake Chamber Annual Dinner and Awards</td>
<td>Crystal Lake Country Club</td>
<td>6-9 p.m.</td>
<td>MCC will have a table for this event. If you are interested in attending, please contact Pat Kriegermeier.</td>
</tr>
</tbody>
</table>

For a full calendar of events at McHenry County College, please visit www.mchenry.edu/events.

SAVE THE DATE: TUESDAY, SEPTEMBER 22, 2015 (5 p.m. start time)
Multi-Chamber Mixer, hosted by and at McHenry County College