



Sheridan, Pana, Kluthe
7/15/2013

HLC Multi-Location Report

Lake Land College

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Provide a brief overview statement about current additional locations, and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

A Brief Overview

Lake Land College is a two year community college that creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse community it serves. The College does so through university transfer education, technical and career education, workforce development, community and continuing education, and intellectual and cultural programs. With a 4,000 square mile district representing the fourth largest district within the state of Illinois, the College seeks to provide quality educational opportunities for all - border to border.

Currently, Lake Land College has numerous additional locations including the Kluthe Center for Higher Education and Technology, the Western Region Center (Pana) and many Illinois Department of Corrections locations. The main campus is central within the district with both the Kluthe Center and the Western Region Center providing educational opportunities for students living near the district borders.

The Kluthe Center

The LLC Kluthe Center for Higher Education and Technology, which began offering classes during the fall of 1995, is the College's first permanent extension center. Nearly 1,500 residents enroll in more than 80 different classes during the day, evening and weekend, making it the largest extension center in the college district. The two-story, 24,000 square foot structure was built with a \$250,000 grant from the estate of Minnie Kluthe, \$750,000 of locally donated funds and a \$1.48 million grant from the State of Illinois. The site was donated by a group of business owners dubbed the "Technology Partners." The City of Effingham and Effingham County extended utilities and streets to the site at no cost to the college (See Appendix A – Kluthe Center Annual Report).

The Western Region Center (Pana)

Located at 600 E. First Street in Pana, the Western Region Center first opened in January 2007. The Center was a unique partnership between Casey's General Stores, First National Bank of Pana, and Pana Community Unit School District (CUSD) #8. Through this agreement, a former Casey's General Store was renovated as a Lake Land College facility, offering two classrooms, a resource area and an administrative assistant's office. Three years after the 2,192 square foot facility opened, Pana CUSD initiated a 6,000 square foot addition which expanded higher education opportunities to Lake Land College students in Pana and the surrounding area. Additional funding for the addition stemmed from a federal earmark. The Center now serves about 100 students per year (see Appendix B– Western Region Center Report).

Sheridan

In 2010, Lake Land College was selected by the Illinois Department of Corrections (IDOC) to provide educational programs at Sheridan Correctional Center, 4017 E. 2603 Road, Sheridan, Illinois, 60551. IDOC has been providing post-secondary opportunities to incarcerated felons through contractual relationships with Illinois Community Colleges since the 1970s. In the case of the Sheridan Correctional Center, the previous provider chose not to continue offering programming and IDOC requested that LLC assume these responsibilities. The decision to pursue an additional location at Sheridan was based on the demand for educational services by IDOC.

Approach to Off Campus Instruction

Throughout its 40+ history, the College has used all available resources in its approach to off-campus instruction. As an organization, the College is led by an elected Board of Trustees who has oversight and final approval for all off-campus instruction. They review and approve recommendations received from LLC's Cabinet.

The Cabinet is led by the President of the College, and includes the Vice President for Academic Services, the Vice President for Student Services, and the Vice President for Business Services. The Cabinet prepares their recommendations in conjunction with the Lake Land Leadership Team (L3T).

L3T includes all college administrators, supervisors, and academic division chairs. This team offers guidance and recommendations based on its work with all LLC college committees which includes three distinct types (Standing, Task-force, Review Boards)

(see Appendix C– List of LLC Committees). Committees include faculty, staff, and student representatives.

When the College identifies a need for additional off-campus instruction, it seeks input, research, and data from faculty, staff, students, and district residents. That input is moved to the appropriate college committees and is subsequently brought to the L3T and its members for review. At that point, the division chairs, supervisors, and administrators form recommendations. These recommendations are forwarded to the cabinet for continued discussion and approval. The cabinet works simultaneously with the LLC Board of Trustees and with all other local, regional, and statewide regulatory agencies including the Illinois Community College Board (ICCB) (a governing agency for all Illinois Community Colleges) , the Illinois Board of Higher Education (IBHE) (a governing agency for Illinois post-secondary education), and relevant state agencies. Once approved by the cabinet, they work with the board of trustees for final approval.

List of Approved Additional Active Locations

Big Muddy Correctional Center	Dixon Correctional Center
Penny Murphy	Ginger Murray
251 N Illinois Hwy 37	2600 N Brinton Ave
Ina, IL 62846	Dixon IL 61021
618-437-5300 x481	815-288-5561 x 2509
Dwight Correctional Center	East Moline Correctional Center
Alan Mortensen	Paul Wilson
23813 E 3200 North Rd	100 Hillcrest Road
Dwight IL 60420	East Moline, IL 61244
815-584-2806 x 2816	309-755-7511 x360
Graham Correctional Center	Hill Correctional Center
Dennis Mhlbachler	Chris Lehr
PO Box 499	PO Box 1700
Hillsboro IL 62049	Galesburg, IL 61401
217-532-6961 x 2751	309-343-4212 x 395
Illinois River CC	Jacksonville Correctional Center
Tom Zaborac	Steve Bahney
PO Box 999	2268 East Morton
Canton, IL 61520	Jacksonville, IL 62650

309-647-7030 x 510	217-245-1488 x 337
Kluthe Center for Higher Education & Technology	Lawrence Correctional Center
Karen Kull	Tim Watson
1204 Network Centre Blvd.	10930 Lawrence Rd
Effingham, IL	Sumner, IL 62466
217.540.3555	618-936-2064 x 2748
Pinckneyville Correctional Center	Robinson Correctional Center
Alice Holtzhouser	Vacant
5835 State Route 154	13423 E 1150th Ave
Pinckneyville, IL 62274	Robinson, IL 62454
618-357-9722 x2515	618-546-5659 x 5811
Shawnee Correctional Center	Sheridan Correctional Center
Blake McConnell	Peggy Blair
6665 St. Rt. 146 East	4017 E. 2603 Road
Vienna, IL 62995	Sheridan, IL 60551
618-658-8331	815-496-2181 x 2410
Southwestern Correctional Center	Taylorville Correctional Center
Steve Drake	John Allen
950 Kingshighway	PO Box 1000
East St Louis IL 62203	Taylorville IL 62568
618-394-2200 x 410	217-824-4004 x 5812
Vandalia Correctional Center	Vienna Correctional Center
Steve Drake	Blake McConnell
PO Box 500	6695 St. Rt. 146 East
Vandalia IL 62471	Vienna, IL 62995
618-283-4170 x 545	618-658-8371 x 291
Western Illinois Correctional Center	Western Region Center - Pana
Ron Frillman	Toni Andres
2500 Rt 99 S.	600 E. First Street
Mt. Sterling IL 62353	Pana, IL 62557
217-773-4441 x610	217.562.5000

List of Programs Offered at Each Location

Big Muddy Correctional Center	Automotive Technology Program Commercial Cooking Program Construction Occupations Program Horticulture Program Restaurant Management Program Career Technology Class
Dixon Correctional Center	Construction Occupations Program Cosmetology Program Commercial Cooking Program Career Technology Class Career Technology Class
East Moline Correctional Center	Construction Occupations Program Custodial Maintenance Program Commercial Cooking Program Career Technology Class
Graham Correctional Center	Automotive Technology Auto Body Program Construction Occupations Program Custodial Maintenance Program Career Technology Class
Hill Correctional Center	Custodial Maintenance Program Horticulture Program Career Technology Class
Illinois River Correctional Center	Automotive Technology Program Construction Occupations Program Commercial Cooking Program Horticulture Program Restaurant Management Program Career Technology Class
Jacksonville Correctional Center	Construction Occupations Program Custodial Maintenance Program Horticulture Program Career Technology Class Career Technology Class
Kluthe Center for Higher Education & Technology	Physical Therapy Assistant Program Massage Therapy Program Associate Degree in Nursing Practical Nursing Program
Lawrence Correctional Center	Commercial Cooking Program Custodial Maintenance Program Print Management Program Restaurant Management Program Career Technology Class
Pinckneyville Correctional Center	Commercial Cooking Program Construction Occupations Program

	Custodial Maintenance Program Horticulture Program Career Technology Class
Robinson Correctional Center	Commercial Cooking Program Custodial Maintenance Program Horticulture Program Restaurant Management Program Career Technology Class (2)
Shawnee Correctional Center	Automotive Technology Program Custodial Maintenance Program HVAC Program Career Technology Class Construction Occupations
Sheridan Correctional Center	Commercial Cooking Program Horticulture Program Warehousing and Distribution Program Welding Program Career Technology Class
Southwestern Illinois Correctional Center	Construction Occupations Program Custodial Maintenance Program Horticulture Program Warehousing and Distribution Program Remedial Bridge Program Career Technology Class
Taylorville Correctional Center	Construction Occupations Program Custodial Maintenance Program Commercial Cooking Program Horticulture Program Career Technology Class
Vandalia Correctional Center	Auto Body Program Construction Occupations Program Welding Program Horticulture Program Career Technology Class
Vienna Correctional Center	Automotive Technology Program Auto Body Program Commercial Cooking Program Cosmetology Program Custodial Maintenance Program Career Technology Class
Western Illinois Correctional Center	Automotive Technology Program Commercial Cooking Program Construction Occupations Program Horticulture Program Career Technology Class
Western Region Center – Pana	Practical Nursing Program

What future growth does the institution anticipate (e.g. in the next six months, three years, 10-20 years) for additional locations?

In the Next Six Months

Lake Land College has no planned additional location growth within the next six months; however, the College as a vendor administers correctional educational programs at the request of the Illinois Department of Corrections (IDOC). Additional locations and/or reduction in locations as well as additional programs and/or reductions in programs are determined at the request of IDOC.

In the Next Three Years

Though it doesn't meet HLC criteria of an additional location, currently Lake Land College houses various programs and activities at its Workforce Development Center, located at 305 Richmond Avenue East, Mattoon, Illinois, 61938. These programs and activities include the Center for Business and Industry, Community and Professional Programs, Destination College, and LLC/IDOC staff offices.

To date, there are no formal plans in place for an additional location; however, the College has investigated the possibility of developing a culinary arts program and housing it at the Workforce Development Center. If the college pursues this concept, it will also pursue additional location approval via HLC.

In addition, the College as a vendor administers corrections educational programs at the request of the Illinois Department of Corrections (IDOC). Additional locations and/or reduction in locations as well as additional programs and/or reductions in programs are determined at the request of the IDOC.

In the Next 10-20 years

Lake Land College has no planned additional location growth within the next ten to twenty years; however, the College as a vendor administers correctional educational programs at the request of the Illinois Department of Corrections (IDOC). Additional locations and/or reduction in locations as well as additional programs and/or reductions in programs are determined at the request of IDOC.

How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

The Initial Team

In order to ascertain that facilities at each location will meet the needs of the students and the curriculum, Lake Land College engages an initial team of leaders with relevant educational background and experiences. This initial team includes the College President, the Vice President for Academic Services, the Vice President for Business Services, and the Director of Facilities and Planning. The current President has over 30+ years of experience in community college education. He serves on numerous boards, advisory committees, and task-forces throughout the LLC district. His service provides him with a strong community focused background concerning the college's district. The current Vice President for Academic Services has 20+ years of successful service in leading the selection, development, and implementation of numerous career and technical programs as well as transfer education programs. The current Vice President for Business Services has an equal amount of experience in leading in areas related to finance, facilities, information systems & services, and human resources. Finally, the College employs a Director of Facilities and Planning who is a licensed Architect, holding a Masters in Architecture from the University of Illinois, Urbana-Champaign. This initial team ensures that a potential location meets all local, state, and federal laws, policies, regulations and guidelines related to higher education and individual programs.

The Expanded Team

Once the initial team has completed an initial investigation – and if a decision has been made to move forward - the team is expanded to include (among others): (1) the Vice President for Student Services, (2) the Associate Vice President for Educational Services and/or the Associate Vice President for Workforce Development, (3) the relevant division chairs, (4) the institutional researcher, (5) the college comptroller, and (6) the Dean for Admissions. Each individual who is added to the team brings along expertise that helps to ascertain that the facilities at each location will meet the needs of the students and the curriculum.

The Department of Corrections

As part of the vendor agreement, Lake Land College utilizes a standardized curricula developed by the Office of Adult Educational and Vocational Services (OAEVS) within the Illinois Department of Corrections, which has been approved by ICCB for participating colleges. The program selection at Sheridan is based on current employment market trends, facility accommodations, and security requirements of the offenders as determined by the IDOC. The program curricula are then established through a collaboration of colleges participating in correctional education and OAEVS.

How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

In order to ensure that the facilities at each location continue to meet the needs of students and the curriculum, the College has multiple checkpoints in place including (among others): its institutional, program, general education, and course assessment process; program review; professional advisory committees; relevant data collection; and administrative oversight.

Assessment

Over the past decade, the College has developed a multi-pronged assessment process. This process includes activities related to:

- Institutional Assessment - which reflects on the questions: Are the College's activities adding to or improving the student learning experience and how do we know?
- Program Assessment – which reflects on the questions: Are students within programs learning and how do we know?
- General Education Assessment – which reflects on the questions: Are students within general education courses learning and how do we know?
- Course Assessment – which reflects on the questions: Are students within individual courses learning and how do we know?

Faculty and staff at all locations engage in assessment activities annually with the data used to maintain and improve the quality of education.

Program Review

As required by ICCB, the College undergoes an annual program review. Based on a five year cycle, Lake Land College collects specific data and creates relevant reports concerning selected academic programs and/or selected institutional functions at the College. This process includes reviewing the history of the program and/or activity; examining need, cost-effectiveness and quality; identifying any programmatic changes or improvements achieved since the prior ICCB program review; outlining planned, future changes; and describing how the program and/or activity meets the minimum requirements of a Program of Study according to Perkin IV. This data and these reports are submitted to ICCB for review. All programs and activities at additional locations are included in the ICCB program review.

Programs and activities at the Illinois Department of Correction (IDOC) locations, however, are reviewed through a different system. The College is a vendor and is contracted by IDOC to provide post-secondary education at additional locations including Sheridan. IDOC uses statewide curricula that is maintained and improved via an IDOC support system.

Professional Advisory Committees

Lake Land College has a strong system of professional advisory committees. These committees are comprised of volunteers who work with staff and faculty to maintain up-to-date quality course offerings and programs for students. In addition, these advisory committees provide valuable input regarding facilities concerning the current status and offering ideas for future growth.

Relevant Data Collection

Throughout each fiscal year, the College collects a variety of data specifically targeting additional locations. Within each ten-day, mid-term, and end-of-term enrollment report, there are pull-out, stand-alone sections for additional locations. These sections offer insight into the trends and fluctuations occurring off the main campus, providing information concerning needs in terms of facilities. During the production of the annual Resource Allocation Management Program document, the college reviews all facilities in order to determine future needs and make appropriate requests and allocations. Additionally, on a three year rotational basis, the College participates in both the Noel Levitz Student Satisfaction Inventory and the Community College Survey for Student Engagement. Both of these surveys are administered to students on and off of the main campus, and each of these nationally normed standardized data collection tools provides

information that helps to ensure that the facilities are meeting the needs of students and curriculum.

Administrative Oversight

The College employs multiple individuals who directly oversee the educational activity at the additional locations including: (1) The Director of the Kluthe Center – who is responsible for oversight of the Kluthe Center for Higher Education and Technology, (2) The Director of Adjunct Faculty and Off-Campus Locations – who is responsible for oversight of many additional locations including the Western Region Center at Pana, (3) The Dean for Correctional Programs in the North Region, and (4) The Associate Dean for Correctional Programs at Sheridan (see Appendix D for related job descriptions). These key positions are charged with multiple duties related to specific additional locations, including ensuring that the facilities meet the needs of the curricula and students.

The Department of Corrections

Lake Land College maintains a five-year maintenance and equipment plan at Sheridan to ensure students continue to receive appropriate hands-on training within their specific areas. Funding for purchases is provided through the CTEI grant distributed by IDOC to the Sheridan program through the vendor agreement. The Sheridan warehousing program dedicated funds this year for a battery for a forklift. The welding program purchased a Tungsten Grinder for hands-on training.

In addition, the Associate Dean who supervises the college programs at Sheridan reviews facility accommodations for safety and security issues. Issues are then reported to the prison's maintenance personnel. The Dean of Correctional Programs conducts regular site reviews and addresses continuing issues with appropriate IDOC administrative staff at Sheridan.

How does the institution ensure that promotion, marketing, and enrollment for the additional location(s) stay in balance with the institution's actual resources and technical capabilities?

There are a variety of methods that LLC uses to ensure that promotion, marketing, and enrollment for additional location(s) stays in balance with the College's actual resources and technical capabilities.

As mentioned, the College employs multiple individuals who directly oversee the educational activity at the additional locations including: (1) The Director of the Kluthe Center – who is responsible for oversight of the Kluthe Center for Higher Education and Technology, (2) The Director of Adjunct Faculty and Off-Campus Locations – who is responsible for oversight of many additional locations including the Western Region Center at Pana, (3) The Dean for Correctional Programs in the North Region, and the Associate Dean for Correctional Programs at Sheridan (see Appendix D for related job descriptions). These key positions are charged with oversight and ensuring that promotion, marketing, and enrollment stay in balance with actual resources and technical capabilities. In addition, the Chair of each of the College's seven divisions (Agriculture, Allied Health, Business, Humanities, Math & Science, Social Science & Education, and Technology) are responsible for ensuring enrollment is in balance at each of the off campus locations.

Each semester the College employs numerous promotional and marketing methods including (but not limited to): hosting open houses and registration opportunities, advertising on television and radio stations, producing a college magazine/schedule that is mailed to 96,000 households in the LLC district, advertising in local newspapers, developing flyers and brochures highlighting classes and programs, holding financial aid nights throughout the district, telephoning students concerning registration, visiting local high schools, utilizing social media, developing public service announcements, and attending community events. All of these methods are utilized at and include the College's additional locations. The key personnel at the additional locations work directly with individuals in Communications and Creative Services, in Admissions, and in Information Systems and Services to make sure that the resources used for promotion, marketing, and enrollment are in balance with the College's actual resources and technical capabilities.

Finally, there are three positions on campus who aid in ensuring that everything remains in balance: the Comptroller, the Director of Information Systems & Services, and the Director of Communication & Creative Services. The Comptroller ensures that budgets are in balance. The Director for Information Systems & Services ensures that the technology – whether it be telephones, computers, internet bandwidth, program specific items, the cloud, and/or other technologically-driven teaching and learning tools - are in balance. And the Director of Communications & Creative Services ensures that all campus activities in the area of promotion, marketing, and enrollment include additional locations.

At Sheridan, all costs incurred are covered through the vendor agreement with IDOC. These costs include all technical and actual resources that are required to provide

services. The management chain ensures these costs stay within the budgeted resources in the vendor agreement.

What controls are in place to ensure that the information presented to students in advertising brochures, and other communications is accurate?

Information pertinent to additional locations that is presented to students in advertising brochures and other communications is developed much the same as information pertinent to main campus.

LLC's Communication & Creative Services (CCS) leads all advertising and communication activities and ensures accuracy. The Director of CCS utilizes a standard process that includes submitting draft information to relevant employees for review. When developing communications and advertising for Pana, the Director of CCS works directly with the Director for Adjunct Faculty and Off Campus Locations. When developing communications and advertising for Kluthe, the Director of CCS works directly with the Director for the Kluthe Center. When developing communications and advertising for Sheridan, the Director of CCS works directly with the Dean of Corrections – North.

In addition, in order to ensure accurate communications regarding semester classes, courses, and sections, the College has developed the XSID – commonly called the Error Report – which is reviewed by approximately twenty individuals on a daily basis. The Error Report catches any error regarding classes, courses, and sections offered at all additional locations. The individuals who review the Error Report on a daily basis make appropriate changes. This report helps to ensure that the data used by the Director of CCS to create communication and advertisement pieces for additional locations is accurate.

Finally, the two most complex communication pieces at LLC are the college catalog and the college website. Each of these pieces contains information directly related to additional locations. The hard copy catalog is published every two years, and the website is an on-going publication. The Director of CCS is charged with leading the development and publication in both of these areas. The director employs multiple methods to ensure accuracy including: annual website reviews with key personnel including the seven Division Chairs, the Director of the Kluthe Center, the Director of Adjunct Faculty and Off-Campus locations, the Dean of Corrections– North, the Dean of Admissions, the Chair of Counseling, the Director of Career Services, and the Director of

Financial Aid. The Director of CCS adheres to a timetable and process that includes multiple drafts and reviews while building the catalog.

At Sheridan, information is distributed in the offender handbook, in-person presentations, and by video on the internal TV network. At all times, this information is consistent with college policy and administered and updated by the supervising Associate Dean. Associate Deans are supervised by the Dean of Corrections – North who conducts site visits at each facility to review materials and ensure compliance with college policy. All activities are under the supervision of the Executive Dean of Correctional Programs.

What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

Lake Land College utilizes an annual zero-based budgeting method. The process begins in the third quarter of each fiscal year and is finished prior to the end of the fourth quarter, so that all departments are prepared to begin the new fiscal year with new budgets and appropriate funding. This process is led by LLC's Comptroller with oversight from the Vice President for Business Services (CFO). The Director of the Kluthe Center, the Director of Adjunct Faculty and Off-Campus Locations, and the Dean of Corrections – North develop budgets for Kluthe, Pana, and Sheridan respectively. In addition, the College employs seven division chairs who oversee the various academic divisions. Each division chair develops an annual budget through the zero-based budgeting process, and they include appropriate funding requests for academic program / activities held at additional locations. Additionally, the Associate Vice President for Workforce Development manages an annual budget that also includes some funding for unique expenditures at additional locations.

On an annual basis, during the zero-based budgeting process, supervisors and administrators have the opportunity to request additional staffing – both full time and part time. Discussions regarding new staffing requests for additional locations are initiated by the Director of the Kluthe Center, the Director of Adjunct Faculty and Off-Campus Locations, and the Dean of Corrections North for Kluthe, Pana, and Sheridan respectively. They meet with their immediate supervisor and discuss potential changes to current staffing. If additional staff is pursued, a new request and justification is included and submitted within the required paperwork during the zero-based budgeting process. These requests filter up through the organization to the Associate Vice President for Educational Services and the Associate Vice President for Workforce

Development. Upon agreement at this level, these requests are then submitted to the Vice President for Academic Services for consideration within budget hearings.

At Sheridan, funding and staff for the college program are limited to guidelines within the vendor agreement. OAEVS within IDOC determines whether programs like Horticulture, may be staffed and reopened based on available funding within the IDOC budget. Grants such as Perkins or CTEI are also distributed through the vendor agreement at the direction of OAEVS staff in order to provide resources for additional staffing and programming.

How does the institution effectively oversee instruction at an additional location?

In addition to the three key personnel (Director of the Kluthe Center, Director of Adjunct Faculty and Off-Campus Locations, and the Dean of Corrections – North, LLC has seven division chairs who are full time tenured faculty with administrative responsibilities, each leading a distinct division (Agriculture, Allied Health, Business, Humanities, Math & Science, Social Science & Education, and Technology). These responsibilities include oversight for all instruction within their division's academic programs regardless of location. In addition, LLC has an Associate Vice President for Workforce Development who oversees: all career and technical programs, education at correctional centers, adult education, and workforce education regardless of location. LLC has an Associate Vice President for Educational Services who oversees: all transfer education, developmental education, distance education, and dual credit regardless of location. All academic oversight is led by the college's Vice President for Academic Services who ensures high quality instruction at all locations.

The College has an extensive and detailed course, program, and institutional assessment process which provide oversight for instruction. So, too, do the various DACUM activities aimed at overseeing instruction regardless of location. In addition, ICCB requires the completion of a program review each year which provides an additional level of oversight for instruction.

In terms of oversight at Sheridan (and all DOC locations), the supervising Associate Dean reviews syllabi, exams, and classroom activities to ensure students are completing the required tasks of the standardized curricula. In addition, the Dean of Corrections – North visits Sheridan regularly to ensure academic standards are being met by visiting classrooms and interviewing instructors and students. Instructors at Sheridan are required to maintain student files for audit purposes as part of the vendor agreement, and the Sheridan Educational Facility Administrator and facility audit team are required

to check to ensure the requisite work including competency checklists is available for individual students. The correctional division for the College is then supervised by an Executive Dean. Each level of supervision has the responsibility to enforce college policy and procedures.

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

In terms of appropriately qualified staff and faculty, Lake Land College maintains strict records that document adherence to internal, statewide, and regional policies regarding qualifications (see Appendix E). All transcripts are kept on file in LLC's Office of Human Resources, and the hiring process is the same regardless of location.

In late 2012, Lake Land College underwent an ICCB Recognition Review, (completed every five years to ensure compliance with all ICCB policies and regulations). Lake Land College was required to show that professional staff were educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting systems to which they are assigned. The required preparation included collegiate study and professional experiences with graduate work through the master's degree in the assigned field or area of responsibility expected, except in such areas in which the work experience and related training was the principle learning medium. The College finished a complete transcript review for all employees – including those at additional locations at that time. ICCB found LLC to be in 100% compliance in the area of appropriately qualified staff and faculty. All records are available for review.

What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Supporting Personnel

Lake Land College has a multi-pronged process for supporting personnel – including personnel at off-campus locations. First, all full-time employees are assigned mentors upon hiring – including those at off-campus locations. This process is guided by the Director for the Center for Technology and Professional Development and the Director for Human Resources (see <http://www.lakeland.cc.il.us/ctpd/site/?p=mentoring>). Next, the college has five established professional development days on which all employees are encouraged to participate in the available planned campus professional development activities or create, submit, and complete self-directed professional development activities targeting their specific needs. Furthermore, Lake Land College has created a myriad of professional development opportunities for all employees – commonly known as E-Train classes (see Appendix F). Any employee can enroll and complete E-Train classes at no cost. In addition, LLC offers tuition waivers for any LLC class to all employees – including those individuals at remote locations (see Appendix G). Finally, the college offers \$600 per year in tuition reimbursement for successfully completed classes completed at other institutions of higher education.

Selecting, Training, and Orienting Faculty

Lake Land College has a standard process for selecting, training, and orienting faculty – regardless of location. The steps involved in hiring a full time faculty member include: internal posting of open faculty position; external posting of open faculty position; formation of a hiring committee including in-division colleagues, out-of-division colleagues, academic administrators, and HR professionals; a committee hiring training; a committee review and selection of applicants; reference checks; interviews; and hiring recommendations. The steps involved in hiring part time / adjunct faculty members – regardless of location – include: internal and external posting of desired faculty positions; review and selection of applicants by appropriate division chair; reference checks; interviews; and selection. All full time faculty participate in New Full Time Faculty Orientation – which includes two training days prior to the start of the fall semester and monthly meetings throughout the academic year. All part time faculty are

invited to participate in New Adjunct Faculty Orientation – which includes one training day prior to the start of the fall semester and an additional training session each semester.

Evaluating Personnel

Lake Land College has a standard process for (1) evaluating staff and for (2) evaluating faculty. Both processes include the evaluation of staff and faculty at off-campus locations.

The process to evaluate staff is led by LLC's Human Resource Department, is completed annually, and includes a self-evaluation, a supervisor evaluation, and peer/employee feedback. Staff evaluations are based on performance as compared to the essential functions listed in their job descriptions as well as the College's five values (Caring, Communication, Teamship, Innovation, and Excellence) and twenty-six desired behaviors (see Appendix H). The entire LLC staff performance evaluation system is electronically based and includes information regarding goals achievement from the previous year and goal expectations in the current year. This process was created by a cross-functional team of individuals throughout the campus to ensure that it was guided by and meeting the College's vision and values ("Engaging minds, changing lives through the power of learning").

The process to evaluate full time faculty is outlined in the faculty contract (See Appendix I). It was created by the faculty leadership team and is updated every three years during contract negotiations. The process to evaluate part time, adjunct faculty is led by the Director of Adjunct Faculty and Off-Campus locations and by the seven LLC Division Chairs. The process includes: a review of student evaluations, which are completed at the end of each semester taught, supervisor classroom visits, and a review of relevant course data (i.e. grade distributions, assessments, etc.).

At Sheridan

Sheridan follows the established procedure for selecting staff consistent with campus and the other 16 correctional sites served by Lake Land College.

In addition, all new full-time employees of the college program at Sheridan are required to attend five days of Pre-Service Security Orientation Training at the Corrections Training Academy per the vendor agreement. Lake Land College also provides new staff members with the opportunity to visit a veteran instructor who will then serve as mentor. Additional subject matter experts are available on campus and serve as resources for new employees. Continuing employees must attend two days of training

annually within Sheridan to review institutional regulations as part of their required 40 hours of annual training. Included in this 40 hours, Lake Land College provides a two day annual in-service on campus. The Fall 2012 in-service provided training in Syllabi Development, Best Practices, and teaching Technical Math. In addition, the Illinois Department of Corrections through OAEVS provides professional development opportunities during fall and spring one-day, regional in-services, including Pacific Institute training by a Lake Land College trainer.

Finally, Lake Land College requires an employee to be evaluated annually. The college program at Sheridan follows the same evaluation process established for employees of the main campus, utilizing the same standard Self-Appraisals and Employee Performance Reviews to ensure that behavior and values are aligned with the expectations of the College.

What evidence demonstrates that the institution effectively delivers, supports, and manages necessary academic and student services at off-campus locations?

Academic Services

Lake Land College effectively delivers, supports, and manages necessary academic and services at off-campus locations in a variety of ways including:

- All off-campus locations have networked computers available for student use.
- All off-campus locations have on-site employees (full time at Kluthe / part time at Pana) to assist with student needs.
- Students can access the Lake Land College library online, by telephone, or by email. All library services are available virtually.
- Students can access the Lake Land College Center for Technology and Professional Development online, by telephone or by email for assistance with: email, their student portal accounts, the LLC learning management system, and other technology driven college activities.
- Students can pick up and drop off textbooks at the Kluthe Center and can make arrangements to do so at Pana if needed.
- Office space is available for faculty to meet with students at all off-campus locations including Pana and Kluthe.
- Telephone service is available for student use to call offices at the main campus.
- Test proctoring is available at all off-campus locations.

- All LLC academic material (catalogs, schedules, forms, etc.) is available to students at off-campus locations.
- An inter-office mail service is available for students and staff use at all off-campus locations.
- All computers at off-campus locations use the college's virtual machine program, allowing quick and easy access to specialty software needed for various courses.

Student Services

Lake Land College effectively delivers, supports, and manages necessary student services at off-campus locations in a variety of ways including:

- Services provided to off-campus locations are coordinated through the Vice President for Student Services and the Student Services Leadership Team and are provided by staff who provide the same service on the main campus.
- Student Services departments participate in ongoing program review and institutional assessment to continuously expand and improve their services to students and other constituents both on and off campus.
- Full-time staff are available at Kluthe Center and part-time staff are available at Pana and Marshall to provide service to students and facilitate student assistance through specific Student Services Offices.
- The LLC website includes pages specific to Kluthe Center and the Pana Center with links to student services.
- The College catalog describes services that are available at Kluthe and Pana.
- The Full Circle (college magazine) is mailed to residents throughout the LLC district and includes orientation/registration information and dates specific to extension centers as well as on campus.
- Students/prospective students may contact any Student Services office by email or by telephone. The phones and email are monitored regularly throughout the work day and responses to inquiries are handled in a timely manner.
- All online services are available to students at the extension sites via their respective computer labs.
- Online orientation scheduling systems includes options for orientation – including dual credit orientation – at Kluthe and Pana.
- The Kluthe Center advertises counseling appointment opportunities; appointments at the Kluthe Center are routinely scheduled by/with the Chair for Counseling as needed.
- Counselors provide student appointments at the Pana Center as needed.
- Academic advising is provided by phone, by email and on location at Kluthe and Pana as needed.

- Information regarding referrals for the Early Alert Program and Behavioral Intervention Team is emailed to all faculty at all locations each semester
- All student referrals are addressed regardless of location. Staff travel to extension sites to meet with students as needed.
- Coordinated by Counseling Services, day and evening orientation/registration is held at all off campus locations (Kluthe, Pana and Marshall) three times per year, once for each semester registration period. Counseling Services, Admissions and Testing Center staff are present at each registration event in order to assist with placement testing, registration and HUB instruction.
- The Student Life Office provides a student event, planned by the Student Activity Board, at the Kluthe Center each month during the academic year.

At Sheridan

Lake Land College has been serving correctional center students since 1970. In FY 11, Lake Land served 4,280 students located in 18 Illinois Correctional Facilities with 953 degrees and certificates awarded. The correctional division also maintains electronic student records on Lake Land College's Datatel system. By maintaining the same systems as campus, sites like Sheridan provide strong academic and student support. The fact that Lake Land Correctional Programs have continued to grow and expand over the years provides evidence of the college's effective work with students in this type of environment.

What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, and job placement services?

Lake Land College provides students with access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, and job placement services in many ways including:

- Admissions, registration/student records, financial aid and job placement services are available to all to students and community members across the district.
- Information is available through college-wide and departmental websites and assistance is offered in person, online, by phone and via email.

- Staff members travel to extension centers for classroom presentations when appropriate.
- Services offered through each department are highlighted in the printed college catalog and online with contact information included.
- All Student Services offices are staffed 8:00-5:00 Monday through Friday with evening hours available by appointment. Extended hours are provided during peak registration times. Appointments can be arranged at Kluthe and Pana.
- Off-campus locations, including Kluthe and Pana, have computers available for student use.
- “Kluthe” Day is held at the Kluthe Center each spring semester. Staff from offices across Student Services are available to assist area high school students with admissions, advisement, financial aid and other information.
- Online and in-person registration is available to students at extension centers including Kluthe and Pana.
- Students can access their educational records online including degree-audit for their current major or any other college major.
- Students can request transcripts online with no fee.
- Students apply online and request other records services online including change of address, change of major, transcript evaluation.
- Financial Aid Information Nights are held at various locations throughout the district, including Kluthe and Pana, during the fall semester.
- FAFSA Completion Nights are held at various locations throughout the district, including Kluthe and Pana, during the spring semester.
- Potential and current students across the district receive information regarding the Financial Aid Information and Completion Nights.
- Student can access their financial aid accounts online to monitor the application process, obtain any documents needed and see financial aid awards.
- Career Services provides online access to employment opportunities. In 2012-2013, 100+ openings by employers were listed.
- Career Services reviews/critiques student resumes almost exclusively via email so students from all locations and with varied schedules can have the same access. In 2012-2013, 100+ resumes were critiqued.
- Career Services conducts mock interviews by phone.

What evidence demonstrates that student concerns are addressed?

Lake Land College has significant evidence that demonstrates that student concerns are addressed. The process used to address student concerns is the same at all locations – including off-campus.

First, there are a variety of policies that directly guide the process of resolving student concerns, including Student Concerns and Grievances – 07.29, Student Rights and Responsibilities – 07.28, Anti-Harassment – 11.04, Record of Student Complaints – 07.29.01, Refunds – 07.09 (See Appendix J). All of these policies and any related practice regarding the addressing of student concerns are utilized identically at off-campus locations. The LLC policy manual is available online and can be accessed by students from any location. In addition, all information concerning student concerns is outlined in the student handbook which is available electronically. Information is also located in the college catalog which is available in hardcopy or online. (Hardcopy handbooks and catalogs are available at off-campus locations.)

Students can initiate concerns in a variety of ways. They can contact faculty, advisors, counselors, division chairs, staff, supervisors, administrators and/or board members to discuss concerns. The type of concern guides the resolution process as described in the various policies.

Hardcopy documentation concerning the resolutions to student concerns is kept in the respective administrative office. In addition, electronic information concerning the resolutions is imaged into the Lake Land College imaging system.

Once concerns are addressed, hardcopy documentation is sent to students via the U.S. mail (see Appendix K – Petition example).

How does the institution measure, document, and analyze student academic performance sufficiently to maintain academic quality at a location?

Lake Land College has a strong, mature, and active assessment program aimed at maintaining academic quality at all locations. LLC's assessment activities include institutional assessment, program assessment, program review, course assessment, and general education assessment. All off-campus locations participate in the college's assessment program. All off-campus locations participate in institutional assessment (see Appendix L – Institutional Assessment Reports for Sheridan, Kluthe, and Pana). . All college programs - regardless of locations – are included in program assessment and program review. All courses – excluding those offered at Illinois Department of Correction locations – are included in course assessment, and all general education courses – excluding those offered at Illinois Department of Correction locations – are included in the general education assessment program.

The College also has a standing committee, the Quality and Assessment Committee, whose purpose is to implement the plan for college-wide, including all off-campus locations, assessment and quality goals. This committee meets on a regular basis and ensures that all areas of the college actively participate in institutional assessment, program assessment, program review, general education assessment, and course assessment (see Appendix M – LLC Annual Assessment Report and Appendix N – LLC General Education Assessment Report).

LLC's assessment program is aided through the use of WEAVEonline, a specialized assessment software. Data is gathered by faculty and staff and entered into WEAVEonline with customized reports available upon request. The Coordinator of Assessment and Professional Development is responsible for setting and disseminating appropriate timelines for assessment activities, and is responsible for monitoring the completion and continuation of all campus assessment plans.

In addition, LLC is required to complete an ICCB Program Review annually. Programs including associate degrees, certificates, academic disciplines, cross-disciplines, and student & academic support services are on a five year rotation schedule. Each year a different group of programs is scheduled for review. This review includes programs at all off-campus locations.

The College has established Minimum Acceptable Standards for academic performance. Students falling below the minimum acceptable standards are placed on academic probation and are required to meet with counselors prior to registration for the next semester. The students are also required to enroll in SFS-101 / Strategies for Success, and may only enroll in a limited number of hours. Counselors also suggest other support interventions, such as tutoring, as needed. Students on academic probation who fail to meet Minimum Acceptable Standards may be suspended or dismissed from the College.

How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

All measures and techniques Lake Land College uses for all off-campus locations (that are not related to the Illinois Department of Corrections) for assessment and evaluation are equivalent and identical to assessment activities at the main campus. All full time and adjunct faculty (regardless of location) are required to participate in course assessment activities. All full time and adjunct faculty who teach general education courses (regardless of location) are required to participate in the College's general

education assessment program. All programs regardless of offering location are included in the College's program assessment activity. All departments and staff regardless of location are required to participate in the College's institutional assessment activities. Finally, regardless of location, Lake Land College completes and submits an annual Illinois Community College (ICCB) program review covering a state requested assessment of programs. (The ICCB program review is a rotation process that assesses all programs over a five year period.)

The curricula at Sheridan, as well as at all Illinois Department of Correction locations, are determined by their Office of Adult Education and Vocational Services (OAEVS). OAEVS meets with representatives of each college (vendor) who are involved in correctional programming to develop and discuss curriculum issues to ensure consistency across classes that are being offered statewide. Curriculum development focuses on industry needs and job market data. The schedule for these meetings and possible curricula revisions are determined by OAEVS. For FY14, OAEVS will be scheduling meetings with Lake Land College and three other colleges to collectively update the Food Service and Horticulture Programs. OAEVS monitors performance of each program based on student participation and completion rates. Reports are submitted weekly with monthly recaps as well.

How does the institution encourage and ensure continuous improvement at a location?

As mentioned, Lake Land College has a strong assessment program that involves the faculty and staff at additional locations. The assessment program is designed on common continuous improvement practices. Using the WEAVEonline software, faculty and staff are asked to develop goals, outcomes/objectives, achievement targets, measures, evidences, and action plans.

At the conclusion of each assessment year, faculty and staff are asked to update their course, program, general education, program review, and institutional assessment plans and to identify whether they have met, have partially met, or have not met their goals and objectives. If they have met their goals and objectives, they identify new ones and develop new achievement targets, measures, and evidence. If they have partially met or have not met their goals and objectives, they create an action plan to complete the work.

Administrators and supervisors are asked to review all assessment plans each year. In addition, the Assessment Facilitator submits an annual assessment report to the Board of Trustees for review. Having a strong assessment program at Lake Land College encourages continuous improvement at all locations.

Appendix A - Kluthe Center Annual Report

**Lake Land
College
Kluthe Center for Higher Education and
Technology
August 13,
2012**

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Kluthe Center History

The Kluthe Center for Higher Education and Technology has completed seventeen years of operation.

Lake Land College initially established a presence in Effingham during the late 1960's when evening classes were held at the Effingham High School and other locations throughout the city. Without a permanent facility, the college was limited to offering classes after school and during the evening. Effingham leaders desired the construction of a permanent community college extension center to fulfill a vision of providing the southwestern portion of the LLC district with more educational opportunities.

A \$250,000 donation from the estate of Minnie Kluthe, a local citizen, was the first money earmarked for a permanent LLC Effingham facility. The Effingham community raised an additional \$500,000 in local contributions and private donations through the efforts of many area businesses and leaders.

A groundbreaking ceremony was held at Network Centre after an additional \$1.6 million was received from the State. The permanent LLC extension site was named Kluthe Center for Higher Education and Technology after the late Minnie Kluthe. A grand opening ceremony was held at the 24,000 square foot permanent satellite site, and the Kluthe Center opened its doors for classes in the fall of 1995.

For the past seventeen years, the Kluthe Center has continued to serve the community by offering a broad range of classes in career and technical and general education programs. With so many courses available, students may obtain several degrees and certificates by taking classes exclusively at the Kluthe Center or in combination with online classes. The Kluthe Center also offers developmental classes in math, English and reading as well as GED and English as a Second Language (ESL) classes for those not yet ready for college-level study.

The Kluthe Center is home to the Physical Therapist Assistant Program and the Massage Therapy Program. Massage clinics are held weekly as part of the student training process. The Center also offers the Basic Nurse Assisting, Practical Nursing and Associate Degree in Nursing Programs.

Classrooms are equipped with the latest computer technology and multi-media equipment including video-conferencing capabilities. There are five computer labs with networked computers, internet connections, and computers linked to campus. One lab is specially equipped to run advanced graphics programs such as Adobe Photoshop and Illustrator. Wi-Fi is available throughout the building.



The Kluthe Center also supports the Effingham community by offering space for community learning classes and employee business training. Future expansion for a Rural Development Technology Center has been approved pending state funding.

Student Activities

Activities

- ☐ SAB hosts monthly events for students: Welcome Day, Gift Card Bingo, Halloween Photo Puzzles, Airbrush Winter Scarves, Mini-Massages, Valentine Basket Giveaway, Spring Cupcake Bar, Health Fair and Spring Carnival.



- ☐ Kluthe Center staff members assist students with registration, book returns and student photo identification cards.
- ☐ Computers have been updated with new software MS Office 2010.
- ☐ The LLC Board of Trustees moved forward with the purchase of nearly four acres of land directly south of the Kluthe Center location for the Rural Technology Development Center which has been approved for funding at the state level.
- ☐ The four-week Commercial Truck Driving Training certificate is available for participants in the Effingham area.
- ☐ Computer labs and staff machines have been updated with virtual thin client machines (VMs). Backup servers for the new VMs have been installed.
- ☐ ESL classes are offered two nights a week.
- ☐ Daytime and evening adult GED classes are offered each semester.
- ☐ LLC Highway Construction Careers Training Program held orientation, assessment testing and interviews for potential students.



- Two handicapped assessable picnic tables have been acquired and are now available for student use.
- The artwork from students in ART100 drawing and ART205 painting classes brightens the lobby with displays in the lobby showcases.
- Special day and/or evening events held:
 - Dual Credit Program information night
 - FAFSA completion
 - Dual Credit orientation
 - Spring, summer, fall one stop registration nights



Faculty and Staff Activities

- Faculty and staff created a scholarship fund for Kluthe Center students. Fundraisers were held and student scholarships will be awarded fall 2012.
- Kluthe faculty and staff participated in several professional development trainings:
 - The Center for Technology and Professional Development held staff training for the new updates to MS Office 2010 software.
 - The Effingham Fire Department held fire extinguisher training for Kluthe faculty and staff.
 - Staff trained for CPR/AED certification.
- Kluthe Center staff participated in the Annual Holiday Traditions Decorating Contest.





- LLC staff presented information at Kluthe staff luncheons. Those presenting were:
 - Dustin Heuerman on reporting behavioral incidents
 - Johnna Morecraft on community learning classes
 - Charlie Bovard on activities at the Center for Business and Industry
 - Sharon Uphoff on student health issues
- LLC Police Chief Randy Ervin led Kluthe staff through a table top exercise to test the Kluthe Center Emergency Plan. Kluthe staff and building coordinators received training for their roles.

Most Popular Programs Spring 2012

COLLEGE TRANSFER

1. Undecided
2. Business Administration
3. Criminal Justice

CAREER TECHNICAL

1. Associate Degree in Nursing
2. Physical Therapist Assistant

CERTIFICATE

1. Practical Nursing
2. Massage Therapy



Effingham Enrollment and FTE

Kluthe and Effingham Enrollment from End of Term Reports

Credit Enrollment	SU11	FA11	SP12	Total
Kluthe Center	323	809	676	1808
Effingham	0	27	46	73
Dual Credit Enrollment	0	283	332	615
CBI and other credit training in Effingham	128	744	37	909
Adult GED	0	7	17	24
Total students enrolled in Effingham	451	1870	1108	3429

FTE Generated

FTE Generated	SU11	FA11	SP12	Total
Kluthe Center	71.13	322.53	258.57	652.23
Effingham	0	5.80	11.40	17.20
Dual Credit	0	54.33	79.03	133.36
CBI and other credit training in Effingham	20.01	96.80	1.30	118.11
Total FTE in Effingham	91.14	479.46	350.30	920.90

Other Student Enrollment at Kluthe Center and Effingham Locations

Non-Credit	SU11	FA11	SP12	Total
Pathways Alternative Education program	0	26	19	45
Kluthe Center	12	3	8	23
Effingham	21	71	129	221
Traffic Safety School	80	139	145	364
Orientation/Placement Tests	29	132	41	202
Total students served for other enrollment	142	371	342	855

Other Activities at Kluthe

Test Proctoring	SU11	FA11	SP12	Total
#Proctored Exams	509	322	405	1236
#Students Proctored	141	91	123	355

Enrollment Comparison Fall Semester

Kluthe Center Credit Enrollment	FA08	FA09	FA10	FA11
Enrollment 10 th day	876	982	1025	812

Programs at the Kluthe Center

Physical Therapist Assistant and Massage Therapy

The Federation of State Boards of Physical Therapy reported in 2011 that Lake Land College is the number one college in the state of Illinois for PTA in board passing rate.

The PTA and Massage Therapy graduating classes of 2011 received 100% passing rate for the national board exam.

Massage Therapy continues to run three concurrent programs each semester, two part-time and one full-time.



The 25 students for the fall 2012 PTA class were chosen from a pool of 100 applicants. Some applicants hold bachelors and masters degrees. Two students from the 2011 graduating class hold athletic trainer degrees. Students are adding a PTA degree to their resume to make them more marketable.

We currently offer continuing education training for PTs and PTAs, and will begin to offer continuing education classes for Massage Therapists this year.

--Martha Mioux, Director PTA & Massage Therapy Programs



Nursing

Basic Nurse Assisting (BNA): Two sections of the BNA class continue to be offered and fill each fall, spring and summer. With limited resources available at the Kluthe Center, the college is renting space in the Lincolnland Building to be able to expand the BNA program in Effingham. The new lab is larger, accommodating six hospital beds. As additional staffing is secured, more sections will be added. BNA classes will meet in the new facility this fall.

Practical Nursing (PN): The College offers three sections of PN with one section of students based at the Kluthe Center. Many Certified Nurse Assistants return to LLC for the PN and ADN programs.

Associate Degree Nursing (ADN): The majority of the PNs enrolled in the ADN program are LLC graduates. One section of ADN level I and level II is always offered at Kluthe.

There continues to be high demand for nursing classes at Kluthe. Both programs have changed their curricula and will be employing the use of active learning strategies, including simulation. This change allows students to spend more active time in lab settings.

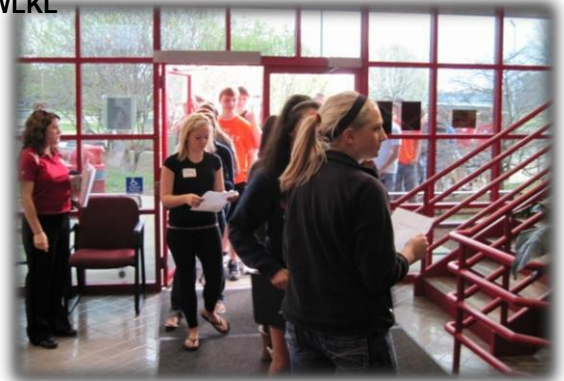
--Nicole Zeller, Director of Nursing

Community Partnerships

- During March 2012, nearly 200 juniors from **Effingham High School** attended a half day at the Kluthe Center to learn about steps high school students can take to ensure a smooth and successful transition to a college or university. Students were also able to explore LLC's career and technical programs. WLKL Radio-TV staff was on hand to conduct several live broadcasts throughout the morning.



Radio-TV student Chet Novak in a live broadcast for WLKL



- The **Kluthe Center Advisory Committee**, comprised of local business professionals, educators, and a former LLC Kluthe student, meet every year to discuss current and future offerings and exchange ideas.
- The **M.A.B.A.S. Fire School**, hosted by the **Effingham Fire Department**, is held at the Kluthe Center in the fall.
- **American Red Cross** blood drives are hosted annually.

- ❑ Agreements with **Kaskaskia College** allow students from both districts to take classes at the KC Vandalia Campus or at the Kluthe Center at the in-district tuition rate.
- ❑ The LLC Student Activity Board and School Nurse partnered with **St. Anthony Memorial Hospital** and the **Effingham County Health Department** to offer a second annual Mini Health Fair for students. Students received free screenings, information and giveaways.



- ❑ Several non-profit or state agencies used classrooms for trainings or informational meetings including:
 - Illinois Department of Public Health
 - SIUC Center for Workforce Development
 - Effingham County Historical Society
 - Project CHILD workshops through Rend Lake College
 - TLC staff
 - ICCB
 - Effingham Gardening Club
 - LLC Auto Advisory Committee meeting
- ❑ **Eastern Illinois University** offers upper level college classes in the evenings and on weekends.
- ❑ **Effingham County** Creating Entrepreneurial Opportunities (CEO) class meets at Kluthe as needed.
- ❑ The Kluthe Center is on **Facebook** and has over 150 fans!

- **LLC Center for Business and Industry (CBI)** offers trainings and workshops for local businesses.
- **Central Illinois Public Transit** began offering affordable public transportation for LLC use. They use comfortable mini-vans to transport faculty, staff or students from the Kluthe Center to the main campus at Mattoon. Several pickup and return routes are in place.
- **The Kluthe Center PTA program** hosted an APTA Clinical Instructor two day credentialing training for Physical Therapists and Physical Therapist Assistants.
- **Kluthe Center faculty and staff** worked with the **LLC Foundation Office** to establish a Kluthe Center Scholarship fall 2011 and fundraising efforts followed. Scholarships will be awarded this fall to students attending the Kluthe Center.



The Kluthe Center Scholarship fund
Register to win children's patio
furniture Drawing September 7



\$1.00 enters you in both
drawings!
All donations go towards Kluthe Scholarship
fund.

Appendix B - Western Region Center Report



The Pana Western Region Extension Center (PEC) Located at 600 E. First St. in Pana opened in the spring of 2007. It was a unique partnership between Casey's General Stores, First National Bank of Pana, and Pana Community Unit School District (CUSD) #8. Through this agreement, a former Casey's General Store was renovated as a Lake Land facility, offering two classrooms, a resource area and an administrative assistant's office. Initially having 2 classrooms with the capacity for 32 regular course seats and 12 computer course seats with a total student enrollment of 17, the center as a 2,192-square-foot facility, opened.

In summer of 2009, the Pana Extension Center expanded after Pana CUSD initiated a 6,000-square-foot addition which expanded higher education opportunities to Lake Land students in Pana and the surrounding area, including a licensed practical nursing program. Additional funding for the addition stemmed from a federal earmark. Beginning Fall 2009, the center offered the following classroom availability: 4 lecture classrooms with capacity of 81 seats total, 1 computer lab with 12 seats, a nursing lab and nursing lecture classroom, a technical classroom as well as 5 computers for public use in the lobby generating a total student enrollment of 108. These rooms are shared with the Pana Adult Education Program. The center now serves over 100 students a year. These rooms are shared with the Pana Adult Education Program. There are also 5 computers for public use in the lobby.

The Pana Extension Center currently offers Lake Land College courses, a Lake Land College LPN Program, Adult Education Courses, registration, and proctoring.

Events Other Than Classes at the Pana Western Region Center

First Baptist Academy- Assessment Testing

WRWC Open House

Dual Credit Orientation

Fit To Serve

GIS Workshop

IASA Administrator Academy

Scrapbooking Class

Women's Financial Management Workshop

Dual Credit Testing- Pana HS

TRIO meeting

Celebrate Recovery

Dual Credit Informational Meeting

Recording Bluegrass Music

Sign Language Class

Compass Placement Testing

Sloan Implement- Ag Training

FALL 2009

Student Enrollment in at least one Pana Western Region Center Course

Pana Western Region Center enrollment by Gender with Average Ag

	Head Count	Credit Hours / FTE	Average Age
Male	21	106.0	7.1
Female	53	381.0	25.4
Total	74	487.0	32.5

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE
Freshman	48	327.0
Sophomore	20	133.0
High School	4	15.0
Other	2	12.0
Total	74	487.0

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE
Continuing	52	356.0
New	12	60.0
Readmit	5	39.0
Transfer New	5	32.0
Total	74	487.0

Pana Western Region Center Enrollment by Student Loa

Student Load	Head Count	Credit Hours / FTE
FT	42	362.0
PT	32	125.0
Total	74	487.0

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	14
PT	18
Total	32

SPRING 2010

Student Enrollment in at least one class at Pana Western Region Center Spring 2010

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	21	111.0	7.4	26.1
Female	70	414.0	27.6	26.7
Total	91	525.0	35.0	26.6

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	46	204.0	13.6
Sophomore	37	279.0	18.6
High School	5	15.0	1.0
Other	3	27.0	1.8
Total	91	525.0	35.0

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	68	414.0	27.6
New	10	51.0	3.4
Readmit	10	51.0	3.4
Transfer New	3	9.0	0.6
Total	91	525.0	35.0

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	62	414.0	27.6
PT	29	111.0	7.4
Total	91	525.0	35.0

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
PT	15
Total	15

SUMMER 2010

Student Enrollment in at least one class at Pana Western Region Center 2010SU

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	10	42.0	2.8	25.1
Female	33	158.0	10.5	30.5
Total	43	200.0	13.3	29.3

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	23	93.0	6.2
Sophomore	18	97.0	6.5
High School	1	3.0	0.2
Other	1	7.0	0.5
Total	43	200.0	13.3

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	35	167.0	11.1
New	3	15.0	1.0
Readmit	2	9.0	0.6
Transfer New	3	9.0	0.6
Total	43	200.0	13.3

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	34	173.0	11.5
PT	9	27.0	1.8
Total	43	200.0	13.3

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	5
PT	8
Total	13

FALL 2010

Student Enrollment in at least one class at Pana Western Region Center 2010FA

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	23	105.0	7.0	24.7
Female	64	393.0	26.2	25.0
Total	87	498.0	33.2	25.0

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	54	349.0	23.3
Sophomore	31	131.0	8.7
High School	1	3.0	0.2
Other	1	15.0	1.0
Total	87	498.0	33.2

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	50	292.0	19.5
New	12	86.0	5.7
Readmit	19	96.0	6.4
Transfer New	6	24.0	1.6
Total	87	498.0	33.2

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	61	408.0	27.2
PT	26	90.0	6.0
Total	87	498.0	33.2

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	11
PT	10
Total	21

SPRING 2011

Student Enrollment in at least one class at Pana Western Region Center 2011SP

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	18	77.0	5.1	26.5
Female	50	284.0	18.9	26.9
Total	68	361.0	24.1	26.8

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	31	133.5	8.9
Sophomore	30	182.5	12.2
High School	1	3.0	0.2
Other	6	42.0	2.8
Total	68	361.0	24.1

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	59	316.0	21.1
New	4	24.0	1.6
Readmit	3	12.0	0.8
Transfer New	2	9.0	0.6
Total	68	361.0	24.1

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	44	269.0	17.9
PT	24	92.0	6.1
Total	68	361.0	24.1

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	2
PT	7
Total	9

SUMMER 2011

Student Enrollment in at least one class at Pana Western Region Center Summer 2011**Pana Western Region Center Enrollment by Gender with Average Age**

	Head Count	Credit Hours / FTE		Average Age
Male	6	18.0	1.2	23.2
Female	12	68.0	4.5	25.3
Total	18	86.0	5.7	24.6

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	3	9.0	0.6
Sophomore	11	57.0	3.8
High School	1	3.0	0.2
Other	3	17.0	1.1
Total	18	86.0	5.7

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	16	80.0	5.3
Readmit	2	6.0	0.4
Total	18	86.0	5.7

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	11	65.0	4.3
PT	7	21.0	1.4
Total	18	86.0	5.7

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	1
PT	7
Total	8

FALL 2011

Student Enrollment in at least one class at Pana Western Region Center Fall 2011

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE	Average Age
Male	23	99.0	24.1
Female	49	340.0	27.8
Total	72	439.0	26.6

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE
Freshman	45	267.0
Sophomore	25	158.0
High School	1	3.0
Other	1	11.0
Total	72	439.0

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE
Continuing	37	262.0
New	19	81.0
Readmit	15	81.0
Transfer New	1	15.0
Total	72	439.0

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE
FT	50	333.0
PT	22	106.0
Total	72	439.0

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	9
PT	11
Total	20

SPRING 2012

Student Enrollment in at least one class at Pana Western Region Center 2012SP

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	11	42.0	2.8	27.1
Female	38	267.0	17.8	26.8
Total	49	309.0	20.6	26.9

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	28	132.0	8.8
Sophomore	19	159.0	10.6
High School	1	3.0	0.2
Other	1	15.0	1.0
Total	49	309.0	20.6

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	39	267.0	17.8
New	5	24.0	1.6
Readmit	5	18.0	1.2
Total	49	309.0	20.6

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	33	249.0	16.6
PT	16	60.0	4.0
Total	49	309.0	20.6

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
PT	5
Total	5

SUMMER 2012

Student Enrollment in at least one class at Pana Western Region Center Summer 2012

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	3	9.0	0.6	31.3
Female	21	98.0	6.5	25.9
Total	24	107.0	7.1	26.6

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	6	21.0	1.4
Sophomore	16	76.0	5.1
High School	1	3.0	0.2
Other	1	7.0	0.5
Total	24	107.0	7.1

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	19	92.0	6.1
New	2	6.0	0.4
Readmit	2	6.0	0.4
Transfer New	1	3.0	0.2
Total	24	107.0	7.1

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	17	86.0	5.7
PT	7	21.0	1.4
Total	24	107.0	7.1

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	1
PT	7
Total	8

FALL 2012

Student Enrollment in at least one class at Pana Western Region Center 2012FA

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	11	55.0	3.7	23.5
Female	42	294.0	19.6	24.1
Total	53	349.0	23.3	24.0

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	29	134.0	8.9
Sophomore	20	174.0	11.6
Other	4	41.0	2.7
Total	53	349.0	23.3

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	24	208.0	13.9
New	13	48.0	3.2
Readmit	12	75.0	5.0
Transfer New	4	18.0	1.2
Total	53	349.0	23.3

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	37	285.0	19.0
PT	16	64.0	4.3
Total	53	349.0	23.3

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
FT	12
PT	4
Total	16

SPRING 2013

Student Enrollment in at least one class at Pana Western Region Center 2013SP

Pana Western Region Center Enrollment by Gender with Average Age

	Head Count	Credit Hours / FTE		Average Age
Male	7	33.0	2.2	21.0
Female	33	243.0	16.2	25.4
Total	40	276.0	18.4	24.6

Pana Western Region Center Enrollment by Student Level

Student level	Head Count	Credit hours / FTE	
Freshman	18	75.0	5.0
Sophomore	17	162.0	10.8
Other	5	39.0	2.6
Total	40	276.0	18.4

Pana Western Region Center Enrollment by Status

Status	Head Count	Credit Hour / FTE	
Continuing	35	258.0	17.2
New	1	3.0	0.2
Readmit	3	12.0	0.8
Transfer New	1	3.0	0.2
Total	40	276.0	18.4

Pana Western Region Center Enrollment by Student Load

Student Load	Head Count	Credit Hours / FTE	
FT	28	237.0	15.8
PT	12	39.0	2.6
Total	40	276.0	18.4

Students Enrolled Only at Pana Western Region Center by Load

Student Load	Head Count
PT	2
Total	2

HISTORY OF COURSE OFFERINGS

The following is an overview of the course offerings that have been held at the Western Region Center by semester

FALL 2009

Section Name	Short Title	Credit	Student Count	Total Hours
AGR-131-12652	Agriculture Business Financing	2	3	6
CIS-160-1715	Practical Software Application	3	9	27
ENG-120-1099	Composition I	3	15	45
ENG-121-1862	Composition II	3	4	12
HIS-156-13833	History of the U.S. II	3	5	15
LIT-130-1863	Intro to Literature	3	3	9
MAT-005-12794	Beginning Algebra	3	3	9
PNC-049-15582	Found of Nursing	6	13	78
PNC-050-15583	Practical Nursing I	9	15	135
PNC-051-15584	Practical Nursing Skills	2	7	14
PSY-274-7196	Child Development	3	5	15
PSY-278-1412	Family Relations	3	14	42
SOC-282-1452	Social Problems	3	4	12
SPE-111-1178	Intro to Speech Communication	3	8	24

SPRING 2010

Section Name	Short Title	Credit	Student Count	Total Hours
CIS-160-14093	Practical Software Application	3	2	6
CIS-160-4962	Practical Software Application	3	4	12
ENG-120-4115	Composition I	3	16	48
ENG-121-5072	Composition II	3	6	18
ENG-223-14181	Creative Writing - Fiction	3	2	6
HIS-250-14657	Western Civil to 1660	3	10	30
LIT-130-4167	Intro to Literature	3	5	15
MAT-005-3914	Beginning Algebra	3	4	12
MAT-125-16874	Statistics	3	7	21
PNC-052-16895	Practical Nursing II	15	11	165
PSY-279-5679	Human Dev/Life Span	3	13	39
SOS-235-4636	Death and Dying	3	12	36
SPE-111-4286	Intro to Speech Communication	3	7	21

SUMMER 2010

Section Name	Short Title	Credit	Student Count	Total Hours
ENG-120-67	Composition I	3	4	12
ENG-121-80	Composition II	3	7	21
HIS-252-10029	West Civil/1660-Present	3	4	12
PSY-271-200	Intr/Psychology	3	11	33
SPE-111-6969	Intro to Speech Communication	3	6	18

FALL 2010

Section Name	Short Title	Credit	Student Count	Total Hours
CIS-160-1715	Practical Software Application	3	13	39
ENG-120-1099	Composition I	3	16	48
ENG-121-1862	Composition II	3	7	21
HIS-156-13833	History of the U.S. II	3	7	21
LIT-130-1863	Intro to Literature	3	8	24
MAT-005-12794	Beginning Algebra	3	4	12
PNC-049-15582	Found of Nursing	6	9	54
PNC-050-15583	Practical Nursing I	9	9	81
PNC-051-15584	Practical Nursing Skills	2	3	6
PSY-274-7196	Child Development	3	15	45
PSY-278-1412	Family Relations	3	10	30
SOC-282-1452	Social Problems	3	10	30
SPE-111-1178	Intro to Speech Communication	3	14	42

SPRING 2011

Section Name	Short Title	Credit	Student Count	Total Hours
ENG-120-4115	Composition I	3	7	21
HIS-250-14657	Western Civil to 1660	3	11	33
PNC-052-16895	Practical Nursing II	15	9	135
PSY-279-5679	Human Dev/Life Span	3	14	42
RDG-007-21118	Fundamentals of Reading	2.5	1	2.5
RDG-009-21117	Essentials in Reading	2.5	2	5
SOS-235-4636	Death and Dying	3	20	60
SPE-111-4286	Intro to Speech Communication	3	13	39

SUMMER 2011

Section Name	Short Title	Credit	Student Count	Total Hours
PNC-054-18272	Practical Nursing III	7	8	56
PSY-271-200	Intr/Psychology	3	10	30

FALL 2011

Section Name	Short Title	Credit	Student Count	Total Credits
ENG-120-1099	Composition I	3	9	27
ENG-121-1862	Composition II	3	5	15
SPE-111-1178	Intro to Speech Communication	3	12	36

SPRING 2012

Section Name	Short Title	Credit	Student Count	Total Hours
ENG-120-4115	Composition I	3	10	30
MAT-005-21711	Beginning Algebra	3	3	9
PNC-052-16895	Practical Nursing II	15	8	120
PSY-279-5679	Human Dev/Life Span	3	15	45
SOS-235-4636	Death and Dying	3	13	39

SUMMER 2012

Section Name	Short Title	Credit	Student Count	Total Hours
ENG-121-80	Composition II	3	5	15
PNC-054-18272	Practical Nursing III	7	8	56
PSY-271-200	Intr/Psychology	3	11	33

FALL 2012

CIS-160-1715	Practical Software Application	3	9	27
PNC-049-15582	Found of Nursing	6	11	66
PNC-050-27615	Practical Nursing I	10	12	120
AHE-040-	Basic Nurse Assisting	8	14	112
				58

29402

PSY-278-1412	Family Relations	3	5	15
MAT-005-22312	Beginning Algebra	3	8	24
ENG-120-1099	Composition I	3	9	27
PSY-274-7196	Child Development	3	10	30

Appendix C - List of all LLC Committees

Standing Committees - Appointed to advise, make proposals, and when applicable, render decisions concerning educational needs and policy adherence of the institution.

Academic and Enrollment Calendar Committee

Purpose: Establish college academic and enrollment calendars.

Membership: Director of Communications and Creative Services; Comptroller; Chair for Counseling; Associate Vice President for Educational Services; Director of Community and Professional Programs; Director of Information Systems and Services; Dean of Admissions Services; Director of Auxiliary Services; one Teaching Faculty; one Career Division Chair; one Transfer Division Chair.

Chair: Vice President for Student Services.

Academic Standards Committee

Purpose: Establish academic standards and requirements and recommend related changes to board policy.

Membership: Associate Vice President for Workforce Development; Dean of Admissions Services; one Counselor; one Division Chair; two Teaching Faculty; one student representative selected by the Student Government Association. The division chair and faculty members serve three-year rotating terms. *Chair:* Vice President for Student Services.

Assessment and Quality Committee

Purpose: Implement plan for college-wide assessment and quality goals.

Membership: Associate Vice President for Educational Services; Professional Development and Assessment Facilitator; representative from Business Services; representative from Student Services; Director of Institutional Research; one career Faculty; one transfer Faculty who also serves as chair of General Education Task Force; VP Academic Services, ex officio. *Chair:* Elected by the membership.

Behavioral Intervention and Violence Prevention Committee

Purpose: Assist faculty, staff and administration in responding to students displaying concerning behaviors and implement violence prevention programming.

Membership: Chief of Police; Vice President for Student Services; two Teaching Faculty. *Chair:* Chair of Counseling and Judicial Affairs Advisement.

College Security Committee

Purpose: Implement college-wide plans for emergency preparedness and critical incident response and recovery and ensure that the college is in compliance with related state and federal regulations.

Membership: College Nurse; Director of Physical Plant; Director of Information Systems and Services; one representative from each of the following: Communications and Creative Services, Emergency Medical Services; Extension Centers, Support/Supervisory; Faculty, Adjunct Faculty; one student selected by the Student Government Association. *Chair:* Chief of Police.

Curriculum Committee

Purpose: Review all proposals for the addition of courses, programs and curricula and evaluate recommendations for the revision or elimination of courses and programs. Make recommendations for curricula and course changes.

Membership: Associate Vice President for Workforce Development; Associate Vice President for Educational Services; all Division Chairs; Director of Library Services; Admissions and Records representative; Financial Aid representative; one Counselor; two Teaching Faculty members; two student representatives selected by the Student Government Association; Vice President for Student Services, ex officio. *Chair:* Vice President for Academic Services.

Employee Development Committee*

Purpose: Plan staff development activities for the college.

Membership: Associate Vice President for Educational Services, a representative from each academic division; one non-teaching faculty member; Professional Development and Assessment Facilitator; one Paraprofessional. One member also serves on the Diversity Education Task Force. *Chair:* Elected by the membership.

Employee Events Committee

Purpose: Coordinate college-wide employee events.

Membership: One representative from each of the following: Auxiliary Services, Human Resources; Physical Plant, Communications and Creative Services, Audio Visual Services, Faculty, Supervisory/Support, Paraprofessional; Chair of the Employee Reward and Recognition Committee. *Chair:* Elected by the membership.

Employee Reward and Recognition Committee

Purpose: Coordinate college-wide initiatives to recognize and reward employees demonstrating the College's vision and values.

Membership: One representative from each of the following: Administration, Paraprofessional, Full-Time Faculty, Adjunct Faculty, Human Resources, Custodial, Part-Time Staff, Supervisory/Support Staff; two employees at large. *Chair:* Elected by the membership. Chair also serves on the Employee Events Committee.

Faculty Sabbatical Leave Committee*

Purpose: Evaluate and make recommendations regarding requests for faculty sabbatical leaves.

Membership: One Teaching Faculty member from each division; one Non-Teaching Faculty member; Vice President for Academic Services; Vice President for Student Services; and Associate Vice President for Educational Services, ex officio. Faculty appointments are for three-year rotating terms. *Chair:* Vice President for Academic Services.

HAY Evaluation Committee

Purpose: Evaluate new and current college positions to recommend appropriate job grades and pay ranges.

Membership: Director of Career Services; Coordinator of Management/Marketing Program; Associate Vice President for Workforce Development; one representative from each of the following: Paraprofessional, Custodial; two Supervisory/Support staff. *Chair:* Director of Human Resources.

Health Insurance Committee*

Purpose: Provide annual evaluation and recommendations regarding College programs for employee wellness and health insurance.

Membership: College nurse; three Administrators; three Faculty; one representative from each of the following: Paraprofessional, Custodial; two Supervisory/Support staff; Benefits Coordinator, ex officio. *Chair:* Vice President for Business Services.

Safety Committee

Purpose: Promote safe working and learning conditions and ensure that the college is in compliance with related state and federal safety regulations.

Membership: College Nurse; Director of Physical Plant; one representative from each of the following: Custodial, Paraprofessional, Faculty, Supervisory/Support staff. *Chair:* Benefits Coordinator.

Strategic Enrollment Planning (STEP) Committee

Purpose: Develop the College's strategic enrollment plan.

Membership: Director of Communications and Creative Services; Dean of Admissions Services; one Counselor; two Transfer Faculty; two Career Faculty. *Chair:* Co-Chairs: Vice President for Academic Services and Vice President for Student Services.

Strategic Planning Committee

Purpose: Develop the College's strategic plan.

Membership: Director of Institutional Research; one Administrator from each of the following: Academic Services, Business Services, Development, Student Services; one Teaching Faculty from each division; one Non-Teaching Faculty; one representative from each of the following: Support/Supervisory, Paraprofessional, Custodial; two members of the Board of Trustees; two students appointed by the Student Government Association. *Chair:* Elected by the membership.

Textbook Committee

Purpose: Review the services of the textbook rental program and approve exceptions to the textbook rental policy concerning the purchase of textbooks.

Membership: Director of Auxiliary Services; Director of Dual Credit; two Transfer Faculty; two Career Faculty; one student representative selected by the Student Government Association. *Chair:* Associate Vice President for Educational Services.

Training/Retraining Committee*

Purpose: Discuss problem areas and determine faculty members who will be affected when there is retrenchment at the college. Membership is appointed only when needed.

Membership: Director of Human Resources; Faculty Association President; Faculty Association President-Elect; two Administrators; one Teaching Faculty from each division appointed by the College President; one Non-Teaching Faculty.

Chair: Vice President for Academic Services.

**Contractual Committees*

Task Forces – *Appointed for a specific purposes for a specific period of time (short or long-term). Periodic review will be conducted to determine need for continuation.*

Academic Programs and Course Offerings Task Force

Purpose: Manage enrollment through focus on academic programs and course offerings

Membership: One transfer Division Chair; one career Division Chair; one Teaching Faculty from each division not represented by a Division Chair; Associate Vice President for Workforce Development; Counselor; Director of Learning Technologies; Director of Kluthe Center; Director of Perkins Program; one student selected by Student Government Association; additional volunteer members. *Chair:* Elected by the membership.

Advising Task Force

Purpose: Identify, develop and implement advising practices to promote student success.

Membership: One Teaching Faculty from each division; two Counselors and two students selected by Student Government Association; additional volunteer members. *Chair:* Elected by the membership.

Arts and Humanities Task Force

Purpose: Seek partnerships and resources to establish an Arts and Humanities series for the college and community.

Membership: One representative from each of the following: Grants Office, Foundation; Director of Student Life; Director of Community and Professional Programs; five Faculty; one student selected by the Student Activity Board; additional volunteer members. *Chair:* Elected by the membership.

Coaching and Mentoring Task Force

Purpose: Help integrate the college's vision, values and desired behaviors through development of employee coaching and mentoring.

Membership: All volunteer members.

Chair: Elected by the membership.

College and Career Day Task Force

Purpose: Assess, improve and implement annual college-wide College/Career Day event.

Membership: Director of Student Life; Director of Career Services; Career Services Representative; Director of New Student Admissions; Admissions Representative; one Teaching Faculty from each division; one Student Ambassador; additional volunteer members. *Chair:* Elected by the membership.

College Sustainability Task Force

Purpose: Promote sustainability through education, innovation, communication and action.

Membership: Director of Sustainability; two representatives from each of the following: Faculty, Supervisory/Support staff; one representative from each of the following: Paraprofessional, Custodial; one student selected by the Student Government Association; Associate Vice President for Workforce Development, ex officio; additional volunteer members.

Chair: Elected by the membership.

Culture Task Force

Purpose: Plan and implement activities that further the constructive college culture.

Membership: All volunteer members. *Chair:* Elected by the membership.

Developmental Education Task Force

Purpose: Improve student success and retention by coordinating efforts to support students in developmental courses.

Membership: Director of Learning Assistance Center; Developmental Reading/Writing Coordinator; Developmental Math Instructor; Counselor/Retention Coordinator; Counselor/Coordinator of Student Accommodations; Director of TRIO Student Support Services; Director of Adult Education; Division Chairs for Mathematics and Humanities; student identified by Director of Learning Assistance Center; additional volunteer members. *Chair:* Elected by the membership.

Diversity Education Task Force

Purpose: Provide leadership to educate, advocate and celebrate diversity including making recommendations to the college administration to create a more inclusive environment.

Membership: Director of Student Life; Director of International Studies; Counselor/Coordinator of Student Accommodations; one representative from each of the following: Human Resources, Supervisory/Support, Paraprofessional, Custodial; three Faculty; two students selected by the Student Government Association. One member also serves on Employee Development Committee; additional volunteer members. *Chair:* Elected by the membership.

Dual Credit Task Force

Purpose: Assess history and current model of dual credit and make recommendations for changes.

Membership: Director of Dual Credit; Dual Credit Specialist; Dual Credit Student Support Specialist; Associate Vice President for Educational Services; Counselor; Director of Perkins Program; one Teaching Faculty from each division; Career Division Chair; Transfer Division Chair; one representative from Admissions; additional volunteer members. *Chair:* Elected by the membership.

Employee Communication Task Force

Purpose: Help integrate the college's vision, values and desired behaviors into daily employee communication

Membership: All volunteer members. *Chair:* Elected by the membership.

General Education Task Force

Purpose: Establish and promote the general education philosophy and goals of the institution and evaluate provisions for assessment of general education in each curriculum.

Membership: Associate Vice President for Educational Services; Professional Development and Assessment Facilitator; six Transfer Faculty; three Career Faculty; Counselor; one student representative selected by the Student Government association; additional volunteer members. Faculty members should represent all academic divisions. *Chair:* Transfer faculty member who also serves on the Assessment and Quality Committee.

Innovation Task Force

Purpose: Discover and act on opportunities by engaging the college in an ongoing search for information which reveals the needs of the people we serve.

Membership: All volunteer members. *Chair:* Elected by the membership.

Marketing and Recruitment Task Force

Purpose: Manage enrollment through focus on marketing and recruitment.

Membership: Director of Communications and Creative Services; Dean of Admissions Services; one representative from each of the following: Communications and Creative Services, Admissions, Transfer Faculty, Career Faculty, Supervisory/Support, Paraprofessional; two Student Ambassadors; additional volunteer members. *Chair:* Elected by the membership.

Review Boards – *Appointed to respond to specific student requests.*

Financial Aid Satisfactory Academic Progress (SAP) Review Board

Purpose: Review student appeals and render decisions regarding students on financial aid suspension or termination

Membership: Financial Aid Advisor; Chair of Counseling and Judicial Affairs; Counselor; Associate Vice President for Educational Services. *Chair:* Director of Financial Aid and Veterans Services.

Refund Review Board

Purpose: Review student petitions that request exceptions to the stated College refund policy and render decisions in regards to tuition refunds or forgiveness of debt.

Membership: Comptroller; Counselor. *Chair:* Associate Vice President for Educational Services.

Student Conduct Review Board

Purpose: Provide hearing board for disciplinary processes and review student petitions for readmission to the College after disciplinary suspension or dismissal.

Membership: Chief of Police; Chair for Counseling and Judicial Affairs Advisement; two Teaching Faculty; two student representatives selected by the Student Government Association. Teaching faculty members serve three-year rotating terms. *Chair:* Vice President for Student Services.

Appendix D - Job Descriptions- Director of the Kluthe Center,
Director of Adjunct Faculty and Off-Campus Locations, Associate
Dean for Correctional Programs at Sheridan, Dean of Correction
Programs in the North Region

Lake Land College

Job Description

POSITION TITLE: Director Kluthe Center for Higher Education & Technology

DEPARTMENT: Educational Services

SUPERVISOR: Associate Vice President for Educational Services

JOB SUMMARY: The Kluthe Director is responsible for the development and management of the Kluthe Center and provides leadership for staff concerning community college operation and processes.

The Kluthe Director is a liaison for LLC in the Effingham area.

DESCRIPTION OF ESSENTIAL FUNCTIONS:

1. Develop, coordinate, direct and supervise the staff within the Kluthe Center Department.
2. Promote and represent LLC and the programs and services offered at the Kluthe Center.
3. Develop, coordinate and oversee all Kluthe Center activities.
4. Coordinate and oversee the Kluthe Center room schedule.
5. Develop the Kluthe Center semester class schedule in conjunction with the Division Chairs.
6. Lead and promote the Kluthe Center Advisory Committee and their activities.
7. Prepare and monitor the Kluthe Center budget.
8. Create and initiate reports related to Kluthe Center activities.
9. Provide leadership on various college and community committees.
10. Collaborate and coordinate with various campus departments on the services offered at the Kluthe Center.
11. Perform other duties as assigned.

SPECIFIC FUNCTIONAL JOB REQUIREMENTS:

Education: Bachelor's Degree required

Experience: Minimum of three year's experience in college setting preferred; experience working with budgets and experience working with high school personnel preferred; community service preferred

Knowledge:	Broad knowledge of community college operations, policy and procedures; knowledge of accounting processes
Skills:	Management abilities including good interpersonal, organizational, oral and written communication skills; computer software skills; team building and consensus skills; problem solving skills
Personal:	Organized and attentive to detail; the ability to work independently without direction; ability to communicate well with diverse populations; project a professional image
Physical:	Ability to access computer screens and electronic student records in software packages currently used by the college; ability to travel within the district

MACHINES AND EQUIPMENT USED:

College mainframe software, PC Client Server environment, Windows platforms, Microsoft Office XP, Eudora/Outlook, Internet Explorer, presentation equipment/software, facsimile machine, multi-line digital phone system, form feed/flatbed scanner and copy machine and related educational software

GENERAL EMPLOYMENT STATEMENTS:

A.	Length of Training and Probationary Period:	90 days
B.	Hours of Work Day:	8 hours
C.	Group Affiliation:	Supervisory
D.	Condition of Employment:	Board Policy
E.	Position:	Exempt

Adopted: 03/05/03

Revised: 09/15/03

Revised: 11/15/07

Revised: 06/23/10

JOB DESCRIPTION

POSITION TITLE: Director of Adjunct Faculty and Off-Campus Locations

DEPARTMENT: Educational Services

SUPERVISOR: Associate Vice-President for Educational Services

JOB SUMMARY: The Director of Adjunct Faculty and Off-Campus Sites is responsible for working with faculty, staff, and students to facilitate, plan, develop, assist with and maintain activities involving Lake Land College adjunct faculty and off-campus locations (excluding DOC sites and the Kluthe Center). The Director will lead, direct, and support initiatives for adjunct faculty and off-campus locations that will enhance the academic excellence of Lake Land College students, faculty, and staff.

DESCRIPTION OF ESSENTIAL FUNCTIONS (CRITICAL TASKS):

1. Lead, develop, implement, and oversee activities related to adjunct faculty and to off-campus locations including adjunct faculty offers of employment, assignment of contracts, evaluations, staff development, roster and grade collection, payroll, programs, courses, new initiatives, course schedules and budgets.
2. Monitor the adjunct faculty offices.
3. Maintain appropriate adjunct faculty and off-campus location records.
4. Serve on college committees related to adjunct faculty and off-campus locations.
5. Investigate local, regional, and national organizations and opportunities related to adjunct faculty and off-campus locations.
6. Develop and maintain appropriate advisory boards.
7. Develop, plan, and oversee programs, courses, and other opportunities for the LLC off-campus locations.
8. Develop and maintain relationships with district personnel involved with LLC adjunct faculty and off-campus locations.
9. Collaborate and coordinate with the LLC campus community to provide necessary services (including course offerings) for excellence in teaching and learning for adjunct faculty and at off-campus locations.
10. Coordinate requests to provide expanded opportunities at off-campus locations from secondary schools, colleges, and other outside agencies.
11. Identify and pursue new initiatives appropriate to adjunct faculty and to off-campus locations.

12. Select and supervise employees related to adjunct faculty and off-campus locations.
13. Visit off-campus locations regularly.
14. Other duties as assigned.

SPECIFIC FUNCTIONAL JOB REQUIREMENTS:

Education: Bachelor's Degree required. Master's Degree preferred.

Experience: Community college experience preferred. Experience with P-12 education systems preferred.

Knowledge: Knowledge of community college system preferred.

Skills: Excellent speaking, writing, presentation, organizational, problem-solving, and critical thinking skills required. Excellent computer skills required.

Excellent educational leadership skills required.

Personal: Ability to work effectively with people required. Ability to be creative and innovative desired.

Physical:

MACHINES, EQUIPMENT AND SOFTWARE USED:

GENERAL EMPLOYMENT STATEMENTS:

A. Length of Training and Probationary Period: 90 Days

B. Hours of work day: Eight

C. Group Affiliation: Supervisory

D. Conditions of Employment: Board Policy

E. Position: Supervisory - Exempt

Adopted: 11/15/07

LAKE LAND COLLEGE JOB DESCRIPTION

POSITION TITLE: Associate Dean Correctional Program

Dixon, Dwight, East Moline, Graham, Illinois River,
Jacksonville, Lawrence, Pinckneyville, Robinson,
Sheridan, Southwestern Illinois, Taylorville, Vandalia,
And Western Illinois Correctional Centers

DEPARTMENT: Academic Services/Corrections Division

SUPERVISOR: Dean Of Correctional Programs

JOB SUMMARY: Responsible for administration and coordination of vocational and academic post-secondary programs at a correctional facility

DESCRIPTION OF ESSENTIAL FUNCTIONS:

1. Insure adherence to guides for courses offered in their programs.
2. Plan and schedule course offering at the correctional facility .
3. Review and monitor purchase orders prepared by facility staff.
4. Insure all rosters are completed on assigned dates.
5. Insure attendance records prepared by facility staff are complete and accurate.
6. Conduct monthly staff meetings.
7. Be on work site a minimum of 37.5 hours per week (30 minute lunch).
8. Arrive at work site prior to beginning of established shift.
9. Supervise evening course offering through classroom visits to each class at a minimum of 2 visits per class per module.
10. Serve on such committees for the betterment of the College as may be established by the administration and faculty.
11. Attend Administrators, Wardens Meeting and other meetings as assigned.
12. Insure proper registration and admissions procedures are followed.

13. Observe, support, and enforce the regulations, policies, and programs of the College and inform the President in writing of any problem that might have a detrimental effect on the College.
14. Conduct oneself in a professional manner.
15. Notify the Executive Dean of Correctional Programs of absences well in advance.
16. Insure inventory of property, caustics, and flammable are maintained in program area.
17. Insure accurate control of tools and keys are maintained in program area.
18. Insure EGGC forms, task lists and attendance reports are prepared as required.
19. Assist institutional personnel during emergency situations.
20. Comply with Illinois Department of Corrections regulations and procedures.
21. Insure maintenance of accurate and complete financial records of all college transactions at assigned site.
22. Insure compliance with purchasing regulations.
23. Insure completion of required reports in a timely manner
24. Inspect each vocational area at least once per week.
25. Insure time keeping regulations are followed and time reports are filed accurately and in a timely manner.
26. Act as liaison between LLC staff and D.O.C. staff at assigned site
27. Provide advice, guidance and supervision to assigned staff.
28. Insure supplies, equipment and materials are available to each program as required.
29. Insure contract required student loads are maintained.
30. Insure compliance with Lake Land college regulations and procedures by assigned staff.
31. Provide advisement services to students as required.
32. Insure compliance with Tuition Reimbursement System.
33. Maintain equipment assigned to area.

SPECIFIC FUNCTIONAL JOB REQUIREMENTS:

Education: Master's Degree Required

Experience: Administrative or Supervisory Experience Required.

Knowledge: Knowledge of Community College procedures required.
Knowledge of correctional systems preferred.

Skills: Excellent written and verbal communication skills required. Highly developed problem solving skills required.

Personal: Good Interpersonal Skills.

Physical: Must be able to perform routine administrative tasks and be able to drive to required locations. Drug Testing Required.

Other:

MACHINES AND EQUIPMENT USED:

Computers, OTS/LAN systems, Automobile, Adding Machines and Calculators.

GENERAL EMPLOYMENT STATEMENTS:

A. Length of Training and Probationary Period: 1 year

B. Hours of Work Day: 37.5 hours per week (minimum)

C. Group Affiliation: Administrative

D. Conditions of Employment: Contractual (Grant Funded)

E. Position: Exempt

Adopted: July, 1976

Revised: July, 1997

December 2011

January, 1999

August, 1999

June, 2001

April, 2002

November, 2003

December 2004

November 2005

November 2006

December 2007

December 2008

July 2009

September 2009

July 2010

October 2010

July 2011

LAKE LAND COLLEGE JOB DESCRIPTION

POSITION TITLE: Dean of Correctional Programs

DEPARTMENT: Academic Services/Corrections Division

SUPERVISOR: Executive Dean of Correctional Programs

JOB SUMMARY: Responsible for the supervision of assigned correctional centers.

DESCRIPTION OF ESSENTIAL FUNCTIONS:

1. Train and supervise Associate Deans at assigned sites.
2. Provide advice and guidance to staff at assigned sites.
3. Observe assigned correctional sites on an established schedule.
4. Insure contract required course offerings are maintained at assigned sites.
5. Insure adherence to course descriptions for courses at assigned sites.
6. Be on site a minimum of 37.5 hours a week. (30 minute lunch).
7. Monitor roster maintenance and attendance maintenance at assigned sites.
8. Monitor purchasing procedures at assigned sites.
9. Insure compliance with Lake Land College procedures at assigned sites.
10. Monitor and insure compliance with time keeping regulations.
11. Monitor and enforce registration and admissions procedures at assigned sites..
12. Provide for completion of intent to hire and termination forms on adjunct instructors.
13. Insure employment documentation is completed and submitted to Human Resources in a timely manner.
14. Notify the Executive Dean of Correctional Programs of absences will in advance.
15. Comply with Illinois Department of Corrections Regulations and Procedures
16. Provide weekly schedule to the Executive Dean of Correctional Programs.
17. Provide status reports on assigned sites on a monthly basis.
18. Conduct oneself in a professional manner.
19. Attend Administrators, Contractors, Wardens Meetings and other meetings as required.
20. Serve on such committees for the benefit of the collage as may be established.
21. Monitor control of tools, keys, caustics and flammables at assigned sites to insure compliance with D.O.C. Regulations.
22. Perform all other duties relating to the operation of the Corrections Division of the College.

SPECIFIC FUNCTIONAL JOB REQUIREMENTS:

- Education: Master's Degree Required
- Experience: Administrative or Supervisory Experience Required, Correctional and or Community College Experience Preferred.
- Knowledge: Knowledge of Community College procedures and contract implementation and monitoring required. Knowledge of operation and procedures of correctional programs preferred.
- Skills: Excellent written and verbal communication skills required. Excellent supervisory skills and highly developed problem solving skills required.
- Personal: Organized and attentive to details; ability to communicate well; ability to handle multiple tasks and work well under pressure.
- Physical: Must be able to perform routine administrative tasks and be able to drive to required locations. Drug Testing Required.

MACHINES AND EQUIPMENT USED:

College mainframe, facsimile machine, personal computer, Microsoft Office Suite, OTS/LAN systems, Automobile, and Calculators.

GENERAL EMPLOYMENT STATEMENTS:

- A. Length of Training and Probationary Period: 90 days
- B. Hours of Work Day: 37.5 hours per week (minimum)
- C. Group Affiliation: Administrative
- D. Conditions of Employment: Grant Correctional Contract
- E. Position: Grade Level 16
- F. Source of Funding: Externally Grant Funded from DOC

Revised January 2012

Appendix E - LLC policy on faculty qualifications / ICCB policy on faculty qualifications

05.02.04

Minimum Faculty Employment Requirements/Qualifications

The Vice President for Academic Services and the Vice President for Student Services will determine the need for faculty personnel to fill vacancies or to meet changing enrollment or changing demands within each area of instruction or academic support and follow the minimum qualification requirements as enumerated below:

Instructors

1. Technology Curriculum

a. Professional Competency

Preparation shall include instructional organization, preparation of instructional materials, methods, and techniques of instruction speciality areas.

b. Employment Experiences

One year (2,000 hours) employment experience in the specific occupational area to be taught.

c. Compliance with legal, governmental, and professional requirements. For those occupations which employment or preparation is regulated by law or licensure, such laws and licensing requirements shall take precedence.

2. Pre-Baccalaureate Programs

a. Professional Competency

Preparation shall include course work and/or experience in the teaching-learning process, instructional objectives, motivation, test construction, measurement, classroom management and related areas.

b. Academic Training

Preparation shall include the master's degree with a minimum of fifteen (15) semester hours or twenty-two (22) quarter hours of graduate work in

Board Policy No. 05.02.04

the field of specialization for which courses are taught, except in such areas in which work experience and related training is the principal learning medium. If the person teaches in more than one field of specialization, he/she shall be expected to possess a minimum of fifteen (15) graduate semester hours or twenty-two (22) quarter hours in each field for which courses are taught.

3. Basic Skills Instructors

a. Professional Competency

Preparation shall include course work and/or experience in the teaching-learning process, instructional objectives, motivation, test construction, measurement, classroom management and related areas.

b. Academic Training

Bachelor's degree with course work in academic area to be taught.

Academic Counselors

1. Professional Competency

Professional competency should include principles and techniques of guidance, appraisal techniques, human growth and development, principles and practices in counseling and development, principles and practices in counseling, occupational, personal and social information, mental hygiene and/or personality dynamics, organization of guidance services.

2. Academic Qualifications

Master's degree in guidance and counseling or student personnel from a recognized college or university. The master's degree approved program must include supervised practicum experience.

Financial Aid Specialist

1. Professional Competency

Preparation shall include work related to the organization and administration of financial aid including materials, methods and techniques of carrying out the financial aid program, reporting and fiscal management.

2. Academic Qualifications

Bachelor's degree from a recognized accredited college or university.

Board Policy No. 05.02.04

Financial Aid Advisor

1. Professional Competency
Preparation shall include work related to student financial assistance and/or veterans educational benefits, including advising and counseling of students.
2. Academic Qualifications
Bachelor's degree from a recognized accredited college or university.

Admissions Specialist

1. Professional Competency
Preparation shall include knowledge in the organization and administration of college admissions programs, including student records, academic standards, and data processing.
2. Academic Qualifications
Master's degree required from a recognized college or university in counseling, student personnel, business, or communications.

Director of Career Services

1. Professional Competency
Preparation shall include the educational leadership to plan and initiate a career placement program to provide students with current occupational information about employment opportunities, requirements for persons entering or involved in the world of work, and follow-up.
2. Academic Qualifications
Master's degree from a recognized college or university in counseling, student personnel, or business related field.

Librarian/Resource Specialist

1. Professional Competency
Preparation shall include library organization, preparation of library materials, methods and techniques of library organization.
2. Academic Qualifications
Master's degree in library science.

Board Policy No. 05.02.04

Prior to assuming their respective duties, faculty members will be required to file the following forms with the Personnel Office:

1. Official transcript of all college work.
2. Lake Land College employment form.
3. Other forms required by the College or state or federal law.

Adopted November 9, 1998
Revised July 14, 2003
Revised July 12, 2004

Appendix F - LLC E-Train Classes

2013				
January Spring Opening Day	Create A New You	You have the power to change your life. Begin this New Year and new semester by experiencing a relaxing visualization designed to help you become consciously aware of your thoughts and how they affect who you really want to be. Join Karen Ethridge, to change your thoughts, change your life.	Karen Ethridge	EHW
January Spring Opening Day	Instructure Canvas	Change is good but hard when you are in the middle of a learning management system transition. Join several of the Canvas early adopters and Sue Nugent to learn more about Instructure Canvas, the new LMS at LLC. Canvas is more than just another LMS, it's a platform designed to support teaching and learning for 21st century learning. So come with all your questions about Canvas and join us for an informative session about Canvas. Keep learning!	Sue Nugent/Stephanie Medley-Rath/Dave Seiler/Michael Beevers/Kathy Ford	ETL
January	Performance Review	4 sessions offered - Evaluating employees can be a daunting task for supervisors, employees and human resources professionals. Learn about the evaluation process, electronically deliver forms with ease and provide greater confidentiality for your employees.	Dawn Schlechte	ELD

January	Happiness Matters Video	Can you build a business model around happiness? If you can deliver happiness to customers through exceptional customer service, from engaged employees who are inspired by a vision or higher purpose, the answer is yes. Join Tony Hsieh, CEO from Zappos, as he shares creative ways to align an organization around its core values. Hsieh assisted in growing revenues at Zappos.com to over \$1 billion in ten years. In addition, the company has been named to Fortune's "100 Best Companies to Work For" list. So, what does this have to do with education? Hsieh's concept of exceptional customer service can be used in all types of business industries including higher education. At Lake Land College, the students are our customers and this is represented in our mission, vision and values.	Lisa Madlem	ELD
February 5, 6, 12, 13, 20, 21, 26 and 27	Canvas Learning Management System Training Sessions	Grading Assignments; Canvas Gradebook; Creating and Organizing Content; Using Modules; Creating and Managing Discussions; Creating and Managing Announcements; Creating and Managing Quizzes; and Using Respondus with Canvas.	Sue Nugent	ETL
February	Open Educational Resources	Dr. David Harris of OpenStax will discuss Open Educational Resources (OER) and how OpenStax is assisting faculty with the use of such in their classrooms. Dr. Harris is the Editor in Chief of the OpenStax College Team. OpenStax College is a nonprofit organization committed to improving student access to quality learning materials. Their free textbooks are developed and peer-reviewed by educators to ensure they are readable, accurate, and meet the scope and sequence requirements of the course. Through their partnerships with companies and foundations committed to reducing costs for students, OpenStax College is working to improve access to higher education for all.	Dr. David Harris	ETL
February	Assessment Month	Weaveonline assessment software training. Individual sessions, as well as group sessions. Ongoing the entire month.	Lisa Madlem	ETL

March	NIMS Trainng	The National Incident Management System (NIMS) provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents. This includes public information. The goal of this course is to facilitate NIMS compliance by providing you with the basic information and tools that you need to apply NIMS public information systems and protocols during incident management.	Randy Ervin	ELD
March 6 and 7	Canvas Learning Management System Training Sessions	Developing a canvas Course and Creating Content in Canvas. Sessions will cover how to develop a course from scratch, adding media contents using rich text editor and uploading content.	Sue Nugent	ETL
March 6 and 7	Energy Conference	This all-day event will feature guest speaker, Bob Dixson, Mayor of Greensburg, Kansas. The event consists of more than 30 speakers with 40 plus presentations, 30 vendors, film shorts, and more.	Several	ETL
March 7	Many Mini Grants for Many Might Ideas	Do you have a marketing idea, but lack the funds to see it to fruition? The Marketing Users Group (MUG) is hosting a presentation about Marketing and Recruitment Taskforce (MART) mini grants. You'll learn how to apply, dos and don'ts of proposal submissions, amounts available, presentation expectations, etc. If your program needs funds, you won't want to miss this!	Brent Todd	ELD
March	Academically Adrift Book Review	Sociologists Richard Arum and Josipa Roksa argue that limited learning is taking place on college campuses in their recent book, Academically Adrift. Stephanie Medley-Rath will lead a brown-bag lunch on their findings and what they mean for Lake Land College. What should academic expectations be? Are Arum's and Roksa's expectations appropriate for Lake Land College? Are we meeting these standards? How can we make sure that Lake Land students are not "academically adrift"? Participants will get a copy of the book. It is expected that participants will have read the book in order to fully participate in the	Stephanie Medley-Rath	ETL

		discussion. Registration is limited to ten participants.		
April	Hollowing Out the Middle Book Review	Sociologists Patrick Carr and Maria Kefalas present a compelling portrait of the brain drain in rural America in Hollowing out the Middle. Carr and Kefalas moved to Iowa to learn what happens to small towns experiencing the brain drain. Stephanie Medley-Rath will lead a brown-bag lunch on their findings and what they mean for Lake Land. What is Lake Land College's role in plugging the brain drain? What are the implications of a rural brain drain for what we do in the classroom? What are the implications for the region? Participants will get a copy of the book. It is expected that participants will have read the book in order to fully participate in the discussion. Registration is limited to ten participants.	Stephanie Medley-Rath	ETL
April Spring Staff Development Days	Canvas Groups	Canvas has tools for helping you create group work projects. Learn how you can take advantage of these tools in your courses. In this session, you'll learn how to create and manage a group assignment. The collaborative group's tools available in groups (2 sessions)	Sue Nugent	ESE
April Spring Staff Development Days	Canvas Peer Review	Canvas offers tools to help you create peer review assignments for students to assess each other's work. In this session you will learn how to create & manage a peer review assignment (2 sessions)	Sue Nugent	ESE

April Spring Staff Development Days	Canvas Gradebook	Do you want to share grades with your students without a lot of hassle? If you said yes, please join Sue Nugent for a look at the Canvas gradebook. In this session you will learn how to create the course gradebook and share grades with students	Sue Nugent	ESE
April Spring Staff Development Days	Mojo in the Classroom	Mojo in the classroom is about finding an ideal feel and flow to keep all classes running smoothly, while incorporating several teaching techniques and strategies.	Tanille Ulm	ETL
April Spring Staff Development Days	Teaching/Advising Veterans	Do you understand the culture of veterans? Do you understand what the combat veteran in your class has gone through? Do you know the difference between a Marine and Army Soldier? Do you know the difference between a Private First Class and a Captain? If you answered no to any of these this training is a must!	Blake Leitch	ETL
April Spring Staff Development Days	LLC Course Development	Are you working on a new course? Have you been given the go-ahead to develop new classes? Are you wondering about the next steps? Then, please join this session for an overview of the process used at Lake Land College to develop a new course!	Deb Hutti	ETL
April Spring Staff Development Days	MBTI	Do you know your personality type? Individuals who work with MBTI find it helps them make better decisions and connect better with others. Lisa Madlem will present an in-depth session and provide you with your questionnaire results. This was done for the Allied Health Division only.	Lisa Madlem	ETL
April Spring Staff Development Days	Video: Happiness Matters	Tony Hsieh, from Zappos shares creative ways to align an organization around its core values. In this high-spirited talk, Tony shares how Zappos fosters its unique culture. If we get the culture right, Hsieh believes, everything else, including building an enduring business, will naturally follow.	CTPD	EPE

April Spring Staff Development Days	Video: Learner-Centered Teaching	In this 20 minute video from Magna Publications Dr. Maryellen Weimer shares three strategies that demonstrate how learner-centered approaches can benefit teachers and students, including concrete and low-risk activities for implementation and a starting point for students who tend to be more dependent learners	CTPD	ETL
April Spring Staff Development Days	Video: Rubric Results	This 20 minute video from Magna Publications includes materials that feature an item analysis of a 25 item midterm, examples of analyses of individual multiple items and recommended resources.	CTPD	ETL
April Spring Staff Development Days	Video: Promoting Student Learning	This 20 minute video from Magna Publications discusses 17 research supported strategies for maximizing the effectiveness of student learning.	CTPD	ETL
April Spring Staff Development Days	Finding Dollars in the Desert	Join Director of Grants Development Emily Ramage as she wades through the grant proposal sands from start to success at Lake Land College. Bring your questions, ideas, and sense of humor.	Emily Ramage	ESE
April Spring Staff Development Days	Mini Health Fair	Blood pressure checks; skin care; Employee Assistance Program; Exercise (Jazzercise, Yoga, Strength Training) Massages; Health Insurance Informative Booth; Dental Hygiene; Healthy Snack Station; and Self-defense.	Multiple Facilitators	EHW
April Spring Staff Development Days	CPR	Provide participants with a basic understanding for adult, child and infant cardiopulmonary resuscitation and foreign body airway obstruction removal maneuvers (2 sessions)	Dave Budde	ESE
April	A Life in Rhythm IHC event - Rocky Maffitt	We all live in rhythm, it's in us and all around us. In this program Maffitt draws on body percussion, voice and an amazing variety of World Percussion instruments to draw out the "inner drummer" that lives in us all. It blends cultural history, percussion, song and fun to absorb and engage the audience in a world of rhythm and beauty.	CTPD	ETLI

Appendix G - 2013 Spring Staff Development Report

...Summary Report

Session	Attended
Message Chairs	28
MBTI	24
EAP (Employee Assistance Program)	18
CPR Certification	14
Exercise on your own	13
Dental Hygiene	10
Relaxation Toolbox	7
Finding Dollars in the Desert	6
Jazzercise	6
Canvas Groups	5
Happiness Matters Video	5
Plyo's Made EZ	5
Yoga	4
Mojo in the Classroom	4
LLC Course Development	3
Teaching/Advising Veterans	3
Canvas Peer Review	3
Canvas Gradebook	3
Promote student learning video	1
Fresh Start	1
Learner-centered teaching video	0
Rubric Results video	0
Self Defense	0

Staff Development Days Attendance**163****Description of program**

Spring staff development was held on April 11th and 12th. The Thursday sessions contained various sessions throughout the day. Friday sessions focused on a mini health fair.

Thursday Sessions

Thursday sessions included: Canvas training, Mojo in the Classroom, Teaching/Advising Veterans, LLC Course Development, MBTI, Happiness Matters video, Finding Dollars in the Desert, CPR certification, exercise on your own, and 3 short videos from Magna Publications. 71 people attended these sessions throughout the day.

Friday Mini Health Fair

The mini health fair was held between the hours of 10-2 on the top floor of the Learning Resource Center. Friday sessions included: EAP counselor with stress dots, Sun screen information and free samples, Plyo's made EZ, 2 massage chairs, Fresh Start program, Relaxation Toolbox, Health Insurance information, Dental Hygiene information and free samples, Healthy Snacks, Yoga, Self Defense, Jazzercise, Canvas Training, CPR Certification, and exercise on your own. 92 people attended these sessions throughout the day.

	Spring 2013	Spring 2012	Spring 2011
Description of Program	Spring session was held over 2 days—April 11th and 12th. Sessions were held during a 6.5 hour period on Thursday, and a 5 hour period on Friday.	Spring session was held over 2 days—Feb. 23rd & 24th. Sessions were held during a 4 hour period on Thursday, and a 7 hour period on Friday.	Spring session was held over 2 days-February 24th and 25th. There were between one and four sessions occurring each hour.
Number of Sessions Held	There were 27 sessions held. Four of those were held more than once, for a total of 23 different topics that could be attended.	There were 33 sessions held. Five of those were held more than once, for a total of 28 different topics that could be attended. 1 session was cancelled by the presenter.	There were 22 sessions held. Six of those were held more than once, for a total of 16 different topics that could be attended. 1 session was cancelled due to low enrollment, 1 was re-scheduled, and one was not held.
Total Attendance	163 people attended during the 2-day sessions.	235 people attended during the 2-day sessions.	196 people attended during the 2-day sessions.

Session Evaluation

out of 5.0

Massage Chairs	5.00
CPR Certification	5.00
LLC Course Development	5.00
Finding Dollars in the Desert	5.00
Teaching/Advising Veterans	5.00
Dental Hygiene	5.00
Canvas Peer Review	5.00
Happiness Matters Video	5.00
EAP (Employee Assistance Program)	5.00
Jazzercise	5.00
Yoga	5.00
Plyo's Made EZ	5.00
MBTI	4.96
Canvas Groups	4.88
Mojo in the Classroom	4.75
Canvas Gradebook	4.67
Relaxation Toolbox	4.64
Promoting student learning video	4.00
Average Evaluation Score	4.88

Learning features in Gradebook that will help students track what their scores are now and what they could be

Being made aware of what is available in Canvas

Learning more about the group feature in Canvas allows me to explore adding that dynamic in my courses

Great, informative instructors

To the point and fact filled, great!

Practical application, great instructor!

Very good information provided

I needed this 13 years ago, it answered many questions I'd had for many years

Very informative, it allowed me to ask questions while we went through the material

Enjoyed the activities

Very enjoyable

Active learning and application to our job

Fun and relaxing

Enjoyed interacting with the group

It applied to my job well

Tips

It was relaxing

Having members share personal experiences

The entire thing!

Exercise, great instructor!

The website resources available

Appendix H - LLC Values and Behaviors



Engaging minds, changing lives, through the power of learning

caring

Showing respect and compassion for others

- I treat others as equals.
- I hear and recognize the ideas/beliefs of others.
- I recognize a job well-done.
- I respect my own and others' work-life balance.
- I bring a positive attitude to each situation.

communication

Creating an environment that values the open exchange of ideas

- I follow through by returning phone calls and acknowledging correspondence with others, in a timely manner.
- I listen to feedback to help me grow.
- I speak directly with those involved.
- I use the open door policy.
- I withhold judgment until the entire idea is expressed.
- I share all appropriate information that can be shared.

teamship

Working together and with others to create a whole greater than the sum of the parts

- I work for the good of the group.
- I hold myself and others accountable.
- I celebrate individual and team success.
- I identify, utilize, and challenge strengths in myself and others.
- I regularly support team members.

innovation

Taking risks to create new opportunities

- I evaluate current processes and constantly look for new and better ways to improve.
- I solve problems with old and new ideas.
- I openly voice new ideas.
- I integrate my experiences into my daily work. I constantly improve!
- I share with others what I have learned from my past experiences.

excellence

Consistently achieving the highest level of quality

- I support and encourage personal and professional growth.
- I practice high ethical standards.
- I exhibit passion and enthusiasm in my daily tasks.
- I accept no less than the highest levels of integrity in myself and others.
- I go above and beyond.

Appendix I - Full Time Faculty Contract - including Performance Evaluation Section

AGREEMENT

for

Academic Year(s)
2010-11, 2011-12 and 2012-13

By and Between The

LAKE LAND COLLEGE FACULTY ASSOCIATION IFT-
AFT, Local 2296, AFL-CIO

and

LAKE LAND COLLEGE Community
College District #517
Board of Trustees

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ARTICLE I

Recognition, Definitions, and Rights

A. DEFINITIONS USED THROUGHOUT THE CONTRACT

For purposes of this agreement:

1. "Academic year" - the fall semester and the immediately following spring semester.
2. Assigned Teaching Load – The ECH (Equated Credit Hours) assigned to an individual faculty member as of the date of the official published college schedule as established by the office of Communications and Creative Services.
3. "Association" - the Lake Land College Faculty Association, Local 2296 of the Illinois Federation of Teachers--American Federation of Teachers, AFL-CIO.
4. "Board" – The Board of Trustees of the Illinois Community College District #517 in the State of Illinois.
5. "Campus" - the 5001 Lake Land Boulevard property and such other locations where Lake Land College classes are held and where faculty members supervise or serve students at approved locations.
6. "College" – Illinois Community College District #517 (Lake Land College).
7. "Dependent" - the employee's legal spouse and/or any unmarried children under 24 years of age per the IRS tax code.
8. "Employee" shall, for any academic year, mean and include any individual who meets any one (1) of the following conditions: (a) is engaged exclusively in teaching or services directly related thereto consisting of thirty (30) equated semester hours per academic year or their equivalent and performs services directly related to such teaching not less than thirty (30) clock hours each week during the academic year, or (b) is engaged in providing academic support services for not less than forty

hours each week, or (c) is engaged in providing both teaching and academic support services whereby the combination

thereof satisfies the equivalent of the foregoing, or (d) is engaged in teaching and/or academic support services, or their equivalent, fifty percent (50%) or more of the time. In determining time devoted, actual hours will be considered.

9. "Fringe benefits" - holidays, personal and sick days, health insurance, dental insurance, life insurance, cafeteria plan and any other benefits paid by the College.
10. "Good faith" - the mutual responsibility of the Board and the Association to deal with each other openly and fairly and to sincerely endeavor to reach agreement on items negotiated.
11. A "Grant-funded position" - a position in which fifty percent (50%) or more of the salary for that position is paid from grant funds as reported on the Restricted Purposes Fund (Fund 06) of the general ledger. Non-grant-funded positions covered by this collective bargaining agreement as of the date of this agreement shall remain as non-grant-funded positions through the expiration date of this agreement.
12. "Grievant" - an employee or group of employees covered by the Lake Land College Faculty Association Agreement who submit for resolution a grievance, as defined in Article III.A., through the established processes and procedures.
13. "Intersession" - the time period between the close of spring semester and the first day of summer term. Intersession courses will begin and end within the defined time span.
14. "Notice" - a written notice delivered in person or deposited in the U.S. mail by certified or registered mail, postage prepaid, addressed to the employee's last known address.
15. "Regular semester" - any fall or spring term which is Board approved as a part of the Academic Calendar.
16. "Seniority" - the number of years of full-time employment at the College starting from the employee's original date of hire or if service has been broken by termination, from the employee's most recent date of hire.

17. “Significant other” - one who stands in place of a spouse and resides in the home of the employee.

18. "Summer session" - the period of time from and including the afternoon after grades are due for the spring term through and including the day before Opening Day/Staff Development for the fall term which is Board approved as a part of the Academic Calendar.
19. "Summer term" - the period of time from and including the first day of summer classes through and including the grade due date and time for the summer term which is Board approved as a part of the Academic Calendar.
20. "Ten day" for the fall and spring semester shall mean the end of the 10th instructional day. Summer semester is the end of the 5th instructional day.
21. "Work week" shall contain five calendar workdays during which faculty members are expected to perform professional duties.

B. RECOGNITION

The Board hereby recognizes the Association as the exclusive and sole collective bargaining agent for all employees as defined in Article I, Section A. 8.

C. RIGHTS

1. The Association recognizes that the Board has the responsibility and authority to manage and direct, in behalf of the public, all the operations and activities of the College to the full extent authorized by law. This includes all executive and management functions, the determination of the overall College budget, the establishment of qualifications, the selection of and direction of employees, the promotion, transfer, dismissal, or demotion of employees, and the approval or termination of all courses and programs of instruction in the College. The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the Board, and the adoption of policies, rules, regulations and practices, shall be limited only by the specific and express terms of this contract and then only to the extent such specific and express terms are in conformance with the Constitution and laws of the State of Illinois and the Constitution and laws of the United States.

The Association further recognizes that the Board may delegate its authority to manage and direct all the operations and

activities of the College to the administrative staff and that those customary and usual rights, powers, functions and authority possessed by management are vested in the administration and the administration shall continue to exercise such powers, duties, and responsibilities during the term of this agreement.

2. The Board agrees to participate in good faith negotiations with the duly designated representatives of the Association. The Association and the Board agree that negotiations, in good faith, will encompass the following items: salaries, hours, and other terms and conditions of employment.
3. It is the responsibility of the Board and the Association to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals and make counterproposals in the course of negotiations and to reach tentative agreements which shall be presented to the Board and the Association respectively, with explicit reasons for the adoption of same. The obligation to urge adoption of the tentative agreement does not preclude either the Board or the Association from discussing the relative merits of all provisions of the tentative agreement with their respective groups.
4. Facts, information, opinions, and proposals will be exchanged freely during the meeting or meetings in an effort to reach mutual understanding and agreement.
5. No employee or applicant shall be discriminated against or favored because of Association membership or activities or lack thereof, sex, marital status, parental status, handicap, age, race, national origin, or religion. The Board and the Association also agree not to interfere with the right of any employee to become or not to become a member of the Association and that there shall be no discrimination against any employee because of Association membership or nonmembership.
6. The College will deduct dues from the earnings of each Association member, who shall authorize the same in writing, in an amount determined by the Association, provided that the annual dues to be deducted shall be uniform for each Association member. Such deductions shall be made no later than thirty (30) calendar days following receipt of the written authorization in the College accounting office. A dues authorization may be revoked by written notice of any member

who makes such an election. The authorization shall be deemed automatically revoked with the issuance of any Association member's last paycheck.

7. In accordance with section 11 of the "Illinois Educational Labor Relations Act: (H.B. 1530), employees covered by this contract who are not members of the Association will be charged a fair share fee for representation and services rendered in an amount not to exceed the annual fee uniformly charged members of the Association. The fair share fee shall be certified by the Association to nonmembers and to the College as the reasonable cost for representation and services rendered in accordance with the provisions of section 11 of the "Illinois Educational Labor Relations Act," which are expressly incorporated herein by reference. The fair share fee will be deducted by the College from the earnings of the nonmember employees and will be paid promptly to the Association or to a bona fide nonreligious charitable organization if nonmember employee(s) object based upon bona fide religious tenets or teachings.

- a. The dues collected and listing of the Association members for whom dues deductions were made shall be forwarded promptly to the treasurer of the Association following such deductions. In addition, a listing of non-Association members and their fair share fee deductions will be forwarded to the treasurer of the Association.

For purposes of verification, the Association shall annually provide to the Vice President for Business Services a listing of fair share payees by November 1.

- b. If an Association member withdraws membership from the Association, he/she will pay a fair share fee for the remainder of the year proportionately equal to the amount of annual Association dues not paid. The Association will notify the accounting office when a member withdraws from the Association.
 - c. If the College deducts and remits such dues or fair share fee as required in this article, the Association shall indemnify, hold harmless, and defend the College from any action, complaint, suit, or other proceedings which may be brought in relation thereto.

8. The Association shall continue the right to post notices of its activities in the normal areas of the College, use employees' mailboxes, use electronic postings, and use College buildings for meetings so long as prior notice of the meeting has been given to the College and the location approved and there is no interference with orderly processes of the College.
9. Recognizing the students' rights to gain an education, Board or Association views on negotiations shall not be shared with students (with the exception of the official student board member during Board executive sessions) during the conduct of normal College business.
10. The Association will promptly furnish copies of any pertinent information as reasonably requested by the Board or its representative. The Board will promptly furnish copies of any pertinent information as reasonably requested by representatives of the Association. Nothing herein shall require the Board or the Association to research and assemble information if it is not readily available from existing records or reports.

D. CORRECTIONAL CENTER EMPLOYEES

1. Only Vandalia Correctional Center employees are covered under this contract.
2. The College and the Association acknowledge that the provisions within this collective bargaining agreement govern grant-funded faculty members currently teaching at Vandalia Correctional Center in the following areas:
 - a. Article I, Recognition, Definitions, and Rights.
 - b. From Article II, Conditions of Employment: Initial placement for new employees (II, B, 7a and b), Life insurance (II, C1), Health, major medical, and dental insurance (II, C2), Retirement Provisions (II, C3), Worker's Compensation (II, C4), Tuition Waiver (II, E), Leave for Jury Duty or Court Attendance (II, F3), Maternity and Parental Leave (II, F6), Family and Medical Leave (II, F7), Employee Benefits While on Leave (II, F8), Military Leave (II, F9), and Training/Retraining Program (II, G).
 - c. Article III, Grievance Procedure.

- d. From Article IV, Professional Rights and Responsibilities: Intellectual Property Rights (IV, A), Workplace Harassment (IV,C), Employee Personnel File (IV,D), and Discipline and Discharge (IV,F).
 - e. Article V, Performance Evaluation of Faculty Members: All provisions apply, excluding student evaluations, which are not performed.
 - f. Article VI, General Provisions.
3. The College and the Association acknowledge that the contract between Lake Land College and the Department of Corrections govern grant-funded faculty members teaching at Vandalia Correctional Center in the following areas:
- a. Conditions of Employment: Instructional loads, travel policy, Sick Leave, Bereavement, Sabbatical Leave, General Leave of Absence, Planned Retirement Program, Salary Guidelines except for paragraphs 4, 9, 10, 11, and Breaks and Holidays.
 - b. Professional Rights and Responsibilities: Job Description.
 - c. In the event that correctional educational services are canceled by action of the Department of Corrections employees shall continue to report to their workstation in accordance to their normal work schedule. During periods of lock down employees may be assigned non-instructional duties, which do not require specialized training nor require use of force, weapons or direct conflicts with inmates. Employees may elect to use vacation days in lieu of providing such services.
 - d. Employees are required to report to the appropriate Associate Dean any close associate, relative, family member or friend who they know are employed by the Department of Corrections or another contractor with the Department of Corrections or is incarcerated within the Illinois Department of Corrections.

- e. Employees shall not accept any secondary employment in which the employee knowingly comes in frequent contact with inmate or releasee nor shall employees knowingly

socialize with or engage in any business transactions with any inmate or releasee or a relative or known close associate of an inmate or releasee except in the performance of an assignment which has been approved by his/her immediate supervisor.

4. The Illinois Department of Corrections' contract with the College determines annual salary increases for those faculty members teaching at Vandalia.
5. The College and the Association acknowledge that grant-funded faculty members currently covered by this collective bargaining agreement (i.e., those instructors teaching at Vandalia Correctional Center prior to the date this agreement was signed) and who remain under this agreement shall maintain seniority rights for any and all services they are qualified to render in the event of a reduction in force. In the event of a reduction in force, all grant-funded faculty members who become members of this bargaining unit after July 1, 2004 will have seniority rights limited to other grant-funded positions in which they are deemed qualified to render a service.
6. The College and the Association acknowledge that future grant-funded faculty members who become members of this bargaining unit after July 1, 2004 will have annual salary increases determined by the guidelines established by the Department of Corrections. These same criteria would apply to other grant-funded positions covered by faculty contract.
7. The College and the Association acknowledge that individuals working within a Department of Corrections facility operate under a fiscal year calendar of July 1 to June 30th and do not operate under the Academic year as stated in Article I, A1.
8. The College and the Association acknowledge that individuals working within a Department of Corrections facility shall receive approved time off in accordance with the Department of Corrections contract.
9. The College and the Association acknowledge that in the event of unforeseen changes in the annual Department of Corrections

contract with the college (i.e. those not listed under I, D), the Department of Corrections contract will prevail.

10. Salary level for initial placement:

Level	2010-11, 2011-12, 2012-13 Minimum Base Salary (12 month)
* T (Technical)	\$37,483
T+15 credit hours	\$38,183
T+30	\$38,883
T+45	\$39,583
A (Associate)	\$40,283
A+15	\$40,983
A+30	\$41,683
A+45	\$42,383
B (Bachelor)	\$43,083
B+15	\$43,783
M (Master)	\$44,483
M+15	\$45,183
M+30	\$45,883
M+45	\$46,583
PhD	\$47,283

*requires a minimum of 2,000 hours of work experience in the area

ARTICLE II

Conditions of Employment

A. INSTRUCTIONAL LOAD

1. The development of the final master schedule is the responsibility of the Vice President for Academic Services who will be assisted by the Associate Vice President(s), Dean(s) and Division Chairpersons. The process of developing the master schedule will involve consultation with instructors and counseling staff.
2. Each Division Chairperson, Librarian, Counselor, Director, Advisor, Admissions Specialist and Coordinator providing academic support services shall maintain a forty (40) hour week on campus and/or approved location. In instances when academic support services are less than full-time and released time is granted, the required time on campus shall be prorated relative to the assigned duties.
3. A normal load for an instructor is thirty (30) equated semester hours per academic year. A normal full load or its equivalent during any one (1) academic year may be derived from any course offered by the College. In addition to the above load formula, the following factors will be considered in the preparation of the master schedule:
 - a. The instructor should have three (3) or fewer unique preparations a semester if possible.
 - b. The instructor shall not be assigned for more than two (2) consecutive hours of lecture unless by mutual agreement of the instructor and division chairperson.
 - c. The normal workday for an instructor will not exceed an eight (8) hour span unless required to satisfy the instructor's teaching load or by mutual agreement between the instructor and the division chairperson.
 - d. The following courses which involve substantial student writing assignments will have an assigned class limit not to exceed twenty-five (25) students:

Compositions Skills, Composition I, Composition II, Writing for Industry, Business Communications, and Advanced Formatting.

The class limit for such courses may be waived by the mutual consent of the instructor and the division chairperson.

A full-time teaching load may consist of four (4) of the above-listed courses taught in the traditional classroom environment (i.e., face-to-face instruction) per semester. Any faculty member with fewer classes than four (4) of the above-listed courses will carry the same teaching load as other teaching faculty.

- e. In courses which are lecture laboratory, laboratory, lecture clinic, clinic, or a combination thereof, each one (1) hour of laboratory or clinic will be equated as:

Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013
.815 per semester hour of credit	.83 per semester hour of credit	.845 per semester hour of credit

In courses which are nursing clinical hours, each one (1) hour of clinic will be equated as:

Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013
.95 per semester hour of credit	1.0 per semester hour of credit	1.0 per semester hour of credit

- f. In Supervised Occupational Experience the instructor's teaching load will be determined at the rate of one (1) equated semester hour of teaching load for each unit of 13.5 student credit hours generated per academic term. The single exception to the ratio of 1:13.5 shall be the John Deere Ag Tech SOE's which shall be equated at the ratio of one (1) hour of teaching load for each unit of nine and one-half (9½) student credit hours generated per academic term.

- g. All full-time teaching faculty will be assigned a minimum of fifteen (15) advisees, and those assigned more than forty (40) will be compensated at the rate of .5 equated hours release time/overload pay per each increment of ten (10) advisees. Following schedule applies:

41-50 advisees = .5 hrs. release time per semester
 51-60 advisees = 1.0 hrs. release time per semester
 61-70 advisees = 1.5 hrs. release time per semester
 71-80 advisees = 2.0 hrs. release time per semester
 81-90 advisees = 2.5 hrs. release time per semester
 (Continues as above)

Each division shall receive each semester a listing of all advisors (including chairpersons) and the number of assigned advisees for each. This list will be circulated by the Division Chair to each member of the division.

- h. Maximum class size for all courses, excluding PED 209, PED 210, and those limited due to special circumstances and with the approval of the Vice President for Academic Services, should be 30 students. However, the Division Chair reserves the right to place two (2) additional students in a course without instructor approval. Instructor approval for any student above thirty-two (32) must be obtained. The instructor shall receive an additional 0.5 equated credit hour (ECH) toward instructional load for classes with 35-45 students. For every additional ten (10) students (or fraction thereof) beyond forty-five (45) students, an instructor shall receive an additional 0.75 ECH toward instructional load.
- i. Full-time instructors shall have first priority for all classes to make load. For the purpose of this paragraph, load is defined as 15 hours per semester and 30 hours per year. Once a class has begun, no instructor can be displaced unless needed to complete load for a full-time instructor. All attempts shall be made to displace a part-time instructor from a class before displacing the overload hours of another full-time instructor. Regular load hours of a full-time instructor shall not be taken to make load for another full-time instructor.

- j. Full-time instructors shall have “first right of refusal” for all courses and overloads before the last day changes can be made to the official published college schedule as established by the Office of Communications and Creative Services. To maintain assigned teaching load full-time faculty shall have the ability to replace a section(s) with another section(s) of equal or lesser equated credit hours not assigned to a full time faculty member. This replacement must be made on or before July 15 for the fall schedule and December 1 for the spring schedule. Full time instructors shall also be notified and have first right of refusal for any courses added after the official published schedule deadline. Under extenuating circumstances, with the approval of the Vice President for Academic Services, exceptions to the language within this paragraph may be granted. Full-time bargaining unit employees shall also have first right of refusal for all other duties for which they are qualified and which are offered by the College. Full-time bargaining unit employees shall be deemed qualified for courses, overloads and/or other duties by meeting the minimal qualifications as established by the College.

- k. For full-time instructors seniority shall prevail for all overloads provided seniority rights are exercised before the last day changes can be made to the official published college schedule as established by the Office of Communications and Creative Services. Full time instructors shall also be notified and have first right of refusal for any courses added after the official published schedule deadline. Under extenuating circumstances, with the approval of the Vice President for Academic Services, exceptions to the above seniority rights language may be granted. Seniority shall also prevail for all academic support services; job vacancies, job consolidation, and reduction in force providing qualifications are met as defined in j above. A full-time tenure track teaching or academic support vacancy will be posted internally for 10 consecutive College business days in which classes are being taught on campus. A qualified faculty member wishing to pursue the vacancy will have 5 days from the last day the position was posted internally to notify the appropriate vice president of his/her intent to fill the position. If the appropriate vice president is not notified within this specified time limit, the faculty

member can apply for the position but he/she will be treated as an external candidate.

1. Employees who have submitted resignations under the terms of the Planned Retirement Program shall remain in their current positions unless a change in position is mutually agreed by the employee and the College.

It is understood that employees accepted by action of the Board of Trustees into the Planned Retirement program are subject to job evaluations as provided in Board Policy No. 05.02.09 and are subject to annual offers of re-employment. It is further understood that the Planned Retirement program is a retirement plan, not a contract for employment.

4. Instructors will:
 - a. Be on campus, or approved location, for not less than thirty (30) hours a week. A minimum of three (3) hours a college day must be served on the campus or a location approved by his/her Division Chairperson and Vice President for Academic Services.
 - b. Each instructor shall maintain at least five (5) scheduled office hours on campus and/or approved location per week for consultation with students. The weekly schedule for office hours shall be posted and displayed in a conspicuous place. Any changes in such office hours shall be posted in a similar manner.
 - c. The difference between the time spent in class, preparation, office hours, and the thirty (30) hour requirement may be distributed as the instructor deems necessary to act as a sponsor for co-curricular activities, College committee work, division and departmental meetings, preparation of reports, participation in College-wide recruitment activities for new students, and other activities of a similar or relevant nature.
5. Teaching load and overload assignments:

- a. No instructor or chairperson having a full-time assignment shall be assigned or permitted more than fifteen (15) equated semester hours of overload each academic year

with no more than nine (9) equated overload hours a semester. These equated credit hours shall be calculated based on the equated credit hours as represented on the official course outline form on file with the college. Not included in this calculation are equated hours in the form of additional stipends for such activities as teaching online or in a distance learning environment, advisement, additional duties compensation, etc. The above calculation is used for determination of maximum overload assignment and shall have no bearing on overload compensation. By written mutual consent of the instructor, Division Chairperson, and Vice President for Academic Services, this regulation may be waived.

- b. No instructor will be required to teach more than thirty (30) equated semester hours per academic year.
 - c. Overload assignments for each instructor will be designated at the time the course schedule is finalized by the Vice President for Academic Service's office.
 - d. Instructors who do not make their normal teaching load during the fall and spring semesters will be subject to the following conditions:
 - 1) The instructor may elect a prorata salary reduction on the basis of the number of equated hours actually taught compared to a minimum of thirty (30) equated semester hours.
 - 2) Accept one (1) or more assignments relating to the instructor's qualifications by direction of the College which will provide the equivalent to a full teaching load based on three (3) clock hours of effort per week for each equated hour of load to satisfy the minimum requirements.
 - 3) If the instructor elects not to accept option 1 or 2, the Vice President for Academic Services shall assign the instructor to an equivalent summer load, provided assignments are available.
6. No Division Chairperson will assign himself/herself or any other instructor an overload assignment in a given semester

within a specific teaching field when any other member of the division qualified in that field does not have a full load.

7. Division Chairpersons will have faculty status and will teach a minimum of fifteen (15) equated credit hours per academic year. The Division Chairperson's administrative duties shall be specified in a separate standard agreement between the Division Chairperson and the College. Each academic year, the appropriate vice president will solicit voluntary, individual feedback from the faculty concerning the performance of their division chair/supervisor.
8. Distance Education
 - a. Interactive Video-Based Courses
 - 1) An instructor shall receive 1.33 semester hours of credit toward instructional load for each equated credit hour (ECH) of interactive video classes offered at one (1) base station and one (1) or more remote sites.
 - 2) The mutual consent of the instructor, division chairperson and Vice President for Academic Services is required in order to offer interactive video classes with more than 2 remote sites.
 - 3) An Interactive Video Based Distance Education Committee shall convene when deemed necessary by the College or the Association to establish guidelines governing the offering of all distance learning courses that originate from sources other than Lake Land College. The committee will be made up of the Vice President of Academic Services and two (2) administrative appointments made by him/her and three (3) faculty members appointed by the Association President.
 - b. Online Courses
 - 1) An instructor shall receive 1.33 semester hours of credit toward instructional load for each equated credit hour (ECH) of online classes.

- 2) Unless otherwise agreed between the instructor,
Division Chair and Vice President for Academic

Services, online class size shall be limited to 17 students the FIRST time an instructor teaches an online class.

- 3) Class size shall be limited to 28 students for all future semesters the instructor teaches a class online. The class limit for such courses may be waived by the mutual consent of the instructor and the division chairperson.
- 4) If there is a demand, additional sections of the online class can be offered with the mutual consent of the instructor, division chairperson and Vice President for Academic Services.
- 5) An Online Course Distance Education Committee shall convene when deemed necessary by the College or the Association, to establish guidelines governing the offering of all distance learning courses that originate from sources other than Lake Land College. The committee will be made up of the Vice President of Academic Services and two (2) administrative appointments made by him/her and three (3) faculty members appointed by the Association President.

c. Hybrid Courses

- 1) Effective spring semester 2008 a hybrid course is defined as one for which regularly scheduled classroom time is replaced consistently throughout the semester by required activities completed at distance and managed online.
- 2) The face-to-face component must be between 1/2 and 2/3 of the total course hours. For example, a course may meet 50% face-to-face and 50% online. The rationale for this requirement is as follows:

A standard ratio provides predictability for students and for the course scheduling process.

There needs to be an upper and lower limit set on the ratio so as to define a hybrid course

separately from a web-enhanced course or an online course.

- 3) The ratio of face-to-face versus online time for each course offering must be established beforehand and cannot be altered during the semester. Further, both face-to-face and online times must be scheduled at regularly spaced intervals throughout the semester. For example, it is not acceptable to meet the first half of the semester face-to-face and then finish the semester online. Face-to-face meetings should occur every week.
- 4) A course schedule clearly outlining the meeting dates of the course shall be provided in the semester schedule. The course schedule should also note that the course is hybrid and that it is delivered partially online.
- 5) The online portion of the class should utilize Lake Land College's learning management system.
- 6) To accommodate variations in course content and delivery modes, exceptions can be made to the above guidelines. However, to ensure predictability for students, these exceptions will require approval of the Vice President for Academic Services.
- 7) In order for a course to be designated as a hybrid course, an official documented proposal must be submitted and approved by the Vice President for Academic Services, which illustrates that the hybrid criteria are met before the course can be added to the master schedule.
- 8) Payment for hybrid courses will receive 1.17 semester hours of credit toward instructional load for the total ECH of the course.

B. SALARY GUIDELINES

1. The salary range (see B.7.) applies to a nine-month (9) base contract relating to the academic years 2010-11, 2011-12, and

2012-13. One-ninth ($1/9$) of the nine-month (9) base contract salary will be added for each additional month for employees

who are employed more than nine (9) months. A proportionate amount will be paid for any contract less than a month.

Academic support faculty who are under summer contract will be guaranteed to work 300 hours during the summer session for two-ninths (2/9) of the nine-month (9) contract salary. Academic support faculty who work less than or more than 300 hours will be paid an hourly rate based on the following formula:

Rate per hour equals 9-month salary divided by (number of days in the academic calendar year multiplied by 8 hours per day).

2. Summer term and intersession will be paid by special contract. Full-time instructors will be paid 1/36 of the contract salary per equated credit hour up to 11 ECH during the summer session with no more than eight (8) ECH during the summer term and no more than four (4) ECH during intersession. All other equated credit hours during the summer term and intersession will be paid at the overload rate. No overloads will be assigned without prior approval of the Vice President for Academic Services.

Each academic year a two (2) year plan shall be prepared based upon the projected needs of the educational program. This plan will identify courses and instructional activities which are expected to be offered during the summer session. In order to provide staff members with an equitable opportunity for summer employment each division will prepare a two (2) year rotational plan identifying those staff members who will be offered summer term and/or intersession employment consistent with the educational needs plan. Each division shall prepare an equitable summer term rotation plan and intersession rotation plan that is mutually acceptable to the division and the Vice President for Academic Services. The educational needs plan and the division rotational plan shall be reviewed annually and revised as needed.

3. Compensation for overload assignments (teaching assignments in excess of thirty (30) equated semester hours in the academic year or eight (8) equated semester hours in the summer session) will be paid at the following rate:

Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013
\$695	\$710	\$725

4. Instructors supervising an independent study or limited student course shall be paid forty-five (\$45) dollars per student per credit hour upon the student being officially enrolled in the course at midterm or the student's successful completion of the course. For independent study courses the initial instructor/student agreement in determination of the successful completion of the course shall be subject to the approval of the Associate Vice President for Educational Services. Compensation for limited student classes offered in an online environment will follow the conditions set forth in Article II A.8.b.1, contingent upon the following condition being met.

That the course be originally placed in the schedule and advertised 30 days prior to the start of the semester, to the public, as a traditional online course. If this condition is met, contract language shall apply and the 1.33 factor shall be applied to the ECH of the course before the amount stipulated in the contract for the teaching of an independent study class is applied.

It is further understood that the language in Article II.A.8.b.1 does not apply to any courses created specifically as an independent study course, or any class created during the semester itself.

The Associate Vice President for Educational Services may approve payment to the instructor in special circumstances when all requirements for successful completion have not been met.

5. Instructors as approved by the Vice President for Academic Services certifying material for life experience credit under the Associate and Liberal Studies degrees will be paid according to the following schedule. Student requests for credit as approved by the Vice President for Academic Services will constitute the basis for instructor compensation.

<u>Equated Semester Hours Credit</u>	<u>Compensation</u>
0-4	\$20
5-11	\$40
12-18	\$60
19-32	\$80

6. The academic year will be defined at 168 days with at least one (1) day of the required faculty development days to be planned by a Staff Development Committee consisting of the Associate Vice President for Educational Services, a representative from each academic division and one (1) non-teaching faculty member appointed by the President of the Faculty Association.

All employees shall participate in at least three (3) hours of planned activities on a designated Fall staff development day as assigned by the appropriate vice president(s), associate vice president(s), dean(s), and division chairperson(s), unless otherwise pre-approved for individualized development on that day by the appropriate supervisor.

All employees shall participate in at least six (6) hours of planned activities over two (2) designated Spring staff development days as assigned by the appropriate vice president(s), associate vice president(s), dean(s), and division chairperson(s), unless otherwise pre-approved for individualized development by the appropriate supervisor. To encourage flexibility and development throughout the year, pre-approved internal or external activities may be applied towards the six (6) hours of Spring staff development. For every three (3) hours of development accumulated, the individual will not be required to come to campus on one (1) of the designated Spring development days. So:

3 hours of development = 1 day of Spring staff development
 6 hours of development = 2 days of Spring staff development

The pre-approved internal or external activities must be completed on or before the Spring staff development day(s) in order to be applied as credit. Credit will accumulate and reset on an annual basis, beginning the day after the previous year's Spring staff development and ending on the current year's Spring staff development.

7. The faculty salary schedule seeks to provide assurance of fair placement at the entry-point of employment and salary advancement for pre-approved and completed educational coursework, as specified below:

Level	Minimum Base Salary (9 month)		
	2010-11	2011-12	2012-13
*T (Technical)	\$30,272	\$30,726	\$31,187
T+15 credit hours	\$30,805	\$31,267	\$31,736
T+30	\$31,338	\$31,808	\$32,285
T+45	\$31,871	\$32,349	\$32,834
A (Associate)	\$32,404	\$32,890	\$33,383
A+15	\$32,937	\$33,431	\$33,932
A+30	\$33,470	\$33,972	\$34,481
A+45	\$34,003	\$34,513	\$35,030
B (Bachelor)	\$34,535	\$35,053	\$35,579
B+15	\$35,068	\$35,594	\$36,128
M (Master)	\$35,601	\$36,135	\$36,677
M+15	\$36,134	\$36,676	\$37,226
M+30	\$36,667	\$37,217	\$37,775
M+45	\$37,200	\$37,758	\$38,324
PhD	\$38,215	\$38,788	\$39,370

*requires a minimum of 2,000 hours of work experience in the area

- a. All candidates interviewing for a full-time position covered by this contract shall receive a copy of the contract.
- b. Initial placement for new employees will be governed by the following provisions:
 - 1) Substitute teaching either in or outside the system shall not be considered as creditable experience. Amount of experience credit for military service shall be one (1) year for each two (2) years of military service not to exceed four (4) years credit.
 - 2) In consultation with the appropriate vice president, \$600.00 will be added to the new employee's base salary for each previous year of direct creditable teaching experience in field for which the individual was hired. For academic support, credit will be given for professional

experience directly related to the position for which the individual was hired.

- 3) \$300.00 will be added to new employee's base salary for each previous year of directly related professional experience, as determined by the appropriate vice president, and approved by the President.
- c. Salary advancement for current employees will be governed by the following provisions:
- 1) Employees who qualify to advance from one (1) educational or training level (Article II, B. 7) to another will be compensated \$525.00. These increases will be added to the employee's current base salary at the beginning of the next fall or spring semester, prorated to reflect the date of completion. Employees who received an earned doctoral degree shall receive \$1,000.
 - 2) Educational hours earned may qualify an employee for advancement from one educational or training level to another if the individual meets the following requirements:
 - A) Coursework must be at or above the employee's current educational level.
 - B) Coursework must be directly related to the employee's assigned area of responsibility.
 - 3) Credit earned outside the employee's assigned area of responsibility or subject matter or below the employee's current educational level must have prior approval by the appropriate Vice President.
 - 4) Non-traditional courses, clinics, and seminars must have prior approval of the appropriate Vice President and will be applied to the salary schedule according to the following formula: $\text{Course contact hours} \div 15 = \text{credit hours}$ or applicable formula.
8. Employees under contract each academic year will receive the following salary increases:

Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013
1.9% of the 2009-2010 base salary plus \$588	2.5% of the 2010-2011 base salary plus \$276	3.0% of the 2011-2012 base salary

9. Each employee's salary will be distributed bi-weekly based upon a published schedule. Employees have the option of receiving their annual salary paid on a nine (9), ten (10) or twelve (12) month basis. The accounting office will notify faculty members in writing when the option to change their election is available. Elections will be sent to faculty members by August 1st. Changes must be submitted to the accounting office no later than the first instructional day of the academic year. If the accounting office does not receive an election form, the current election on file will remain in force. Once an election is made it is enforced and cannot be changed at any time during the academic year.
 - a. Payment for all overloads will be made on a bi-weekly basis beginning the first pay period following 10th day of the current semester as described in the published academic year pay date schedule. Payments for overloads disbursed in the fall semester shall be deducted from spring semester payments if load is not retained.
 - b. Overload assignments will be estimated for full-time IDOT QC/QA faculty who exceed their minimum load requirements within the spring semester. Full-time IDOT QC/QA faculty will receive payment for their estimated assignments throughout all scheduled overload pay periods during the spring semester. The Technology Division Chair and the Associate Vice-President for Educational Services will estimate the spring semester overload assignment. Once the exact overload amount can be determined, the estimated amount will be paid out over any remaining pays in the Spring semester.
10. The Board supports the concept of payroll deductions as a service of the College to individual employees to the extent the process is commensurate with sound financial practices and

procedures. Payroll deductions, upon written request of the individual employee, will be authorized for contributions to charitable organizations, state and federal tax withholding, personal interests related to the investment of income, insurance, retirement, and dues of organizations and associations which promote the academic and/or professional interests of higher education.

11. Employee assignments for additional duties involving release time, stipends, and/or special contracts shall be determined between the employee and the administration and are not part of the Board/Faculty agreement. It is further understood and agreed that the employee who is offered an extra assignment shall have the option of accepting or rejecting such assignment.

12. Additional Duty Compensation

Faculty with additional duties will be compensated according to the additional duty compensation worksheet in Appendix F.

If faculty members feel they are entitled to receive additional duty compensation, it is their responsibility to complete the worksheet and provide all relevant documentation of their duties each year the compensation is requested. This completed worksheet will cover all additional duties from May 2nd of the previous year to May 1st of the current year.

The completed worksheet and documentation is due to the appropriate division chair by May 1st each year. The division chair will verify the documentation and submit the forms to the Vice President for Academic Services by the last day of the semester. The Vice President will verify the data and the appropriate compensation forms will go to the June Board meeting for approval of payment.

Faculty members who are entitled to compensation, based on the worksheet, must take this compensation in the form of an overload assignment stipend.

13. New Course Development

A new course is a course that has not been previously approved for instruction at Lake Land College by the state regulatory agency --new course number, new title, and new

materials. The new course must be approved by the Division Chair, the VP of academic services, curriculum committee & the state regulatory agency. A stipend will be paid for developing a new course using the following formula:

\$100 base + 1/3 credit hour per credit hour of the class payable at the overload rate.

Example: 2 credit hour class = \$100 + (1/3 credit hour of overload pay x 2)

The course development fee will be paid as a stipend on the first overload paycheck of the semester in which the class is taught upon satisfactory completion of the following items:

The class must be offered and have at least 8 students still registered at 10 day.

The developing faculty member will be required to teach the class.

There is a limit of twelve (12) hours of new course pay per faculty member, per year using a rolling twelve (12) month period measured backwards from the approval date by the state regulatory agency.

All existing courses will be updated as part of the instructor's regular work assignment. Teaching an existing course for the first time does not constitute development of a new course.

14. New Online Course Development

A new online course is a course developed in an online format for the first time at Lake Land College. A newly developed online course must be approved by the division chair, the director of learning technologies, the associate vice president of educational services and the vice president of academic services. A stipend will be paid for developing a new online course using the following formula:

\$100 base + 1/3 credit hour per credit hour of the class payable at the overload rate.

example: 2 credit hour class = \$100 + (1/3 credit hour of overload pay x 2)

The course development fee will be paid as a stipend on the first overload paycheck of the semester in which the class is taught upon satisfactory completion of the following items:

The class must be offered and have at least 8 students still registered at 10 day.

The developing faculty member will be required to teach the class.

A new course being developed for online delivery will receive only one stipend.

There is a limit of twelve (12) hours of new online course pay per faculty member, per year using a rolling twelve (12) month period measured backwards from the approval date by the vice president of academic services.

All previously developed online courses will be updated as part of the instructor's regular work assignment. Teaching an existing online course for the first time does not constitute development of a new online course.

C. INSURANCE

A comprehensive insurance program shall be made available for all employees defined in Article I, Section A.8.

1. **Life insurance** in the amount of \$40,000 is provided for all full-time employees, with an additional \$40,000 accidental death and dismemberment. The College will pay the premiums for the employee. Optional life insurance is available for eligible employees and employee's spouse if underwritten by the current insurance carrier. Optional life insurance is available for the employee's dependent children as defined in the insurance policy. All optional costs are paid by the employee.
2. **Health, major medical, and dental insurance** is available for every full-time employee through the duration of the contract. Health insurance and the annual screening are available for all employees and covered dependents. The College will contribute toward the employee's chosen plan option, 100% of the premium associated with employee coverage and one-half (50%) of the premiums associated with dependent coverage in the amount of the lowest premium of the plan options, excluding the High Deductible Health Plan (HDHP) option. For those employees who

choose the HDHP option, any portion of the monthly contribution by the College exceeding the premium for a HDHP

option will be contributed to a health savings account (HSA) in that plan year. Each employee may choose from the following Health Screening options.

Option A: Participate in the Annual Health Screening

- Dependent not required to participate
- Completed during the Fall semester or prior to January 1st of each year
- Free to employees and any adult covered under the College insurance plan
- Cost will not be deducted from the annual wellness benefit
- Will be available on the 5001 Lake Land Blvd. campus each Fall semester
- Respect given to the privacy of the participant's personal health information
- Covered under the Health Insurance Portability and Accountability Act (HIPAA)
- No consequence to the individual based on screening results

Option B: Non-Participation in the Annual Health Screening

- Employee contributes a maximum \$50.00 per month toward health insurance premium until screening completed
- a. The College will make information available to each employee identifying the health, major medical, and dental insurance coverage, including the plan alternatives available from which an employee may choose their coverage option (Web address: www.benadmsys.com).
- b. The College agrees to conduct periodic employee orientation and education programs related to group insurance costs, benefits, and utilization. An insurance committee, with faculty representation, will annually evaluate the program. The faculty representative(s) will report to the faculty association.

3. **Retirement Provisions.**

Health Insurance

Employees and their dependents participating in the College's group health insurance plan shall have the option of continuing their health coverage through COBRA as specified by the federal law.

Life Insurance

Options for life insurance coverage after retirement may be available directly from the insurance provider.

4. **Worker's Compensation.** Any accident or illness which is the result of employment is covered by Worker's Compensation. Faculty members who are injured while working for Lake Land College must report the accident immediately to health services, the business office, or the administrator in charge even if the injury does not seem to warrant medical attention so an accident report can be prepared.

Time lost due to an accident as a result of employment is not deducted from the faculty member's sick leave. The College will continue salary benefits through the first three (3) working days, at which time Worker's Compensation will start paying the faculty member for time lost. In the event the disability from an accident extends beyond ten (10) working days, Worker's Compensation insurance will pay from the first (1st) day of disability. The faculty member would then reimburse the College for the first three (3) working days' compensation.

In the event that Worker's Compensation denies the claim and an appeal is unsuccessful, the employee, upon return to work, can use available sick leave days to cover the absence. In the event that sick leave day benefits expire prior to release by a physician to return to work, the employee may refer to the provisions of the State Universities Retirement System disability benefits.

D. TRAVEL POLICY

Full terms of travel are contained in Board Policy No. 10.34.04.

1. The administration shall encourage employees to attend professional meetings and engage in professional development activities. Special encouragement will be given to employees attending meetings at which the employee will be an active participant (speaker, officer, moderator, etc.).
2. It shall be the responsibility of the division chairperson or appropriate administrator to recommend employees for

attendance at meetings. It is expected that attendance at meetings will normally be equally distributed within a division.

3. Travel Reimbursement

- a. Mileage reimbursement for approved travel by personal vehicle shall be at the College-approved rate at the time of travel. All measurement for mileage will start and end at the employee's campus office unless the actual distance traveled by the employee is less. Prior approval shall be given by the appropriate vice president.
- b. Per diem meal allowances for daily travel and overnight stays will be paid at the College-approved rates at the time of travel.

No receipts for meals will be required if a receipt for lodging is presented for reimbursement, but the per diem request must be approved by the appropriate vice president. If no receipt for lodging is presented, receipts for meals purchased must accompany the request for reimbursement.

4. All travel expenses will be paid by the College for all who attend meetings in any official capacity and who have been approved to attend by the administration. When travel is approved, no deduction from salary shall be made for being absent from duties. Any member covered under this agreement who is on approved College travel during contractual service days and receiving full salary for such days will refund to the College or College Foundation any remuneration or honorarium received during the period of travel.
5. When convenient and practical, travel is to be made by the most economical method. Faculty members, however, retain the right to drive and room alone instead of carpooling and sharing hotel rooms with colleagues or other College employees.
6. Travel between Lake Land College and off-campus sites shall be approved travel and shall be reimbursed at the current College rate for mileage.

E. TUITION WAIVER

Employees and retired employees will be approved for a tuition waiver for state-funded courses offered by Lake Land College. The

employee will submit an application for a tuition waiver for each course to the accounting office prior to registration. Conditions for the application are:

1. Eligibility for a tuition waiver shall include the employee, spouse, and their unmarried children under 23 years of age.
2. Tuition waiver students shall not be included in the determination of the minimum number of students required for a class to be taught.
3. Employees shall not enroll in classes during normal working hours, subject to contract provisions.
4. Tuition waiver students shall be subject to all registration and course fees when enrolling in a course.
5. Tuition waiver students and employees may apply for scholarship funds that could be used in lieu of tuition waivers; however, they are not required to do so.
6. Upon approval of the appropriate vice president, both tuition and fees will be waived for courses taken for professional development.

F. LEAVES

1. **Sick Leave**

- a. All employees will be granted eleven (11) days sick leave with full salary for each academic year. Employees on eleven (11) - or twelve (12)-month contracts and those with summer contracts will be granted two (2) additional days of sick leave per year. Such leave is available on the first day of each academic year. Any unused portion of the sick leave will be accumulative without a maximum. Employees who have previously been employed in other educational institutions will be credited with additional sick leave as follows:
 - 1 year previous experience - 5 additional days
 - 2 years previous experience - 10 additional days
 - 3 years previous experience - 15 additional days
- b. Sick leave may be used for personal illness, illness in the employee's immediate family, and for pregnancy. The

immediate family shall mean the spouse or significant other, parent, child, sibling, the spouse/significant other's mother or father or any relative living in the immediate household of the employee.

- c. Employees will notify their supervisor promptly upon determining that illness will prevent them from performing their regularly assigned duties and will keep the College informed of their status on a timely basis. A form certifying the nature of the illness will be signed by the faculty member and forwarded to his/her supervisor, appropriate administrator, and the human resources office. A statement certifying the illness or absence from a physician may be required if the illness extends beyond one (1) week to insure that the employee has sufficiently recovered to return to work.

- d. Donated Sick Leave

Sick leave days, contributed by other faculty, may be made available to a faculty member who is suffering from a prolonged personal illness, has exhausted his/her accumulated sick leave and personal leave, and has a reasonable expectation of returning to work.

The Association's Sick Leave Committee will administer the donated sick leave days. An Association unit member shall submit a request in writing to the Sick Leave Committee. The Committee shall consist of 3 members of the bargaining unit appointed by the President of the Association. The Sick Leave Committee will utilize the following criteria in determining a member's need: 1) statement of request from the faculty member; 2) certification of illness by a physician; 3) estimation of date of return by a physician; 4) proof of need.

A faculty member may voluntarily donate sick days for another faculty member's use by notifying the Sick Leave Committee and submitting a written, signed and dated request. The request must specify the intended recipient faculty member and the number of sick leave days to be donated. Each faculty member, who shall remain anonymous, will be limited to donating a maximum of two (2) days of his/her sick leave per academic year. The Sick Leave Committee will submit the signed requests of

donors needed to meet the approved days of absence for the recipient to the Human Resources Office. The donated days will be submitted to the Human Resources Office in the order in which they were received by the committee as the days are needed by the recipient.

Once sick leave days are submitted to the Human Resources Office by the Sick Leave Committee, the sick day will be deducted from the accumulated sick days of the donor faculty member who shall have relinquished all rights to that sick day.

Each faculty member receiving donated sick days will be limited to a maximum of 40 donated days over a period of two (2) consecutive academic years.

2. **Bereavement Leave**

Bereavement leave up to five (5) days per occurrence with pay will be available in the event of the death of the employee's spouse or significant other, child, step - child, parents, and step parents. Bereavement leave of up to three (3) days will be available in the event of the death of the employee's sibling, grandparent, grandchild, aunt, uncle, niece, nephew, foster parent or the spouse/significant other's mother, father, sibling or child. Such leave is nonaccumulative and shall not be deducted from the employee's accumulated sick days.

3. **Leave For Jury Duty or Court Attendance**

Employees who are summoned to court to perform jury duty shall be granted leave with pay. Employees who are subpoenaed to attend court or board hearings to testify in matters in which they have no personal or monetary interest shall be granted leave with pay. Employees who due to their College employment are required to attend court as parties to lawsuits will be granted leave with pay. Any remuneration, excluding mileage, received for jury duty or for testifying before a court or board shall be refunded to the College. In any case, leave for jury duty or for court attendance will not be charged to sick leave.

4. **Sabbatical Leave**

On completion of six (6) consecutive years of satisfactory full-time employment since July 1, 1967, in Community College District #517, current full-time employees covered by this contract will qualify for consideration for sabbatical leave for the purpose of pursuing full-time study, training, or retraining at an appropriate institution designed to broaden individual teaching potential in areas of determined need in the College.

- a. A sabbatical leave selection committee shall be appointed to evaluate the request for leave. The committee shall be composed of one (1) non-teaching faculty member, one (1) teaching faculty member from each division appointed by the president of the Lake Land College Faculty Association, the Vice President for Academic Services and the Vice President for Student Services. All appointments shall be for three-year (3) rotating terms except for nondivisional members. In the event a member of the selection committee may request a sabbatical leave, he/she shall resign from the committee prior to the submission of the request, and he/she shall be replaced by another member from the division for the duration of his/her term as divisional representative.
- b. The committee shall establish guidelines for preparing sabbatical requests and make them available not later than November of each year. The Vice President for Academic Services shall chair and preside at all meetings of the committee.
- c. A request in writing for sabbatical leave shall be submitted to the Vice President for Academic Services who in turn will present the request to the sabbatical leave selection committee. Such a request must be filed not later than the first class day of the spring semester of the academic year preceding the academic year in which the sabbatical leave is desired. Applicants will be informed in writing of the committee's recommendation.
- d. The sabbatical leave committee will review all applications, and, based on potential value to the College, the chairperson will submit, in rank order, recommendations to the President. The President will attach his/her own recommendations and submit both sets to the Board. Approval for the granting of the leaves shall be made by the Board. Members selected for sabbatical leave shall be

notified following the regularly scheduled March Board meeting of the academic year preceding the academic year in which the leave is desired.

- e. A maximum of four (4.0) percent of the full-time College employees covered by this contract may be on sabbatical leave in any given academic year provided that suitable replacements can be found. The number allowed from a given division in any one (1) year will be determined by the President after consulting with appropriate vice presidents.
- f. Leaves shall be granted for a period of time not to exceed one (1) year.
- g. A written report of compliance with the purpose for which the leave was granted shall be presented to the President at the completion of the leave.
- h. Compensation during the sabbatical leave for staff members shall be in an amount equal to 100% of the academic year contractual base salary for a leave of one (1) semester or for a period less than a semester if appropriate arrangements can be made; 50% of the contractual salary if for a leave of two (2) semesters.
- i. The compensation described will be paid in the same manner and at the same time as salaries paid other members of the staff or in some other manner mutually agreeable between the President and the employee.
- j. All salary increases, fringe benefits, and the like negotiated while the employee is on sabbatical leave shall be recognized during the sabbatical leave if all other requirements are met.
- k. An employee on sabbatical leave will retain his/her status as a member of the State Universities Retirement System and with the College insurance plans.
- l. An employee granted a sabbatical leave shall agree to serve at least two (2) academic years at Lake Land College immediately following the leave and shall give a judgment note for the amount of salary paid while on leave. Said note shall be cancelled at the end of the years of service required or at the death or disability (defined as the

employee being unable to perform his/her contracted job) of its maker.

- m. Upon return from a sabbatical leave, an employee will be reinstated to a position which is at least equivalent in rank and salary to the one held at the time the leave was granted.
- n. Employees who have been accepted by the Board of Trustees in the College's Planned Retirement Program will not be eligible for a sabbatical leave.

5. General Leave of Absence

A leave of absence may be granted upon approval of the President and the Board. The employee must use the granted leave for the approved purpose. A leave of absence is defined as an extended leave (for up to two (2) years) without pay and fringe benefits. At termination of the leave, the employee is guaranteed reinstatement in a position which is at least equivalent to the one he/she held prior to the leave. Seniority will not be affected by an approved general leave of absence, and upon return the employee will receive all negotiated benefits (not retroactive during the period of the leave). An employee will notify the human resources office in writing three (3) months prior to the end of the approved leave of his/her intention:

- a. To return to full-time employment with the College;
- b. To terminate employment with the College; or
- c. To request an extension of the leave.

6. Maternity and Parental Leave

- a. The Board will grant a request for leave without pay and fringe benefits for pregnancy and childbirth for a period not to exceed one (1) year. The dates of the leave shall be agreed upon by the College and the employee. For approved leaves over six (6) months, the employee will notify the human resources office in writing at least three (3) months prior to the end of the approved leave of an intention:

- 1) To return to full-time employment with the College;
- 2) To terminate employment with the College; or
- 3) To request an extension of the leave.

The employee will be returned to the original position or to a position of like status and pay. A one-year (1) extension of the leave may be renewed upon application to the human resources office and approval by the President. The three-month provision (3) shall apply to extended leaves.

- b. Parental Leave. The Board will grant a request for leave without pay and any fringe benefits for childrearing, including the adoption of a child, for a period not to exceed one (1) year. The dates of the leave shall be agreed upon by the employee and the College. For leaves over six (6) months, the employee will notify the human resources office in writing three (3) months prior to the end of the approved leave of an intention:

- 1) To return to full-time employment with the College;
- 2) To terminate employment with the College; or
- 3) To request an extension of the leave.

The three-month (3) provision applies to extended leaves. The employee will be returned to the original position or to a position of like status and pay. A one-year (1) extension of the leave may be renewed upon application to the human resources office and approval by the President.

7. Family and Medical Leave

Faculty will be granted unpaid family and/or medical leave as prescribed by the Family and Medical Leave Act of 1993 and any subsequent amendments thereto.

8. Employee Benefits While on Leave

- a. An employee granted an unpaid leave of absence may elect to participate in the State Universities Retirement System during the period of the leave; the employee shall make all

contributions. An employee may elect to participate in the College benefit program during the period of an unpaid leave; the employee shall make 100% contribution to all applicable benefits.

- b. During an unpaid family and medical leave, the College will maintain the employee's regularly provided health benefits and will continue the College's required contributions toward the cost of the health insurance premiums at the level and under the conditions coverage would be provided if the employee maintained continuous employment. If the employee does not return to work upon completion of the leave period, the College may recover those contributions made by the College to maintain the employee's health insurance benefits.
- c. An employee taking an unpaid leave of absence shall not suffer the loss of any employment benefit accrued prior to the date on which the leave commenced. During the unpaid leave period, an employee shall continue to accrue seniority.

9. Personal Leave

Personal leave with pay of up to three (3) days may be used by an employee during any year commencing with the fall semester for the purpose of caring for personal, legal, household, or family matters which require absence from professional responsibilities. Two (2) of the three (3) personal leave days shall not be used for the purpose of extending a holiday or academic break. Any unused days shall be applied to the employee's accumulative sick leave total following the end of the contract year.

Except in an emergency, employees desiring to use personal leave shall notify the appropriate vice president or designated administrator in writing in advance, if possible. When advance notification is not possible because of an emergency, the employee must substantiate the leave in writing within three (3) days after return to work. Failure to do so will result in loss of pay for the leave days taken. Additional personal leave may be granted without loss of pay if the purpose of such leave is stated and approved in advance.

Personal days used by teaching faculty will not be deducted from unused sick leave. Personal days used by teaching faculty may be used in one-half (½) day increments. Personal days used by 40-hour-per-week employees may be taken in increments of one (1) hour. Whole hours must be taken; anyone taking less than an hour will be charged at the next hourly level.

10. **Military Leave**

In the event a member of the bargaining unit is called to emergency military duty and is in a work status with the College, said employee shall be granted up to two (2) weeks of emergency leave with partial compensation if the employee's military pay, including allowances in excess of out-of-pocket expenditures for those items of expense for which the allowance is paid, is less than the employee's salary from the College. The partial compensation shall be the difference between the member's College and military compensation, including allowances in excess of out-of-pocket expenditures for those items of expense for which the allowance is paid. Emergency leave salary reimbursement shall be limited to one (1) period in any twelve (12)-month period. Any additional emergency military duty will be granted in accordance with the applicable provisions of law.

G. TRAINING/RETRAINING PROGRAM

Full-time tenured faculty members who are subject to retrenchment affecting their program, teaching, or academic support service shall be given the opportunity to retrain in lieu of layoff provided there are no other employees with less seniority that are rendering a service which the affected faculty member is qualified to provide. College approved training or retraining programs for faculty and staff covered by this agreement shall be governed by the following provisions:

1. Potentially affected faculty members shall be officially notified no later than October 15 of the academic year prior to the anticipated academic year of the proposed elimination.
2. Affected faculty members shall notify in writing the Vice President for Academic Services requesting their intent to explore their options as related to training and retraining or their intent to participate in the Planned Retirement option as

specified within this training/retraining language by October 20th. (If this date falls on a day when the college is closed the next college business day will be applicable.)

3. Faculty members affected by retrenchment have the option of participating, if eligible, in the LLC/SURS planned retirement. Affected faculty members opting for planned retirement shall qualify if they meet the following requirements.
 - a. An employee must meet eligibility requirements for retirement as defined by SURS.
 - b. Employed full-time at Lake Land College for at least six (6) consecutive years, including the year prior to applying for participation in the Planned Retirement Program.
 - c. Submit signed resignation to the President by October 31 of the year in which notice of retrenchment was received. Once approved by the Board of Trustees the salary adjustment will be retroactive to the beginning of the academic year.
 - d. Retirement must occur no later than the resignation date approved by the Board.
4. If the Vice President of Academic Services receives a written request of intent to participate in a training/retraining option, then a Training/Retraining Committee will be formed to review all pertinent data. The committee will be chaired by the Vice President for Academic Services and include two (2) administrators, the Director of Human Resources, the Association President, the Association's President-Elect, and one (1) non-teaching faculty and one (1) teaching faculty from each academic division as appointed by the College President, and will be formed by November 1st (If this date falls on a day when the college is closed, the next college business day will be applicable). Such data shall include, but not be limited to: teaching and academic support needs of the college; current course enrollments for affected areas; courses taught by adjunct faculty in affected areas; overload assignments in affected areas; and the years of service and the qualifications of the retrenched faculty member. The Training/Retraining Committee will then prepare, in writing, its recommendations based on the information provided.

- a. By November 20th (If this date falls on a day when the college is closed, the next college business day will be applicable) affected faculty members who requested to participate in the training/retraining option shall then meet with the appropriate vice president and the Association President or President-Elect to discuss the written recommendations of the Training/Retraining Committee.
- b. By December 1st (If this date falls on a day when the college is closed, the next college business day will be applicable) the affected faculty member will notify in writing the Vice President for Academic Services of his/her decision to participate in the recommended program.
- c. If the Committee's recommendation includes a training/retraining plan, the following conditions and limitations shall apply:
 - 1) Arrangement of schedules and courses for retraining shall be the responsibility of the affected faculty member.
 - 2) Upon completion of the approved plan for retraining, the employee will be reimbursed by the College for the actual tuition, fees, and associated textbook expenses paid for the course(s), excluding travel and incidental expenses.
 - 3) It is expressly understood and agreed that, unless release time, a sabbatical, or an unpaid leave is granted to eligible faculty members, the participating employee shall be required to satisfy all contractual teaching or job assignment responsibilities assigned by the appropriate vice president, including the maintenance of the required number of hours per week on campus while pursuing the College-approved training or retraining program.
 - 4) Tuition and fees charged for courses offered by Lake Land College shall be covered under the applicable provisions of the College tuition waiver program for faculty and staff as set forth in this agreement.
 - 5) Any credit hours earned which are subject to the reimbursement of tuition and fees by the College shall

not be applicable to nor used by participating employees to satisfy the requirements for advancement on the salary schedule due to a change in education or training level.

- 6) Any employee participating in a College-approved training or retraining program shall be required to render service to the College for at least one (1) full academic year after the completion of the program. He/she shall guarantee reimbursement to the College in the event that this contractual obligation is not fulfilled by giving a judgment note in favor of the college in the amount of reimbursement. The note shall be cancelled at the end of the year of service required or at the death or disability (defined as the employee being unable to perform his/her contractual job responsibilities and approved by SURS) of its maker.
- 7) Participating employee has one (1) academic year (two (2) full semesters and a summer term) after the training/retraining agreement is signed in which to complete the approved training. If the participating employee is not able to finish the approved program in the time allotted the college is not obligated for any tuition, fees, and associated textbook expenses paid for the course.
- 8) Any training/retraining plan must be approved by the Board of Trustees.

H. PLANNED RETIREMENT PROGRAM

1. To enhance long-range planning, Lake Land employees are encouraged to submit resignations up to four (4) years in advance of their retirement date. Upon acceptance of the resignation by the Board of Trustees, qualified employees will receive a guaranteed 6% raise on his/her contractual base salary for each of the last four (4) years of service. In addition, a years-of-service incentive will be paid on the first payroll following sixty (60) calendar days after the retirement date. If a full time faculty member gives less than four (4) years notice of their retirement under this paragraph or retires prior to their Board approved resignation date, any years-of-service incentive described in this section shall not be paid until the SURS penalty, if any, has been

determined by SURS. This incentive will be based on the following formula:

<u>Yrs of Service at LLC</u>	<u>% of the final 12 month base salary</u>
25 & Over	56% of base and summer base pay
20-24	50% of base and summer base pay
15-19	44% of base and summer base pay
10-14	38% of base and summer base pay

Unused sick days can be accumulated and applied towards the years of service at Lake Land College based on the following scale.

Unused sick days cannot be applied in partial increments.

180 unused sick days = 1 additional year of service at Lake Land College

360 unused sick days = 2 additional years of service at Lake Land College.

If a full time faculty member gives less than four (4) years notice of their retirement under this paragraph or retires prior to their Board approved resignation date and:

- a. There is not incurred by the College a SURS penalty because of this action, then the full time faculty shall receive 100% of the applicable years-of-service incentive described above.
- b. There is incurred by the College a SURS penalty because of this action, then the years-of-service incentive described above shall be reduced by the amount of the penalty.

2. To qualify, employees must meet the following criteria:

- a. An employee must be qualified to receive a retirement annuity from S.U.R.S.
- b. Employed full-time at Lake Land College for at least six (6) consecutive years, including the year prior to applying for participation in the Planned Retirement Program.

- c. Submit signed resignation form to the President up to four (4) years prior to retirement.
 - d. Retirement must occur no later than the resignation date approved by the Board.
- 3. An intent to resign must be submitted to the President by December 31 prior to the year in which a resignation will be given. The salary adjustment will begin within thirty (30) days of Board of Trustee approval of the employee's resignation except the salary adjustment may not commence sooner than four (4) years prior to the effective date of resignation.
- 4. At the discretion of the Board of Trustees, the number of resignations accepted in advance may be limited to fifteen percent (15%) of employees qualified per year. Should this option be invoked, resignations will be accepted on a seniority basis within employee group with Lake Land College. Employees denied will have one (1) year added to the four (4) year window of opportunity.
- 5. Employees who have fifty percent (50%) or more of their salaries paid, by a third party, as reported on the Restricted Purposes Fund (Fund 06) of the College's general ledger, are not eligible for participation in Planned Retirement.
- 6. Notwithstanding any contrary or other provision of this Agreement, in the event a retiring faculty's SURS creditable earnings for any school year used to determine the faculty's final rate of earnings (FRE) for SURS retirement purposes annually would increase by more than 6%, the faculty shall only receive the maximum 6% creditable earnings allowable without an employer penalty under SURS rules.
- 7. Currently under Illinois law there are exclusions regarding the SURS 6% rules. By law, these exclusions expire on June 30, 2014. At this time the College can appeal to SURS based on the exclusions. For subsequent years after June 30, 2014, the College will no longer be allowed to appeal to SURS based on these exclusions. If the Illinois Legislature should change the exclusions during the life of this contract, the College and the Association agree to negotiate the implication of those changes accordingly.

8. Full time faculty members are encouraged to meet with a Human Resources representative and their immediate supervisor six (6) years prior to their anticipated retirement date in order to maximize their potential earnings.

I. BREAKS AND HOLIDAYS

Academic support employees who are requested to work during semester break, holiday period or other times as determined by the official academic calendar as being a non- contractual period will be granted equivalent days off. Exception to the above are College designated holidays and Sundays which shall be compensated at one and one-half (1½) times equivalent days off. The schedule for the compensatory days will be requested by the employee and submitted to his/her immediate supervisor for approval.

Academic support employees who are traditionally assigned to work during semester break and spring recess may request approval from the immediate supervisor to use equivalent compensatory time off prior to actually working the extra days, provided the employee assumes responsibility for reimbursing the College for any compensatory time off not actually earned.

ARTICLE III

Grievance Procedure

A. DEFINITION

A grievance is defined as an alleged violation, misinterpretation, or misapplication of a specific article or section of this contractual agreement.

B. GUIDELINES

1. The resolution of grievances shall transpire during times mutually agreed upon by both parties at the respective steps.
2. The grievant(s) or their designated representatives must be present at all grievance hearings and conferences.
3. The grievant(s), at his or her option, may request that a member or representative of the Association participate in the grievance process. However, an Association representative must be present at all steps following the Informal Stage. The administration will inform the Association of times and places of all meetings where the grievant has not requested Association representation.
4. The grievant(s) may withdraw a grievance at any time.
5. An individual or a group of faculty members will have the right to submit a single grievance on behalf of all named grievant(s). All named grievants must sign the grievance.
6. The Association's Executive Committee will present to the Administration any Association-endorsed grievances.
7. The time provisions at any step may be altered by mutual consent of the grievant(s) and the appropriate representative of the College.
8. At each level beyond the Informal Stage, signed triplicate copies of the grievance and the subsequent response, also in triplicate, shall be issued. The grievant(s) retains a copy of all filings and responses. A second copy of all statements will remain with the administration at the appropriate level and

may be forwarded as necessary. A third copy will be sent to the Association.

C. GRIEVANCE STEPS

1. Informal Stage:

A Grievant(s), who within 40 contractual days after the alleged grievance became known to the grievant believes his or her rights have been abridged as provided in this contract, shall notify the immediate supervisor that the Informal Stage has begun and make an attempt to resolve any grievance in an informal verbal discussion between the employee and his or her immediate supervisor. The informal stage can be extended for as long as both parties agree. The informal stage will end upon the employee(s) filing a written grievance with the supervisor or the supervisor giving written notice to the employees(s) of the supervisor's decision.

2. Formal Stage:

- a. Step One. If the grievance is not resolved in the Informal Stage, the grievant may, file a written grievance with the immediate supervisor at any time, but no later than five (5) College business days of the date of the written notice of the supervisor's decision. A statement of the grievance shall contain: date, name of the grievant(s) involved, statement of the facts giving rise to the grievance, identify all provisions of this contract alleged to be violated, statement of the contention of the grievant(s), a summary of the informal stage, be signed by the grievant(s), and indicate the settlement requested. Within five (5) College business days of the date of the written grievance, a written response from the immediate supervisor stating the immediate supervisor's position as to the grievance and the immediate supervisor's summary of the Informal Stage shall be forwarded to the grievant(s) with copies forwarded to the Association President and to the appropriate dean/associate vice president/vice president.
- b. Step Two. If the grievance is not resolved in Step One of the Formal Stage, the grievant(s) may, within five (5) College business days of the filing of the decision of the immediate supervisor, submit to the appropriate vice president a written statement of the grievance signed by

the grievant(s). Within five (5) College business days after receipt of the written statement of the grievance, the appropriate vice president shall arrange conferences with the grievant(s) and the immediate supervisor to discuss the grievance, by mutual agreement said conferences may include all parties. Within five (5) College business days after the final conference, the vice president shall file a written disposition of the grievance with the grievant(s) and the immediate supervisor and shall forward copies to the College President and to the Association President.

- c. Step Three. If the grievance is not resolved in Step Two of the Formal Stage, the grievant(s) may, within five (5) College business days of the filing of the decision of the appropriate administrator, submit to the President of the College a statement of the grievance signed by the grievant(s). Within five (5) College business days after receipt of the statement of the grievance, the President shall arrange a conference with the grievant(s) to discuss the grievance. Within five (5) College business days after the final conference, the President shall file a written disposition of the grievance with the grievant(s) and the Association.
- d. Step Four. If the grievance is not resolved in Step Three, the grievant(s) may, within five (5) College business days of filing of the decision of the President of the College, submit the grievance to the Board of Trustees. The President of the College shall forward all written statements pertaining to the grievance along with a copy of the grievant(s)' statement of grievance to the Board. If the statement of grievance is received one (1) week prior to the regular monthly Board meeting, the grievance will be placed on the agenda for the Board meeting, or if received subsequent to the aforementioned deadline date, at the next regularly scheduled meeting. The Board shall review all documents submitted by the grievant and the College President pertaining to the grievance and may, at its discretion, hold hearings and conferences and, if desirable, seek further information pertaining to the grievance. The grievant(s) upon request will be granted a hearing with the Board at that Board meeting. The Board shall render a decision at said meeting. Within five (5) College business days, the Board will file with the

grievant(s) and the Association a written disposition of its decision.

- e. Step Five. If the grievance is not resolved satisfactorily, the Association, within thirty (30) days after receipt of the written reply from Step Four, may submit a demand in writing to enter into binding arbitration. The American Arbitration Association or a body designated by the Illinois Educational Labor Relations Board will be requested to provide a panel of at least five (5) arbitrators under the Voluntary Labor Arbitration Rules. Selection of the arbitrator shall be made by the parties alternately striking a name from the list provided until one (1) name remains and this named person shall serve as arbitrator. The party eligible for the first deletion shall be determined by chance.

D. ARBITRATION

1. The arbitrator shall make his/her decision in writing and in his/her opinion shall not amend, modify, nullify, or add to the provisions of the agreement. His/her authority shall be strictly limited to deciding only the issue or issues presented to him/her in writing by the Board and the Association and his/her decision must be based solely upon his/her interpretation of the meaning or application of the express relevant language of the agreement. The arbitrator is empowered to include in any award such financial reimbursements or other remedies as will make the grievant whole.
2. The arbitrator shall have no authority to render an opinion inconsistent with the state or federal laws.
3. Expenses for the arbitrator's services and the expenses which are common to both parties to the arbitration shall be borne equally by the Board and the Association. Each party to an arbitration proceeding shall be responsible for compensating its own representatives and witnesses.
4. If either party requests a transcript of the proceeding, that party shall bear the full cost of that transcript. If both parties order a transcript, the cost of the two (2) transcripts shall be divided equally between the parties. If a copy of the transcript

shall be furnished to the arbitrator, the cost of such will be divided equally between the parties.

5. Neither the Board nor the Association shall be permitted to assert any grounds or evidence before the arbitrator which was not previously disclosed to the other party.
6. The arbitrator shall not have the power to retain jurisdiction in any case after he/she has rendered his/her final decision.
7. The decision of the arbitrator shall be binding on both parties.
8. Failure at any step of the procedure to communicate the decision on a grievance within the specified time limits shall permit lodging an appeal at the next step. Failure to appeal a decision within the specified time limits shall be deemed an acceptance of the decision. When a decision is rendered, it shall include background and reasoning.

ARTICLE IV

Professional Rights and Responsibilities

A. INTELLECTUAL PROPERTY RIGHTS (Board Policy No. 05.14)

Copyrights

1. The College recognizes that the creation of scholarly materials can be of benefit to the author and the College and is to be encouraged. This policy is intended to foster the traditional freedoms of faculty with regard to the creation of such materials and to provide a fair balance of the interests in such works.
2. Works subject to copyright may include, but are not limited to, the following:
 - a. Books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manual syllabi, tests, and proposals.
 - b. Lectures, dramatic or musical works, and unpublished scripts.
 - c. Films, film strips, charts, transparencies, and all other visual aids.
 - d. Pictorial, graphic and sculptural works.
 - e. Audio and video tapes and cassettes.
 - f. Programmed instruction materials.
 - g. Computer or web-based graphics, text and programs.
3. Under copyright law, the right to copyright any of the above, or to assign subsidiary rights, normally belongs to the author of the work. However, in the case of “work for hire,” the employer or other entity for whom the work has been prepared is considered the copyright owner. To establish guidelines for determining whether or not a “work for hire” relationship exists

and to balance the equitable interests involved, the following principles will be followed:

Ownership in copyrightable works produced by authors who are faculty at the College shall remain with the faculty authors except in the following situations, in which ownership of all rights in copyrightable works produced shall belong to the College (for the benefit of the College):

- a. Works prepared under an agreement with an external party (e.g., a grant or contract) where the terms of the agreement require the College to hold or transfer ownership in the copyrightable work.
 - b. Works expressly commissioned in writing by the College;
or
 - c. If an author is uncertain about the ownership of a work arising out of a particular assignment, before undertaking the assignment the author shall be entitled to request and to receive a clarifying written statement from the President of the College.
4. If more than half the cost of production of a copyrightable work not considered a “work for hire” hereunder was provided through College resources, the faculty author shall grant the College an irrevocable, nonexclusive, royalty-free license to use, copy, and sell such work in connection with its teaching, research and public service programs.
 5. With respect to copyrightable works owned or used by the College pursuant to paragraph 3 or 4 above, the author may be required to execute such documents as are necessary to vest ownership or a royalty-free license to copy, use, and sell such works in the College or its designee and to warrant that such works do not infringe any pre-existing copyright.
 6. When the College commissions the preparation of a copyrightable work by an author who is not a faculty member, the contract with such authors shall specify that the work shall be considered “work for hire.”
 7. Works owned by the author may be copyrighted, published, and distributed by the author, or by others to whom the author has assigned such rights, subject only to any license referred to in paragraph 4 above. Authors may request that the work be produced through the College; and, if the request is granted, an agreement will be drawn up specifying the duties of the author

and the College, the distribution of any income received between the author and College (for the benefit of the College), and other mutually agreed-upon terms. The agreement shall be approved by the President of the College, after considering the recommendations of the appropriate research administrator or committee.

8. To avoid the appearance of impropriety, faculty-authors who require their students to purchase their works should:
 - a. Donate the equivalent amount of any royalties received from such purchases to the College for use in an appropriate fund (e.g., department or College scholarship); or
 - b. Consider other appropriate methods of divesting themselves of the equivalent amount of any such royalties.
9. In the event that income is received by the College from any copyrightable works belonging to the College, an appropriate share shall be paid to the author. The amount of said share shall be determined by the President of the College, after considering the recommendations of the appropriate research administrator or committee.
10. The College's share of copyright income shall be used and controlled in ways to produce the greatest benefit to the College and to the public in a manner to be determined by the President of the College, after considering the recommendations of the appropriate research administrator or committee.

Patents

1. The principle is recognized that discoveries, inventions, and patents which are the result of research carried on by, or under the direction of, faculty on College time, with significant use of College facilities, or from College funds under their control belong to the College and shall be used and controlled in ways to produce the greatest benefit to the College and to the public.
2. Patentable inventions or discoveries covered by paragraph 1 above shall be submitted to the appropriate research administrator or committee to be considered for submission to a research corporation which may patent and commercialize

the invention or discovery without expense to the inventor or discoverer or to the College. If an invention is not submitted to or accepted by such research corporation, its disposition will be determined by the President of the College, after considering the recommendation of the appropriate research administrator or committee.

3. In the event that income is received by the College (for the benefit of the College) from any patent, an appropriate share shall be paid to the inventor or discoverer. This share is to be determined by the President of the College, after considering the recommendations of the appropriate research administrator or committee.
4. Agreements with sponsors, which provide that the sponsor may determine disposition of patentable inventions or discoveries, may be accepted when required by applicable state or federal statutes or when the action of the Board in waiving its rights to such inventions or discoveries is determined to be in the public interest. Any such waiver requires the approval of the President of the College.
5. The share of any income to the College resulting from the commercial development of inventions or discoveries shall be used and controlled in ways to produce the greatest benefit to the College. Such use shall be determined by the President of the College, after reconsidering the recommendations of the appropriate research administrator or committee.
6. Approval by the President shall be required for use of the name of the College in advertising or promoting commercial development resulting from research, and approval by the President shall be required for use of the name of the College for such purposes.

B. FACULTY RIGHTS ASSOCIATED WITH ELECTRONIC MEDIA AND COMMUNICATIONS

1. The College recognizes the following faculty rights associated with the use of electronic media and communications:
 - a. The College will not monitor, track or view internet sites being visited, material or services being downloaded, or

electronic correspondences sent or received by individual faculty members using the College's computers.

- b. The College will not monitor, track, or view internet sites being visited, material or services being downloaded, or electronic correspondences sent or received by the faculty as a group for punitive or retaliatory purposes.
- c. The College has the right to view the contents of the technology it provides when required by federal and state laws.
- d. The College reserves the right to view the contents of the technology it provides when a faculty member's job performance is clearly suffering from inappropriate use or there are clear allegations of inappropriate use. Documented evidence of inappropriate use must first come in writing from an appropriate supervisor. Written approval by the President must be obtained before the College can begin monitoring, tracking or viewing this information. If the President is not available, written approval must be obtained from two (2) Vice Presidents. In such rare instances, the College reserves the right to view the faculty's content of technology providing that prior to such actions the faculty member will be notified in writing of all allegations and the College's intent to view.

C. WORKPLACE HARASSMENT

Full terms on workplace harassment are contained in Board Policy No. 11.04.

Faculty, staff and students have a right to be free from harassment within the workplace. The purpose of this section on workplace harassment is threefold—to foster an environment free from harassment, to encourage victims to come forward, and to provide for corrective action to be taken when necessary.

Employees are encouraged to report incidents of harassment. Anyone who believes that he or she is being harassed by a co-worker, supervisor, administrator or other individual at the workplace (whether employed by the College or not), or believes that his or her employment is being adversely affected by such conduct, should immediately report such concerns to his or her supervisor, next level administrator, another administrator, or the Human Resources Department.

Definitions

Harassment is defined as conduct that has the purpose or effect of substantially interfering with an employee's job performance, a student's educational performance or creating an intimidating, hostile and/or offensive environment for students, staff or faculty. Harassment includes, but is not limited to, intentional action (verbal or physical) against an employee and/or student on the basis of race/ethnicity, disability, national origin, age, sexuality, gender, learning difficulties, religious beliefs or other vulnerabilities. This includes but is not limited to epithets, abusive language, comments, slurs, jokes, displays, innuendos, cartoons, pranks, or harassment which is based on a person's protected class membership or a person's participation in activities identified with or promoting the activities of a protected group and that creates an intimidating, hostile, or offensive working environment.

Sexual harassment is defined as any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Sexual harassment may involve the behavior of a person of either sex toward a person of the opposite or the same sex. Examples of behavior that would be considered sexual harassment include, but are not limited to, the following:

1. A pattern of conduct that a reasonable person would find intimidating, hostile, or offensive. Such conduct includes, but is not limited to, gestures, facial expression, speech, or physical conduct of a sexual nature or which is repeated after an individual indicates that the conduct is hostile, offensive, or intimidating;
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
3. A pattern of conduct, intimidating, hostile, or offensive, and of a sexual nature, including, but not limited to, statements, questions, jokes, or anecdotes.

False or Malicious Complaints

It is a form of harassment to file a knowingly false or malicious complaint of harassment or of retaliation, and such knowingly false or malicious complaint is considered a violation of the College's harassment policy. Such conduct may be pursued using the steps followed for a complaint of harassment. A complaint pursued or filed in good faith under this section shall not constitute prohibited retaliation.

Responsibility to Report an Offense

The College has an obligation to investigate any apparent or alleged offense of harassment. Employees who are notified or otherwise become aware of any apparent or alleged offense of harassment must report such offense to their supervisor or the Director of Human Resources.

Supervisory Responsibility

Supervisors will strive to maintain a harassment-free College environment by promoting professionalism and by dealing with harassment promptly.

Supervisors will address any observed or reported incident or complaint of harassment with seriousness and will take prompt action while observing strict confidentiality, whether or not a formal written complaint has been filed. Employees must also ensure that no retaliation will result against the person making a harassment complaint. Supervisors should consult the Director of Human Resources regarding any harassment complaint reported to them.

Confidentiality

All participants in the College's harassment complaint resolution process, including the complainant, respondent, witnesses, supervisors, Director of Human Resources, other investigative team members, and College administrators shall respect the confidentiality of the proceedings, including any filing of a complaint, investigation, and hearing of the same. Breaches of confidentiality serve only to jeopardize the conditions necessary to the success of internal procedures for resolution of claims of harassment.

Participants are authorized to discuss the case only with those individuals who have a genuine need to know.

A complaint alleging an intentional breach of confidentiality may be pursued using the steps followed for a complaint of harassment. Such a breach may constitute an act of retaliation. Further, a breach of confidentiality may void the outcome of any previously agreed upon resolution to a complaint.

D. EMPLOYEE PERSONNEL FILE

All employee personnel records shall be maintained under the following circumstances:

1. A copy of all personnel records relating to any employee shall be kept in an official personnel file which shall be located in the College human resources office.
2. All personnel records shall be in writing. Written material relative to an employee's conduct or service shall be placed in the personnel file after that employee has had an opportunity to read such material. The employee shall acknowledge that he/she has read such material by affixing his/her signature to the actual copy to be filed, but it shall be understood that such signature merely signifies that he/she has read the material in question. Such signature indicates neither agreement nor disagreement with its content. If the employee refuses to sign the copy to be filed, then the administrator shall state in the file the above refusal. A third party must witness the action of the administrator.
3. The employee shall have the right to answer in writing any material filed in his/her personnel file, and his/her answer shall be attached to the file copy.
4. Upon request by an employee to the Director of Human Resources or his/her designee, he/she shall be given immediate access to all materials and documents in his/her personnel file. At his/her written request, each employee shall be furnished within 10 business days, without cost, a copy of any and all material and documents in his/her file. No materials or documents shall be removed from the employee's file except for brief inspection or copying.

5. No material in the employee's personnel file will be duplicated without a subpoena, court order, or written authorization from the employee and appropriate vice president.

E. ASSESSMENT

It is the responsibility of all faculty members to participate in course and/or program assessment for the sole purpose of improving student learning. Assessment results shall not be used for faculty evaluation, faculty discipline or any punitive action.

F. DISCIPLINE AND DISCHARGE

1. The College may adopt such rules and regulations as it deems necessary and appropriate concerning the discipline of employees covered by this agreement so long as such rules and regulations are equitable, clearly defined, and not in conflict with the terms of this agreement. In formulating disciplinary policy the College shall adhere to the precept of corrective disciplinary action (i.e., discipline designed to correct rather than punish an employee's behavior).
2. No employee shall be subject to discipline or discharge without just standards and reasonable and proper cause. Disciplinary action may include any of the following:
 - a. Oral reprimand.
 - b. Written reprimand.
 - c. Suspension with pay.
 - d. Suspension without pay.
 - e. Dismissal.

The College shall follow a policy of progressive discipline with the initial disciplinary action being dependent upon the severity of the offense.

3. Disciplinary action shall be taken only in situations of reasonable and proper cause and shall be in accordance with the following procedures:

- a. Employees subject to disciplinary action shall have the right to Association representation in disciplinary proceedings and the Association shall be advised in writing of all disciplinary actions resulting in possible suspension or dismissal.
- b. When an employee is required to meet with an administrator and the results of this interview may lead to disciplinary action of either suspension or discharge, the employee shall be given reasonable prior written notice of the reasons for such meeting and shall be entitled to have a personal representative of choice in attendance at said meeting. This procedural requirement is not intended to prevent the immediate temporary suspension of an employee if in the judgment of the administrator the situation is sufficiently serious to warrant such action. If a temporary suspension is initiated, the required interview will be scheduled to take place as expeditiously as reasonably possible.
- c. If the College has reason to discipline an employee, this action, insofar as practicable, shall be done in a manner that will not embarrass the employee before other College personnel or the public.
- d. In situations where an employee's continued presence on the job constitutes a clear and present danger to the employee, other College personnel, or to the health and safety of the public, the College may at any time suspend the employee, with or without pay as the circumstances deem appropriate.
- e. Disciplinary action resulting in suspension without pay must be in compliance with the provisions of this agreement and must be approved by the appropriate vice president, and disciplinary action resulting in dismissal must be in compliance with the provisions of this agreement and must be approved by the College President.
- f. Double jeopardy will not be imposed for events that occur external to the institution except where required by law.

G. JOB DESCRIPTION

Members of the bargaining unit shall receive notification of proposed changes in job description at least two (2) weeks prior to the proposed change. A change in job description may be appealed through the grievance procedure.

ARTICLE V

Performance Evaluation of Faculty Members

A. EXPLANATION AND RATIONALE

The single most important responsibility of the Lake Land College Board, faculty, and staff is to provide a quality instructional program designed to promote effective student learning. Excellence of instruction can be achieved when the College employs only fully qualified faculty members. Faculty members should be familiar with the best pedagogical approaches and work in an atmosphere where the freedom to teach and learn is encouraged.

With these principles in mind, a systematic and professional program to assess the quality of instruction and academic support services at Lake Land College is necessary to meet the changing needs of the community, the students, and society. This evaluation program is not intended to be a punitive instrument. Instead, it should develop relationships between faculty and administration, assign ownership for improvement to each faculty member, and emphasize the value of community in the process.

B. EVALUATION OF FULL-TIME, TENURED FACULTY

The full evaluation of tenured faculty shall be governed by the following:

1. Formal evaluations of tenured faculty members are required every two (2) years.
2. An evaluator will be a Division Chairperson and/or the most suitable administrator as determined by the appropriate Vice President.
3. Non-instructional faculty (Librarians, Counselors, Financial Aid Advisors, and other Academic Support employees covered by this agreement) shall be evaluated uniformly within their respective classifications and in accordance with their contractually assigned duties and responsibilities by the appropriate Vice President. (See Appendix D)
4. An evaluator shall visit a class of each instructor. The faculty member and evaluator shall mutually agree upon the date the

visit is to be made and the objectives for that instructional session.

5. The faculty member shall provide to the evaluator a written summary that reviews the faculty member's activities and accomplishments in teaching, curriculum development, research/creative achievement, and/or relevant service since the last formal evaluation.
6. After the classroom visit is completed and the written summary is provided, the evaluator shall hold a conference with the faculty member to discuss the faculty member's in-class teaching performance, contributions to the department, and professional growth using the appropriate evaluation form (See Appendix A). At this meeting, the faculty member may voluntarily make available any other information pertinent to the evaluation process.
7. On or before ninety (90) days prior to the end of the academic year, the evaluator shall file a report on the evaluation and conference of each tenured faculty member under his/her jurisdiction with any recommendations that are deemed pertinent with the appropriate Vice President. The Vice President will then forward his/her recommendation to the President. The faculty member shall receive a copy of this report.

C. EVALUATION OF FULL-TIME, NON-TENURED FACULTY MEMBERS

The full evaluation of non-tenured faculty shall be governed by the following:

1. Formal evaluations of non-tenured faculty members are required each year.
2. An evaluator will be a Division Chairpersons and/or the most suitable administrator as determined by the appropriate Vice President.
3. Non-instructional faculty (Librarians, Counselors, Financial Aid Advisors, and other Academic Support employees covered by

this agreement) shall be evaluated uniformly within their respective classifications and in accordance with their

contractually assigned duties and responsibilities by the appropriate Vice President. (See Appendix D)

4. An evaluator shall visit a class of each instructor. The faculty member and evaluator shall mutually agree upon the date the visit is to be made and the objectives for that instructional session.
5. The faculty member is encouraged to provide to the evaluator a written summary that reviews the faculty member's activities and accomplishments in teaching, curriculum development, research/creative achievement, and/or relevant service.
6. Each non-tenured faculty member shall distribute student evaluation forms (See Appendices B.1 and B.2) to all classes each semester. The purpose of conducting these surveys is to provide the faculty member a tool to analyze his/her teaching performance based on student responses. The results of the student evaluations, excluding those for which a grade has not yet been assigned, will be forwarded to the faculty member and the evaluator for inclusion in the faculty member's total evaluation report.
7. After the classroom visit is completed the evaluator shall hold a conference with the faculty member to discuss the faculty member's in-class teaching performance, results of the student evaluations, syllabi and/or course outlines for course taught, strengths and areas of improvement, contributions to the department, and professional growth using the appropriate evaluation form (See Appendix C). At this meeting, the faculty member may voluntarily make available any other information pertinent to the evaluation process.
8. On or before ninety (90) days prior to the end of the academic year, the evaluator shall file a report on the evaluation and conference of each non tenured faculty member under his/her jurisdiction with any recommendations that are deemed pertinent with the appropriate Vice President. The Vice President will then forward his/her recommendations for approval or denial for continued contractual service to the President. The non tenured faculty member shall receive a copy of this report.

D. GRANTING OF TENURE

The granting of tenure to a non-tenured faculty member who is completing the third consecutive year of full-time employment shall be governed by the following:

1. Military leaves, maternity leaves, disability leaves, or general leaves of absence shall not be considered eligible to fulfill any part of the three- (3) or four- (4) year probationary requirement.
2. The tenured faculty members of a division shall vote on whether to grant or deny tenure to the eligible faculty member. In order for divisions to be consistent with the granting of tenure, division members, excluding the division chair or appropriate supervisor, will vote on non-tenured faculty each year for three (3) years. The first two (2) years involve an unofficial vote. The purpose of unofficial voting is to give the tenure candidate ample feedback regarding the perception of his/her performance. In each of the three (3) years, voting division members will use a standardized form on which to base the granting of tenure. (See Appendix E). In each year of voting, division chairs or appropriate supervisors will announce to all division members the time frame to complete an evaluation form/vote for a specific non-tenured candidate. Non-tenured division members other than the candidate being evaluated may vote in the first and second year.

Division members will be given at least one (1) week but no more than two (2) weeks to complete an evaluation form/vote. All votes must be turned in at or prior to the designated staff/division meeting or the vote will be invalid. Since voters are encouraged to use the designated time period to make thoughtful decisions, an evaluation/vote cannot be changed once it has been submitted.

In each of the three (3) years of voting, the division chair or appropriate supervisor will give the tenure candidate a written summary of the division's evaluations and comments, a tally of yes/no votes resulting from the evaluation, and a listing of division members who cast valid votes that year. Evaluation contents will remain anonymous to the tenure candidate in all evaluation summaries received.

Voting conducted during the third year of the tenure candidate's service to the college will be designated as the official and final tenure vote. Non-tenured division members may not vote in the third and final vote for a tenure candidate. Each year, after the voting of tenure has been completed, the votes are to be tabulated and announced at the meeting in which the votes were submitted.

All completed evaluations regarding tenure voting will be kept on file in the office of the appropriate vice-president. The completed evaluation forms/votes will remain on file in the appropriate vice-president's office for two (2) years after the third vote is completed. Summaries of the evaluations from all three (3) years of voting, which contain anonymous comments made by division faculty, will be placed on file in the Human Resources office.

In making this decision, tenured members of the division will be allowed to use the following tools to evaluate the non-tenured faculty member's performance:

- a. Past student evaluations of the non-tenured instructor. (Not to include student evaluations of courses for which a grade has yet to be assigned.)
- b. Syllabi and/or course outlines prepared by non-tenured faculty members for courses they have taught.
- c. Tenured faculty members of the division also have the option to observe non-tenured faculty members in a classroom setting provided the following conditions are met:
 - 1) The tenured faculty member has informed the division chair of his/her interest in observing a non-tenured faculty member in the performance of their classroom duties.
 - 2) Having informed the division chair of his/her interest the tenured faculty member and the non-tenured faculty member shall mutually agree upon a date the visit is to be made before any visitation is made. Purpose of said visitation is solely to observe the classroom teaching competency of the non-tenured faculty member.
 - 3) Outcome of said observation is strictly confidential and is to be used by the observer only as a measure of the non-

tenured faculty member's classroom teaching competence.

- d. Other materials provided by the non tenured faculty member to tenured members of the division for evaluation purposes.
3. The evaluator will provide a written recommendation to the appropriate Vice President for granting or denying tenure to the eligible faculty member. The results of the evaluation form (See Appendix C) forms, student evaluations, and the voting results of the Department's tenure vote should be the three (3) primary tools used in the tenure decision process.
4. The appropriate Vice President shall submit not later than ninety (90) days before the end of the school year or term during the school year in which tenure would otherwise be conferred a letter of recommendation to the President for each non-tenured faculty member who has completed three (3) consecutive years of service for either granting of tenure status, the extension of one (1) additional year of non-tenure status, or for dismissal. If a one-year (1) extension is the option the Board selects, the non-tenured faculty member will be given notice not later than sixty (60) days before the end of the school year or the term during the school year in which tenure would otherwise be granted.
5. The letter of recommendation shall include the decision of the majority of the members of the division regarding the granting of tenure to the non-tenured faculty member and the recommendation of the appropriate evaluator.
6. The President shall then forward his recommendation, along with the Vice President's letter of recommendation, to the Board of Trustees for review regarding the conferring of tenure status.
7. The faculty member will be notified no later than 5 college business days of the Board's decision to terminate employment, offer a one-year (1) probationary period, or grant tenure.

ARTICLE VI

General Provisions

A. ADMINISTRATION – FACULTY ISSUE RESOLUTION COMMITTEE

In order to facilitate communication between the parties and to attempt to resolve issues, an Administration-Faculty Committee shall be established which shall consist of three (3) members designated by the Association President and three (3) members designated by the College President. On the reasonable request of either party, the Committee shall meet to discuss matters of mutual concern that do not involve pending negotiations or pending formal grievances. The parties shall meet at least once a semester. Meetings will not be scheduled during faculty members' regularly scheduled class time or student appointments. The College President and the Association President reserve the right to substitute members of the Committee at any time.

The chair will alternate each meeting between the Administration and the Association. The Committee shall make written recommendations to the President of the College. If the Committee does not reach a consensus, separate reports shall be made. The President of the College shall make a timely written response to the Committee if so requested by the Committee.

B. PROCEDURE FOR FUTURE NEGOTIATIONS

1. Parties

- a. Each party in any negotiations shall select its negotiating representatives . Each negotiating team shall consist of no more than five (5) members.
- b. Association representatives will be members of the Association.
- c. Board representation will be members of the Board or the College administration at the option of the Board.
- d. During negotiations each team shall have the prerogative of having two (2) consultants at any one (1) meeting, changing consultants between meetings if that team so desires.

- e. Membership of the teams shall not be changed during the course of negotiations, except in unavoidable circumstances.

2. Time

If either the Association or the College desires to change, terminate or modify this agreement, a written notice shall be given by either party to the other not later than March 1 of the appropriate year in which the agreement is due to expire. Negotiations will begin no later than thirty (30) days after the March 1st date, unless extended by mutual agreement of the parties following the submission of a written request by either party.

3. Meeting Time, Places, Rules

- a. Meeting time, places, rules will be as follows: Negotiating sessions shall be in a mutually agreed upon location.
- b. Negotiation meetings shall be held at times that do not conflict with scheduled College commitments.
- c. Either team may caucus at any time during the negotiating session for ten minutes. A longer caucus must be mutually agreed upon.
- d. During negotiations all materials submitted by either team to the other team will be initialed by all negotiating members present to indicate receipt of the information. During negotiations, agreed upon material shall be prepared for the Board and the Association and signed prior to the adjournment of the meeting at which agreement was reached.
- e. Postponement or canceling of scheduled negotiating meetings must have consent of representatives of the Board and the Association. Any such requests must be made at least 24 hours in advance of the meetings, except in cases of unavoidable emergencies.

4. Agreement

When the representatives of the Association and Board reach tentative agreement on all matters being negotiated, they will be

reduced to writing and shall be submitted to the membership of the Association for ratification and to the full Board for official

approval with explicit reasons for the adoption. The obligation to urge adoption of the tentative agreement does not preclude either the Board or the Association from discussing the relative merits of all provisions of the tentative agreement with their respective groups.

5. Definition of Impasse

Impasse occurs when, after exhaustive good-faith negotiations, the parties' positions are well fixed and at a stalemate.

6. Mediation

- a. Once commenced, bargaining must continue for at least a 60-day period, or until a contract is entered into. If the parties have not reached agreement by 90 days before the scheduled start of the school year, they must notify the Illinois Educational Labor Relations Board (IELRB) of the status of negotiations. If the parties fail to reach an agreement within 15 days of the scheduled start of the school year and have not requested mediation, the IELRB will invoke mediation. However, prior to that time - after a reasonable period of negotiation and within 45 days of the scheduled start of the school year - either party may request mediation whether impasse has been reached or not, or the IELRB may initiate mediation if the parties are at impasse. Whether or not the mediator performs fact-findings and makes written findings and recommendations is to be determined by agreement between the parties.
- b. If the parties cannot reach agreement through negotiation (or mediation), they may upon mutual consent, but are not required to, submit unresolved issues concerning the terms of a new agreement to final and binding arbitration.
- c. Costs for consultants chosen by any party shall be paid by that party. The costs for the mediator shall be shared equally by the Board and the Association.

C. PRECEDENCE OF AGREEMENT

1. The parties mutually agree that the terms and conditions set forth in this agreement represent the full and complete

understanding between the parties. The terms and conditions may be added to, deleted from, or modified only through the

voluntary, mutual consent of the parties in an executed written agreement. The parties acknowledge that during the process of negotiations, which resulted in the agreement, that each had an unlimited opportunity and right to make proposals, counterproposals, and demands on any subjects permitted by law or covered in this agreement. Therefore, each agrees that the other party shall not be obligated subsequently to re-open negotiations or to bargain collectively on any subject during the life of this agreement.

2. This contract shall not be amended or deleted from in whole or in part by the parties except in writing duly executed by both parties.
3. The terms and conditions negotiated under the terms of this agreement shall be reflected in individual employment contracts.
4. If there is any conflict between the written terms of this agreement and written Board policies or written Board rules and regulations which may from time to time be in effect, the written terms of the agreement shall be controlling.
5. If any provision or amendment of this agreement is or shall at any time be contrary to or unauthorized by law, then such provision shall not be applicable, except to the extent permitted by law. In such cases, all other provisions of the agreement shall remain in full force and effect.

D. NON-INTERRUPTION OF SERVICES

During the period this contract is in force, the employees shall not enter into a strike against the Board, and the Board shall not conduct a lockout.

E. EFFECT AND DURATION OF CONTRACT

This agreement shall be effective as of August 20, 2010 and shall be in full force and effect up to and including the day preceding the beginning of the 2013-2014 academic year.

IN WITNESS WHEREOF, the parties hereto have executed this agreement this 10th day of May 2010.

BOARD OF TRUSTEES
COMMUNITY COLLEGE
DISTRICT #517
LAKE LAND COLLEGE
MATTOON, ILLINOIS

LAKE LAND COLLEGE
FACULTY ASSOCIATION
IFT-AFT, LOCAL 2296,
AFL-CIO

(Chairman)

(President)

(Secretary)

(Secretary)

Appendix A (page 1 of 3)

REVIEW OF THE TENURED INSTRUCTIONAL FACULTY MEMBER

Name of faculty member: _____ Division: _____

Position: _____

I. CLASSROOM TEACHING PERFORMANCE (CHECKLIST):

Class: _____ Time: _____ Date: _____

Rating System:

4 = Excellent performance that consistently exceeds expectations.

3 = Good performance that consistently meets expectations.

2 = Performance that needs improvement.

1 = Performance that is unsatisfactory.

N/O = Not Observed/Not Applicable

Please circle the response that is most appropriate: The instructor ...

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Was prepared; evidence of planning and good organization was present: | 4 | 3 | 2 | 1 | N/O |
| 2. Possessed a good rapport with students: | 4 | 3 | 2 | 1 | N/O |
| 3. Effectively communicated concepts clearly and distinctly to students. | 4 | 3 | 2 | 1 | N/O |
| 4. Recognized the different capacities and interests of students: | 4 | 3 | 2 | 1 | N/O |
| 5. Was knowledgeable of the subject being discussed: | 4 | 3 | 2 | 1 | N/O |
| 6. Clearly stated the objectives of the material to be covered | 4 | 3 | 2 | 1 | N/O |
| 7. Encouraged class/student participation | 4 | 3 | 2 | 1 | N/O |
| 8. Is proficient in the use of the English language | 4 | 3 | 2 | 1 | N/O |

CLASSROOM TEACHING PERFORMANCE (EVALUATOR COMMENTS):

Appendix A (page 2 of 3)

II. NON-TEACHING PERFORMANCE (CHECKLIST):

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Carries out academic advisement responsibilities in a positive and helpful way: | 4 | 3 | 2 | 1 | N/O |
| 2. Is willing to devote time and energy to the development and improvement of curricular materials, pedagogical processes, and related programs: | 4 | 3 | 2 | 1 | N/O |
| 3. Cooperates, collaborates, and promotes an environment of collegiality with peers: | 4 | 3 | 2 | 1 | N/O |
| 4. Maintains a high standard of professional ethics: | 4 | 3 | 2 | 1 | N/O |
| 5. Attends all scheduled, contractually-required meetings: | 4 | 3 | 2 | 1 | N/O |
| 6. Completes assigned duties: | 4 | 3 | 2 | 1 | N/O |

NON-TEACHING PERFORMANCE (EVALUATOR COMMENTS):

III. COLLEGE VALUES

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Caring:
Treats others as equals; hears and recognizes the ideas/beliefs of others; recognizes a job well done; respects their own and others' work-life balance; brings a positive attitude to each situation. | 4 | 3 | 2 | 1 | N/O |
| 2. Communication:
Follows through by returning phone calls and acknowledges correspondence with others in a timely manner; listens to feedback to help him/her grow; speaks directly with those involved; uses the open door policy; withholds judgment until the entire idea is expressed; shares all appropriate information that can be shared | 4 | 3 | 2 | 1 | N/O |
| 3. Teamship:
Works for the good of the group; holds him/herself and others accountable; celebrates individual and team success; identifies, utilizes and challenges strengths in him/herself and others; regularly supports team members | 4 | 3 | 2 | 1 | N/O |
| 4. Innovation:
Evaluates current processes and constantly looks for new and better ways to improve; solves problems with new and old ideas; openly voices new ideas; integrates his/her experiences into daily work; constantly improves; shares with others what he/she has learned from past experiences | 4 | 3 | 2 | 1 | N/O |

Appendix A (page 3 of 3)

5. Excellence:

4 3 2 1 N/O

Supports and encourages personal and professional growth; practices high ethical standards; exhibits passion and enthusiasm in daily tasks; accepts no less than the highest levels of integrity in him/herself and others; goes above and beyond

COLLEGE VALUES (EVALUATOR COMMENTS):

IV. SUMMARY OF EVALUATION:

- Overall rating of the faculty member's teaching and non-teaching performances:
☐ Exceeds expectations ☐ Meets expectations ☐ Needs improvement ☐ Unsatisfactory
- Recommended for continued employment:
☐ Yes ☐ No

(If "no," a plan and timetable designed to address specific areas of improvement shall be produced and agreed upon by the faculty member, the evaluator, and the appropriate Vice President.)

Signature of Evaluator: _____ Date: _____

Signature of Faculty Member: _____ Date: _____

** Attachments to this evaluation form shall include any material provided by the faculty member to be included in the evaluation.*

** A copy of this completed evaluation sheet and all attachments must be given to the faculty member reviewed.*

** The faculty member's signature acknowledges receipt of the review document and does not necessarily indicate the faculty member's agreement with its content.*

Appendix B.1

LAKE LAND COLLEGE

STUDENT EVALUATION OF COURSE AND INSTRUCTOR

Instructor's Name _____ Semester: Fall ___ Spring ___ Summer ___ Year ___

Course Title _____ Section Number _____

Please complete the following evaluation. **DO NOT IDENTIFY YOURSELF.** Instructors will receive the evaluation results after grades have been submitted.

Please circle the response most appropriate

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (NA) Not Applicable

1. At the beginning of the class:
 - a. detailed course outline was distributed to the class 5 4 3 2 1 NA
 - b. the grading system was explained thoroughly 5 4 3 2 1 NA
 - c. the class objectives were clearly stated and explained..... 5 4 3 2 1 NA
2. Directions for course assignments were clear and specific 5 4 3 2 1 NA
3. Assignments related to course goals and objectives..... 5 4 3 2 1 NA
4. Instructor's use of technology was appropriate and related to the class..... 5 4 3 2 1 NA
5. Instructional materials and resources used were current and specific to the subject area 5 4 3 2 1 NA
6. Evaluation methods (tests, etc.) stressed important points of the lectures/text..... 5 4 3 2 1 NA
7. Instructor returned assignments and tests on timely basis..... 5 4 3 2 1 NA
8. Instructor's grading system was fair and objective 5 4 3 2 1 NA
9. Instructor was able to simplify difficult material 5 4 3 2 1 NA
10. Instructor was able to keep the class focused on the lessons presented..... 5 4 3 2 1 NA
11. Instructor was enthusiastic and interesting..... 5 4 3 2 1 NA
12. Instructor was skilled in presenting subject matter in a variety of ways 5 4 3 2 1 NA
13. Instructor started and dismissed class at the scheduled times 5 4 3 2 1 NA
14. Classroom activities were organized and related to each other and to the material presented5 4 3 2 1 NA
15. Instructor was prepared for each class 5 4 3 2 1 NA
16. Instructor was accessible to students on an individual basis (either in the office, after class, etc.)..... 5 4 3 2 1 NA
17. Instructor encouraged students to ask questions and actively participate in class..... 5 4 3 2 1 NA
18. Instructor was fair and impartial dealing with students..... 5 4 3 2 1 NA
19. Instructor related to students as individuals 5 4 3 2 1 NA
20. Instructor established a good relationship with the class 5 4 3 2 1 NA
21. Instructor was proficient in the use of the English Language 5 4 3 2 1 NA

Comments about the instructor: _____

Comments about the course: _____

Appendix B.2

LAKE LAND COLLEGE STUDENT EVALUATION OF ONLINE COURSE AND INSTRUCTOR

Instructor's Name _____ Semester: Fall____ Spring____ Summer____ Year____

Course Title_____ Section Number_____

Please complete the following evaluation. **DO NOT IDENTIFY YOURSELF.** Instructors will receive the evaluation results after grades have been submitted.

Choose the most appropriate response to the following statements.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (NA) Not Applicable

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. The website and course materials were organized and easy to navigate..... | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Instructor used a variety of teaching methods/activities | 5 | 4 | 3 | 2 | 1 | NA |
| 3. Instructor was knowledgeable in subject area..... | 5 | 4 | 3 | 2 | 1 | NA |
| 4. The class objectives were clearly stated and reflected the material to be covered..... | 5 | 4 | 3 | 2 | 1 | NA |
| 5. Online activities and course content were well organized and related to the lessons | 5 | 4 | 3 | 2 | 1 | NA |
| 6. Instructor provided helpful feedback | 5 | 4 | 3 | 2 | 1 | NA |
| 7. Instructor's grading system was fair and objective..... | 5 | 4 | 3 | 2 | 1 | NA |
| 8. Subject matter was clear and easily understood..... | 5 | 4 | 3 | 2 | 1 | NA |
| 9. Instructor's vocabulary was appropriate for the class..... | 5 | 4 | 3 | 2 | 1 | NA |
| 10. The instructor provided help and motivation to keep students focused..... | 5 | 4 | 3 | 2 | 1 | NA |
| 11. Tests accurately reflected course content and objectives..... | 5 | 4 | 3 | 2 | 1 | NA |
| 12. Instructor communicated and interacted appropriately with students..... | 5 | 4 | 3 | 2 | 1 | NA |
| 13. Instructor encouraged class/student participation | 5 | 4 | 3 | 2 | 1 | NA |
| 14. Instructor is proficient in the use of the English language..... | 5 | 4 | 3 | 2 | 1 | NA |
| 15. Instructional materials and resources used were current and specific to the subject area..... | 5 | 4 | 3 | 2 | 1 | NA |
| 16. Class discussions via the web were helpful and meaningful | 5 | 4 | 3 | 2 | 1 | NA |
| 17. Directions for course assignments were clear and specific..... | 5 | 4 | 3 | 2 | 1 | NA |
| 18. Instructor answered questions in a timely manner..... | 5 | 4 | 3 | 2 | 1 | NA |
| 19. The instructor was interested in my success | 5 | 4 | 3 | 2 | 1 | NA |
| 20. The instructor was effective in teaching the subject matter | 5 | 4 | 3 | 2 | 1 | NA |
| 21. I would recommend this instructor to other students | 5 | 4 | 3 | 2 | 1 | NA |

Comments about the instructor: _____

Comments about the course: _____

Appendix C (page 1 of 3)

**REVIEW OF THE NON-TENURED INSTRUCTIONAL
FACULTY MEMBER**

Name of faculty member: _____ Division: _____

Position _____ Year of appointment _____

I. CLASSROOM TEACHING PERFORMANCE (CHECKLIST):

Class: _____ Time: _____ Date: _____

Rating System:

4 = Excellent performance that consistently exceeds expectations.

3 = Good performance that consistently meets expectations.

2 = Performance that needs improvement.

1 = Performance that is unsatisfactory.

N/O = Not Observed/Not Applicable

Please circle the response that is most appropriate: The instructor ...

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Was prepared; evidence of planning and good organization was present: | 4 | 3 | 2 | 1 | N/O |
| 2. Possessed a good rapport with students: | 4 | 3 | 2 | 1 | N/O |
| 3. Effectively communicated concepts clearly and distinctly to students. | 4 | 3 | 2 | 1 | N/O |
| 4. Recognized the different capacities and interests of students: | 4 | 3 | 2 | 1 | N/O |
| 5. Was knowledgeable of the subject being discussed: | 4 | 3 | 2 | 1 | N/O |
| 6. Clearly stated the objectives of the material to be covered | 4 | 3 | 2 | 1 | N/O |
| 7. Encouraged class/student participation | 4 | 3 | 2 | 1 | N/O |
| 8. Is proficient in the use of the English language | 4 | 3 | 2 | 1 | N/O |

CLASSROOM TEACHING PERFORMANCE (EVALUATOR COMMENTS):

Appendix C (page 2 of 3)

II. NON-TEACHING PERFORMANCE (CHECKLIST):

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Carries out academic advisement responsibilities in a positive and helpful way: | 4 | 3 | 2 | 1 | N/O |
| 2. Is willing to devote time and energy to the development and improvement of curricular materials, pedagogical processes, and related programs: | 4 | 3 | 2 | 1 | N/O |
| 3. Cooperates, collaborates, and promotes an environment of collegiality with peers: | 4 | 3 | 2 | 1 | N/O |
| 4. Maintains a high standard of professional ethics: | 4 | 3 | 2 | 1 | N/O |
| 5. Attends all scheduled, contractually-required meetings: | 4 | 3 | 2 | 1 | N/O |
| 6. Completes assigned duties: | 4 | 3 | 2 | 1 | N/O |

NON-TEACHING PERFORMANCE (EVALUATOR COMMENTS):

III. COLLEGE VALUES

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Caring:
Treats others as equals; hears and recognizes the ideas/beliefs of others; recognizes a job well done; respects their own and others' work-life balance; brings a positive attitude to each situation. | 4 | 3 | 2 | 1 | N/O |
| 2. Communication:
Follows through by returning phone calls and acknowledges correspondence with others in a timely manner; listens to feedback to help him/her grow; speaks directly with those involved; uses the open door policy; withholds judgment until the entire idea is expressed; shares all appropriate information that can be shared. | 4 | 3 | 2 | 1 | N/O |
| 3. Teamship:
Works for the good of the group; holds him/herself and others accountable; celebrates individual and team success; identifies, utilizes and challenges strengths in him/herself and others; regularly supports team members. | 4 | 3 | 2 | 1 | N/O |
| 4. Innovation:
Evaluates current processes and constantly looks for new and better ways to improve; solves problems with new and old ideas; openly voices new ideas; integrates his/her experiences into daily work; constantly improves; shares with others what he/she has learned from past experiences. | 4 | 3 | 2 | 1 | N/O |
| 5. Excellence:
Supports and encourages personal and professional growth; practices high ethical standards; exhibits passion and enthusiasm in daily | 4 | 3 | 2 | 1 | N/O |

tasks; accepts no less than the highest levels of integrity in him/herself and others; goes above and beyond.

Appendix C (page 3 of 3)

COLLEGE VALUES (EVALUATOR COMMENTS):

IV. SUMMARY OF STUDENT EVALUATIONS:

Strengths:

Area(s) of Improvement:

V. SUMMARY OF EVALUATION:

- Overall rating of the faculty member's teaching and non-teaching performances:
☐ Exceeds expectations ☐ Meets expectations ☐ Needs improvement ☐ Unsatisfactory
- Recommended for continued employment:
☐ Yes ☐ No

Signature of Evaluator: _____ Date: _____

Signature of Faculty Member: _____ Date: _____

** Attachments to this evaluation form shall include copies of student evaluations any and material provided by the faculty member to be included in the evaluation.*

** A copy of this completed evaluation sheet and all attachments must be given to the faculty member reviewed.*

** The faculty member's signature acknowledges receipt of the review document and does not necessarily indicate the faculty member's agreement with its content.*

Appendix D (page 1 of 5)

PROFESSIONAL EMPLOYEE PERFORMANCE EVALUATION

Name of Employee _____

Evaluator _____

Directions:

Please fill out the evaluation form to the best of your ability. The listed criteria are intended as a guide for your use, and space is provided for comments after each statement. The reverse side contains space for established goals for continued growth in the positions.

1. ENERGY LEVEL (Works hard; has a sense of urgency)

Comments:

2. DECISION MAKING SKILLS (Makes timely decisions based on sound judgment; has the strength of his/her conviction)

Comments:

3. **RESPONSIBILITY LEVEL** Accepts responsibility for both the success and failures of work that has been done personally, by subordinates, or by the entire institution; seeks and accepts new responsibilities)

Appendix D (page 2 of 5)

4. **WORK BEHAVIOR** (Works as part of the management team; work reflects a desire to be a part of organizational success as much as or more than personal success; continues professional working relationships with other staff members during times of stress or personal disagreement)

Comments:

5. **WORKING RELATIONSHIPS** (Stimulates subordinates; is a good listener; maintains openness and is considerate of others; involves others in problem resolution and decisions.

Comments:

6. **COMMUNICATIONS** (Communicates in a clear, timely and effective manner; keeps others informed; communicates his/her expectations)

Comments:

7. **PROBLEM SOLVING SKILLS** (Resolves problems; recommendations for solutions reflect thorough and penetrating analysis of facts and issues)

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8. **SUPERVISION SKILLS** (Clearly specifies responsibility; delegates assignments without undue interference yet is well aware of the state of operations; follows up the assignment of tasks to completion)

Comments:

9. **ORGANIZATIONAL ABILITY** (Plans effectively; achieves results in priority area; balances the need to get work done with the need to relate to people)

Comments:

10. **TECHNICAL KNOWLEDGE/SKILLS** (Demonstrates general level of knowledge of fundamental skills for job; completes tasks on time; performs high quality work; can answer questions and provide feedback on technical problems)

Comments:

COLLEGE VALUES

11. **CARING** (Treats others as equals; hears and recognizes the ideas/beliefs of others; recognizes a job well done; respects their own and others' work-life balance; brings a positive attitude to each situation)

Comments:

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12. **COMMUNICATION** (Follows through by returning phone calls and acknowledges correspondence with others in a timely manner; listens to feedback to help him/her grow; speaks directly with those involved; uses the open door policy; withholds judgment until the entire idea is expressed; shares all appropriate information that can be shared)

Comments:

13. **TEAMSHIP** (Works for the good of the group; holds him/herself and others accountable; celebrates individual and team success; identifies, utilizes and challenges strengths in him/herself and others; regularly supports team members)

Comments:

14. **INNOVATION** (Evaluates current processes and constantly looks for new and better ways to improve; solves problems with new and old ideas; openly voices new ideas; integrates his/her experiences into daily work; constantly improves; shares with others what he/she has learned from past experiences)

Comments:

15. **EXCELLENCE** (Supports and encourages personal and professional growth; practices high ethical standards; exhibits passion and enthusiasm in daily tasks; accepts no less than the highest levels of integrity in him/herself and others; goes above and beyond)

Comments:

16. What do you appreciate most about this individual's work performance?

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17. In what area(s) should this individual concentrate to improve effectiveness?

18. Evaluation of the performance of this employee's area of responsibility:

19. Recommendation:

I do _____ do not _____ recommend this employee for continued employment with Lake Land College.

ACKNOWLEDGMENT: The employee's signature below shall serve as verification that this evaluation has been reviewed and discussed with the supervisor; it shall be understood that such signature merely signifies that the employee has read the material in question. Such signature indicates neither agreement nor disagreement with its contents. The employee shall have the right to respond in writing to any area of the performance evaluation and/or interview notations. Any written response will be attached to this review and placed in the employee's personnel file.

(Signature of Employee)

(Signature of Evaluator)

Date: _____

Date: _____

Appendix E (page 1 of 4)

Non-Tenured Faculty Performance Evaluation
Conducted by Division Tenured Faculty

Division: _____

Semester & Year: _____

Non-tenured faculty member being evaluated: _____

Year of faculty evaluation: (check one box)

☐

1st yr.

☐

2nd yr.

☐

3rd yr.

Use the number system below to evaluate the non-tenured faculty member.

1= very poor, great deal of improvement needed

2= below average, needs some improvement

3= satisfactory

4= above average

5 = excels, is a strong candidate in this area

N/O = No opportunity to observe

Criteria for evaluation (please circle the number that best represents your assessment for each category):

1. **Energy Level:** (Hard working, motivated)

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

List reasoning or cite examples which lead you to this decision.

2. **Daily Management Skills:** (Organized, plans well, prepared for daily tasks)

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

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3. **Responsibility Level:** (attends required meetings, maintains office hours, good daily attendance, etc.)

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

List reasoning or cite examples which lead you to this decision.

4. **Work Behavior & Relationships:** (professional, cooperative, collaborative, ethical, promotes student learning, etc.)

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

List reasoning or cite examples which lead you to this decision.

5. **Professional Development:** (involved in developing course content and/or improving existing content, eager to learn, dedicated to increasing and utilizing knowledge of subject area, etc.)

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

List reasoning or cite examples which lead you to this decision.

6. **Knowledge, Skills, & Abilities:** (demonstrates a working knowledge of subject area, proficient in skills
required for job duties, etc.)

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

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7. **Teaching ability:** For teaching faculty only. (effective communication, confident in classroom, knowledgeable of subject area, good rapport with students, encourages participation in class discussions, etc.)

To be completed **ONLY** if classroom observations occurred.

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

List reasoning or cite examples which lead you to this decision.

8. College Values:

Caring:

Treats others as equals; hears and recognizes the ideas/beliefs of others; recognizes a job well done; respects their own and others' work-life balance; brings a positive attitude to each situation.

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

Communication:

Follows through by returning phone calls and acknowledges correspondence with others in a timely manner; listens to feedback to help him/her grow; speaks directly with those involved; uses the open door policy; withholds judgment until the entire idea is expressed; shares all appropriate information that can be shared.

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

Teamship:

Works for the good of the group; holds him/herself and others accountable; celebrates individual and team success; identifies, utilizes and challenges strengths in him/herself and others; regularly supports team members.

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Innovation:

Evaluates current processes and constantly looks for new and better ways to improve; solves problems with new and old ideas; openly voices new ideas; integrates his/her experiences into daily work; constantly improves; shares with others what he/she has learned from past experiences.

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

Excellence:

Supports and encourages personal and professional growth; practices high ethical standards; exhibits passion and enthusiasm in daily tasks; accepts no less than the highest levels of integrity in him/herself and others; goes above and beyond.

1 (very poor) 2 (below average) 3 (satisfactory) 4 (above average) 5 (excels) (N/O) not observed

List reasoning or cite examples which lead you to this decision.

For evaluation years 1 & 2, please answer the following questions:

1. What do you appreciate most about this individual's work performance?
2. In what area(s) should this individual concentrate to improve effectiveness?

For evaluation year 3, please answer the following:

RECOMMENDATION: (You must check one in order to have a valid vote).

☐

Recommend for tenure

☐

Do not recommend for tenure

List any additional reasons or examples that support your decision.

Appendix F (Page 1 of 2) Additional Duty Compensation Worksheet

Printed Name: _____ For time period ending May 1, _____

Colleague # _____ Signature: _____

1. **Programs listed in the catalog as of 10th day fall semester**
 Number of degree or certificates 30 hours and over _____ X 20 Points each _____
 Number of certificates under 30 hours _____ X 10 Points each _____
2. **Assessment plans directly responsible for**
 Number of degree or certificates 30 hours and over _____ X 20 Points each _____
 Number of certificates under 30 hours _____ X 10 Points each _____
3. **Program enrollment - Number of students enrolled in degrees and certificates you are directly responsible for as of 10th day fall semester.**
 41 - 60 Students 5 Points _____
 61 - 80 Students 10 Points _____
 81 - 100 Students 15 Points _____
 101 - 120 Students 20 Points _____
 Continues as above
4. **Curriculum development**
 Number of new degrees or certificates 30 hours and over accepted by the Curriculum Committee _____ X 25 Points each _____
 Number of new degrees or certificates under 30 hours accepted by the Curriculum Committee _____ X 15 Points each _____
5. **Textbook requests**
 Number of recommendations submitted to the bookstore annually (limit one per course) and course outline updated _____ X 10 Points each _____
6. **Recognized club advisor**
 Club sponsor 20 Points _____
 Club co-sponsor 10 Points _____
7. **Advisory committee activity**
 Convened a recognized Advisory Committee in the last 12 months 20 Points _____
8. **Promotion activities**
 Ads accepted into office college course schedule in the last 12 month _____ X 10 Points each _____
 Number of new brochures developed _____ X 10 Points each _____
 Number of brochures substantially revised _____ X 5 Points each _____
 After hours or off-campus recruitment activity

(not part of regular job duties)

_____ X 5 Points each _____

9. Articulation activity

Number of new articulation or 2 + 2 agreements signed with
high schools or 4 year institutions

_____ X 5 Points each _____

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10. Instructor certification is "required" for Lake Land to be able to offer a specific course or program and certification is earned in the last 12 months.		
Certification	30 Points	_____
11. Optional certification earned in the last 12 months, (field affiliation required)		
Certification	20 Points	_____
12. State or National Board/Panel participation (field affiliation required)		
Board/Panel member	5 Points	_____
Board/Panel officer	10 Points	_____
13. Assistance (please subtract from total)		
Number of other faculty assigned specifically to your discipline (Not applicable if submitted as a co-application.)	_____ X -20 Points each	_____
_____ overload hours earned (see scale below)	Total Points:	_____

Supervisor's Signature (if approved)

Date

Annual Compensation Scale

Note: At least 90 points of items must be accumulated before compensation starts. All faculty members are required to complete many of the items included on this sheet as part of their normal work duties without additional compensation. The additional compensation starts when a faculty member completes a significantly large number of these items.

Add 10 points to each number on the current scale:

90-115 = .5 hour of overload assignment stipend
 116-140 = 1 hour of overload assignment stipend
 141-165 = 1.5 hours of overload assignment stipend
 166-190 = 2 hours of overload assignment stipend
 191-215 = 2.5 hours of overload assignment stipend
 216-240 = 3 hours of overload assignment stipend
 241-265 = 3.5 hours of overload assignment stipend
 266-290 = 4 hours of overload assignment stipend
 291-315 = 4.5 hours of overload assignment stipend
 316-340 = 5 hours of overload assignment stipend
 341-365 = 5.5 hours of overload assignment stipend
 366-390 = 6 hours of overload assignment stipend
 391-415 = 6.5 hours of overload assignment stipend
 416-440 = 7 hours of overload assignment stipend

Continues as above

Appendix G (page 1 of 3)

**Illinois Compiled Statutes
Higher Education Public Community College Act
110 ILCS 805/**

ARTICLE IIIB. TENURE

(110 ILCS 805/3B-1) Sec. 3B-1. Definitions. As used in this Article, the following terms shall have the meanings hereinafter stated: "District" means a Community College District. "Board" means a Board of a Community College District. "Faculty Member" means a full time employee of the District regularly engaged in teaching or academic support services, but excluding supervisors, administrators and clerical employees. "School Year" means a regular academic year or its equivalent excluding summer school. "Term" means a term within a school year. "Notice" means a written notice delivered in person or deposited in the U.S. mail by certified or registered mail, postage prepaid, addressed to the faculty member's last known address. (Source: P.A. 81-1100.)

(110 ILCS 805/3B-2) Sec. 3B-2. Tenure. Any faculty member who has been employed in any district for a period of 3 consecutive school years shall enter upon tenure unless dismissed as hereinafter provided. However, a board may at its option extend such period for one additional school year by giving the faculty member notice not later than 60 days before the end of the school year or term during the school year or term immediately preceding the school year or term in which tenure would otherwise be conferred. Such notice must state the corrective actions which the faculty member should take to satisfactorily complete service requirements for tenure. The specific reasons for the one-year extension shall be confidential but shall be issued to the teacher upon request. The foregoing provision for a three-year period and optional one-year extension shall not be construed to interfere with or abrogate local board rules or contracts which now or hereafter may provide for a lesser period of service before entering upon tenure. A tenured faculty member shall have a vested contract right in continued employment as a faculty member subject to termination only upon occurrence of one or more of the following: a. Just cause for dismissal; or b. A reduction in the number of faculty members employed by the board or a discontinuance of some particular type of teaching service or program. (Source: P.A. 81-1100.)

(110 ILCS 805/3B-3) Sec. 3B-3. Dismissal of Non-tenure Faculty Member. Every Board shall provide by rule or contract for a procedure to evaluate the performance and qualifications of non-tenure faculty members. If the implementation of such procedure results in a decision to dismiss a non-tenure faculty member for the ensuing school year or term, the Board shall give notice thereof to the faculty member not later than 60 days before the end of the school year or term. The specific reasons for the dismissal shall be confidential but shall be issued to the teacher upon request. If the Board fails to give such notice, within the time period, the faculty member shall be deemed reemployed for the ensuing school year. If the Board fails to give such notice within the time provided during the third year, or during the fourth year in the

case of a one year extension, the faculty member shall enter upon tenure during the ensuing school year or term. (Source: P.A. 81-1100.)

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(110 ILCS 805/3B-4) Sec. 3B-4. Dismissal of Tenured Faculty Member for Cause. If a dismissal of a tenured faculty member is sought for cause, the board must first approve a motion by a majority vote of all its members. The specific charges for dismissal shall be confidential but shall be issued to the tenured faculty member upon request. The Board decision shall be final unless the tenured faculty member within 10 days requests in writing of the Board that a hearing be scheduled. If the faculty member within 10 days requests in writing that a hearing be scheduled, the Board shall schedule such hearing on those charges before a disinterested hearing officer on a date no less than 45 days, nor more than 70 days after the adoption of the motion. The hearing officer shall be selected from a list of 5 qualified arbitrators provided by a nationally recognized arbitration organization. Within 10 days after the teacher receives the notice of hearing, either the Board and the teacher mutually or the teacher alone shall request the list of qualified hearing officers from the arbitration organization. Within 5 days from receipt of the list, the Board and the teacher, or their legal representatives, shall alternately strike one name from the list until one name remains. The teacher shall make the first strike. Notice of such charges shall be served upon the tenured faculty member at least 21 days before the hearing date. Such notice shall contain a bill of particulars. The hearing shall be public at the request of either the tenured faculty member or the Board. The tenured faculty member has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present defenses to the charges. The hearing officer upon request by either party may issue subpoenas requiring the attendance of witnesses and production of documents. All testimony at the hearing shall be taken under oath administered by the hearing officer. The hearing officer shall cause a record of the proceedings to be kept and the Board shall employ a competent reporter to take stenographic or steno-type notes of all testimony. The costs of the reporter's attendance and services at the hearing and all other costs of the hearing shall be borne equally by the Board and the tenured faculty member. Either party desiring a transcript of the hearing shall pay for the cost thereof. If in the opinion of the Board the interests of the district require it the Board, after 20 days notice, may suspend the tenured faculty member pending the hearing, but if acquitted, the tenured faculty member shall not suffer the loss of any salary by reason of the suspension. The hearing officer shall, with reasonable dispatch, make a decision as to whether or not the tenured faculty member shall be dismissed and shall give a copy of the decision to both the tenured faculty member and the Board. The decision of the hearing officer shall be final and binding. (Source: P.A. 81-1100.)

(110 ILCS 805/3B-5) Sec. 3B-5. Reduction in Number of Faculty Members. If a dismissal of a faculty member for the ensuing school year results from the decision by the Board to decrease the number of faculty members employed by the Board or to discontinue some particular type of teaching service or program, notice shall be given the affected faculty member not later than 60 days before the end of the preceding school year, together with a statement of honorable dismissal and the reason therefore; provided that the employment of no tenured faculty member may be terminated under the provisions of this Section while any probationary faculty

member, or any other employee with less seniority, is retained to render a service which the tenured employee is competent to render. In the event a tenured faculty

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member is not given notice within the time herein provided, he shall be deemed reemployed for the ensuing school year. Each board, unless otherwise provided in a collective bargaining agreement, shall each year establish a list, categorized by positions, showing the seniority of each faculty member for each position entailing services such faculty member is competent to render. Copies of the list shall be distributed to the exclusive employee representative on or before February 1 of each year. For the period of 24 months from the beginning of the school year for which the faculty member was dismissed, any faculty member shall have the preferred right to reappointment to a position entailing services he is competent to render prior to the appointment of any new faculty member; provided that no non-tenure faculty member or other employee with less seniority shall be employed to render a service which a tenured faculty member is competent to render. (Source: P.A. 86-501.)

(110 ILCS 805/3B-6) Sec. 3B-6. Review under the Administrative Review Law. The provisions of the Administrative Review Law, and all amendments and modifications thereof and the rules adopted pursuant thereto, shall apply to and govern all proceedings instituted for the judicial review of final administrative decisions of a hearing officer under Section 3B-4 of this Article. The term "administrative decision" is defined as in Section 3-101 of the Code of Civil Procedure. (Source: P.A. 82-783.)

**MEMORANDUM OF
UNDERSTANDING**

Between Lake Land College Administration and Faculty Association

**Regarding Evaluation of Dual Credit
Courses**

As required by the Dual Credit Quality Act, Lake Land College must develop a mechanism and process for the evaluation of content and rigor regarding dual credit classes to ensure consistency among all Lake Land College classes.

While work continues on what that mechanism and process will entail, the college is not ready to adopt a specific process at this time.

Therefore, the Lake Land College Administration and the Lake Land College Faculty Association agree that, when the mechanism and process for dual credit course evaluation are developed and ready to implement, the two parties will bargain over the impact of this implementation as related to extra duties or increases in the workload of faculty members.

LLC Faculty Association

LLC Administration

Date

Date

Appendix J - LLC Policies Related to Student Concerns

07.29

Concerns and Grievances

Students concerned about issues that adversely affect them or someone else or who feel they have been discriminated against on the basis of race, color, sex, age, religion, national origin, ancestry, disability, marital status, veteran status or sexual orientation may, through appropriate channels, work to resolve such grievances by following the procedures outlined below:

Grievance Procedure

It is the policy of Lake Land College that all grievances be resolved as quickly and at the lowest step possible.

1. **Step One:** Students having a grievance should make every effort to arrive at an agreement with the faculty, staff member or administrator involved.
2. **Step Two:** Students who feel dissatisfied with the response to the grievance should, depending upon their area of concern, make an appointment with the Associate Vice President for Educational Services for academic issues, the 504 Coordinator for issues concerning discrimination because of a physical or mental handicap, the Affirmative Action Officer for issues concerning other forms of discrimination, or a counselor, who will explain the remaining steps of the grievance procedure.
3. **Step Three:** Students who fail to resolve their grievance at Step One should complete the Student Petition form and meet with the staff member involved in Step One and request a written response to their concern. The written response should be conveyed to the student on the Student Petition form within three (3) working days. Although students should discuss their concerns with the staff member

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involved, the decision to resolve a grievance will be based on the strength, accuracy and clarity of their written statement. If the student is not satisfied with the written decision, the student should present the Student Petition form to the immediate supervisor, officer or coordinator for the area of concern (as follows) within five (5) working days.

Area of Concern	Contact Person
Instructor-Student	Division Chair*
Discrimination on the basis of race, color, sex, age, religion, national origin, ancestry, disability, marital status, veteran status or sexual orientation	Affirmative Action Officer Director of Personnel
Discrimination because of physical or mental handicap	504 Coordinator, Counselor/ Coordinator of Disability Services

*If the Division Chair is also the faculty member with whom the student has a grievance, then the student would confer with the appropriate Associate Vice President or the Vice President for Academic Services. Students should discuss with a counselor the procedure for contacting the immediate supervisor of a staff member.

Regardless of the area of the College, the immediate supervisor, officer, or coordinator is responsible to make certain that the student has already contacted the original person with whom the student has a grievance. The written decision of the immediate supervisor, officer, or coordinator will be conveyed by such person to the student on the Student Petition form within five (5) working days.

4. **Step Four:** Students not satisfied with the decision in Step Three may carry the grievance to the next level of administrative supervision within five (5) working days, with the Lake Land College Board of Trustees as the final avenue of appeal for any grievance.

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At each level above Step Three, a written decision shall be issued to the student as an addendum to the Student Petition form within five (5) working days. After Step Three and prior to an appeal going before the President, a student has the right to request a hearing of impartial review. A hearing must be requested within ten (10) working days from notification of the last decision received. In instances of discrimination, the student should contact the appropriate contact person listed in Step Three. In instances concerning discipline,¹ the student should contact the Vice President for Student Services. A hearing shall be arranged by the appropriate person within ten (10) working days of the request.

If the student indicates a desire for a formal hearing, it is the responsibility of the appropriate Vice President, coordinator, or officer to notify the student of the time, place, and the process related to the committee hearing as well as to compose the Grievance Committee. The student will be allowed to present his/her case and have witnesses testify on his/her behalf. The student may have an attorney present or an advisor of his/her choice to advise him/her but not to act as spokesperson for the student. The College may also have its attorney present. Any party to the hearing may present witnesses subject to cross-examination. The decision of the Grievance Committee will be determined by a majority vote of the membership, with all deliberations private, without the presence of the student, Vice President, attorneys, etc. The function of the Grievance Committee shall be to resolve the grievance in the most equitable manner possible. A complete set of minutes of the proceedings shall be taken and made available to College officials and the student.

If the student is not satisfied with the decision of the Grievance Committee, he/she shall appeal the decision to the President within five (5) working days. The decision of the President shall be final unless the student wishes to appeal the decision of the President to the Board of Trustees of Lake Land College by giving written notice within ten (10) calendar days of the date of the written decision of the President.

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Students with concerns about discrimination because of race, color, sex, age, religion, national origin, ancestry, disability, marital status, veteran status, sexual orientation, or other factors prohibited by law may also direct complaints to the Office of Civil Rights, U. S. Department of Education, or pursue both avenues of complaint resolution.

Students concerned about the grade they received (except "I") in a course must initiate a grade appeal no later than the end of the sixth week following the close of the semester for which the assigned grade was recorded. This request must be initiated with the instructor of the course or the Division Chair if the instructor is not currently teaching at the College.

¹ See Disciplinary Procedures in Policy 07.28, Student Rights and Responsibilities.

07.28

Student Rights and Responsibilities

Student Rights

The participation of Lake Land College students in activities of citizenship is complementary to participation in the academic program. Participation by members of the student body in social processes must be within the context of order delineated, in part, by civil and institutional regulations and, in part, by concern for the welfare of the College and the community served. Within the limitations already described, Lake Land College students are free to:

1. Reserve judgment and take reasoned exception of views expressed by others.
2. Investigate fully all aspects of contemporary issues.
3. Express views individually or through the Student Government Association regarding policy matters which affect them.
4. Appeal through established procedures the evaluation of their academic work and/or penalties administered by the College.
5. Have concerns addressed regarding discrimination on the basis of race, religion, national origin, sex, race, handicap or other factors prohibited by law in any of its educational programs, activities, admissions or employment policies.
6. Inspect and review their official records as maintained by the Office of Admissions and Records and ask for a hearing to challenge the

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content of the record or seek correction of information contained in the record.

Students, as members of the academic community, have certain rights as consumers of the educational programs and services offered by the College. Faculty and the Board of Trustees at Lake Land College affirm these rights through established duties and responsibilities for faculty, which are included in Board Policy 05.02.07.

Student Responsibilities

State statutes provide that the legal responsibility for adopting and enforcing all rules and regulations for the orderly operation of the College rests with the Board of Trustees. The responsibility for enforcing regulations and policies adopted by the Board is delegated to the College administration and staff.

Students, as members of the academic community, are expected and required to observe certain standards of behavior. Also, as citizens, students have a responsibility to know and obey the laws of the United States, the State of Illinois, and local government.

1. Student Code of Conduct

Actions or activities that constitute misconduct will result in appropriate disciplinary action, which may include reprimand, disciplinary probation, suspension, or dismissal from the College. Academic misconduct may be punished by an academic sanction in the course and/or program in which the misconduct occurred (see Academic Integrity section). Violations of the Student Conduct Code include but are not limited to the following:

- A. All forms of academic dishonesty (see Academic Integrity section).

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- B. Conduct that is a crime by the criminal law of the State of Illinois, local government, or the United States that takes place on College property or in the course of a College activity. Such violations are also subject to referral to the College's Public Safety Department and/or civil authorities for investigation and action.
- C. Unauthorized taking or possession of College property or services or the property or services of others.
- D. Misrepresentation or falsification of any official records required of the student by the College.
- E. Using language that is degrading or abusive to any person.
- F. Possession, on person or motor vehicle, or use of:
 - (1) Illegal drugs.
 - (2) Illegal fireworks, incendiary devices, or other dangerous explosives.
 - (3) Alcoholic beverages on any College property or at College-sponsored activities.
- G. Possession, on person or motor vehicle, of firearms or other dangerous weapons on College property or at College-sponsored activities.
- H. Participation in the name of the College in any non-sanctioned activities off-campus.
- I. Intentional damage to or destruction of College property or of property on College premises belonging to others.
- J. Failure to comply with the directions of College officials and their authorized agents acting in the performance of their duties.

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- K. Threatening, attempting, or committing physical violence against any person, or endangering the health and safety of any person, or acting, abetting, encouraging, or participating in a riot or rioting or inciting a riot on College property or at a College activity.
- L. Reckless driving and parking student vehicle in unauthorized areas. (See Motor Vehicle and Parking Regulations brochure.)
- M. Intentional actions which obstruct, disrupt, or physically interfere with the use of College premises, buildings, rooms, or hallways, or refusal to vacate a building, street, sidewalk, driveway or other facility of the College when directed to do so by a College official.
- N. Preventing or attempting to prevent any guest speaker from being heard or causing a speaker to suspend or interrupt the presentation.
- O. Misusing, altering or fabricating an ID Card.

Actions or activities not committed on College property may also be subject to penalties if, at the sole discretion of the College, the best interest of the College, student body and educational processes is served.

In the event of disruptive activities on campus, the College will immediately request assistance from the Department of Public Safety and/or proper law enforcement agencies, and those involved will be subject to arrest and/or College disciplinary action.

2. Academic Integrity

It is assumed that students will honor the tradition of academic honesty.

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- A. No student shall, during the course of a quiz or examination, (1) offer information of any kind to another student; (2) receive information of any kind from another student or from the quiz or examination responses made by another student; or (3) have in his/her possession any tool, written material, or other device which may be of assistance to him/her in taking the quiz or examination and which has not been authorized by the person proctoring the quiz or examination.
- B. No student shall submit as his/her own to an instructor any work which contains ideas or materials taken from another without full acknowledgment of the author and the source.
- C. No student shall take, steal, or otherwise procure in any unauthorized manner any piece or pieces of materials which contain the questions or answers to any examination scheduled to be given to any individual or group enrolled in any course of study offered by the College.
- D. No student shall sell, give away, lend or otherwise furnish to any unauthorized individual any piece or pieces of materials which contain the questions or answers to any examination scheduled to be given to any individual or group enrolled in any course of study offered by the College.
- E. The unauthorized possession of any of the aforesaid pieces of material shall be considered prima facie evidence of a violation of the provisions of this regulation.
- F. The instructor who has witnessed academic dishonesty or who has other evidence that academic dishonesty has occurred will confront the student to inform him/her of the allegation. Time permitting, the instructor will contact the Vice President for Student Services prior to talking with the student. If the student admits academic dishonesty, the instructor may give the student a reduced or failing grade in the course and will inform in writing the Vice President for Student Services. Other academic

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sanctions, such as disenrollment from the course or academic program or disciplinary penalties such as reprimand, probation, suspension, or dismissal, may be imposed in accordance with the Disciplinary Procedures section.

- G. If a student disputes the allegation, a hearing will be provided by the Vice President for Academic Services. An Academic Hearing Committee consisting of five (5) members (two students, two faculty members, and one administrator) will be appointed by the Vice President for Academic Services. The responsibility of the Academic Hearing Committee is to determine disputes concerning academic dishonesty. If, as a result of the hearing, the student is found to have committed academic dishonesty, the instructor will give the student a reduced or failing grade in the course. Other disciplinary sanctions, such as probation, suspension or expulsion, may be imposed by the Vice President for Student Services in accordance with the Disciplinary Procedures section of the Student Code of Conduct.
- H. A student accused of academic dishonesty in a course may not drop the course until such time as disciplinary action, if any, is conducted. If a grade of "W" is recorded for the course, it may be changed to reflect the disciplinary sanctions imposed as a result of academic dishonesty. In the event that the alleged violation occurs at the end of a term, an incomplete grade shall be assigned pending conclusion of the disciplinary process.

Lake Land College is committed to the fundamental values of preserving academic integrity as defined in this policy. Lake Land College may contract with an electronic service to detect originality of materials submitted by students. By registering for courses offered by Lake Land College, students consent that all assignments are subject to submission for textual originality reviewed by an electronic service. Assignments submitted to an electronic source may be included in the service's restricted database solely for the purpose of detecting plagiarism.

3. Disciplinary Procedures

When the Vice President for Student Services is presented with sufficient evidence to indicate a student is suspected of violating rule(s) of the Student Code of Conduct, the Vice President will notify the accused student in writing of the alleged violation and require the student to appear in the office of Vice President for Student Services at a time and on a date specified to review the evidence. Any written notice will be delivered in person or deposited in the United States mail by certified or registered mail addressed to the student's last known address. The last known address shall be that address as reported to the Admissions and Records Office at the time of the student's last enrollment. If after discussion, or if the student fails to appear, and if the Vice President for Student Services is satisfied that the violation occurred as alleged, the Vice President shall notify the student and shall propose a penalty by means of a written notice. The Vice President for Student Services may impose the following penalties:

- A. Reprimand: Notice, orally or in writing, that the student is or has violated the Student Code of Conduct, and continuation or repetition of violations may be cause for more severe disciplinary action.
- B. Academic Sanction: Student may receive a reduced or failing grade in the course(s) and/or disenrollment from the course or academic program.
- C. Disciplinary Probation: Student is prohibited from participating in, scheduling, or attending any extracurricular activities of the College for a specific time period.
- D. Suspension: Exclusion from classes and other College activities for a specific time period not to exceed one calendar year. Petition for readmission at the end of the time period must be made through the Student Conduct Committee.

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- E. Dismissal: Exclusion from classes and other activities for one calendar year or longer. At the end of the time period, students must petition the Student Conduct Committee for readmission. Students who re-enter the College and do not meet the conditions required by the Student Conduct Committee may be permanently dismissed.

The student, by such notice, shall be informed of the charges and actions to be taken and given ten (10) days to notify the Vice President for Student Services in writing if he/she wishes a formal hearing on the charges and actions by a Student Discipline Hearing Committee.

If no student written response is received in the Office of the Vice President for Student Services in ten (10) calendar days, no hearing shall be held, the penalty proposed by the Vice President for Student Services shall be imposed, and the action shall be considered final.

If the student indicates a desire for a formal hearing by a Student Discipline Hearing Committee, he/she will be notified of the time, place and the process related to the committee hearing. The Student Discipline Hearing Committee appointed by the President shall consist of five (5) members: two (2) students, two (2) faculty members, and one (1) administrator. The hearing shall be private unless agreed to the contrary by College officials and the defendant.

At the hearing, the Vice President for Student Services will present the charges against the student and will make a recommendation concerning the type of discipline. The student will be allowed to present his/her case and have witnesses testify on his/her behalf. The student may have an attorney present or an advisor of his/her choice to advise him/her but not to act as a spokesperson for the student. The College may also have its attorney present. Any party to the hearing may present witnesses subject to cross-examination. The decision of the Student Discipline Hearing Committee will be determined by a majority vote of the membership, with all

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deliberations private, without the presence of the student, the Vice President for Student Services, attorneys, etc. The function of the Student Discipline Hearing Committee shall be to determine the innocence or guilt of the student and the appropriate penalty. A complete set of minutes of the proceedings shall be taken and made available to College officials and the student.

If the student is found innocent, all record of charges, documentary evidence and testimony of witnesses shall be destroyed, with only a copy of the minutes retained. If the student is found guilty of misconduct by the committee, the Student Discipline Hearing Committee shall determine the exact disciplinary penalty and recommend such, sending its written recommendation to the President with copies to the Vice President for Student Services and the student. The type of penalty may include reprimand, disciplinary probation, suspension or dismissal from the College. Academic misconduct may include academic sanctions such as giving the student a reduced or failing grade in the course, or disenrollment from the course or academic program. The President may either endorse the recommendation or overrule the actions of the Student Discipline Hearing Committee. The President will communicate this official College decision to the student. The decision of the President shall be final unless the student wishes to appeal the decision of the President to the Board of Trustees of Lake Land College by giving written notice within ten (10) calendar days of the date of the written decision of the President.

4. Conditions of Enrollment

As a condition of enrollment, students are:

- A. Required to report any change in their legal address at the beginning of each enrollment period to the Admissions and Records Office.

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- B. Held responsible for all fees, textbooks, fines, LRC materials, or other financial obligations which they have incurred. Failure to comply may result in termination of enrollment and/or a block against future registration and the release of grades, diploma or transcript.
- C. Responsible to register correctly and review their course selections and section numbers, checking for time conflicts, prerequisites, and degree and certificate requirements.
- D. Responsible for all personal property, tools, and equipment left in or on Lake Land College property.

11.04

Anti-Harassment

Lake Land College is committed to maintaining a working and learning environment in which all individuals are treated with respect and dignity. Faculty, staff and students have a right to work and learn in an atmosphere that promotes equal opportunity and prohibits discriminatory practices such as harassment.

Definitions

Workplace and academic environment harassment is a form of discrimination. Unlawful harassment includes unwelcome verbal, written or physical conduct by any one person toward another person based on that person's race, sex, color, national origin, religion, sexual orientation, age, veteran status, political affiliation or disability. Any such conduct which harasses, disregards, interferes with work or academic performance or creates an intimidating, offensive or hostile environment is prohibited by this policy.

Sexual harassment is defined as any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic standing decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment. Sexual harassment may involve the behavior of a person of either sex. Sexual harassment is prohibited by this policy.

Examples of behavior that would be considered to be unlawful, sexual, workplace or academic harassment include but are not limited to the following:

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1. Racial, ethnic, or sexual slurs or jokes, whether communicated verbally, in writing or electronically.
2. The use of racial or ethnic nicknames or stereotyping.
3. Vulgar, offensive or obscene language, noises or gestures.
4. Display of vulgar, offensive, explicit or obscene pictures, photographs, cartoons, materials or web sites.
5. Verbal or physical abuse.
6. Unwelcome or uninvited sexual advances, propositions, flirtations, innuendos, or request for "dates."
7. Demands for sexual favors.
8. Physical touching, grabbing, rubbing, patting, pinching, hitting, or any other unwelcome or offensive physical contact.
9. Whistling, leering, or staring in an offensive or inappropriate manner.
10. Commenting about an individual's body, dress, appearance, sexual activities or prowess.

Employees and students are encouraged to report all incidents of harassment. Anyone who believes that he or she is being harassed by a co-worker, faculty member, student, supervisor, administrator or other individual at the College, or believes that his or her employment or academic career is being adversely affected by such conduct should immediately report such concerns. Employees should report concerns to their supervisor, next level administrator, another administrator, or the Director of Human Resources. Students should report such concerns to one of the three harassment information centers (the Counseling Services, the College Nurse, or the Director of Human Resources).

Board Policy No. 11.04

Retaliation

No individual making a complaint, whether formal or informal, will be retaliated against, even if a complaint made in good faith is not substantiated. Witnesses involved in any complaint of harassment will also be protected from retaliation.

Retaliation Charge

A student or employee who believes he or she have been subjected to any form of retaliation after filing a complaint under this policy may file an additional complaint regarding the perceived retaliation.

False or Malicious Complaints

It is a form of harassment to file a knowingly false or malicious complaint of harassment or to knowingly provide false information in the course of an investigation of such complaint. Such conduct is considered a violation of this Anti-Harassment policy and will subject an employee or student to disciplinary action.

Supervisory Responsibility

Supervisors will strive to maintain a harassment-free college environment by promoting professionalism and by dealing with harassment promptly.

Supervisors will address any observed or reported incident or complaint of harassment with seriousness and will take prompt action while observing strict confidentiality, whether or not a formal written complaint has been filed. Employees must also ensure that no retaliation will result against the person making a harassment complaint. Supervisors should consult the Director of Human Resources regarding any harassment complaint reported to them.

Prompt Investigation and Confidentiality

Complaints of unlawful sexual or other harassment are serious violations of College policy. Once a complaint of unlawful harassment has been made,

Board Policy No. 11.04

the College has an obligation to promptly investigate the matter. The College will take prompt remedial action to address a substantiated complaint of unlawful harassment. All investigations into claims of unlawful harassment will be conducted respectfully. Every reasonable effort will be made to preserve confidentiality, to the extent practicable. However, in the course of an investigation, it will be necessary to discuss the complaint with the claimed offender, other persons who may have relevant information, and those with a legitimate need to know.

Procedures for Resolution of Claims of Harassment

The College harassment policy reflects a commitment to maintaining an environment that is free from harassment of any complaints and expects that the use of these procedures will facilitate a prompt resolution of such complaints. An employee or student who believes that he or she has been harassed in violation of this section should take action in any of the following ways:

1. Inform the individual, verbally or in writing, that the behavior is unwelcome and that the behavior should stop immediately. If the unwelcome behavior does not stop, the harassed employee must report such behavior to his or her supervisor, and/or the Director of Human Resources immediately. Students must report such behavior to one of the three harassment information centers (the Counseling Services, the College Nurse, or the Director of Human Resources).
2. An employee should report the unwelcome behavior to his/her supervisor and request assistance to stop the behavior. If the employee's supervisor is the individual involved in the unwelcome behavior, report the unwelcome behavior to the appropriate Vice President or the Director of Human Resources. Students should report the unwelcome behavior to one of the three harassment information centers (the Counseling Services, the College Nurse, or the Director of Human Resources).
3. Report the unwelcome behavior to the Director of Human Resources.

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Informal Complaint Resolution

Informal harassment complaint resolution may be achieved by any of the steps outlined below.

1. An employee complainant may meet with his or her supervisor or the Director of Human Resources to clarify whether harassing behavior is occurring and to discuss appropriate responses and plans as to how the issue might be resolved. A student complainant may meet with the Counseling Services, the College Nurse, or the Director of Human Resources.
2. An employee complainant may request that his or her supervisor or the Director of Human Resources meet with the alleged harasser ("respondent") to discuss the alleged conduct and to remind him or her of College policies against harassment and to obtain agreement by the respondent to comply with these policies. A complainant may request that, when possible, such a conversation be held without the identity of the complainant being revealed to the respondent. A student complainant request will be handled in a similar manner by one of the three harassment information centers (the Counseling Services, the College Nurse, or the Director of Human Resources).
3. An employee complainant may request that his or her supervisor or the Director of Human Resources meet with the complainant and the respondent in the role of a mediator to reach resolution of the issue. A student complainant may make a similar request of the Counseling Services, the College Nurse, or the Director of Human Resources. Any resolution reached by mediation will include an agreement by the respondent to comply with and be bound by such policies.

After the informal complaint resolution has concluded, the complainant's supervisor or harassment information center personnel, if involved, will forward all documentation concerning the complaint to the Director of Human Resources. The Director of Human Resources will maintain a record of the complaint in order to document that the claim of harassment was made and to document the outcome of the informal resolution.

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Initiating a Formal Complaint

An individual may file a formal complaint of harassment if the informal attempt(s) to resolve the complaint was not satisfactory. An individual may also file a formal complaint of harassment if he or she chooses to bypass the informal process. All formal complaints of harassment should be submitted in writing directly to the Director of Human Resources as soon after the offending conduct as possible but in no event more than three months after the most recent conduct alleged to constitute harassment. The three-month limitation on the filing of claims of harassment is intended to encourage complainants to come forward as soon as possible after the offending conduct and to protect respondents against complaints that are too old to be effectively investigated. If a complainant demonstrates sound reasons for failing to come forward within the three-month period, the Director of Human Resources has discretion whether to investigate the complaint. If the Director of Human Resources decides a complaint will not be formally investigated, informal resolution or counseling may be recommended.

The process for resolution of formal harassment complaints consists of two stages: 1) investigation; and 2) report and recommendation. Prior to investigation, a formal complaint, signed by the complainant, must be submitted in writing to the Director of Human Resources. The written complaint shall include the name(s) of the complainant and the respondent(s) and the details of the conduct alleged to be harassment. The Director of Human Resources will promptly designate a team to investigate the complaint.

Creation of Investigative Team

The Director of Human Resources will convene an investigative team consisting of two individuals, one male and one female, who are not immediate supervisors of the complainant(s) or respondent(s) and who do not have a conflict of interest with the complainant(s) or respondent(s). The investigative team may consist of the Director of Human Resources as long as the above criteria are met.

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The investigative team shall interview the individual(s) filing a complaint(s), the respondent(s), and other individuals named by the complainant(s) and the respondent(s) who are identified as having information relevant to the allegations. The investigative team may interview other individuals it identifies as having information potentially relevant to the complaint. All interviews should be completed as soon as practicable.

Report and Recommendations

Using the information gathered by the investigative team and in consultation with the investigative team, the Director of Human Resources will prepare a formal report consisting of the complaint, the response of the respondent, the investigative team's findings, and a recommendation of the appropriate action(s) to be taken. The report will be retained by the Director of Human Resources.

Determinations

The President will designate the appropriate cabinet-level member to review the report. The cabinet-level designee may: 1) accept the report and recommendations as presented; or 2) request additional information/clarification from the investigative team and consider a modified report as appropriate.

After consideration of the final report, the cabinet-level designee will make a determination regarding the report. In consultation with the cabinet-level designee, the Director of Human Resources will prepare formal responses to the complainant and respondent, which shall include a summary of the investigation findings and communication of any action to be taken. Such action will depend on the nature of the offense and may include but is not limited to oral or written reprimand, suspension, reassignment, or termination. For students, action would include regular college disciplinary procedures as found in Policy 07.28.

The complainant(s) and/or the respondent(s) may submit a written statement to the President concerning the findings and resulting actions within ten (10) business days of having received the College's formal

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response. The President may uphold the prior findings and recommendation or may determine a different response.

Special Circumstances

A student or employee who wishes to bring a claim of harassment against the Director of Human Resources must file the complaint with the President, who will appoint the members of the investigative team. A student or employee who wishes to bring a claim of sexual harassment against the President must file the complaint with the Director of Human Resources, who will refer the complaint to the Chair of the Board of Trustees for investigation.

Adopted November 9, 1998
 Revised May 10, 2004
 Revised May 9, 2005
 Revised May 9, 2011

07.29.01

Records of Student Complaints

To comply with federal regulations and requirements of the North Central Association of Colleges and Schools Commission, Lake Land College will maintain records of the formal, written student complaints filed with the office of the President, Vice President for Academic Services, or Vice President for Student Services.

Student complaints covered under this policy shall include (1) student concerns and grievances pursued in accordance with the Student Grievance Policy or established appeal processes which are not resolved prior to reaching the level of the President, Vice President for Academic Services, or Vice President for Student Services; (2) student complaints filed with the North Central Association of Colleges and Schools Commission, EEOC, or other such outside entities; (3) lawsuits filed by current or former students against the College, the Board of Trustees of the College, or officers of the College; (4) other formal, written student complaints filed with the office of the President, Vice President for Academic Services, or Vice President for Student Services which are not covered by the College's established processes for grievances or appeals.

The records shall include the date the complaint was first formally submitted; the nature of the complaint; the steps taken by the College to resolve the complaint; the institution's final decision regarding the complaint, including referral to outside agencies; any other external actions initiated by the student to resolve the complaint, if known to the institution (e.g. lawsuit, EEOC investigation, etc.); information about the disposition of the complaints, including those referred to external agencies for final resolution. The records shall be maintained so as to ensure anonymity of the complainants and other individuals involved in the facts of the complaint. These records shall be maintained in the

Board Policy

07.29.01

offices of the President, Vice President for Academic Services, or the Vice President for Student Services for a period of two years and made available to North Central Association comprehensive evaluation teams for review. Each of the three offices is required only to maintain its respective complaints.

07.09

Refunds

Tuition and fees are refundable at the College for both full-time and part-time students according to the following:

1. 100% if the class is canceled by a College official.
2. 100% before the first official meeting of class as listed in the class schedule and College Catalogue.
3. For classes meeting twelve (12) weeks or longer, 100% if the student drops courses within the first ten (10) instructional days of the semester. The last day to withdraw to receive a 100% refund will be listed in the class schedule and College Catalogue.
4. For classes meeting less than twelve (12) weeks but at least a module in length, 100% if the student drops courses within the first five (5) instructional days of the module in which the course is offered, as listed in the class schedule and College Catalogue.
5. For the summer term, 100% if the student drops from the summer term courses within the first five (5) instructional days of the term. The last day to withdraw from the class to receive a refund will be listed in the class schedule and the College Catalogue.
6. No refund for classes meeting less than a module in length.
7. No refund for disciplinary drops for non-attendance.
8. No refund for failure to meet a financial obligation.

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The following non-standard courses, because of the unique circumstances associated with scheduling, securing resources, and the ability to backfill vacated seats, require five (5) college business days' notice in advance of the first class meeting to receive a 100% refund: coursework offered by IDOT QC/QA, Center for Business and Industry, and Continuing Education.

A Refund Committee is established to review the unusual or special circumstances of students petitioning for a refund of tuition and fees. The petitions will be considered only if there are unusual circumstances, and students who petition will have the opportunity to fully explain their contentions in writing and to provide verifying documents if they feel their circumstances have prevented them from dropping within the stated time periods set by the College. After a decision has been rendered by the Refund Committee and if the student can validate that unusual or mitigating circumstances still have not been properly addressed, a challenge to that decision may be made to the Vice President for Business Services. Decisions of the Vice President for Business Services are final.

Students in a non-standard course requesting a refund for a non-standard course must appeal to the office responsible for the associated area before petitioning the Refund Committee.

Appendix K - Petition Example

APR 11 2013

LAKE LAND COLLEGE
STUDENT PETITION

Complete the request portion and acquire the appropriate signatures on the back of this form. Submit form to the Office of the Associate Vice President for Educational Services for final action. The Associate Vice Presidents final action will be based on the strength, accuracy, and clarity of your written statement, the recommendations received, and/or documentation provided.

Name: _____

Address: _____

Student ID: _____

Telephone #: _____

I request that my mechanics bill be cancelled. I have messed up since I signed up for my classes and I am currently incarcerated in Edgar County Jail. I am in debt up to my ears and im just out of high school. During my senior year of high school I applied for and scheduled classes for my first year at Lake land College. Unfortunately I also made a life altering mistake. I am a 19 year old that is a convicted felon, that doesn't have a high school diploma, or a G.E.D. and I won't have a job when I get out of jail. This mistake resulted in a loss of respect, money, and a part of my life. All of this is going to make it harder for me to make my obligations and goals in this economy and society now when I get out of jail. Not to mention getting a job. I am owning up to my responsibilities but I cannot handle this bill. I am hoping that the board has the kindness and understanding to not give me this bill.

Date: 4/5/13

Student's Signature: _____

Final Action: Petition denied. The student enrolled in April 2012. He should have received several bills prior to the beginning of →Date: 5-6-13Assoc. VP's Signature: [Signature]

Recommendation of Instructor/Faculty Advisor/Counselor: _____

Reason for Recommendation: _____

Date: _____ Instructor's/Advisor's Signature: _____

Recommendation of Division Chairperson: _____

Reason for Recommendation: _____

Date: _____ Division Chairperson's Signature: _____

Final Action Continued: *the semester indicating enrollment. And, he had plenty of time to drop his Fall classes. Nothing prevented him from doing so. Finally, he received a LSC Scholarship which was applied to his bill. Had the college known he didn't plan on attending, the scholarship would not have been awarded. It would have been used for another student. It can not be changed at this time.*

Revised: October 2002; November 2005; January 2008

Appendix L - Institutional Assessment Reports - Sheridan, Kluthe, Pana

Lake Land College

Detailed Assessment Report

As of: 5/22/2013 08:14 AM CENTRAL

2012-2013 Kluthe Center

Goals

G 1:Program Goal

Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Evidences, and Action Plans

SLO 2:Kluthe Center College Day for EHS Juniors

The Kluthe Center College Day is intended to educate local Effingham area high school juniors in the following areas: 1. the college enrollment process 2. career choice options 3. the Kluthe Center and Lake Land College. Purpose of assessment: The Kluthe Center, Financial Aid, Counseling Services, Dual Credit, and New Student Admissions have jointly worked to annually host Effingham High School students since 2009 at the Kluthe Center for a College Day visit. The event is held on a Friday in March and consists of a half day of students attending several workshops that pertain to enrolling in college. The event is also a way for EHS students to become more familiar with a local community asset-the Kluthe Center-which is located in their hometown. During the first event in 2009, LLC invited all EHS dual credit students who were juniors and seniors. The committee found that most seniors in March of their senior year were already committed to a college or had plans for the coming fall. Much of the information we were presenting was not useful to them at this time of their high school career. The committee's focus then switched to juniors only and expanded to include the entire junior class. The EHS junior class has attended a Kluthe Center College Day in March from 2010-2012. Also attending each year were two or more EHS guidance counselors. Prior to the event, EHS students are made aware of the Kluthe Center field trip by their high school guidance counselors. The counselors ask students to choose program sessions to attend. The College Day committee takes the student registration information and makes an itinerary for each student based upon their choices. All students attend required sessions on how to apply to college and how to pay for college. Guidance counselors have the opportunity to meet with college administrators at the event. The dialog enables both parties to communicate ideas and get questions answered. At the end of the event, students fill out a brief survey giving their future plans after high school and evaluating the sessions offered during Kluthe Center College Day. The results of the survey activity

will indicate if students know more about 1. the college enrollment process, 2. career choice options, and 3. the Kluthe Center and Lake Land College.

Connected Documents

- *2012 Survey Monkey for EHS Juniors*
- *2012 EHS student survey results from select questions*

Relevant Associations:

Standard Associations:

NCA-HLC 2003 PEAQ Criteria

2 Preparing for the Future

NCA-HLC 2003* PEAQ Core Components

2.3 (2c) The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

NCA-HLC 2003 PEAQ Criteria

3 Student Learning and Effective Teaching

NCA-HLC 2003* PEAQ Core Components

3.4 (3d) The organization's learning resources support student learning and effective teaching.

Institutional Priority Associations:

1.1 Communication

2.3.5 I regularly support team members.

2.4.1 I evaluate current processes and constantly look for new and better ways to improve.

2.5.1 I support and encourage personal and professional growth.

Strategic Plan Associations:

Lake Land College

- 1.1 Stimulate Discovery
- 2.3 Enhance Student Learning and Experience
- 3.1 Increase Enrollment

Related Measures:

M 1:Kluthe Center College Day for EHS Juniors

A survey will be used to collect and gather data from EHS Juniors for the project.

Source of Evidence: Administrative measure - other

Connected Documents

- *2012 Survey Monkey for EHS Juniors*
- *2012 EHS student survey results from select questions*
- *2012 College Day results*

Target:

Target Goal: 90% or more find the sessions Paying for College, Services for Academic Success, and The Enrollment Process to be Very Valuable or Somewhat Valuable. 90% or more find the student choice sessions to be Very Valuable or Somewhat Valuable. 60% or more find their perception of LLC and the Kluthe Center to be much better

Evidences (2011-2012) - Target: Partially Met

Kluthe Center College Day 2012 Results from student surveys Prior to the College Day event, EHS juniors had indicated their plans after high school on a form submitted in February 2012. Below are those results and the finding from the student surveys conducted March 2012 at the Kluthe Center College Day. Target Goal: Benchmarking year Outcome: A. Student plans immediately after finishing high school. 189 responses recorded. 1. 73 - Attend Lake Land College (38.62%) 2. 57 - Attend a four year college or university 3. 23 - Don't know 4. 13 - Attend a technical college 5. 9 - Attend a community college other than LLC 6. 4 - Enter the military 7. 1 - Enter the workforce (not attending college) 8. 9 - other a. 1 - zoology and conservation b. 1 - maybe marines c. 4 - attending college somewhere d. 1 - attending International House of Prayer University, Kansas City, MO e. 1 - union operator f. 1 - Rotary exchange student from Germany 2012 College Day event survey Results Question #1 Rate the following

sessions All students were required to attend three informational sessions. They were:
 1. Paying for College 2. Services for Academic Success 3. The Enrollment Process
 Target Goal: 90% find sessions very valuable or somewhat valuable Outcome:
 Percentage of those finding these sessions to be Very Valuable or Somewhat Valuable:
 1. Paying for College - 96.5% 2. Services for Academic Success - 89% 3. The Enrollment
 Process - 97.1% Two sessions exceeded the 90% goal. The session "Services for
 Academic Success" was rated 89% satisfactory and fell below the 90% target goal.
 Action Plan: Options to consider are to redo the session content and make it more
 relevant to high school juniors or delete the session from the College Day schedule. The
 committee plans to expand the event in 2013 to include afternoon sessions with other
 county schools. The morning schedule with EHS students will need to be shortened to
 accommodate this change. The committee may decide to drop the "Services for
 Academic Success" session for 2013 to allow more room for sessions that were more
 helpful to students. Question #2 Rate student choice sessions. Students rated how
 valuable they found the three student choice sessions they attended. 23 different
 sessions were offered. Target Goal: 90% or more find each session very or somewhat
 valuable Outcome: Nineteen sessions met or exceeded the 90% goal. Four sessions fell
 below the 90% goal. They were: 1. 88.8% Classes to take when you don't know what
 you want to be. (27 respondents) 2. 87.5% Faculty/Student Panel (7 respondents) 3.
 85.2% Figure it out - your career (27 respondents) 4. 86.7% Preparing for the ACT
 exam Action Plan: Survey findings will be sent to the presenters and ask them to
 review their results. Question #3 Has perception of Lake Land College and the Kluthe
 Center changed after the day's event. Target Goal: 60% find perception of LLC and
 Kluthe Center to be much better. Outcome: Goal met. 70.1% of respondents found
 their perception to be much better after the College Day event. Question #4 Which of
 the following did students like about College Day. Check all that apply. Target Goal:
 Students were give seven choices and could check more than one choice. It was desired
 that all choices have some response. Outcome: Goal met. 189 responses were received.
 Student response favored all aspects of the day, with Visiting the Kluthe Center
 receiving the lowest response of 37.3% and Snacks receiving the highest response with
 71% · 71% Snacks · 61.5% Giveaways · 55% Learning about Lake Land College · 40.2%
 Interacting with LLC faculty and staff · 39.1% Learning about the Kluthe Center ·
 37.9% Listening to presentations · 37.3% Visiting the Kluthe Center Question #5 If
 plans are to attend college after high school, what is your top program choice at this
 time. Target Goal: To view program trends by students. Outcome: 135 responses were
 received. The results are quite diverse with allied health being the most popular
 program with 33. The next largest program chosen was business with 24. 2 - Art/Art-
 Animation 1 - Game design 1 - Video Game Design 1 - Air Force 1 - Aviation 1 - Flight
 School Technology 1 - Ag Management 1 - Automotive 1 - Diesel mechanics 1 -
 Mechanics 1 - Welding/Automotive 1 - Welding/Diesel 2 - Technology Business 7 -
 Business/Accounting 2 - Computer aided drafting 2 - Computer programming 1 -
 Graphic Design 1 - Real Estate/Event Planning 2 - Event planning 9 -
 Cosmetology/Esthetics/Nail technology Science 1 - Earth Science 7 - Engineering 1 -
 Geology Humanities: 1 - English 1 - Music 1 - Fashion Design Allied Health: 1 -
 Anesthesiologist 1 - Athletic Trainer 1 - Dental Hygiene 1 - Dental program 3 - Health
 care (1)/Health Occ (1), Health Pediatrics 1 - Lab Technology 3 - Medical 12 - Nursing 1
 - Orthodontics 2 - Physical Therapy 5 - Physical Therapy Assistant (PTA) 1 - Pre-med 1
 - Speech Pathology 1 - Ministry 1 - Worship Leadership 1 - Pastoral ministry Social

Science: 4 - Psychology 2 - Social Psychology/Social Work 1 - Counseling 5 - Criminal Justice 1 - History 1 - Law 6 - Education 3 - Undecided 3 - Don't know 1 - Bachelors 2 - General studies 1 - Illinois 1 - Library Science 16 - LLC 1 - Veterinary 135 Total Responses Action Step: Statistics will be shared with Administration and Division Chair. Question #6 If attending Lake Land College after high school, how many of your classes would you prefer to take at the Kluthe Center? Target Goal: New question. Benchmarking year. Outcome: 127 responses were received. 56.7% (72) some of them 38.6% (49) all that I can 4.7% (4) none of them The results would indicate that EHS students would prefer to take classes at the Kluthe Center. Nearly 50% would prefer to take all classes at the Effingham location. Question #7 What are the FIVE most important factors influencing your college selection? Check your top five. Target Goal: To find what factors are important to EHS students. Outcome: The top five factors are: 1. 80.6% Cost 2. 66.3% Location 3. 65% Programs 4. 43.8% Academic Scholarship 5. 36.3% Close to home Action Step: None Question #8 What additional topics should be included in future College Day at Kluthe events? Target Goal: Find responses which are deemed valuable to the committee Outcome: Several responses listed. Action Step: The committee will evaluate the responses and make changes to the schedule if deemed necessary.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Kluthe Center College Day Action Plan

Established in Cycle: 2011-2012

The session-"Services for Academic Success" was rated 89% satisfactory and fell below the 90% target goal.

Action Plan Opti...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Kluthe Center College Day Action Plan

The session-"Services for Academic Success" was rated 89% satisfactory and fell below the 90% target goal. Action Plan Options to consider: 1. Redo the session content and make it more relevant to high school juniors or delete the session from the College Day schedule. 2. The committee plans to expand the event in 2013 to include afternoon sessions with other county schools. The morning schedule with EHS students will need to be shortened to accommodate this change. The committee may decide to drop the "Services for Academic Success" session for 2013 to allow more room for sessions that were more helpful to students.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Kluthe Center College Day for EHS Juniors | **Outcome/Objective:** Kluthe Center College Day for EHS Juniors

Implementation Description: Drop the "Services for Academic Success" session for the 2013 Kluthe College Day event

Responsible Person/Group: Karen Kull

Additional Resources Requested: None

Connected Document

- *2012 College Day results*

Lake Land College

Detailed Assessment Report

As of: 5/22/2013 08:16 AM CENTRAL

2012-2013 Department of Corrections

Goals

G 1:Correctional Programs

The Correctional Programs Department will add to and enhance the student learning process.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Evidences, and Action Plans

O/O 1:Correctional Enrollment Process

Correctional staff members will follow an enrollment process to register students according to a timetable.

Relevant Associations:

Institutional Priority Associations:

- 2.4.1 I evaluate current processes and constantly look for new and better ways to improve.
- 2.4.2 I solve problems with old and new ideas.

Strategic Plan Associations:

Lake Land College

- 2.2 Identify Departmental Outcomes
- 2.3 Enhance Student Learning and Experience

Related Measures:

M 1:Enrollment Report

Data provided in the existing enrollment report will provide evidence of the number of students registered per site. Indicators: 1. Number of grade rosters recorded in datatel by deadline in comparison to the number of grade roster not recorded due to delays. 2. Number of grade changes requested in a year. Improvements: 1. Increase clarification and communication to ensure grade schedule and procedures are followed. 2. Increase clarification and communication to ensure office personnel, instructors, and students understand and better manage an open enrollment system. 3. Minimize institutional factors that delay processing student grades. Goals: 1. Decrease the number of delayed grades at the end of the module. 2. Decrease the number of errors in grading by instructors. 3. Decrease the number of errors caused by data entry process.

Source of Evidence: Existing data

Target:

Improve the ratio of students enrolled to classroom capacity.

O/O 2:Standardize Instruction

Standardize instructional strategies throughout correctional programs.

Relevant Associations:

Institutional Priority Associations:

2.4.1 I evaluate current processes and constantly look for new and better ways to improve.

2.4.2 I solve problems with old and new ideas.

Strategic Plan Associations:

Lake Land College

2.1 Establish Learning Goals

2.3 Enhance Student Learning and Experience

2.4 Assess Quality of Student Experience

Related Measures:

M 2:Course Syllabi and Outlines

Indicator: 1. Number of instructors with standardized course syllabi and outlines.
Improvements: 1. Increase clarification and communication to ensure standardized curriculums are followed. 2. Share class plans and syllabi to promote best practices among programs. Goals: 1. Improve delivery of instruction. 2. Utilize data collected to begin course level assessment similar to campus academic/vocational program assessment.

Source of Evidence: Document Analysis

Target:

DOC instructors/staff will attend staff development in-service which will focus on instructional practices.

Evidences (2011-2012) - Target: Met

On October 28, 2011, approximately 105 staff members from correctional sites visited the Mattoon campus for an in-service. With the assistance of the Professional Development and Assessment Facilitator, staff members received training on developing syllabi. Career Technology instructors received training on utilizing computers within their classroom as well. In addition, instructors from each program met and exchanged best practices from their classrooms. Individuals from each program were then recognized during a luncheon for demonstrating the best practice in their field. On January 12-13, 2012, 10 construction occupation instructors from correctional sites along with on-campus instructors attended training at the Mattoon campus provided by Lake Land College and the Illinois Chapter of the U.S. Green Building Council. The training provided information on how skilled laborers approach LEED certified technologies. Teachers became G-Pro certified instructors to provide green technology certification to their students as part of their syllabi and coursework. On April 23-24, 2012, staff members from 12 correctional sites attended the Correctional Education Association Regional Conference in Effingham, IL. They received college credit from Lake Land College for attending. They were able to exchange vocational program practices with correctional educators from 4 other states.

O/O 3:Correctional Grading Process

Correctional staff will follow a process to accurately record student grades according to deadlines.

Relevant Associations:

Institutional Priority Associations:

2.4.1 I evaluate current processes and constantly look for new and better ways to improve.

2.4.2 I solve problems with old and new ideas.

Strategic Plan Associations:

Lake Land College

2.3 Enhance Student Learning and Experience

2.4 Assess Quality of Student Experience

Related Measures:

M 3:Missing Grade Report

Indicators: 1. Number of grade rosters recorded in datatel by deadline in comparison to the number of grade roster not recorded due to delays. 2. Number of grade changes requested in a year. Improvements: 1. Increase clarification and communication to ensure grade schedule and procedures are followed. 2. Increase clarification and communication to ensure office personnel, instructors, and students understand and better manage an open enrollment system. 3. Minimize institutional factors that delay processing student grades. Goals: 1. Decrease the number of delayed grades at the end of the module. 2. Decrease the number of errors in grading by instructors. 3. Decrease the number of errors caused by data entry process.

Source of Evidence: Existing data

Target:

Decrease the number of delayed grade rosters.

Lake Land College

Detailed Assessment Report

As of: 6/05/2013 10:11 AM CENTRAL

2012-2013 Adjunct Faculty and Off Campus Locations

Goals

G 1: Educational Services Goal

Educational Services activities and processes will add to and enhance the student learning experience

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Evidences, and Action Plans

SLO 2: Adjunct Faculty Division Involvement

Through the office of AF/OCL, improve the level of communication between the adjuncts and their divisions.

Relevant Associations:

Institutional Priority Associations:

1.1 Communication

2.2.6 I share all appropriate information that can be shared.

2.4.1 I evaluate current processes and constantly look for new and better ways to improve.

Strategic Plan Associations:

Lake Land College

- 1.2 Actively Support Innovation
- 1.4 Prepare People to Innovate
- 2.2 Identify Departmental Outcomes
- 2.3 Enhance Student Learning and Experience
- 3.1 Increase Enrollment
- 4.2 Strengthen

Related Measures:

M 2:Adjunct Faculty Division Involvement

1. Personally contacting each Division Chair to gather information to find out if they include adjunct faculty in regular correspondence of division meetings. 2. Ensuring that DCs will copy me on the email that they send to the adjunct faculty. 3. Measuring tool will consist of excel spreadsheet notating email to adjunct faculty has been sent regarding regular correspondence of division meetings.

Source of Evidence: Discussions / Coffee Talk

Target:

100% of Division Chairs to provide their adjunct faculty with monthly division meeting minutes for each semester.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Evidences, and Action Plans

O/O 1:Proctoring

Off campus location extension centers in Pana and Marshall will provide proctoring services for students in the surrounding areas.

Relevant Associations:

Institutional Priority Associations:

1.1 Communication

2.2.3 I speak directly with those involved.

2.2.4 I use the open door policy.

Strategic Plan Associations:

Lake Land College

2.3 Enhance Student Learning and Experience

Related Measures:

M 1:Proctoring Reports

Monthly proctoring reports provided by the administrative assistants at each facility will document how many tests are proctored at each extension center.

Source of Evidence: Existing data

Target:

Students will be able to proctor tests with relatively little complication at the Marshall and Pana Centers.

Evidences (2011-2012) - Target: Met

The proctoring ability at the extension centers has contributed to the student learning experience by giving them the ability to proctor a test at their convenience at an extension center close to them. The college contentiously provides a consistent proctoring system for faculty and students across our district. Students have the convenience of testing on-campus, at the Kluthe Center, and at the Marshall and Pana Extension Centers. Schedules for all 4 centers on our proctoring page are located on the following link (<http://www.lakeland.cc.il.us/ctpd/site/?p=online&a=proctor>)

Connected Document

- *Proctoring Report*

Appendix M - LLC Assessment Report



In This Report

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ICCB Program Review ...	3
General Education Assessment.....	3-5
Course Assessment.....	5-6
Institutional Assessment ...	6
Conclusion.....	7



Weave Due Dates

<https://app.weaveonline.com/llc/login.aspx>

February 15th or before
Fall Course Assessment Results/Findings

May 1st
Program Assessment Results/Findings & ICCB Program Review

June 2011 - May 2012
Institutional Assessment Data Collection Process

September 15, 2012
Institutional Assessment Results/Findings

September 30th or before
Spring Course Assessment Results/Findings

Introduction

Outcomes assessment is the systematic measurement of student performance for the purpose of improving the quality of the institution, its educational programs and courses. It affords Lake Land College (LLC) the opportunity to make informed decisions that ultimately improve the teaching and learning. Outcomes are defined by the College as, "clear statements of what students will know, value, or be able to do after the completion of a given course and/or program." Assessment consists of five major components at Lake Land College including:

- (1) Program Assessment;
 - (2) Illinois Community College Board (ICCB) Program Review;
 - (3) General Education Assessment;
 - (4) Course Assessment; and,
 - (5) Institutional Assessment.
- Assessment at LLC has evolved

throughout its history. It started with ICCB Program Review and was followed by Program Assessment, General Education Assessment, Course Assessment, and finally Institutional Assessment. Currently all five components of assessment are in place and are completed each year.

In order to bring the data from all of these components together, Lake Land College purchased WEAVEonline Assessment Software in 2010. This software houses and maintains assessment data for all LLC academic and administrative structures - WEAVEonline guides and provides for the alignment of multiple processes including: assessment, planning, accreditation, budgeting, and institutional priorities (see <http://www.weaveonline.com>). WEAVEonline acts as a central housing location for all of the components of assessment at the College.

Program Assessment

Since 1996, LLC has assessed all active certificate and associate degree programs. Division chairs and program directors create assessment plans as the programs are developed and implemented.

The results for Program Assessment (July 2012) are as follows:

- 130 programs in seven academic divisions were reviewed;
- A total of 11 programs do not have assessment data present in the Weave system;
- 52 programs need minor editing (this is in part due to content migration process); and,
- 10 programs need actions plans added.

The Professional Development & Assessment Facilitator put forth an action plan to continue to improve the overall results of Program Assessment. This plan includes meeting with each division chair to discuss the next step to complete assessment for all programs in their area, perform minor editing for instructors with the permission of the division chair and

lead instructor, and finally retrain lead instructors at both division monthly meetings and one-on-one sessions.

In addition to the typical program assessment process, it should be noted that the College has a long history of using the DACUM process. Developing a Curriculum (DACUM) is a quick, effective, relatively low cost method of analyzing jobs and occupations that has been used for more than 40 years by business, education and the military. It results in the production of a DACUM chart listing the duties, tasks and related information about a job. The chart provides a solid and relevant foundation for developing a curriculum and instructional materials to keep programs up to date. The following programs underwent a DACUM process this past year:

- Building Construction Technology 11/30/2011
- Over the Road Truck Technician 10/7/2011
- Energy Sales Specialist on 9/25/2012

ICCB Program Review

The Illinois Community College Board coordinates a state-wide system for the review of instructional programs. The purpose of the statewide program reviews is to: 1) support strategic campus-level planning and decision-making related to instructional programming and academic support services; and 2) demonstrate accountability of the community college system in maintaining locally responsive, cost-effective programs, high quality programs and services (www.ICCB.org).

- 2012 Findings - 100% of all LLC Programs were in compliance with Illinois Community College Board requirements.
- 2011 Findings - 100% of all LLC Programs were in compliance with Illinois Community College Board requirements.

Of note - LLC used the WEAVEonline assessment software to house relevant data and to create appropriate reports submitted to the Illinois Community College Board regarding program review.

General Education Assessment

The purpose of general education at LLC is to provide students with learning experiences that are necessary to enable them to maintain responsible and satisfying relationships to society and the environment. Via LLC's general education curriculum, students develop essential skills of problem solving, critical thinking, and communication. Prior to 2010, the College's general education goals targeted transfer students. After an extensive review process by the General Education Task Force, new goals were developed targeting students in all programs, both transfer and career/technical. This decision significantly impacted assessment, as both transfer and career/technical students are included in the random samples selected to participate in assessment activities.

The General Education goals are:

Communication

Students will communicate professionally and effectively through

- a. Reading
- b. Listening/Observing
- c. Speaking
- d. Writing

Critical Thinking

Students will apply critical thinking skills through

- a. Locating information
- b. Evaluating sources
- c. Analyzing data and arguments
- d. Interpreting initial results
- e. Transferring insights to new contexts

Problem Solving

Students will demonstrate scientific and quantitative problem-solving skills through

- a. Applying the scientific method
- b. Performing mathematical operations
- c. Interpreting tables and graphs
- d. Applying percentages, ratios, and averages

Diversity

Students will recognize the unique characteristics of others through

- a. Understanding diverse cultural contributions
- b. Understanding multiple economic, geographical, or historical perspectives
- c. Understanding the values and actions of diverse populations

Citizenship

Students will demonstrate civic responsibility by

- a. Understanding the impact of human actions on society
- b. Understanding their role in a global society

Foundational Knowledge

Students will demonstrate foundational knowledge in the liberal arts and sciences.

Foundational Knowledge

Students will demonstrate foundational knowledge in the liberal arts and sciences.

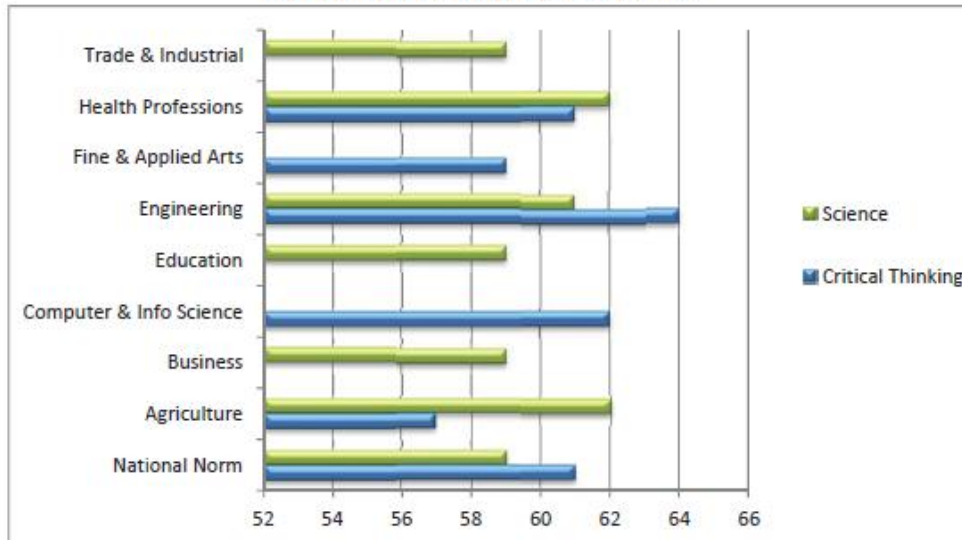
LLC uses multiple means to measure student progress towards general education goals: One way is through the Collegiate Assessment of Academic Proficiency (CAAP) which is a standardized, nationally normed assessment program that enables colleges to assess, evaluate, and enhance student learning outcomes.

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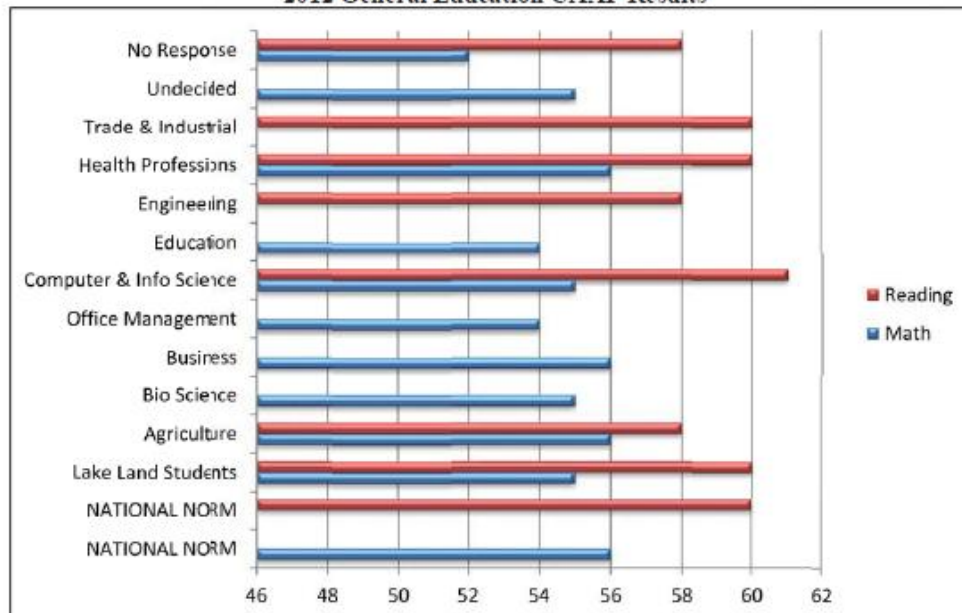
The college administers CAAP tests in February of each year.

- In 2011, students were assessed on critical thinking and science, and LLC students scored at the national norm for critical thinking and above the national norm for science.
- In 2012, students were assessed on reading and math, and LLC students scored at the national norm for reading and slightly below the national norm for math.

2011 General Education CAAP Results



2012 General Education CAAP Results



Other general education learning outcomes are assessed using essay prompts developed by Lake Land College faculty members. These essays are scored both for their success in addressing the subject of the prompt and for the quality, organization, and structure of the written work that are submitted. A prompt addressing the goal on citizenship was administered in February 2012 and was scored over the summer. Results indicated a discrepancy in the scoring process, therefore prompts will be rescored and results will follow at a later date.

The Task Force on General Education is piloting an initiative titled "A Path to Improvement" with the goal of using the information gathered through assessment activities. This project involves brainstorming among instructors in each academic division to collect teaching strategies and techniques that have proven successful; compiling and disseminating the list of strategies, encouraging instructors to adopt new approaches in the classroom; and surveying instructors one year later about the results they achieved. The pilot began in fall semester 2010, so there are no results to report at this time.

Another pilot involves the development of a test mea-

suring foundational knowledge. A rigorous search indicated that no nationally-normed instrument of this type was available. Therefore, the Task Force decided to develop its own "homegrown" tool. Test questions will be divided into four categories:

- (1) Mathematics, including physical sciences
- (2) Science, including life and earth sciences and geography
- (3) Humanities, including communications and fine arts
- (4) Social Sciences, including behavioral sciences, civics, and political science

Members of the Task Force convened Lake Land instructors seeking their input in January 2012, and are presently at work writing questions for the test, which will be administered in February 2013. This is both an innovative and cost-effective project, taking advantage of the talent and initiative of Lake Land College faculty members.

Course Assessment

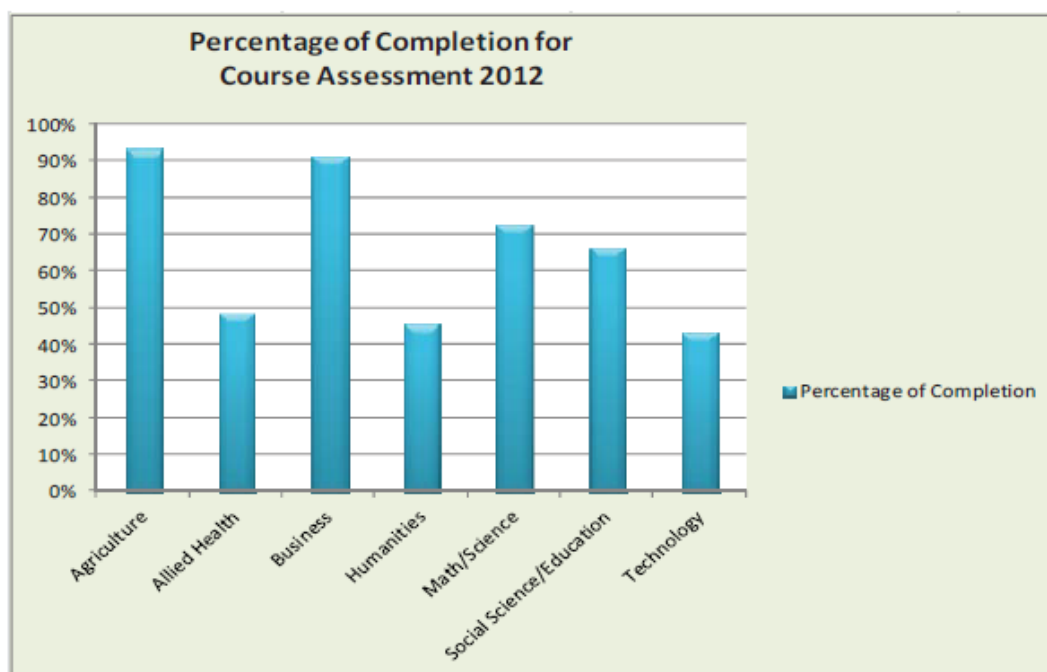
In January of 2010, the College implemented course assessment. Faculty began this process by developing 3-5 outcomes for each course along with measuring tools and achievement targets. The data collection process

for course assessment began during the fall 2010 semester and today is an ongoing process. What follows are the overall percentages of completion for course assessment effective October 26, 2012:

Completion Rate of Course Assessment Results

Division	Total Number of Courses	Percentage of Completion
Agriculture	90	94%
Allied Health	92	49%
Business	137	92%
Humanities	80	46%
Math/Science	56	73%
Social Science/Education	102	67%
Technology	173	44%
Total Courses	730	
Completed Results	471	64.5%
Incomplete Results	253	35.5%

Continued on following page



Institutional Assessment

The goal of Institutional Assessment is to address the following two questions:

- (1) How does my department contribute to the student learning experience at Lake Land College; and,
- (2) How do we know?

The Assessment & Quality Assurance Standing Committee was charged with leading a plan for college-wide assessment and quality goals. As a result, this committee developed institutional goals for all areas of the college, which are assessed in order to gauge how each department contributes to the student learning experience.

Institutional Assessment was fully implemented during the 2011-2012 fiscal year. Four departments participated in the assessment process including Business Services, Development, Student Services and Academic Services. Overall, 73% of all departments and sub-departments were compliant by the September 15, 2012 deadline date.

Conclusion

Overall, assessment at Lake Land College is progressing well in all five areas (1) Program Assessment; (2) ICCB Program Review; (3) General Education Assessment; (4) Course Assessment; and, (5) Institutional Assessment).

Because Program Assessment, ICCB Program Review, and General Education Assessment are mature assessment practices at LLC, these areas strongly enrich the College's learning experiences providing students with the skills and knowledge needed to succeed professionally and personally.

Although course assessment has only been implemented since 2010, it too is progressing well. A new plan of action has been implemented by the Professional Development and Assessment Facilitator to meet the achievement target for completion of course assessment at the College. This entails working closely with division chairs to request their assistance in contacting faculty that are non-compliant in the course assessment process. In addition, the action plan consists of providing a support

process for data entry of outcomes, measures, and achievement targets. As a final point, the Professional Development & Assessment Facilitator will work with division chairs to implement "lead instructors" to courses to expedite the assessment process.

Institutional Assessment has developed well at the College. Although only 73% of departments were compliant the first year of implementation, it should be noted that assessment plans were delayed due to retirements and new hires. The action plan for increasing compliancy for Institutional Assessment includes increasing the amount of reminders sent to VP's and Directors and also offer additional Weaveonline training sessions.

To conclude, assessment at Lake Land College has made great strides. With the implementation of course and institutional assessment to the branding of assessment to the Board of Trustees approving a resolution to deem every February as "Assessment Month" awareness of the assessment process is well know across all campuses.





Appendix N - General Education Assessment Report

Review of Cross-Disciplinary Curricula

General Education

The college's mission statement indicates that Lake Land College creates an "effective learning environment for the lifelong education needs of the diverse communities we serve." Two of the communities specified are students in university transfer education and students in technical and career education. The general education curriculum at Lake Land College is the foundation of every degree program in these areas. Through this curriculum students learn essential information from a broad range of academic disciplines. Students also develop the essential skills of communication, critical thinking, and problem solving.

Students pursuing the A.A.S. degree must complete at least six credit hours in courses representing two different disciplines. Transfer students have a much larger general education requirement, with 37 or 38 of the 64 credit hours required for graduation coming from the general education curriculum. Prior to 2010, the College's general education goals were designed and assessed with transfer students in mind. Following a study of the goals, however, as part of an extensive process of revision beginning in January 2009, faculty members at Lake Land College determined that every student completing a degree at the College should meet these goals and outcomes:

Communication

Students will communicate professionally and effectively through

- a. Reading
- b. Listening/Observing
- c. Speaking
- d. Writing

Critical Thinking

Students will apply critical thinking skills through

- a. Locating information
- b. Evaluating sources
- c. Analyzing data and arguments
- d. Interpreting initial results
- e. Transferring insights to new contexts

Problem Solving

Students will demonstrate scientific and quantitative problem-solving skills through

- a. Applying the scientific method

- b. Performing mathematical operations
- c. Interpreting tables and graphs
- d. Applying percentages, ratios, and averages

Diversity

Students will recognize the unique characteristics of others through

- a. Understanding diverse cultural contributions
- b. Understanding multiple economic, geographical, or historical perspectives
- c. Understanding the values and actions of diverse populations

Citizenship

Students will demonstrate civic responsibility by

- a. Understanding the impact of human actions on society
- b. Understanding their role in a global society

Foundational Knowledge

Students will demonstrate foundational knowledge in the liberal arts and sciences.

This decision significantly impacted the assessment of these goals, as we now include both transfer and career/tech students in the random samples selected to participate in assessment activities such as standardized tests and essay prompts. We also include both transfer and career/tech instructors in discussions about strategies to improve the results. This has been a positive development for the General Education program. Faculty members acknowledge the common thread that runs through the College curricula.

General education courses are woven into the various degree programs offered at Lake Land College. While some degree programs treat the general education courses as electives and allow the students to follow their own path, other degree programs specify or recommend specific general education courses deemed particularly relevant. For example, students pursuing the Associates in Science degree in Agriculture take POS160, American National Government, recognizing that the field of agriculture is subject to many government regulations. Therefore, it is important for an Agriculture major to understand the structure and function of the federal government and its branches. Similarly, the Associate in Arts Degree in Criminal Justice program lists SOC280, Introduction to Sociology, as a recommended course, since careers in criminal justice involve interaction with people of different races, ethnicities and social class, topics addressed in SOC280.

All general education courses offered at Lake Land College meet the requirements of the Illinois Articulation Initiative (IAI), and students who graduate from Lake Land College with an A.A. or A.S. successfully transfer to a range of baccalaureate institutions both within the state. In addition, many students transfer to private four-year institutions, demonstrating that Lake Land's curriculum meets their

needs as first-year and sophomore students. As listed in the College catalog, Lake Land students transfer to colleges and universities such as Eastern Illinois University, University of Illinois, Indiana State University, Lakeview College of Nursing, Millikin University, Greenville College, and Illinois State University, among others.

Closely linked with the adoption of a new set of General Education goals and outcomes in January 2012 was the adoption of a new set of assessment activities. Assessment of the General Education curriculum follows a three-year cycle. Activities include the CAAP (Collegiate Assessment of Academic Proficiency) test—a standardized test broken down by subject—written essay prompts, lab reports, and short answer responses to an oral presentation. In 2011, students took the CAAP tests on critical thinking and science; in 2012, students were tested in reading and mathematics. Lake Land College students scored at the national mean on all four exams. The Task Force hopes to compare incoming students' ACT scores with their scores on the CAAP test, since both tools are part of the ACT organization and ACT offers linkage reports.

Other general education learning outcomes are assessed using essay prompts developed by Lake Land College faculty members. The essays are scored both for their success in addressing the subject of the prompt and for the quality, organization, and structure of the written work that are submitted. A prompt addressing the goal on citizenship were administered in February 2012 and will be scored over the summer.

The Task Force on General Education is piloting an initiative titled “A Path to Improvement” with the goal of using the information gathered through assessment activities. This project involves brainstorming among instructors in each academic division to collect teaching strategies and techniques that have proven successful; compiling and disseminating the list of strategies, encouraging instructors to adopt new approaches in the classroom; and surveying instructors one year later about the results they achieved. The pilot began in fall semester 2010, so we have no results to report at this time.

Another pilot involves the development of a test measuring foundational knowledge, defined as “knowledge fundamental to intellectual growth and a mature understanding of the world and the human condition” (Cronk, 2004).¹ A rigorous search indicated that no nationally-normed instrument of this type is available. Therefore, the Task Force decided to develop its own “homegrown” tool. Test questions will be divided into four categories:

1. Mathematics, including physical sciences
2. Science, including life and earth sciences and geography

¹ Cronk, G. (2004, March). *Definitions and systems of general education*. Retrieved from Bergen Community College website: http://www.bergen.edu/gened/df_gened.pdf

3. Humanities, including communications and fine arts

4. Social Sciences, including behavioral sciences, civics, and political science

Members of the Task Force convened Lake Land instructors seeking their input in January 2012, and are presently at work writing questions for the test, which will be administered in February 2013. This is both an innovative and cost-effective project, taking advantage of the talent and initiative of Lake Land College faculty members.

One innovation with a positive impact on general education at Lake Land College was the adoption of WEAVEonline planning management software in summer 2010. Instructors enter their learning outcomes, measurement strategies, results, and action plans for both course and program assessment into the WEAVEonline software, which serves as a convenient online repository. It also generates reports in a clear and concise format. Most significantly for general education, WEAVEonline includes a mapping function which will allow us to evaluate the coverage of general education goals and outcomes in courses across the curriculum. We will be able to determine, for example, the number of courses in which students participate in activities designed to increase their understanding of the values and actions of diverse populations (goal on Diversity, outcome c). Instructors who teach general education classes have been asked to indicate which outcomes are relevant to their particular course and make an association by checking a box in the software program. We are just beginning to explore the mapping function, but we anticipate that it will give us a much clearer idea of the reach of the general education curriculum at Lake Land College.