



## *41<sup>st</sup> Annual Conference*

### *Continuing Education Collaborations*

**February 10-12, 2016**  
**Doubletree Hotel – Magnificent Mile**  
**Chicago, IL**

## ***Individual Action Plan***

***The ICCHE/ACHE Great Lakes conference provides the opportunity to learn new ideas, identify best practices, network with colleagues and refresh our minds. Keep track of your action plan throughout the conference, so you can hit the ground running when you are back in the office!***

### ***Ideas***

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### ***Action Items***

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### ***People I'd like to follow up with...***

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# *ICCHE Awards*

## *Innovative Initiative Awards Information*

The ICCHE Innovative Initiative Awards program presents an excellent opportunity to showcase your outstanding programs, to gain recognition for your unit and your institution, and to learn more about successful new initiatives at other institutions. At its annual meeting, ICCHE presents an award for an outstanding program that is both innovative and replicable.

To be considered, nominations must be submitted electronically in December of each year.

### **Initiatives meet some or all of the following criteria:**

- Contributes to the purpose of ICCHE.
- Meets a need in the community served by the institution.
- Makes significant impact (on the institution, personnel, administration, budget, partners, community, etc.).
- Is unique to continuing higher education.
- Is easily replicable.

## *Charles V. Evans Research Grant*

Each year the Illinois Council on Continuing Higher Education (ICCHE) accepts proposals for the **Charles V. Evans Research Grant of up to \$2,000** to support the organization's purpose of "arranging for information gathering and research related to continuing higher education."

ICCHE welcomes the opportunity to support research that you may have already begun in your institution, or research that you would like to begin. Keep in mind that it should be of benefit to continuing education, credit or non-credit, in higher education.

Applicants are encouraged to submit grant proposals for the award that will be announced at the annual ICCHE conference. The deadline for submission is typically in mid-January.

## *Past President's Award for Service*

The Illinois Council on Continuing Higher Education (ICCHE) has a forty year tradition in providing outstanding leadership and service in higher education in Illinois. ICCHE is a unique organization in that, from its very inception, it has been a collaboration among Illinois private colleges and universities, Illinois community colleges and Illinois public universities. In recognition of this proud history, the ICCHE Past Presidents Committee may select ICCHE Past Presidents' Service Awards be presented at the ICCHE state annual meeting. These awards would go to an institution and/or individual that has provided extended and exemplary service to ICCHE and the State of Illinois. ICCHE Past Presidents will comprise the selection committee. Names of individuals/organizations would be solicited in the fall from all ICCHE members and the award will be presented at the annual meeting, after approval by the ICCHE Board of Directors. The deadline for submission is typically January 1.

### **The Criteria:**

- Long term/outstanding contribution to ICCHE.
- Can be either an individual or Illinois higher education institution.
- Exemplary service achieved beyond expectations.

## *Conference at a Glance*

### Wednesday, February 10

1:00-2:45	ICCHE Executive Board Meeting .....	St. Clair Room
2:00-5:00	Registration .....	State Foyer
3:00-5:00	<b>Pre-Conference</b> <i>Changing Environment in Illinois Higher Education</i> <b>Ray Schroeder</b> , University of Illinois Springfield .....	Huron Room
6:00	Join us at Timothy O’Toole’s Pub, located across the street from the hotel (on your own).	

### Thursday, February 11

8:00-9:00	Registration .....	State Foyer
	Continental Breakfast .....	LaSalle I
8:15-8:30	<i>Welcome &amp; Introductions</i> <b>Paula Hogard</b> , Framingham State University, National ACHE President <b>Gayla Stoner</b> , University of Illinois Chicago, Conference Co-Chair <b>Beth Craig</b> , Eastern Illinois University, Conference Co-Chair <b>Brian Cole</b> , Grand Valley State University, ACHE Great Lakes Region Chair <b>Dr. Bob Gabriel</b> , University of Phoenix Chicago Campus Director <b>Conference Platinum Sponsor</b> .....	LaSalle I
8:30-9:30	Keynote <b>Terri Winfree</b> , President, Prairie State College.....	LaSalle I
9:30-9:45	Break	
9:45-10:30	<b>Breakout Session I</b>  <i>Hallmarks of Excellence for Online Learning and Continuing Education Session</i> <b>Ray Schroeder</b> , University of Illinois-Springfield .....	LaSalle I
	 <i>Mission Possible: Growing Your Program by Making the Case for Adult Students</i> <b>Walter Pearson, Jeanne Widen, &amp; Amy Jordan</b> , Loyola University.....	Huron Room
	 <i>Universal Design for Learning: Way Beyond Diversity</i> <b>Thomas Tobin</b> , Northeastern Illinois University.....	State Room I

*English for International Professionals*

**Terrie Byrne**, University of Illinois at Chicago ..... State Room II

10:30-10:45    **Break**

10:45-11:45    **Breakout Session II**

*Interdisciplinary Leadership in Higher Education Session*

**Bonnie Covelli**, University of St. Francis

**Catherine Tymkow**, Governors State University

**Jennifer Davidson**, Moraine Valley Community College

**Shealyn Wolfe**, DePaul University ..... LaSalle I

*To Profess: How the Professions Differ from Other Occupations and Why It Matters*

**Matt Hlinak**, Dominican University ..... State Room I

*How Corporate Training Programs Could Contribute to Higher Education and Businesses:*

*Two Practical Applications*

**Mabel Menard & Omer Pamukcu**, University of Phoenix ..... Huron Room

11:45-1:30    Lunch and Annual Business Meeting ..... LaSalle II

Charlie V. Evans Research Grant Award (Omer Pamukcu, University of Phoenix)

Past Presidents Award (Will Hine, Eastern Illinois University, Retired)

1:30-2:30    **Breakout Session III**

*Media richness theory and social communication tools in the classroom:*

*A hands-on review of trials, tribulations and success.*

**Shannon Brown & Bonnie Covelli** , University of St. Francis ..... State Room I

*Heutagogy (Self-Determined Learning) in a Mobile Context*

**Michele Gribbins, Vickie Cook, Ray Schroeder & John Freml**

University Illinois at Springfield.. ..... LaSalle I

*How to Enhance Student Learning and Community Engagement Through Experiential Learning Strategies*

**Tonya Boddie, Robert Harris, & Mabel Menard**, University of Phoenix ..... Huron Room

2:30-2:45    **Break**

2:45-3:30    **Breakout Session IV**

*Project Graduation: Recruiting and Supporting Former Students*

**Kate VanderKolk**, Grand Valley State University ..... LaSalle I

*Flipping iPads! How Mobile Technology can Transform the Classroom*

**Layne Morsch**, University of Illinois at Springfield.. ..... State Room I

*Innovation with a Traditional Classroom Twist*

**Ron Cook**, Greenville College ..... State Room II

*ACHE Great Lakes Regional Update and Discussion*

**Brian Cole**, Grand Valley State University, Great Lakes Region Chair ..... Huron

3:30-3:45     **Break**

3:45-4:30     Panel Discussion

*Partnerships and Collaborations between Professional Organizations*

**Lavon Nelson**, Illinois Community College Board

**Walter Pearson**, Loyola University

**Brian Amkraut**, Case Western Reserve University

**Will Hine**, Eastern Illinois University, Retired

**Moderator: Donna Liljegren**, Aurora University ..... LaSalle I

4:30-6:00     Exhibitor Reception with Door Prizes ..... LaSalle II

**Friday, February 12**

7:30-8:30     Continental Breakfast ..... LaSalle I

8:30-8:45     Innovative Initiative Award

**Tim Panfil**, Elmhurst College, Committee Chair ..... LaSalle I

8:45-9:45     *Understanding Social Presence: Three Perspectives*

**Karen Swan**, University of Illinois Springfield ..... LaSalle I

9:45-10:00   **Break**

10:00-11:00  **Round Tables** ..... LaSalle I

*ICCHE Strategic Planning*

**Bonnie Covelli**, University of St. Francis

*Marketing Strategies and Tactics*

**Paul Copia**, University of Illinois Chicago

*Continuing Education Collaborations at Loyola University*

**Walter Pearson**, Loyola University

*Data Mining: How to Milk the Maximum Value from your Organization's Data!*

**Chuck Havlicek**, ACEware Systems, Inc.

11:00-11:30  Wrap Up and Giveaways (must be present to win!)

# *Pre-Conference Workshop*

**Wednesday, February 10**

## *Changing Environment in Illinois Higher Education*

**Ray Schroeder**, Director of the UPCEA Center for Online Leadership and Strategy, Associate Vice Chancellor of Online Learning at the University of Illinois Springfield.

3:00-5:00, Huron Room

Each year, we track the changes in continuing higher education. This year, more than ever before, economic developments are shaping our field. Yet, there continue to be bright spots in alternative credentialing, delivery modes, technologies and the growing importance of online learning to most institutions. We will examine the changes, identify opportunities, and look into the year ahead for continuing higher education in Illinois.

Ray is a Professor Emeritus of Communication with three dozen years of teaching experience on the Urbana and Springfield campuses of the University of Illinois. He has taught more than 30 online class offerings. As the Associate Vice Chancellor of Online Learning, Ray is dedicated to faculty development and pedagogical support of the online initiative. He has published the popular Online Learning Update blog daily for the past half dozen years. Ray is a Sloan Consortium Distinguished Scholar in Online Learning 2002-2003, Visiting Scholar in Online Learning at the University of Southern Maine 2006-2008, and the recipient of the 2002 Sloan-C award for the “Most Outstanding Achievement in ALN by an Individual.” Most recently, Ray received the Sloan Consortium’s highest individual award, the inaugural 2010 Frank Mayadas Leadership in Online Learning award. He is a charter Sloan Consortium Fellow.

### **Notes:**

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## *Conference Details*

**Thursday, February 11**

### **Morning Keynote:**

*Creative Partnerships and Collaboration Equal Success*

**Terri Winfree**, President, Prairie State College

8:30-9:30, LaSalle I



*Dr. Winfree will discuss innovative ways to develop partnerships that equal success.*

Dr. Terri L. Winfree is the 14th President of Prairie State College (PSC) and began her presidency on May 19, 2013. She brings a wealth of experience and extensive knowledge about the college and the community it serves.

For Dr. Winfree, her presidency also celebrates a number of firsts: she is the first woman president of the college, the first PSC graduate to be named president, and the first person in her immediate family to attend college. She also was a member of the first graduating class for Bloom Trail High School.

Dr. Winfree's story is similar to many PSC students - she started her career at PSC as a part time, adult student, and as a first generation college student. Her experience in a learning community class at PSC made her realize the importance of a well-rounded education.

Leading with courage, inspiration, and an entrepreneurial spirit, Dr. Winfree has demonstrated strong communication and leadership skills during her career at PSC. She has served as vice president of community and economic development since 2007. Prior to that, she was the dean, continuing professional education from 2004 to 2007; associate dean, continuing professional education from 2000 to 2004; manager, Matteson Area Center from 1998 to 2000; coordinator, career training programs in 1998; and had other part-time duties. She also has been an adjunct faculty member at Governors State University and St. Francis University.





## Breakout Session I:

9:45-10:30 (choose one of the following sessions)

*Hallmarks of Excellence for Online Learning and Continuing Education Session*

**Ray Schroeder**, University of Illinois-Springfield ..... LaSalle I

*Description:*

This session will explore how to utilize the Hallmarks of Excellence document authored by UPCEA professionals related specifically to online learning leadership, as well as make connections for Continuing Education Professionals to use as they review their leadership and strategic planning efforts in their campus.

Primary outcomes that participants will "take-away" from the presentation:

1. A designated plan to achieve excellence in learning
2. Leadership competencies to lead online learning, as well as CE efforts
3. Strategies for leadership that affect the quality of learning

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*Mission Possible: Growing Your Program by Making the Case for Adult Students*

**Walter Pearson, Jeanne Widen, & Amy Jordan**, Loyola University..... Huron Room

*Description:*

Doubling the enrollment of our School of Continuing and Professional Studies at Loyola is the result of refining and applying our work to better reflect our university's mission. This approach has allowed us to find new ways to conquer affordability, more effectively tell our story, enroll and retain our students with greater support and outreach and develop our programs with expanded flexibility in courses and scheduling.

Primary outcomes that participants will "take-away" from the presentation:

1. Realize the link between mission and program growth.
2. Revisit institutional missions with application approaches.
3. Consider ways to re-energize programs by re-examining mission.

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*Universal Design for Learning: Way Beyond Diversity*

**Thomas Tobin**, Northeastern Illinois University..... State Room I

To help make educational materials and practices inclusive for all learners, this interactive session radically reflects on how to motivate and inspire adoption of Universal Design for Learning; train those who support faculty on campus, and broaden the focus away from learners with disabilities and toward a larger ease-of-use/general diversity framework.

Session Activities: Participants will examine and share their own institutional perspectives on UDL adoption through the use of

- \* a fill-in workbook to prompt needed background information,
- \* an exercise for participants to role-play faculty members reluctant to adopt UDL, and
- \* a hands-on activity to interact with UDL-designed content via their Internet-connected devices.

*English for International Professionals*

**Terrie Byrne**, University of Illinois Chicago ..... State Room II  
The English for International Professionals Series (EIPS), in the University of Illinois at Chicago School of Continuing Studies, collaborates with UIC graduate departments by providing custom-designed language courses that supplement special international graduate programs. Open house meetings and free student assessments are a key tool for attracting RFPs from these graduate programs. When developing proposals for these RFPs, EIPS uses a full cost recovery pricing model that leaves room for adapting to the budget limitations of some of these special international programs. These two tools have helped EIPS develop and maintain long-term relationships with these UIC graduate programs.

Primary outcomes that participants will "take-away" from the presentation:

1. Examples of successful CE collaboration with graduate programs
2. How to use open house/free student assessments to connect with campus departments
3. Full cost recovery models for pricing custom programs

**Breakout Session II:**

**10:45-11:45 (choose one of the following sessions)**

*Interdisciplinary Leadership in Higher Education Session*

**Bonnie Covelli**, University of St. Francis  
**Catherine Tymkow**, Governors State University  
**Jennifer Davidson**, Moraine Valley Community College  
**Shealyn Wolfe**, DePaul University ..... LaSalle I

Universities are seeing new demands in higher education, including new types of students with diverse expectations and co-curricular needs. In addition, institutions are facing budgetary challenges, increased competition, and industry pressure to match programs with ever changing job needs. This session will address these challenges through the lens of leadership. The panel discussion will provide an overview of leadership theories and describe how these theories apply to working with interdisciplinary units within higher education. Practical examples of cross-functional leadership from public and private universities will be shared. Discussion and dialogue will be encouraged.

Outcomes: Examples/Best Practices cross-functional leadership; Examples interdisciplinary programming; Personal reflection on leadership

*To Profess: How the Professions Differ from Other Occupations and Why It Matters*

**Matt Hlinak**, Dominican University ..... State Room I

*Description:*

Continuing education is has become synonymous with professional education. But what do we mean by "professional?" The root of the word "professional" is the verb "to profess," meaning to make a public declaration, like the vows taken upon entering religious life. This workshop will explore both the professionalization process and

challenges to professionalization in order to demonstrate the significance of professionals' actual or implied public declarations to both themselves and those they serve.

Primary outcomes that participants will "take-away" from the presentation:

1. Incorporate the liberal arts & sciences into professional education programs
2. Frame professional education programs as service-oriented
3. Recognize challenges to professionalism and construct professional education programs to resist those challenges

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*How Corporate Training Programs Could Contribute to Higher Education and Businesses:  
Two Practical Applications*

**Mabel Menard & Omer Pamukcu**, University of Phoenix ..... Huron Room

*Description:*

The US economy needs to remain competitive in business and maintain its comparative advantage in innovation, but one of the biggest challenges is employee ability to demonstrate skills and competencies. Higher Education can address the challenge of talent shortage within the existing workforce through corporate training programs, including certificate programs, on-site training, continuing education workshops, and developing employee training programs. The presenters will present two successful programs to illustrate how collaborative partnerships between higher education institutions and corporations benefit both the businesses and their employees, resulting in lower turnover, higher retention, and higher job satisfaction.

Primary outcomes that participants will "take-away" from the presentation:

1. Participants will grasp the need for collaborative partnerships between corporations and higher education institutions.
2. Participants will acquaint themselves with the challenge of talent shortage within the existing workforce through corporate training programs.
3. Participants will become familiar with two successful applications of collaborative partnerships between higher education and businesses.

### **Breakout Session III:**

**1:30-2:30 (choose one of the following sessions)**

*Media richness theory and social communication tools in the classroom: A hands-on review of trials, tribulations and success.*

**Shannon Brown & Bonnie Covelli** , University of St. Francis ..... State Room I

Within the context of media richness theory, the presenters in this session will share real examples of piloted experiences in incorporating blogs, social networking (LinkedIn, Twitter, Google Sites, Google Docs, Google Hangouts), video conferencing (Screencast-O-Matic, Adobe Connect) and collaboration platforms (Basecamp, Teampup) into the classroom. The session will examine what worked, what didn't work, and suggested tools for the future. The presenters will provide assignment ideas for instructors, and they will also suggest ideas for administrators to use these tools to engage faculty and students. A Twitter feed will be used during the session to engage participants and encourage dialogue.

Primary outcomes that participants will "take-away" from the presentation:

1. Hands-on ideas for use of new media in the classroom
2. Hands-on ideas for administrators to use new media to engage faculty and students
3. Practical use of Twitter hashtags

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*Heutagogy (Self-Determined Learning) in a Mobile Context*

**Michele Gribbins, Vickie Cook, Ray Schroeder & John Freml**

University Illinois at Springfield.. ..... LaSalle I

*Description:*

Come explore mobile learning through the perspective of heutagogy! The concept of heutagogy expands our current thinking of pedagogy (teaching and learning through engagement) and andragogy (adult learning through cultivation of personal connection) to look at self-determined learning. Technologies, particularly mobile apps and devices, support heutagogy by making learning more pervasive and ubiquitous, giving learners more opportunities to determine what, where, when and with whom learning takes place. As educators, we can create the curiosity to find and explore connections between many sources that can lead learners to new knowledge and enhanced learning. Connecting information from a variety of fields and individuals is necessary to add depth and breadth to the self-determined learner's knowledge base.

Attendees will participate in activities that will exemplify the characteristics of heutagogical approaches to learning. Participants will be given hands-on opportunity to explore various mobile technologies, including apps and wearable devices, and discuss how they can benefit the self-determined learner. Each attendee should bring a smart phone or tablet with them to participate.

Primary outcomes that participants will "take-away" from the presentation:

1. Explore the definitions, continuum, and characteristics of pedagogy, andragogy, and heutagogy.
2. Explore activities related to pedagogy, andragogy, and heutagogy continuum using mobile devices.
3. Create strategies to utilize heutagogy in new ways to strengthen and extend learning through the use of mobile devices.

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*How to Enhance Student Learning and Community Engagement Through Experiential Learning Strategies*

**Tonya Boddie, Robert Harris, & Mabel Menard**, University of Phoenix ..... Huron Room

*Description:*

Given the theme of the 2016 ICCHE conference, "Continuing Education Collaborations", service learning strategies provide an excellent source for engaging student, faculty and community leaders. The University of Phoenix Chicago Campus would like to share how they've implemented service learning in the Chicagoland market bridging the gap between, academic, civic learning and community engagement. The University of Phoenix Chicago campus has provided meaningful experiences for faculty and staff which has positively impacted the community through strategic partnerships.

Primary outcomes that participants will "take-away" from the presentation:

1. Tools for Developing Effective Community Partnerships
2. Service Learning Design Strategies
3. Best Practices of Service Learning Projects

## Breakout Session IV:

2:45-3:30 (choose one of the following sessions)

*Project Graduation: Recruiting and Supporting Former Students*

**Kate VanderKolk**, Grand Valley State University ..... LaSalle I

*Description:*

Grand Valley State University has an undergraduate Student Population of 21,636. 22% of those students are nontraditional. While we have implemented numerous initiatives to assist students to persist, make progress to degree completion, and graduate in a timely manner, few have been aimed specifically at students who left GVSU without earning their degree. Through some research we found that in one county alone that we serve, over a seven year period Grand Valley had 2800 students stop attending. Those students had an average GPA of 2.84 so for many of them, academic performance was not their main reason for leaving. We worked with our Records office and Institutional Marketing to send letters inviting them to come back and rejoin our campus community. When they do return we give them the resources they need to be successful.

This began the Laker Complete Program and the response was substantial. Grand Valley State University's Laker Complete Program offers former GVSU students who have been away from the University for a period of time an opportunity to return and finish what they started in a supportive environment. We developed materials to make the process of returning seamless and developed ways to support the students through their transition back to the university.

This presentation will look at our process for marketing, recruiting, and supporting our stop our students to help them return and finish what they started.

Participants will learn:

- How we identified our target market of stop of students and what demographics within that we identified
- Ways we marketed specifically towards the stop out audience
- How we addressed the disruptions in students education that caused them to leave the university
- Retention tools used as students returned

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*Flipping iPads! How Mobile Technology can Transform the Classroom*

**Layne Morsch**, University of Illinois at Springfield.. ..... State Room I

*Description:*

This presentation will focus on how iPads have been incorporated into my organic chemistry course to radically alter how the class is taught. Through a 1:1 iPad program, students in my classes use technology to work problems, take quizzes, perform experiments, interact with classmates, and create videos. All course lectures were recorded and posted for students on iTunesU which the students can all access from the iPad. This has allowed greatly increased class time to work on interactive activities, problem solving and discussions. I will show the tools that I have had students use in class.

Primary outcomes that participants will "take-away" from the presentation:

1. How to identify potential aspects of their courses that make targets for flipping
2. Several apps that students can use in any course
3. How to increase student engagement by flipped teaching

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*Innovation with a Traditional Classroom Twist*

**Ron Cook**, Greenville College ..... State Room II

*Description:*

This project was initiated through departmental collaboration to achieve two goals.

Goal One- to recruit students into the business/management majors.

Goal Two- to retain business majors throughout their programs by introducing them to various faculty within the department.

To achieve these goals, we implemented the following strategies. First, this project involved flipping the classroom, thereby encouraging students to come to class prepared. Second, we combined a lower division survey course and an upper division management course with a speaker's series to encourage collaboration and reflection within the school.

This presentation will explore both benefits and challenges of this approach.

Primary outcomes that participants will "take-away" from the presentation:

1. Focus on recruitment for business majors.
2. Methods of enhancing transferable job skills through reflection and collaboration.
3. Interdepartmental faculty collaboration.

**Morning Plenary:**

8:30-8:45 Innovative Initiative Award  
**Tim Panfil**, Elmhurst College, Committee Chair ..... LaSalle I

8:45-9:45 Understanding Social Presence: Three Perspectives  
**Karen Swan**, University of Illinois at Springfield ..... LaSalle I



Karen Swan is the Stukel Professor of Educational Leadership and a Research Associate in the Center for Online Learning, Research and Service (COLORS) at the University of Illinois Springfield.

*Description:*

Social presence is perhaps the most popular construct used to describe and understand how people socially interact in online and blended classes to support learning. However, despite its intuitive appeal and decades of research supporting its importance, researchers and practitioners alike often define and conceptualize this popular construct differently. In fact, it is often hard to distinguish between whether someone is talking about social interaction, immediacy, intimacy, emotion, and/or connectedness when they talk about social presence. This presentation will review multiple constructions of social presence as they have evolved historically and suggest ways in which each adds to our understanding of learning in technologically mediated environments. Possible future directions for social presence research and practice, including new, technology-mediated ways to develop and support social presence and how social presence fits into the inquiry process and emerging notions of shared metacognition, will be explored.

**Notes:**

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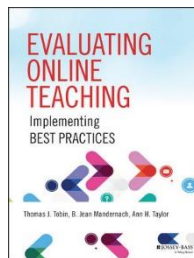
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## *ICCHE/ACHE Great Lakes 2016 Conference Committee*

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**Beth Craig**, Eastern Illinois University  
**Donna Liljegren**, Aurora University  
**Brian Cole**, Grand Valley State University  
**Tonya Boddie**, University of Phoenix Chicago  
**Regis Gilman**, Eastern Illinois University  
**Vickie Cook**, University of Illinois Springfield  
**Bonnie Covelli**, University of St. Francis  
**Melissa Peraino**, Grand Valley State University  
**Patty McKenna**, North Park University

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**Tim Panfil**, Innovative Initiative Awards, Elmhurst College  
**Will Hine**, Past Presidents, Eastern Illinois University  
**Vickie Cook**, Membership, University of Illinois Springfield  
**Robert Gabriel**, Upstate Region, University of Phoenix  
**Matt Hlinak**, Upstate Region, Dominican University  
**Omer Pamukcu**, Research and Scholarship, University of Phoenix  
**Hilary Ward Schnadt**, Communications, University Center of Lake County  
**Bonnie Covelli**, Nominating, University of St. Francis

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## Graduate

### Business

- B** Master of Business Administration

### Legend

- O** Course offered online
- L** Course offered at ground location
- B** Course offered both ground and online

## Undergraduate

### Business

- L** Bachelor of Science in Business with a Concentration in Finance
- L** Bachelor of Science in Business with a Concentration in Human Resource Management
- L** Bachelor of Science in Business with a Concentration in Management
- L** Bachelor of Science in Business with a Concentration in Marketing

### Human Services

- B** Bachelor of Science in Human Services with a concentration in Addictions
- B** Bachelor of Science in Human Services with a concentration in Family and Child Services
- B** Bachelor of Science in Human Services/Management

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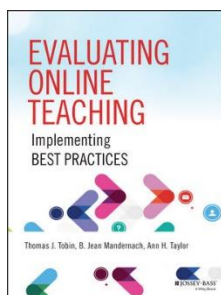
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# Evaluating Online Teaching: Implementing Best Practices

Thomas J. Tobin, B. Jean Mandernach, Ann H. Taylor

**Create a more effective system for evaluating online faculty** *Evaluating Online Teaching* is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching, providing the tools and guidance that faculty members and administrators need. The authors address challenges that colleges and universities face in creating effective online teacher evaluations, including organizational structure, institutional governance, faculty and administrator attitudes, and possible budget constraints. Through the integration of case studies and theory, the text provides practical solutions geared to address challenges and foster effective, efficient evaluations of online teaching. Readers gain access to rubrics, forms, and worksheets that they can customize to fit the needs of their unique institutions.

Readers will:

- Learn how to evaluate online teaching performance
- Examine best practices for student ratings of online teaching
- Discover methods and tools for gathering informal feedback
- Understand the online teaching evaluation life cycle

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