

GOVERNANCE & ORGANIZATION

Illinois Central College's structure complies with the legal requirements for higher education in the State of Illinois. The structure provides a formal organization to carry out the Mission of the College. The Board of Trustees, employee groups, and committees who contribute to overall governance are discussed in this chapter.

State Governance

Higher education in Illinois is organized under the Illinois Board of Higher Education (IBHE), which reports to the legislature, as authorized by the Illinois Public Community College Act. Community colleges are organized under the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB). Illinois law requires the IBHE to coordinate – but not govern – the State's higher education efforts. State statutes also require the ICCB to coordinate – but not govern – community college programs. In order to offer a new program, local community colleges must receive approval from both IBHE and ICCB. In addition, IBHE and ICCB both make grants to community colleges and encourage them to contribute to statewide policy initiatives.

The ICCB consists of 11 members appointed by the Governor, with the consent of the Illinois Senate, and one nonvoting member selected by the Student Advisory Committee. The members of ICCB come from throughout the State, and many have local community college trustee experience.

Similarly, the IBHE is comprised of 14 members appointed by the Governor and one nonvoting student member.

Each year, the Illinois Community College Board prepares a budget request for State appropriations for all of the system's community colleges. The annual budget request becomes a part of a larger Illinois Board of Higher Education request for State funds.

The Governor reviews the IBHE request and makes a recommendation that is acted upon by the Illinois General Assembly. The legislature's action is then sent back to the Governor for final approval.

Six statewide organizations representing various community colleges' officials have been designated as official advisory groups to the ICCB. Illinois Central College is an active participant in this system and is represented by the appropriate staff members on the advisory groups.

Local Governance

BOARD OF TRUSTEES

The Board of Trustees is the legal entity responsible for the operation of the College, subject to Illinois State Statutes. The Board has the responsibility to consider and enact policies that govern the operation of the College. The Board consists of seven members elected by registered voters in Community College District 514 for a term of six years and one advisory student member elected each year by the student body.

The Board is composed of five males and three females with seven White Non-Hispanic and one African-American. A variety of occupational and educational backgrounds are represented, including one Bachelor's degree, five Master's degrees, and one Professional degree. The average length of service is 12 years with a range of 2 years to 25 years. The Board uses its diverse occupational and educational backgrounds to the advantage of the College in making decisions.

Illinois Central College Board of Trustees – 2001

TRUSTEE/OCCUPATION	YEARS ON BOARD
Robert Ehrich, Retired Dentist	26 Years
Mary Heller, Retired Educational Consultant	10 Years
Ken Hinrichs, Retired Regional Superintendent of Schools	10 Years
James Polk, Consultant	2 Years, 3 Months
Susan Sundell, State Field Auditor	8 Years
Jerry Wright, Retired Education/Training (Caterpillar Inc.)	12 Years
Susan Yoder, Vice President (CEFCU)	2 Years
Leah Leas, Student Trustee	3 Months

Board meetings, held on the third Thursday of every month, are open to the public. To govern itself and to ensure better communication among employees, students, and its members, the Board maintains the *Bylaws and Policies of the Board of Trustees of Illinois Central College*. These manuals specify policies and procedures in external relations, College organization, fiscal affairs, personnel, student services, instructional services, and Board of Trustees activities.

In this Self-Study the Board was evaluated in the following areas:

- Trustee orientation and development.
- Perception of role in community and the College.
- Relationship of Board and President of the College.
- Responsiveness to and knowledge of College procedure.

ORIENTATION AND DEVELOPMENT

New Board members participate in an orientation and receive an Illinois Community College Trustee Association (ICCTA) video, booklet, and encouragement to attend a workshop for new Board members. Additionally, throughout tenure, Board members are provided with opportunities to attend national, state, regional, and local conferences on a regular basis. The orientation of new Board members appears adequate, and development opportunities are readily available.

PERCEPTION OF ROLE IN COMMUNITY AND COLLEGE

The Board's perception of its role in the community and the College is guided by its understanding of State law. The Board develops an understanding of its role through the ICCTA and ICCB publications. The Board also gains an understanding of its role through regular communication with and advice from the President.

Board members understand their role to include defining the role and Mission of the College, evaluating institutional performance, hiring and evaluating the President, approving College plans, establishing tax rates, establishing tuition rates, establishing institutional budgets, approving contract expenditures, setting the tone for institutional leadership, and representing the community to the College and the College to the community.

The Board members feel that they have a responsibility to the community which includes providing accessible, affordable, quality education; preparing people for the workplace; providing community classes and cultural programs; and being a leader in economic development in the community. The Board also believes its responsibility is to integrate the Core Values of the College into attitudes and actions.

The Board appears to have a strong grasp of and commitment to its role in the community and the College. The Board understands that the College is a place to provide both workplace training as well as educational preparation for transfer students and that it is important for the Board to support the Mission of the College. The Board believes that the newly hired President of the College is an affirmation of its commitment to the Core Values.

RELATIONSHIP OF BOARD AND THE PRESIDENT

The Board believes that the relationship between the Board and the President needs to be open, mutually supportive, and sensitive to the needs of the President. The President serves as the Board's major source of information and recommendations about the College. The Board evaluates the College on an annual basis, meeting with the President and upper-level administrators to discuss and measure how well the College has accomplished the goals set forth by the Strategic Plan. The Board also sets specific goals for the President to achieve on a yearly basis. The Board meets as a group to assess the performance of the President after which the Board Chair meets with the President to discuss the findings. The Board appears to have a very good working relationship with the President and upper-level administrators.

RESPONSIVENESS AND KNOWLEDGE OF COLLEGE PROCEDURES

The Board gathers information about the College from several sources among which are the *Faculty/Staff News*, the *Harbinger*, the President, senior or upper-level administrators on Board subcommittees, and the Foundation Board.

The Board does not communicate on a regular basis with any College constituency other than the President and upper-level administrators.

Organizational Structure

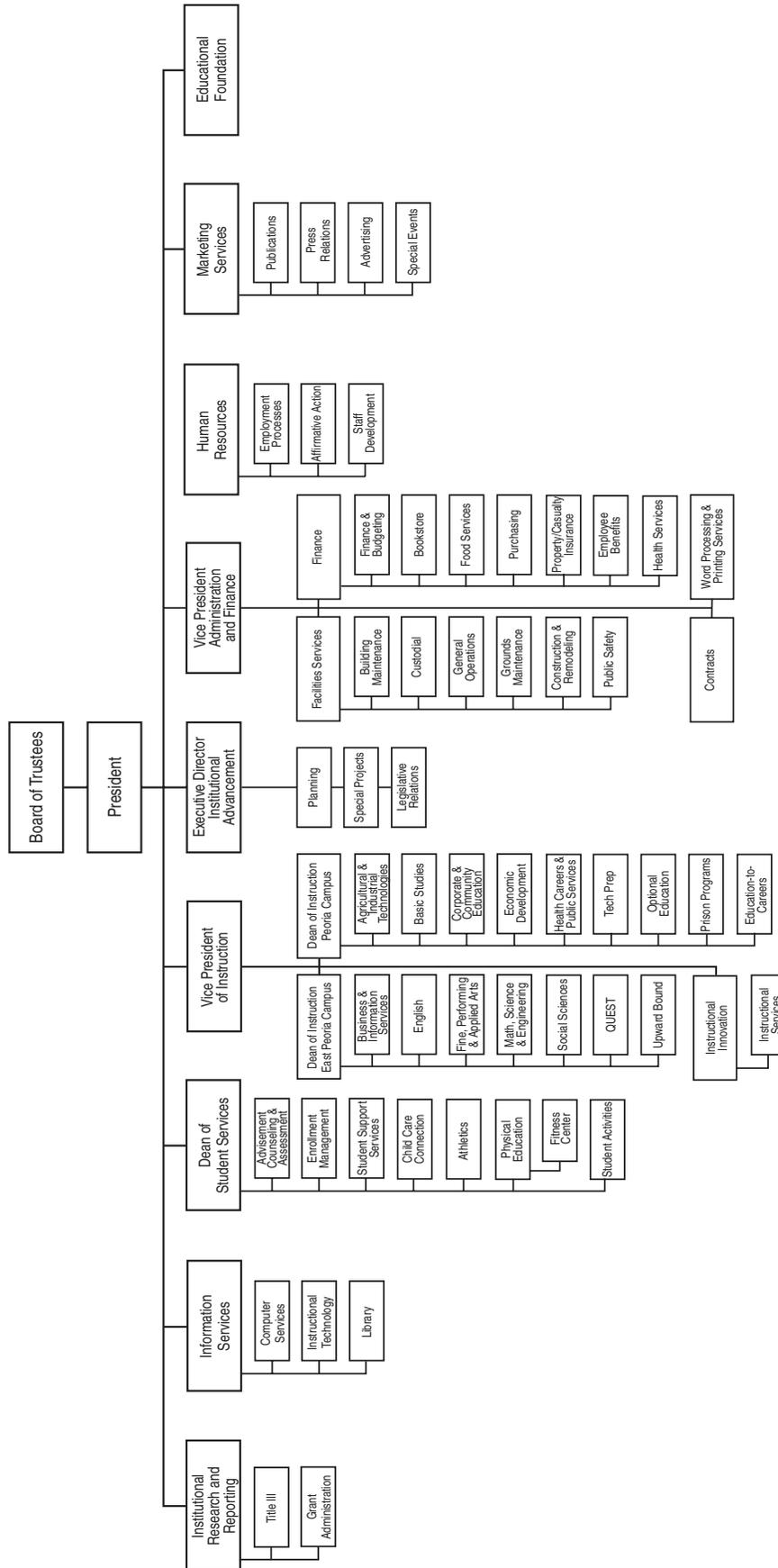
ADMINISTRATION

Significant changes have been made to the College administrative structure since the NCA Self-Study in 1992. The President of the College still reports directly to the Board of Trustees and is responsible for executive management of all College operations. The number of vice presidents reporting to the President has been reduced from four in 1992 to three at present with one of those three left vacant since June 2001 due to the departure of the Vice President for Planning and Informational Services. The three vice presidents oversee the areas of 1) Academic and Student Services, 2) Administration and Finance, and 3) Planning and Informational Services. The President has assumed direct responsibility for the duties of Planning and Informational Services until a decision has been made concerning any reorganization that might be made. The organizational chart on the next page shows the current reporting structure.

Three deans currently assist the Vice President for Academic and Student Services, a decrease from 1992 when there were three deans and two directors. The deans administer the areas of 1) Student Services, 2) Instruction for the East Peoria Site, and 3) Instruction for the Peoria Site. The Dean of Student Services position was created in response to the 1992 NCA recommendation that "The student services function should have a strong and effective advocate holding the same institutional status as major instructional areas." Under the deans are department chairs, directors, and coordinators. As this structure currently exists, the Dean of Instruction for the Peoria Site is also responsible for certain programs housed in East Peoria.

Organizational Chart

A more detailed breakout of this chart is available in the Resource Room.



The Vice President for Planning and Informational Services, currently vacant, has three directors who administer 1) Institutional Research, 2) Marketing Services, and 3) Information Services. Currently, these areas are reporting directly to the President. This structure of three directors is a significant change from 1992 when this position was also responsible for Staff Development and the Educational Foundation but not responsible for Information Services, which now includes the library. Until recently, the person who filled this position was a female, thereby addressing an NCA directive from 1992 regarding encouragement of additional female leadership at the executive level.

The Vice President for Finance and Administration has the area of Human Resources and Facilities Services with two directors, two assistant directors, and seven managers, a change from 1992 when there were five directors in this area.

Dr. John S. Erwin, President

EDUCATIONAL BACKGROUND

- Ph.D - Combined degree in U.S. History and American Studies - Indiana University
- M.A. in United States History - Indiana University
- Master of Divinity with focus on the History of Christianity - Methodist Theological School in Ohio, Delaware, Ohio
- B.A. in English & Religion - University of Indianapolis, Indianapolis, Indiana

PROFESSIONAL BACKGROUND

- Illinois Central College
President - January 2001-Present
- Cincinnati State Technical and Community College
Academic Vice President - 1998-2001
Dean of Humanities & Sciences - 1997-1998
- Iowa Valley Community College District
Vice President of Academic Affairs - 1997
Associate Vice President - 1996-1997
- Marshalltown Community College
Dean of Instruction - 1994-1997
Dean of College (Interim) - 1997
- Illinois Valley Community College - 1990-1994
Chair of Social Science & Public Service Division
Project Director of the Sheridan Correctional Center
- Olney Central College - 1985-1990
Instructor of Social Science
- Indiana University - 1982-1985
Assistant Instructor in History & American Studies

Dr. Ronald Holohan, Vice President for Academic Affairs

EDUCATIONAL BACKGROUND

- Ph.D. in Higher Education, Illinois State University
- M.A. in English - Ohio University
- B.A. in English - Massachusetts State College, Fitchburg

PROFESSIONAL BACKGROUND

- Illinois Central College
Vice President for Academic Affairs - 1999-Present
Dean of Instruction, East Peoria Campus - 1995-1999
Dean of Liberal Arts & Sciences - 1980-1995
Chair of Arts & Humanities - 1979-1980
Acting Chair of English Department - 1978-1979
Faculty member in English - 1968-1978
 - Miami University
English Instructor - 1965-1968
 - Maine-Endwell High School, New York
English Teacher - 1964-1965
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Bruce Budde, Vice President for Administration and Finance

EDUCATIONAL BACKGROUND

- B.S. in Accounting, Milliken University, Decatur, Illinois
- Certified Public Accounting - State of Illinois

PROFESSIONAL BACKGROUND

- Illinois Central College
 - Vice President of Administration and Finance - 2001-Present
 - Associate Vice President of Human Resources and Finance - 1999-2001
 - Controller - 1997-1999
 - Director of Accounting - 1993-1997
- WMX Technologies, Oak Brook, Illinois
 - Manager of Financial Services
- NICOR, Naperville, Illinois
 - Supervisor of Financial Reporting and Research
- Price Waterhouse, Peoria, Illinois
 - Senior Accountant

ADMINISTRATIVE STRUCTURE EFFECTIVENESS

As previously stated, the current administrative structure is in flux and being reevaluated as the new President assumes his position. The President recommends and develops procedures to implement policies of the Board. He also recommends policy changes to the Board. The President has the overall responsibility of carrying out daily operations of the College as per Board policy.

Several 1992 NCA report comments were that staff perceived limited opportunities for advancement and that communication on a broad scale was lacking. This promoted the reexamination of staff classifications and pay scales and a search for improvement in campus communication, especially among academic and support personnel. The College has improved its communications by expanding and strengthening the Information Services Department, thereby greatly improving the dissemination of information. The College web page, e-mail, *E-News* and the *Faculty Staff News* have all contributed to the better dissemination of information. Almost 84% of faculty members rate the *Faculty Staff News* and the *E-News* as “good” or “very good.” Over 64% of full-time staff rate the *Faculty Staff News* as “above average” or “excellent.”

COMPETENCIES OF ADMINISTRATION

The majority of full-time staff responded on surveys that administrators are educated in the areas in which they serve. It seems this is an accurate perception since 85% either have a doctoral degree or are pursuing one.

ADMINISTRATION AND FACULTY/STAFF RELATIONSHIPS

The surveys indicate that a good relationship exists between the administration and members of both the full- and part-time faculty and staff members. Ninety percent of faculty members and 69% of staff members indicate they are comfortable discussing their ideas with their supervisors while 81% of staff would report a problem or suggest an improvement to supervisors; of full-time and part-time staff 80% feel they are treated fairly and appropriately by their supervisors. These data seem to be in contrast with the 71% of full-time faculty members and 78% of part-time faculty members who feel morale is only “fair” to “good.” Sixty-seven percent of full-time faculty members and 71% of part-time faculty members feel faculty/administration relations are “fair” to “good.”

The methods for communicating policies to the employees are reasonably effective. More than 60% of faculty and staff members report that they understand College procedures. Thirty-two percent of faculty members and 50% of staff think that College policies are changed appropriately while more than 35% of

faculty say they “don’t know.” Over 75% of full-time staff report a reasonable understanding of College administrative policies. Nearly 96% of all staff report that policies are “always” or “usually” clearly stated in the staff handbook. Another strength to be noted in this regard is that 90% of full- and part-time staff report that they observe practices to be consistent with written policies.

An area for improvement, evidenced through faculty and staff survey responses, is the practice of informing employees and involving employees in development of policy and procedure. Almost 46% of faculty members and 53% of staff members report that they know who develops College policies. Because only 27% of faculty members believe that all College areas are considered before a new policy is implemented, a perception exists that policies are developed without receiving input from the people whom the policies and procedures will most directly affect. The structure of the existing employee groups might be used more effectively as a means of soliciting input on new policies/procedures being considered by the College Board and administration. This same communication channel might also be used to inform employees about new or changing policies/procedures and explain the additions/changes.

The College’s identifiable goals supporting the Mission have been communicated and internalized by the administration. Ninety-nine percent of staff and administration report being in agreement with the College Mission and goals. The goals and objectives of the Mission are what guides the College, according to 86% of staff and administration, and 80% feel their own work supports the specific goals and objectives of their respective departments.

CORRELATION OF RESPONSIBILITIES OF ADMINISTRATION AND STAFF

The effectiveness of the administration is affected both by policies and procedures and the workload of the administrators. Staff survey results indicate that the responsibilities of the major administrative and staff officers have increased disproportionately to the number of positions. The Dean of Instruction of the Peoria Site supervises two more programs than does the Dean of Instruction of the East Peoria Site. The programs of the Peoria Site also cover a much wider geographic area than do those of the East Peoria Site. Lower-level administrators, including directors and department chairs, may also have an unequal distribution of workload. For example, some department chairs supervise as many as 30 full-time individuals and others as few as three full-time with as many as 70 externally funded full-time and part-time individuals.

OUTCOME EVALUATION FOR COLLEGE PROGRAMS/EFFORTS

In the previous NCA report, a recommendation was made that a centralized office of data collection be established to aid in the areas of uniformity and systemization. The College has established an Institutional Research Office to gather and publish data to aid in the areas of reporting, grant writing, marketing, planning, and budgeting. The Institutional Research Office annually publishes the Illinois Central College’s *Institutional Data Book*, which includes the results of numerous surveys and College data.

STAFF RECRUITMENT, RETENTION, AND PROMOTION

Information collected from the Human Resources Department verifies the existence and use of policies and procedures for recruiting College employees. A more detailed explanation can be found in Human Resources Chapter 7.

Organizational Committees

ADVISORY COMMITTEES

Illinois Central College is served by two types of advisory committees. A complete listing of all committees may be found in the appendix. The first type of committee primarily serves the function of advising occupational programs. These committees also serve as sounding boards, sources of information, and support for those programs. In addition, some of these groups provide outside information, guidance, and support for College-wide initiatives. The second type of committee is internal in nature and comprised of College administration, faculty, and staff members. The functions these groups fulfill are necessary and relevant to the continued success of College programs, services, and efforts.

COMMUNITY ADVISORY COMMITTEES

Presently, there are 48 advisory committees serving programs at the College, which include community professionals employed in their respective fields and College faculty and staff members. Many of these advisory committees serve occupational education programs and are subject to specified and detailed requirements of the various accreditation agencies and processes through which a large number of Illinois Central College's occupational programs are evaluated.

Community, faculty, and staff members were surveyed about the perceived purpose and involvement of the College's advisory committees. Survey results support that these committees do inform the College of specific program needs. It was also agreed that these committees serve the purpose of informing the College of future employment needs and opinions of the community and/or constituencies served.

Over 90% of the community respondents indicated they feel the committees are representative of the constituency the committee seeks to represent, and 85% agree that the committee input is realistic and committee efforts and recommendations are valued. The survey results did note concerns regarding communication and committee organization. Twenty-five percent of all respondents believe committees meet too infrequently with comments indicating an overall need to adopt more businesslike communication practices. Some individual comments were as follows: "provide a 30-day lead time for meetings," "meet on a more frequent and regular basis," "provide the meeting agenda in advance," and "provide more in-depth and frequent communication."

INTERNAL JOINT COLLEGE COMMITTEES

Forty-seven committees are identified as joint College committees. The primary purpose of these groups is to facilitate communication within the institution. Five committees, Administrative Advisory, Classified Personnel Advisory, Part-time Faculty Advisory, Part-time Professional/Supervisory/Support, and Professional/Supervisory/Support Advisory deal with administrative communication and personnel issues within College employee groups. The *Harbinger* Advisory committee is considered as both an external and an internal advisory committee. Several other committees are concerned primarily with faculty/administration issues. Five committees indicate they are presently inactive while other committees indicate they meet only infrequently.

Combined survey results from these committees indicated members believe that respective committees have specific goals, serve as sounding boards for possible activities, and consider student needs to be relevant to their respective functions. Members agree that 1) committees are representative of the College, 2) committee recommendations/actions are heard, and 3) committee recommendations/actions are realistic.

Most respondents feel they are not expected to be a “rubber stamp,” and over 50% of the survey respondents indicated that meeting times are consistent. Respondents indicated that active leadership is important and expressed a desire to see membership of each group be representative of the College as a whole and inclusive of all groups affected by or relevant to committee objectives. Survey comments on file in the Resource Room indicated a desire that committee membership be rotated regularly.

FACULTY FORUM

The Faculty Forum is an organization comprised of all full-time faculty members who elect to join and pay dues. Its members elect the Faculty Senate, which acts as a liaison between the administration and full-time faculty members. The Forum elects senators through departmental elections open to all full-time faculty members and through annual general elections for at-large members and the Senate officers. The Faculty Senate meets once monthly during the academic year to discuss and act on internal matters as well as on matters involving faculty-administrative interests.

Subject to senate approval, the Vice President of the Senate staffs faculty positions on all 47 joint College committees with one exception. The faculty membership on the Curriculum Committee is decided by campus-wide election. More than 35 of these committees are standing committees; the remainder, which vary in number each year, are ad hoc committees that disband once they resolve the issue that they are to examine.

The Vice President must staff the committees in a fair manner, while remaining aware of the value that such committee membership has for the full-time faculty member seeking promotion.

Through the work of these various committees, faculty members have input into the revision and development of College policies, curriculum, procedures, and practices. While administrators chair most joint committees, faculty members share an equal voice and vote with other members.

On the Self-Study survey, 52% of full-time faculty members believe that faculty participation in institutional governance is “good” or “very good.” Of the rest, 29% are “neutral” on this question while 14% find such participation “poor” or “very poor” with the remaining answering “don’t know.”

In responding to questions of institutional governance, 51.9% of the full-time and 65.7% of the part-time faculty members indicated that the existing means for participation are “good” or “very good.” Only 34.5% of full-time and 8.0% of part-time faculty members interpret their role as including governance. The analysis of these data is difficult in that some faculty members may genuinely want a role in governance and not feel there is an opportunity for it while others may simply not consider governance a priority in their role at the College.

Faculty members and administration communicate on an informal and formal level. On an informal level, faculty members and the administration communicate in two ways. The President of the Faculty Senate meets with the President of the College at least once monthly to discuss topical matters and issues of mutual concern. The Faculty Senate frequently asks an administrator to attend monthly meetings for discussion of matters of mutual concern.

On a more formal level, the Faculty Senate through its negotiation committee meets with its administrative counterpart to develop an agreement between the College and faculty members. These negotiations address such matters as length of contract, teaching loads, advancement and promotion, academic freedom, and compensation.

According to survey responses, full-time faculty members seem to think that they play a vital role in curriculum, program, and budget development. While not addressing governance explicitly, 70% of the full-time faculty members think that communication lines between full-time faculty members and administration are effective.

No part-time faculty members serve on joint committees. This might be due to the fact that few provisions exist for their appointment to any of the joint committees mentioned earlier in this report. While part-time faculty members have been excluded from formal positions of input on many matters, they serve on committees that deal with part-time faculty member issues.

EMPLOYEE GROUPS

Illinois Central College has five employee groups that have vested interest in the governance of the College. Each group's input regarding various issues affecting the College is conveyed to the administrators. Those administrators then take the information under advisement. Many of the groups select officers for a one-year term while other groups allow appointees to serve consecutive years in accordance with their respective by-laws. It is the intent of the employee groups to facilitate employees on campus. The major employee groups are:

- **Faculty Forum** identifies and recommends changes relative to instructional/academic matters covering curriculum development, tenure, course load, adjunct faculty members, department structure, filling positions, and so forth. As mentioned earlier, the Faculty Forum is the sole and exclusive bargaining agent for full-time faculty members.
- **Administration** exercise responsibility for the implementation of management policies that influence the general operations of the College.
- **Professional/Supervisory/Support** is made up of individuals who have technical training, associate degrees, bachelor degrees, or advanced degrees.
- **Carpenter's Union** is the exclusive bargaining agent for various departments associated with Food Service, Custodial, General Operations, Grounds Maintenance, Vehicle Maintenance, and Building Maintenance. Representatives from the Union meet with the administration to discuss contract-related issues.
- **Classified Staff** are employees who fall under the Wage-Hour Law. Representatives bring concerns directly to the administration. Frequently, an administrator is present at the classified meetings to answer questions and provide information.

According to the employee group questionnaire survey results, 92% of the respondents "strongly agree" or "agree" that employee groups, by virtue of their actions, implement services in concert with the College's Mission. Furthermore, written comments associated with accomplishments provided several positive declarations such as helping develop the Core Values, supporting diversity training and hiring, forming partnerships with community agencies and employers, and empowering departments to practice fiscal responsibility.

More than 50% of the employee groups' responses indicated that their input should be considered before policies and procedures are established on campus. In addition, 26% scored the effectiveness of interaction and communication on campus as "high" while 37% gave that criterion a "moderate" rating. Regarding the availability of adequate resources for service-related activities within groups, 57% of the respondents affirmed that funding is sufficient whereas 42% preferred budget increases.

Of the 71 written comments concerning major improvements, 54% of the statements targeted salary and job reclassification issues.

Strengths

- The new President of the College has a stated goal of flattening the hierarchy of the organization in restructuring and is using the early part of his administration to consider how the College could be more effectively structured.
- Effective communication tools have been developed and implemented.
- A very high percentage of full-time and part-time staff observe actual practices to be consistent with written College policies.
- Advisory committee members feel that they are heard by the College administrators.
- The Board of Trustees is committed to serving the College.
- A system for developing input from full-time faculty members into policies and budgets exists, and full-time faculty members are aware and supportive of the system.
- Full-time faculty members feel that communication channels work.
- The Faculty Forum and administration negotiate a complete Agreement for full-time faculty members.

Opportunities for Improvement

- The Dean of the Peoria Site is responsible for programs both in Peoria and East Peoria. Consideration could be given to an arrangement that would limit the travel and problems that this situation creates.
- Faculty and staff members have a limited understanding of the strategic planning process. Limited involvement in its development is keeping the majority of faculty and staff members from connecting their departmental planning process to the College's Strategic Plan.
- There continues to be a perception, particularly among staff, that salaries and benefits provided by the College are not competitive with other area employers.
- Full- and part-time faculty members feel morale is only "fair" to "good."
- Faculty/administration relations could be improved.
- Some faculty members feel that committee membership has become politicized because the Faculty Agreement between the College and full-time faculty members indicates committee membership is one of the criteria used for determining promotion. As a result, there seems to be competition for committee membership with some full-time faculty members seeking committee assignments less to serve the College and more to bolster their argument for promotion.
- Part-time faculty members lack significant input into any College matters not concerned with their own contractual status.

Recommendations

- Efforts should be made to identify and correct the factors that are negatively affecting faculty morale.
- A broader representation of College employees should be involved in setting College policy.
- The distribution of administrative responsibilities between the deans, department chairs, and directors should be reviewed with the goal of making equal distribution of duties at each of these levels.
- Steps should be taken to reward participation in each committee, and inactive members should be replaced.

- Meeting locations and times for committee meetings should be rotated to allow for fair and equitable participation of all who desire to participate.
- Regular communication to the College at large by advisory committees concerning their activities should become a priority.
- The negotiation process between faculty members and administration should be improved and new methods of approaching the negotiations in a less adversarial manner should be explored.
- The advancement/promotion issues in the Faculty Agreement should be revised to reduce the importance of committee memberships in determining promotions.
- Consideration might be given to reevaluating the responsibilities of the deans.

