

**AGENDA ITEM #IX-B-2  
OCTOBER 18, 2022  
HIGHLAND COMMUNITY COLLEGE BOARD**

**SECOND READING – REVISED POLICY 5.09  
TRAVEL, MEAL, AND LODGING EXPENSES**

**RECOMMENDATION OF THE PRESIDENT:** That the Board of Trustees approves for second reading the attached revised policy 5.09, Travel, Meal, and Lodging Expenses, which is included in Chapter V, Finance and Facilities, of the policy manual.

**BACKGROUND:** The recommended revision provides clarification for meal expenses incurred on the first and last day of travel.

No additions or revisions have been made since Trustees approved the first reading at their September 27, 2022, regular meeting.

**BOARD ACTION:** \_\_\_\_\_

## 5.09 Travel, Meal, and Lodging Expenses (Revised ~~6/25/19~~)

Travel, meal, and lodging expenses incurred by College employees and members of the Board of Trustees traveling on official college business will be made in accordance with state law. Official college business includes travel and meetings that are necessary, reasonable, and appropriate expenses incurred for the primary benefit of college business. Expenses for entertainment, which include but are not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless ancillary to the purpose of the program or event, will not be allowed.

### Employee travel, meal, and lodging:

Travel, meal, and lodging expenses incurred by College employees must be documented on the College's standardized form with original detailed receipts attached. Detailed receipts should show the amount, date, place, and type of expenditure and should be sufficiently detailed to show the different elements of the expenditure. Forms that do not include original detailed receipts may not be approved.

Expenses that do not exceed maximum allowable amounts, below, must be reviewed and approved by an employee authorized to approve such expenses, in accordance with policy 5.06. Expenses that do exceed maximum allowable amounts must be approved by roll call vote at an open meeting of the Board of Trustees.

### Elected Board member travel, meal, and lodging:

Travel, meal, and lodging expenses incurred by elected College Board members, including the Student Trustee, must be documented on the College's standardized form with original detailed receipts attached. Detailed receipts should show the amount, date, place, and type of expenditure and should be sufficiently detailed to show the different elements of the expenditure. Forms that do not include original detailed receipts may not be approved. All travel, meal, and lodging expenses incurred by elected College Board members, including the Student Trustee, must be approved by roll call vote at an open meeting of the Board of Trustees.

### Expenses:

Approved expenses may include transportation costs, registration fees, meals, lodging, baggage fee (one personal bag per traveler on College business), and incidental expenses, which include parking fees, tolls, taxi fares, tips and similar expenses. Specific criteria for the categories of transportation, lodging, and meals must be met, as outlined in the following paragraphs.

### Transportation:

All travel shall be by the most economical mode of transportation available considering travel time, costs and work requirements. All travel shall be done by the most direct route. Expenses due to deviations for convenience will not be approved for payment by the College. Arrangements for transportation shall be the least costly reasonable available alternative.

A college vehicle may be used if available. The college's driver safety program must be completed prior to use of a college vehicle. Personal vehicles may be used for approved travel and will be reimbursed at the rate currently established by the State of Illinois. (For detailed information, see myHCC Staff portal.) If less than the cost of mileage reimbursement, the purchase of gasoline for a personal vehicle for the purpose of the approved travel may be approved if an original detailed receipt supporting the expenditure accompanies the request.

#### Lodging:

Approved expenses for lodging include each day for which lodging is required for business purposes at the standard room rate not to exceed \$300 per night (see exception). An exception to the maximum rates is that the standard room rate in a hotel where a meeting, convention, or conference is being held may be approved. Expenses incurred due to room upgrades, use of amenities, or nights stayed in addition to those in which business purposes exist will not be approved for payment by the College.

#### Meals:

Approved expenses for meals (which includes breakfast, lunch, and dinner) will be for the actual cost of the meal (not a per diem rate) provided that itemized approval requests accompany by the original detailed receipts are submitted. The cost of alcoholic beverages will not be approved. The total daily amount approved will not exceed the maximum total daily amount of Meals and Incidental Expenses rates published by the U.S. General Services Administration (see exception). Rates can be verified at <https://www.gsa.gov/portal/category/26429> (Meals & IE tab). Exceptions to the maximum amount include: the total amount of meals in a hotel where a meeting, convention, or conference is being held may be approved and meals included as part of the conference package may be approved and on first and last day of travel, the maximum daily rate may not be prorated if travel and meetings exceed 12 hours. Meals under these exclusions are not included in the total maximum daily rate.

#### Reimbursement:

Itemized reimbursement requests for all travel expenses must be accompanied by original detailed receipts. Reimbursement requests relating to programs funded by Federal and State project grants must be allowable under grant rules and must be accompanied by original detailed receipts for all items.

All settlement of travel advances must take place within 10 working days of the completion of the trip.

**AGENDA ITEM #IX-B-3  
OCTOBER 18, 2022  
HIGHLAND COMMUNITY COLLEGE**

**FIRST READING – REVISED POLICY 4.095  
LEAVE, VACATION – ADMINISTRATIVE/PROFESSIONAL/CLASSIFIED  
EMPLOYEES**

**RECOMMENDATION OF THE PRESIDENT:** That the Board of Trustees approves for first reading revised policy 4.084, Leave, Vacation – Administrative/Professional/Classified Employees, which is included in Chapter IV, Personnel, of the policy manual.

**BACKGROUND:** The recommended updates will increase the number of carryover vacation days allowed for administrative, professional, and classified employees. The recommendation is in keeping with other colleges.

**BOARD ACTION:** \_\_\_\_\_



#### 4.095 Leave. Vacation—Administrative/Professional/Classified Employees (Revised ~~6/22/21~~)

A new employee may be granted earned paid vacation time after completion of six (6) months of employment. New full-time classified and professional employees earn .83 vacation days per month not to exceed ten (10) days per year and will continue accruing at the following rates:

1 year through 5 years of employment ..... 10 days vacation (accrued at .83 days per month)

After 5 years of employment ..... 15 days vacation (accrued at 1.25 days per month)

After 15 years of employment ..... 20 days vacation (accrued at 1.66 days per month)

Full-time administrative employees earn 21 vacation days per year (accrued at 1.75 days per month).

The President will (if employed full-time) earn vacation days as determined by the Board. Carryover days for the President will be determined by the Board of Trustees and included in the Presidential Contract.

Regular part-time employees who work at least 32 but less than 40 hours per week will accrue vacation leave on a pro rata basis to the schedule for fulltime employees.

Except for unforeseen emergencies, vacation time should be scheduled as far in advance as possible. Such requests must be routed through the supervisor for approval and submitted through the College's payroll system.

Consideration will be given to all requests for vacation time and the employee's preference will be respected wherever practicable. However, the College reserves the right to deny requests which may jeopardize the operation of the College. Competitive requests for the same time off may be decided on the basis of employee seniority within the institution.

A full-time classified or professional employee with up to 15 years of employment may carry over up to ~~ten~~ 10 vacation days into the next fiscal year. A full-time classified or professional employee after 15 years of employment and administrative employees may carry over up to ~~twenty~~20 vacation days into the next fiscal year.

A regular part-time employee with up to 15 years of employment working 32 hours per week but less than 40, may carry over up to eight vacation days. A part-time employee after 15 years of employment working 32 hours per week but less than 40, may carry over up to ~~sixteen~~16 vacation days into the next fiscal year.

Any employee who resigns, retires or is terminated shall be granted full pay for earned, unused vacation time. If more vacation time is used than earned when an employee resigns, retires or is terminated, it will be deducted from the last pay. If the employee does not have

enough earnings available in their last pay check to cover unaccrued, used vacation time, the employee will be expected to make arrangements to repay the College.

**AGENDA ITEM #IX-B-4  
OCTOBER 18, 2022  
HIGHLAND COMMUNITY COLLEGE**

**FIRST READING – REVISED POLICY 4.121  
LEAVE, BEREAVEMENT – FULL-TIME/PART-TIME ACTIVE EMPLOYEES**

**RECOMMENDATION OF THE PRESIDENT:** That the Board of Trustees approves for first reading revised policy 4.121, Leave, Bereavement – Full-Time/Part-Time Active Employees, which is included in Chapter IV, Personnel, of the policy manual.

**BACKGROUND:** The recommended changes meet State regulatory requirements and allow greater flexibility in the event an employee needs to use bereavement days non-consecutively.

**BOARD ACTION:** \_\_\_\_\_

#### 4.121 Leave. Bereavement—Full-Time/Part-Time Active Employees (revised )

##### Full-time Active Employees

The College will grant one day paid leave for bereavement of extended family: aunt, uncle, cousin, niece or nephew. Three ~~consecutive~~ days paid leave for family including brother or sister-in-law, son or daughter-in-law, mother or father-in-law, grandparent or grandparent-in-law or grandchild. Five ~~consecutive~~ days paid leave for immediate family: spouse or Civil Union partner, child (biological, adopted, foster, step, legal ward, or a child for whom the employee stood in loco parentis), parent, sibling, stepsibling, stepparent. Bereavement leave days cannot be accrued and must be taken within 30 calendar days from the first bereavement day taken to the last bereavement day taken.

Under the Illinois Family Child Bereavement Leave Act, after 1,250 hours of service with an employer during the prior 12-month period an employee is eligible for two weeks (10 working days) of unpaid leave following the death of a child, stepchild, spouse, domestic partner, sibling, parent or step-parent, mother-in-law or father-in-law, grandchild or grandparent.

Unpaid leave time may be used to

- Attend the funeral or alternative to a funeral of a covered family member;
- Make arrangements necessitated by the death of the covered family member;
- Grieve the death of the covered family member; or
- Be absent from work due to (i) a miscarriage; (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure; (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party; (iv) a failed surrogacy agreement; (v) a diagnosis that negatively impacts pregnancy or fertility; or (vi) a stillbirth.

Employees ~~The first five days~~ will be paid as noted above and the remaining ~~five~~ days will be unpaid. Employees meeting the eligibility requirements of the Illinois Family Child Bereavement Leave Act, may elect to substitute other paid leave they have accrued, such as sick, vacation or personal days, for any unpaid portion of the leave. Leave under the Illinois Family Child Bereavement Act must be completed within 60 days after the date an employee receives notice of the death of the child. Employees may be entitled to up to 6 weeks of bereavement time in the event of the death of more than one child during a twelve-month period. This Act does not create a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or in addition to the unpaid leave time permitted by the federal Family and Medical Leave Act.

The employee's immediate supervisor authorizes the use of bereavement leave. If additional time is needed beyond what is indicated above, vacation, sick or unpaid personal leave may be taken with supervisory approval in consult with Human



**Resources.** The supervisor should consult with Human Resources in special circumstances.

#### **Part-time Active Employees**

Under the Illinois Family Child Bereavement Leave Act, after 1,250 hours of service with an employer during the prior 12 month period, an employee is eligible for two weeks (10 working days) of unpaid leave following the death of a child. Child is defined as a biological, foster, adopted or step child, a legal ward or a child for whom the employee stood in loco parentis. Bereavement leave days cannot be accrued. Employees meeting the eligibility requirements of the Illinois Family Child Bereavement Leave Act may elect to substitute leave they have accrued such as sick, vacation or personal days for any portion of the leave. Leave under the Illinois Family Child Bereavement Act must be completed within 60 days after the date an employee receives notice of the death of the child. Employees may be entitled to up to 6 weeks of bereavement time in the event of the death of more than one child during a twelve-month period. This Act does not create a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or in addition to the unpaid leave time permitted by the federal Family and Medical Leave Act.

The employee's immediate supervisor authorizes the use of bereavement leave. If additional time is needed beyond what is indicated above, vacation, sick or unpaid leave may be taken with supervisory approval in consult with Human Resources. The supervisor should consult with Human Resources in special circumstances.

**AGENDA ITEM #IX-B-5  
OCTOBER 18, 2022  
HIGHLAND COMMUNITY COLLEGE**

**FIRST READING – NEW POLICY 4.122  
COVID-19 ADMINISTRATIVE LEAVE**

**RECOMMENDATION OF THE PRESIDENT:** That the Board of Trustees approves for first reading new policy 4.122, COVID-19 Administrative Leave, which will be included in Chapter IV, Personnel, of the policy manual.

**BACKGROUND:** This new policy is recommended in order to meet regulatory requirements.

**BOARD ACTION:** \_\_\_\_\_

#### ***4.122 Leave, COVID-19 Administrative Leave (     )***

##### **A. Scope**

1. This policy applies to all employees, specifically all persons employed by Highland Community College on or after the effective date of the amendatory Act of the 1-2<sup>nd</sup> General Assembly, April 5, 2022.

##### **B. Objectives**

1. The Public Community College Act is amended by adding Sections 3-29.20 and 3-29.25. Highland Community College recognizes the benefit of reimbursing employees for sick time that was used during the 2021-2022 academic year for COVID-19 related illness and providing paid administrative leave due to a public health emergency related to COVID-19.

##### **C. Sick Leave**

Any sick leave used by an employee of Highland Community College shall be returned to the employee if the employee receives all doses required to be fully vaccinated against COVID-19, if:

1. The sick leave was taken because the employee was restricted from being on Highland's campus because the employee:
  - A. Had a confirmed positive COVID-19 diagnosis via a molecular amplification diagnostic test, such as a polymerase chain reaction (PCR) test for COVID-19;
  - B. Had a probable COVID-19 diagnosis via an antigen diagnostic test;
  - C. Was in close contact with a person who had a confirmed case of COVID-19 and was required to be excluded from Highland's campus; or
  - D. Was required by Highland policy to be excluded from College property due to COVID-19 symptoms; or
2. The sick leave was taken to care for a child of the employee who was unable to attend elementary or secondary school because the child:
  - A. Had a confirmed positive COVID-19 diagnosis via a molecular amplification diagnostic test, such as a polymerase chain reaction (PCR) test for COVID-19;
  - B. Had a probable COVID-19 diagnosis via an antigen test;
  - C. Was in close contact with a person who had a confirmed case of COVID-19 and was required to be excluded from school; or
  - D. Was required by the school or school district policy to be excluded from school district property due to COVID-19 symptoms.

Leave shall be returned to an employee provided that the employee has received all required doses to meet the definition of "fully vaccinated against COVID-19" no

later than 5 weeks after the effective date, April 5, 2022, of this amendatory ACT of the 102<sup>nd</sup> General Assembly.

Human Resources has returned sick leave compliant with this policy.

**D. Paid Administrative Leave**

- a. During any time when the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, Highland Community College, the State or any of its agencies, or a local public health department has issued guidance, mandates, or rules related to COVID-19 that restrict an employee of SRC from being on college property and:
- b. The leave is needed because the employee is restricted from being on SRC property because the employee:
- c. Has a confirmed positive COVID-19 diagnosis via a molecular amplification diagnostic test, such as a polymerase chain reaction (PCR) test for COVID-19;
- d. Has a probable COVID-19 diagnosis via an antigen diagnostic test;
- e. Is in close contact with a person who had a confirmed case of COVID-19 and is required to be excluded from Highland's campus; or Highland policy to be excluded from Highland's campus due to COVID-19 symptoms; or
- f. The leave is needed to take care of a child of the employee who is unable to attend elementary or secondary school because the child:
- g. Has a confirmed positive COVID-19 diagnosis via a molecular amplification diagnostic test, such as a polymerase chain reaction (PCR) test for COVID-19;
- h. Has a probable COVID-19 diagnosis via an antigen test;
- i. Is in close contact with a person who has a confirmed case of COVID-19 and is required to be excluded from school; or
- j. Is required by the school or school district policy to be excluded from school district property due to COVID-19 symptoms.
- k. The employee shall receive as many days of administrative leave as required to abide by the public health guidance, mandates, and requirements issued by the Department of Public Health. Such leave shall be provided to an employee for any days for which the employee is required to be excluded from Highland's campus or the employee's child is unable to attend elementary or secondary school due to reasons related to COVID-19. To be eligible to receive paid administrative leave if the request is because the employee was restricted from being on Highland's campus, the employee must:
- l. Be fully vaccinated no later than 5 weeks after the effective date, April 5, 2022, of this amendatory ACT of the 102<sup>nd</sup> General Assembly;
- m. Provide proof of the employee's positive COVID-19 test result within two college days of the request for leave. If a previous positive COVID-19 diagnosis was in the past ninety days, a medical note or isolation order confirming that the employee should be excluded from campus must be provided; or
- n. Provide a quarantine order from the State or Local Health Department due to a COVID-19 exposure.



- o. To be eligible to receive paid administrative leave if the request is to care for a child of the employee who is unable to attend elementary or secondary school, the employee must:
- p. Be fully vaccinated no later than 5 weeks after the effective date, April 5, 2022, of this amendatory ACT of the 102<sup>nd</sup> General Assembly;
- q. Provide proof that the child attends elementary or secondary school;
- r. Provide proof of the child's positive COVID-19 test result within two college days of the request for leave. If a previous positive COVID-19 diagnosis was in the past ninety days, a medical note, note from the school, or isolation order confirming that the child should be excluded from school property must be provided; or
- s. Provide a letter from the secondary or elementary school or State of Local Health Department requiring the child to quarantine or be excluded from school property (with dates of exclusion) based on being a close contact with a person who is a confirmed case of COVID-19 or due to COVID-19 related symptoms.

#### E. Definitions

**Fully vaccinated against COVID-19:** Two weeks after receiving the second dose in a 2-dose series of a COVID-19 vaccine authorized for emergency use, licensed, otherwise approved by the United States Food and Drug Administration; or two weeks after receiving a single dose of a COVID-19 vaccine authorized for emergency use, licensed, or otherwise approved by the United States Food and Drug Administration. Should the Centers for Disease Control and Prevention of the United States Department of Health and Human Services update the definition of "fully vaccinated against COVID-19" to include booster dose(s), this policy will adopt the new definition and employees who have not received the recommended booster dose(s) by 5 weeks after the Department of Public Health adopts the revised definition of "fully vaccinated against COVID-19" are not considered fully vaccinated for determining eligibility for future paid administrative leave.

**AGENDA ITEM #IX-B-6  
OCTOBER, 2022  
HIGHLAND COMMUNITY COLLEGE**

**REVISED AFFIRMATIVE ACTION PLAN**

**RECOMMENDATION OF THE PRESIDENT:** That the Board of Trustees approves the attached revised Affirmative Action Plan.

**BACKGROUND:** The Affirmative Action Plan was last updated in 2004. The AA/EEO Committee reviewed the document earlier this year and made revisions. The language has been updated to reflect current wording and processes. Although it is not required for approval by the Policy Review Committee, the Affirmative Action Plan was presented to the committee at its September 2022 meeting before being presented to the Board of Trustees.

**BOARD ACTION:** \_\_\_\_\_

Equal Employment Opportunity Policy Statement

HIGHLAND COMMUNITY COLLEGE

AFFIRMATIVE ACTION PLAN

For

MEMBERS OF MINORITY GROUPS, WOMEN, AND ~~PERSONS WITH~~  
~~DISABILITIES~~ PEOPLE WITH DISABILITIES

May 1976

Edited February, 1978

Edited April, 1992

Edited May, 2003

Edited September, 2004

Edited May, 2022

Policy statements in the Plan have been adopted by the Board of Trustees, Illinois Community College District No. 519, as the governing Board of Highland Community College.

## AFFIRMATIVE ACTION PLAN

### Introduction

Highland Community College is committed to the concepts, objectives, methods, and directions of equal employment opportunities defined and dictated through federal affirmative action guidelines. These guidelines ~~insure~~ ensure that members of minority groups, women, and ~~persons with disabilities~~ people with disabilities, regardless of age, have equal opportunities for employment, advancement on the job, education, and receipt of services, and will instill in the total college community a sensitivity to the interests, concerns, and needs of members of minority groups, women, and ~~persons with disabilities~~ people with disabilities.

Ultimate responsibility for implementing an Affirmative Action Program rests with the Board of Trustees. The College President, as the executive officer of the Board of Trustees, has the ~~administrative~~ responsibility and authority to ~~assure~~ administer and work towards ~~advocate~~ the achievement of the objectives of affirmative action. The Affirmative Action Officer serves as the representative of the College President in the ~~administration~~ management, implementation, and enforcement of the program throughout the College district, and in this capacity, monitors all personnel actions of the College to ~~insure~~ ensure that the intent of the plan is being honored.

The authority for an Affirmative Action Program is derived from Higher Education Guidelines, based on the federal Executive Order 11246.

### EQUAL EMPLOYMENT POLICY STATEMENT AND AFFIRMATIVE ACTION COMMITMENT

Highland Community College is committed to a policy of nondiscrimination as an Equal Opportunity Employer. It is the objective of the College to ~~assure~~ ensure equal opportunity in all aspects of recruitment and employment of all employees. Further more, it is expressly the College's policy to maintain and promote nondiscrimination regarding race, religion, political philosophy, color, national origin or ancestry, gender, sexual orientation, age, sex and gender identity, disability, marital status, military status, citizenship status, unfavorable discharge from military service, order of protection status, genetic information status, pregnancy, childbirth (or medical or common conditions related to pregnancy or childbirth) or other factors prohibited by applicable federal and state laws, regulations and Executive Orders ~~race, creed, religion, political philosophy, color, national origin or ancestry, gender, sexual orientation, age, sex and gender identity, physical or mental handicap unrelated to ability, marital status, military~~



~~status, citizenship status, discharge from military service or other factors prohibited by applicable laws and Executive Orders~~ and is committed to equal opportunity for all applicants and members of its student body, faculty, staff, and officers. In addition, there will be no discrimination because of membership or lawful participation in the activities of any political party, organization or union, or because of ~~his or her~~their refusal to join or participate in the activities of any political party, organization or union.

An overview of these laws and Executive Orders is attached.

The College does not view its nondiscriminatory policy as a passive one. It is aware of its obligation to actively seek ~~actively~~ to increase the number of minority individuals and women at all levels of the College and to provide and make ~~them all employees~~ aware of a system of equitable compensation for comparable work.

The effort will be ~~a continuous, and aggressive assertive one~~ and ~~will be~~ based on ~~personal the~~ commitments of the College administrators, faculty, and staff. The College's program of affirmative action is to expand ~~equality equity~~ of opportunity.

The College develops, maintains, and funds educational programs and services that are ~~sensitive aligned with to~~ the emerging needs of members of minority groups, women, and ~~persons with disabilities~~ people with disabilities. Furthermore, the College aims to initiates programs that will increase, on the part of all personnel, sensitivity cultural competency to the interests and needs of minority groups, women and ~~persons with disabilities~~ people with disabilities.

The College also seeks to ~~further advance encourage its~~ equal opportunity employment goals with respect to those outside the College with whom it deals with by the use of equal employment clauses in contracts and purchase orders.

Successful performance on affirmative action goals provides positive benefits to the College through ~~fuller appropriate~~ utilization and development of previously underutilized human resources and skills.

## STATEMENT OF RESPONSIBILITY

The President of the College assumes responsibility for the success of affirmative action. Operational responsibility is to be carried by the ~~Human Resources Office Affirmative Action Officer/Director of Human Resources~~. Responsibility of ~~Human Resources the Affirmative Action Officer/Director of Human Resources~~ should include, but not necessarily be limited to:

1. Maintaining a Board policy statement, a written Affirmative Action Plan, and internal and external communication procedures.

2. Assisting management in collecting and analyzing employment data, identifying problem areas, setting goals and timetables, and developing programs to achieve goals. Programs should include specific remedies to eliminate any discriminatory practices discovered in the employment system.
3. Initiating and organizing an efficient and regular system of monitoring all College personnel actions in accordance with the Affirmative Action Plan.
4. Serving as liaison between College, government regulatory agencies, minority and women's organizations, organizations that advocate for people with disabilities and other community groups for employment-related items.
5. ~~Assuring-Ensuring~~ that current legal information affecting affirmative action is disseminated to appropriate staff members.

All College administrators and supervisors must clearly understand their own responsibilities for carrying out equal employment opportunity and affirmative action as a basic part of their jobs.

#### EQUAL EMPLOYMENT OPPORTUNITY CLAUSE REQUIRED BY THE ILLINOIS FAIR EMPLOYMENT PRACTICES COMMISSION AS A MATERIAL TERM OF ALL PUBLIC CONTRACTS

In the event of the contractor's noncompliance with any provision of this Equal Employment Opportunity Clause, the Illinois Fair Employment Practices Act or the Fair Employment Practices Commission's Rules and Regulations for Public Contracts, the contractor may be ~~declared-barred by the Commission nonresponsible~~ and therefore ineligible for future contracts or subcontracts with the State of Illinois or any of its political subdivisions or municipal corporations, and the contract may be cancelled or avoided in whole or in part, and such other sanctions or penalties may be imposed or remedies invoked as provided by statute or regulation.

During the performance of this contract, the contractor agrees as follows:

- (1) That it will not discriminate against any employee or applicant for employment because regarding race, religion, political philosophy, color, national origin or ancestry, gender, sexual orientation, age, sex and gender identity, disability, marital status, military status, citizenship status, unfavorable discharge from military service, order of protection status, genetic information status, pregnancy, childbirth (or medical or common conditions related to pregnancy or childbirth) or other factors prohibited by applicable federal and state laws, regulations and Executive Orders of race, color, religion, gender, national origin or ancestry; and further that it will examine all job classifications to determine if minority persons or women are underutilized and will take appropriate affirmative action to rectify any such underutilization.



- (2) That, if it hires additional employees in order to perform this contract, or any portion hereof, it will determine the availability (in accordance with the Commission's Rules and Regulations for Public Contracts) of minorities and women in the area(s) from which it may reasonably recruit, ~~and it~~ It will hire for each job classification ~~for which employees are hired~~ in such a way that minorities and women are not underutilized.
- (3) That, in all solicitations or advertisements for employees placed by it or on its behalf, ~~it they~~ it will state that all applicants will be afforded equal opportunity without discrimination because of regarding race, religion, political philosophy, color, national origin or ancestry, gender, sexual orientation, age, sex and gender identity, disability, marital status, military status, citizenship status, unfavorable discharge from military service, order of protection status, genetic information status, pregnancy, childbirth (or medical or common conditions related to pregnancy or childbirth) or other factors prohibited by applicable federal and state laws, regulations and Executive Orders. race, color, religion, gender, national origin, or ancestry.
- (4) That it will send to each labor organization or representative of workers with which it has or is bound by a collective bargaining or other agreement or understanding, a notice advising such labor organizations or representative of the contractor's obligations under the Illinois Fair Employment Practices Act and the Commission's Rules and Regulations for Public Contracts. If any such labor organization or representative fails or refuses to cooperate with the contractor in its effort to comply with such Act and Rules and Regulations, the contractor will promptly ~~so~~ notify the Illinois Fair Employment Practices Commission and the contracting agency and will recruit employees from other sources when necessary to fulfill its obligations thereunder.
- (5) That it will submit reports as required by the Illinois Fair Employment Practices Commission's Rules and Regulations for Public Contracts, furnish all relevant information ~~as may from time to time~~ that may occasionally be requested by the Commission or the contracting agency, and in all respects comply with the Illinois Fair Employment Practices Act and the Commission's Rules and Regulations for Public Contracts.
- (6) That it will permit access to all relevant books, records, accounts, and work sites by personnel of the contracting agency and the Illinois Fair Employment Practices Commission for purposes of investigation to ascertain compliance with the Illinois Fair Employment Practices Act and the Commission's Rules and Regulations for Public Contracts.
- (7) That it will include verbatim or by reference, the provisions of paragraphs 1 through 7 of this clause in every performance subcontract as defined in Section 2.10(b) of the Commission's Rules and Regulations for Public Contracts so that

such provisions will be binding upon every such subcontractor; and that it will also include the provisions of paragraphs 1, 5, 6 and 7 in every supply subcontract as defined in Section 2.10(a) of the Commission's Rules and Regulations for Public Contracts so that such provisions will be binding upon every such subcontractor.

In the same manner as with other provisions of this contract, the contractor will be liable for compliance with applicable provisions of this clause by all its subcontractors; and further it will promptly notify the contracting agency and the Illinois Fair Employment Practices Commission in the event any subcontractor fails or refuses to comply therewith. In addition, no contractor will utilize any subcontractor ~~declared barred~~ by the Commission to be ~~nonresponsible and therefore~~ ineligible for contracts or subcontracts with the State of Illinois or any of its political subdivisions or municipal corporations.

With respect to the two types of subcontracts referred to under paragraph 7 of the Equal Employment Opportunity Clause above, the following is an excerpt of Section 2 of the FEPC's Rules and Regulations for Public Contracts:

**Section 2.10.** The term "Subcontract" means any agreement, arrangement or understanding, written or otherwise, between a contractor and any person (in which the parties do not stand in the relationship of an employer and employee):

- (a) for the furnishing of supplies or services or for the use of real or personal property, including lease arrangements, which, in whole or in part, is utilized in the performance of any one or more contracts; or
- (b) under which any portion of the contract's obligation under any one or more contracts is performed, undertaken or assumed.

#### OBJECTIVES OF AFFIRMATIVE ACTION PLAN FOR EMPLOYMENT

1. To provide a positive and dynamic standard for the achievement of equal employment opportunity for members of minority groups, women, and ~~persons with disabilities~~ people with disabilities at Highland Community College.
2. To ~~cause~~ encourage the ~~academic community of~~ academic community of Highland Community College ~~community~~ academic community to view the Affirmative Action Plan for the improvement of employment opportunities for members of minority groups, women and ~~persons with disabilities~~ people with disabilities as an asset to the educational purposes of the College;
3. To ~~enunciate~~ affirm ~~such~~ equal opportunity policies ~~that they~~ exist as part of the ~~institutional personality~~ adopted framework of the College ~~in the community~~;



4. To develop action-oriented measures ~~which that~~ will broaden initial employment opportunities as well as upward mobility ~~avenues-prospects~~ for members of minority groups, ~~-women, and persons with disabilities~~ people with disabilities;
5. To increase awareness concerning the meaning of equal opportunity on the part of all College personnel;
6. To eliminate any practices or procedures ~~which that~~ may have a discriminatory effect on the employment potential at Highland Community College HCC for members of minority groups, women, and persons with disabilities;
7. To audit all personnel actions to ~~insure-ensure~~ that no decisions are made ~~which that~~ might discriminate on the basis of regarding race, religion, political philosophy, color, national origin or ancestry, gender, sexual orientation, age, sex and gender identity, disability, marital status, military status, citizenship status, unfavorable discharge from military service, order of protection status, genetic information status, pregnancy, childbirth (or medical or common conditions related to pregnancy or childbirth) or other factors prohibited by applicable federal and state laws, regulations and Executive Orders, race, religion, color, gender, national origin, age, or disability.

## HIRING PROCEDURE

Highland Community College is committed to equal employment opportunity by using formal notice for job vacancies and actively involved, where applicable, trained search committees comprised of a cross section of employees and EE/AA representatives. Highland's hiring process supports the diverse needs of its students and attempts to represent the population served. The College makes a number of efforts to attract minority applicants that include diversity-focused advertisements as well as providing diversity and inclusion education for our faculty and staff, including screening committee members and hiring managers. Highland Community College ensures that applicants and employees with disabilities have equal access to its application process. To ensure equal opportunity, all job postings include contact information so that any applicant or employee who wants to request a disability-related accommodation in the hiring process may do so. The College provides reasonable accommodations for applicants and employees with disabilities, unless such accommodations will cause undue hardship, to ensure that equal employment opportunity is extended in the operation of its employment processes. It complies with legal requirements and aspires to exceed other regulatory and accrediting organizations. The current procedure for the hiring process may be found at xx or can be requested through the Human Resources department.

This procedure shall be followed in hiring personnel (kbrl):

- A. When a vacancy exists, the Human Resources Office shall be notified immediately by the supervisor involved.
- B. The Human Resources Office shall notify the President's Office of a vacancy.
- C. The supervisor/Dean, appropriate Vice President, and the President shall determine how and whether to fill the vacancy. The job description will be reviewed. The President may decide at this point to leave the position vacant.
- D. Should the President decide that the position will be filled, the supervisor will complete an Announcement of Position Opening from Human Resources advertising the position for posting through campus e-mail to all employees of the College. Hard copies will be sent to those that we know do not have computer access. The President has the right to not advertise under special circumstances, such as if there are qualified individuals on lay-off or if there is a reorganization and/or a reassignment of duties and responsibilities.
- E. The Human Resources Office will list post the vacancy with local newspapers and/or other media and placement offices concurrently with the internal distribution, unless union agreement outlines otherwise. If the vacancy is in for a teaching or administrative position, media outside of Highland's district may be contacted, as well as minority publications and websites. The affirmative Affirmative action Action policy Plan of the college will be emphasized in all advertisements. The ad will also indicate when review of candidates' packets will begin, which will normally be one week from the date of the ad.
- F. All applicants, including which may include current college employees, will submit the requested application materials to the Human Resources Office.



- G. ~~HR will review all candidate packets received and forward only those who meeting minimum qualifications to the screening committee for review.~~
- H. ~~For classified vacancies, the supervisor will screen only the applications that meeting minimum qualifications and will inform the Human Resources Office of the applicants to be notified for personal interviews. The supervisor will normally consult with subordinates before selecting applicants to be interviewed.~~
- I. ~~Candidates for administrative or faculty regular part time and full time classified, professional, administrative and full time faculty positions will be interviewed by an Interviewing Committee whose membership will be determined by the supervisor and the President. Special circumstances may warrant eliminating the use of an Interviewing Committee. The existence of special circumstances shall be determined by the supervisor and the President.~~
  - 1. ~~The Interviewing Committee shall be appointed by the President following a determination that a an administrative or faculty vacancy will be filled. An individual may choose not to serve on an Interviewing Committee by contacting the President's Office or the Human Resources Office.~~
  - 2. ~~The Interviewing Committee's purpose is to screen those applications meeting minimums, select the finalists, interview them, and to make a recommendation to the supervisor. The recommendation may be one of the following alternatives:~~
    - a. ~~A listing of two to three candidates in priority ranking by the committee.~~
    - b. ~~A listing of two or more qualified candidates without priority.~~
    - c. ~~An individual recommendation.~~
    - d. ~~A rejection of all candidates with the recommendation to renew the screening process or reopen the search.~~
  - 3. ~~The recommendation of the Interviewing Committee is advisory only.~~
  - 4. ~~The Chair of the committee will ensure that the selection process is completed in a timely manner.~~
  - 5. ~~Notification of unsuccessful candidates that were not called in for an interview shall be the responsibility of the Human Resources Office. Notification of unsuccessful candidates that have interviewed will normally be made by the Committee Chair.~~
- J. ~~Reference checks on candidates recommended by the Interviewing Committee will normally be made by the Human Resources Office. Reference checks may be made prior to bringing candidates on campus for an interview. If so, those candidates should be informed that these reference checks will be made.~~
- K. ~~Human Resources will conduct criminal history background checks on all final candidates for security security sensitive positions.~~
- L. ~~Classified vacancies will generally be filled through the recommendation of the supervisor, but are subject to review by the Human Resources Office, appropriate Vice President, and President.~~
- M. ~~Appointments to faculty and administrative vacancies must receive approval of the President and the Board of Trustees.~~

~~**GRIEVANCE PROCEDURE (For personnel excluding faculty and custodial/maintenance) Why do we even need this? Grievances would go through the appropriate policies [Lib 21].**~~

~~A grievance is defined as a claim of an individual employee, as well as a group of employees, that the employee's or the employees' rights, according to Board policy, have not been respected.~~

~~Whenever an employee feels that the employee's rights, according to Board policy, have not been respected by the College and has been unable to resolve the problem by informal means, the person, individually or with another College employee as a representative, shall discuss the grievance with the immediate supervisor.~~

~~This discussion shall occur no later than 10 working days from the time Grievant became aware of, or in the exercise of reasonable diligence, should have become aware of, the event giving rise to the grievance.~~

~~A. If, as a result of the informal discussion with the supervisor a grievance still exists, the Grievant may, no later than 20 working days following the discussion, invoke formal grievance procedures in writing which will include:~~

- ~~1. a concise statement of the grievance;~~
- ~~2. a general statement of the relevant facts which form the basis for the complaint, citing the relevant sections(s) of Board Policy;~~
- ~~3. the date of the alleged occurrence;~~
- ~~4. an indication of the resolution sought;~~
- ~~5. an account of any attempts at resolution through informal means;~~
- ~~6. the signature of the Grievant; and~~
- ~~7. the date the grievance is submitted to the employee's immediate supervisor.~~

~~Two copies of the grievance shall be filed with the President of the College or a representative designated by the President and two copies with the immediate supervisor.~~

~~B. Within seven working days from the date of filing, the President of the College or his/her~~their~~ designee shall meet with the Grievant in an effort to resolve the grievance. The President or his/her~~their~~ designee shall indicate his/her~~their~~ disposition of the grievance in writing within seven working days of this meeting.~~

~~C. If the Grievant is not satisfied with the disposition of the grievance by the President or designee, or if no disposition has been made within the time limits in Paragraph B, the~~



~~grievance shall be transmitted within 10 working days to the Board of Trustees by filing a written copy thereof with the Chair of the Board. The Grievant and/or his/her/their representative shall have the right to present oral arguments in his/her/their behalf to the Board. The Board shall dispose of the grievance within 10 working days by notifying the Grievant in writing and shall state its reason in the event the grievance is denied.~~

~~D. No reprisals of any kind shall be taken against any employee for any participation in any grievance.~~

~~E. The number of days indicated at each level shall be considered as maximum and every effort should be made to expedite the process. However, the time limits may be extended by mutual consent.~~

~~F. No records dealing with a grievance shall be filed as part of the personnel files of the participant(s).~~

~~G. The Grievant may withdraw his/her/their grievance at any level.~~

~~H. Failure to meet the time limits set forth in the above procedures shall be deemed a default by the party failing to meet the time limit, unless an extension is approved by the other party.~~

~~Faculty and custodial/maintenance employees should follow the Grievance Procedures outlined in their respective bargaining agreements.~~

## **ESTABLISHING GOALS AND TIMETABLES FOR IMPLEMENTATION OF IMPROVEMENT OF EQUAL OPPORTUNITY IN EMPLOYMENT**

~~Employee turnover and unit staffing needs will be analyzed.~~

A review of Highland's employee demographics will generally be conducted annually. The analysis will include department demographics, turnover, exit interviews, and staffing needs, as well as hiring data, both applicant and new hires. The EE/AA Committee will review the data and compare it with previous Highland data. External benchmarks such as district census data and ICCB statistics and plans will be compared as practical. Through the analysis, gaps will be identified and action plans developed as needed. Action plans will consider barriers and methods to provide notice to and recruit members of protected classes. Plan recommendations will be made by the Director of Human Resources to the respective managers for implementation.

## OVERVIEW OF LAWS AND EXECUTIVE ORDERS

**TITLE VII OF THE CIVIL RIGHTS ACTS OF 1964** [1, br4] – Title VII outlaws any kind of discrimination against employees or applicants for employment on the basis of race, color, religion, sex, or national origin. In 1978, the Pregnancy Discrimination Act amended Title VII and clarified that women affected by pregnancy and related conditions must be treated the same as other applicants and employees on the basis of their ability or inability to work. This applies to employers of 15 or more. See [www.dol.gov/oasam/regs/statutes](http://www.dol.gov/oasam/regs/statutes) for further information.

**EQUAL PAY ACT OF 1963** – This act, part of the Fair Labor Standards Act, requires that men and women performing equal work must receive equal pay. This applies to employers of 15 or more. See [www.dol.gov/oasam/regs/statutes](http://www.dol.gov/oasam/regs/statutes) for further information.

**AGE DISCRIMINATION IN EMPLOYMENT ACT** – This act prohibits discrimination against individuals 40 years of age and over and applies to employers of 20 or more. See [www.dol.gov/oasam/regs/statutes](http://www.dol.gov/oasam/regs/statutes) for further information.

**EXECUTIVE ORDER 11246** – Executive Order 11246 (as amended by EO 11375) not only bans discrimination, but requires affirmative action on the part of federal government contractors and requires contractors to submit a written affirmative action plan. Executive Order 11141 prohibits discrimination on the basis of age by government contractors. (HCC is a federal government contractor). Executive Order 11914 bars discrimination against the handicapped in federally assisted programs. See [www.dol.gov/esa/regs/compliance](http://www.dol.gov/esa/regs/compliance) for further information.

**REHABILITATION ACT OF 1973** – The Rehabilitation Act of 1973, sections 503 and 504, applies to government contractors and subcontractors as well as to those receiving government grants. The Act prohibits discrimination based on physical and mental handicaps and mandates affirmative action to employ qualified handicapped persons. Alcoholism, drug addiction, and mental illness are included under the Act's definition of handicap. This applies to employers of 15 or more. See [www.dol.gov/oasam/regs/statutes](http://www.dol.gov/oasam/regs/statutes) for further information.

**VIETNAM ERA VETERANS READJUSTMENT ACT OF 1974 (EMPLOYMENT AND TRAINING OF DISABLED AND VIETNAM ERA VETERANS ACT)** – This federal statute, effective December 3, 1974, requires organizations holding federal contracts of \$10,000 or more to take "affirmative action to hire and advance in employment disabled and Vietnam-era veterans." See [www.dol.gov/esa/regs/compliance](http://www.dol.gov/esa/regs/compliance) for further information.

**ILLINOIS HUMAN RIGHTS ACT OF 1980** – This state law broadens federal law to prevent discrimination based upon marital status and unfavorable discharge from military service and ancestry. See [www.legis.state.il.us/legislation/ilcs/chapterlist.html](http://www.legis.state.il.us/legislation/ilcs/chapterlist.html) for further information.



**AMERICANS WITH DISABILITIES ACT OF 1990** – This federal statute, which is effective July 26, 1992, prohibits discrimination against a qualified individual with a disability in regard to job application procedures, hiring, advancement or discharge, compensation, training and other terms, conditions and privileges of employment. This applies to employers of 15 or more. See [www.dol.gov/oasam/regs/statutes](http://www.dol.gov/oasam/regs/statutes) for further information.

**OLDER WORKERS BENEFIT PROTECTION ACT** – This federal statute, effective April 14, 1991 or June 1, 1992 if covered by a collective bargaining agreement, or possibly October 16, 1992 for local government entities, prohibits age-based discrimination in the structure and administration of employee benefit plans unless justified by cost incurred. See [www.eeoc.gov/35th/thelaw/owbpa.html](http://www.eeoc.gov/35th/thelaw/owbpa.html) for further information.

**THE EDUCATION AMENDMENTS OF 1972** – Title IX of this federal statute states no institution or school shall discriminate on the basis of sex in education programs or activities receiving federal financial assistance. See [www.dol.gov/oasam/regs/statutes](http://www.dol.gov/oasam/regs/statutes) for further information.

**IMMIGRATION REFORM AND CONTROL ACT OF 1986** – This federal statute prohibits discrimination on the basis of national origin or citizenship status; except for unauthorized aliens. See [www.dol.gov/esa/regs/compliance](http://www.dol.gov/esa/regs/compliance) for further information.

**NATIONAL LABOR RELATIONS ACT** – This federal statute prohibits discrimination against an employee and/or prospective employee with regard to hiring or tenure of employment so as to encourage or discourage membership in a labor organization or from discharging or discriminating against an employee for filing a complaint under the Act or testifying. See [www.nlr.gov/publications/nlr4.pdf](http://www.nlr.gov/publications/nlr4.pdf) for further information.

**VOCATIONAL REHABILITATION ACT OF 1973** – This federal statute requires contractors and subcontractors who do over \$2,500 per year in business with the federal government to take affirmative action to employ and advance in employment qualified handicapped individuals. See [www.dol.gov/oasam/regs/statutes](http://www.dol.gov/oasam/regs/statutes) for further information.

**ILLINOIS EDUCATIONAL LABOR RELATIONS ACTS** – This Illinois statute makes it an unfair labor practice for an educational employer to discriminate in regard to hiring and tenure of employment or any term or condition of employment in order to encourage or discourage membership in any employee organization or to discharge or discriminate against an employee because he/she signed or filed an affidavit, authorization card, petition, or complaint or gave information or testimony under the Act. See [www.legis.state.il.us/legislation/ilcs/chapterlist.html](http://www.legis.state.il.us/legislation/ilcs/chapterlist.html) for further information.

**ILLINOIS NATIONAL GUARD ACT** – This Illinois statute imposes criminal sanctions for willfully depriving a member of the Illinois National Guard or Naval Militia of employment because of membership. See [www.legis.state.il.us/legislation/ilcs/chapterlist.html](http://www.legis.state.il.us/legislation/ilcs/chapterlist.html) for further information.

**AGENDA ITEM #IX-B-7  
OCTOBER 18, 2022  
HIGHLAND COMMUNITY COLLEGE**

**STRATEGIC PLAN 2023 – 2027**

**RECOMMENDATION OF THE PRESIDENT:** It is recommended that the Board of Trustees approves the 2023 – 2027 Strategic Plan for Highland Community College.

**BACKGROUND:** Highland Community College followed a community engagement process in the development of its 2023 – 2027 strategic plan influenced by the *Building Communities Through Strategic Planning* model and aligned with a process recommended by the Higher Learning Commission (HLC). The Strategic Planning Council was led by Director of Human Resources Karen Brown and included 35 members. Thirty of the members were from HCC's faculty, staff, and administration.

The Council synthesized information gathered in 10 focus groups held throughout the district and on the Highland Community College campus with external and internal stakeholders, as well as four presentations related to the needs of the College and the surrounding communities, and the environmental scan conducted by Northern Illinois University Center for Governmental Studies. The Strategic Planning Council subcommittees were given the task of drafting goal and objective recommendations based on the Council's analysis of the institution's strengths, weaknesses, opportunities, and threats.

The Trustees will receive progress report updates, and a mid-point review will help ensure that the document remains relevant and viable in helping Highland Community College achieve the goals and objectives.

**BOARD ACTION:** \_\_\_\_\_



# 「Strategic Plan」

Reimagine 2027

「IT'S  
ALL  
HERE」



HIGHLAND  
COMMUNITY  
COLLEGE

Table of Contents

Greetings from President Kuberski.....	2
Institutional Context .....	3
Institutional Impact of the 2017 – 2022 Strategic Plan .....	3
Environmental Factors .....	4
Strategic Planning Process .....	6
Goals and Objectives .....	8
Appendices.....	10
A, Strategic Planning Council Members.....	10
B, Long Range Planning Guidance, Recommendations for Potential Strategies and Tactics .....	11
C, Recommendations for Potential Performance Metrics.....	14
D, Project Plan.....	15
E, Progress Report Template .....	17



## HIGHLAND COMMUNITY COLLEGE

**Greetings to the Highland Community,**

**As we began the strategic planning process in 2021, the COVID-19 pandemic was continuing to dominate the news and our daily lives. We took to Zoom to imagine together what the College and the communities we serve would need us to be in 2027. We recognized that the world would be different when we emerged from the pandemic, and we knew we would need to be flexible and creative to meet the future needs of our northwest Illinois community.**

**Many of you shared your thoughts and input in focus groups on Zoom or conversations held across the district, and that input was invaluable. You reminded us of the vital role the College plays in sustaining, growing, and recharging our economic, cultural, and educational lives. You also informed us about how we needed to adjust and shift to continue being an educational and economic engine for the region's future.**

**Our strategic plan took shape a little differently than the ones before it. We decided to focus on key results and then build the guideposts for how we will achieve them. Our Strategic Planning Council contemplated the strategies and tactics that will be our roadmap. Next steps in our work are underway as we determine what educated risks we must take to remain the College of choice and your number one resource for personal growth and community development.**

**Reimagine with us,**

**Christina (Chris) Kuberski  
President**

### **Institutional Context for the Strategic Plan**

The Strategic Planning Council (SPC) began its work in the late spring of 2021 and completed its assignment in the spring of 2022. Before developing the goals and objectives outlined in this plan, the SPC reviewed internal data and information, interviewed key stakeholders and informants, held focus groups across the district, and deepened their understanding of HCC's environment and changing region through data analysis.

Planning for the future was made more uncertain amid the COVID-19 Pandemic and its impact on the national and state economy, workforce, educational delivery, political environment, and public health. The College recognizes that these uncertainties heighten the need for a focused strategic plan to help us adapt quickly, innovate sustainable programs and services, and deliver the highest quality services and education to our students and community.

### **Institutional Impact of the 2017 – 2022 Strategic Plan**

The previous strategic plan spanned years with a significant population decrease in the state of Illinois and the Highland Community College district, contributing to an enrollment decline. Despite the population changes, enrollment, and resulting financial constraints, the College achieved many of the goals and objectives outlined in the plan.

Twelve goals were included in the Strategic Plan, including the following:

- Strengthen and expand high-quality educational pathways for diverse student populations
- Enhance affordable and convenient access to educational opportunities
- Develop sustainable models to address student financial needs and challenges
- Expand and strengthen educational program offerings and modes of instructional delivery
- Cultivate and strengthen partnerships with other educational institutions, businesses, and community organizations
- Continuously assist with faculty and staff professional development to maintain high-performance learning environments and services, contributing to a caring and supportive campus climate which encourages student engagement
- In collaboration with fundraising partners, maximize new and existing alternative funding sources to offset decreasing state funding and maintain quality and momentum
- Provide safe, comfortable, eco-friendly learning environments in terms of infrastructure, facilities, and technology
- Strengthen marketing mix and strategies to more fully showcase College strengths in ways that connect effectively with diverse audiences—especially potential new and returning students, alumni, and other potential friends of the College
- Further develop and cultivate interactive communication channels with external constituents and stakeholders
- Further develop and cultivate interactive communication channels between College departments and members of the College community
- Exhibit commitment to engage more collaboratively in continuous improvement processes and dialogue

The College regularly documented progress and reported evidence of goal attainment to the college community and Board of Trustees. Hundreds of strategies and tactics were implemented to achieve



the goals. A mid-point review report provides more detail about many of the accomplishments, including these selected examples:

- A reduction in the number of students needing transitional courses when they entered College was accomplished by creating transitional math pathways for high school students and using multiple measures for entrance into college-level classes.
- New certificates and degrees in Mass Communication and Patient Care Technician.
- The opening of a campus food pantry, HOPE (emergency fund for students), and a discounted childcare program were all initiated using federal grant funding, state emergency grants, and Foundation donor support.
- An additional \$30,000 annual scholarship support was achieved by partnering with the Community Foundation of Northern Illinois' Rubin Endowment Fund.
- Federal contract to train for Thomson Prison.
- Energy efficiency projects completed.
- Launched a project management database and monthly strategic plan progress reports.
- Expanded use of social and digital media and implemented a CRM database.

### **Environmental Factors**

Highland engaged Northern Illinois University Center for Governmental Studies to conduct an environmental scan. Additionally, stakeholder feedback and the expertise of Council members contributed to a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis that considered internal and external factors. The environmental factors identified as having a significant impact on Highland Community College and its ability to achieve the 2023 – 2027 strategic goals include the following:

#### **Declining State Support**

- While short-term emergency funding during the COVID-19 Pandemic bolstered the state support for community colleges, increases in state funding were more narrowly identified to support specific programs or initiatives. Continued declining operational state support will pressure local tax support and student tuition.
- Highland is committed to student access, and the impact of reduced state funding and increased student tuition has the potential to limit access, primarily for the underserved residents of the district.
- Illinois community college system funding was established with the enabling legislation in 1967. Since the system's inception, the funding model has been one-third state, one-third local taxes, and one-third student tuition. As state resources have dwindled, the Illinois community college system has been underfunded. State funding is now at the lowest percentage of the total budget in the College's history: funding just 10% in FY22. This is especially problematic given that Illinois community colleges now serve over 67% of all higher education students yet receive less than 13% of the total funding allocated for all of higher education in Illinois.
- The College has increasingly relied on local tax revenues and student tuition dollars in the last decade. Combined, these two provided 86% of the College revenue in FY22.

#### **Population Changes**

- Identified as the most important and impactful changes to the characteristics of Highland's district are growing racial and ethnic diversity and workforce aging.

- The population declined by 5.1% in Highland's district from 2010 to 2020, as well as a loss of 447 households.
- Against the trend, Carroll County grew by 2% due to the opening of the Thomson Prison.
- While the diversification of Highland's district is slower than in other locations, the district is expected to continue becoming more racially and ethnically diverse.
- The population's median age in Highland's district is higher than that of the state of Illinois, leading to potentially decreased tax revenues.
- The largest population cohort in Highland's district is aged 60 – 64.
- The birth rate has declined, resulting in 2,500 fewer school-age children since 2010.
- There is declining youth labor force participation.
- The district is experiencing slow and uneven economic growth and fiscal uncertainty.
- The COVID-19 Pandemic forced rapid change to educational programs and platforms, and higher education is in flux as it works to project demand for delivery models in the future.

#### **Enrollment Challenges**

- With a declining population state-wide and more Illinois students seeking degrees out-of-state, institutions are experiencing increased competition for student enrollment and an emphasis on campus amenities.
- The Highland district is geographically large. Residents often commute to other cities (away from Freeport and often into Iowa or Wisconsin) for employment, education, and recreation/entertainment.
- While improvements to the coordination of rural, public transportation systems have been made, continued challenges can potentially be a barrier to enrollment.
- National trends include consumer-driven educational delivery approaches such as online, accelerated, and weekend programs. These trends create a demand for more flexibility.
- During the COVID-19 Pandemic and the switch to primarily virtual and online class modalities, campus life and student engagement have been challenged.
- Highland and the HCC Foundation engaged Stamats, Inc. to research current and potential new programs for northwest Illinois, using local data to guide program decisions. Stamats also conducted brand research and developed a brand platform for HCC. Interact was then contracted to complete additional brand research and develop a marketing statement, visual identity, and collateral materials. Implementation of these recommendations is underway.

#### **External Accountability**

- Highland provides both transfer and technical education, which fulfills the comprehensive mission of Illinois community colleges.
- The Illinois Board of Higher Education (IBHE) has developed the "Illinois Public Agenda for College and Career Success," which provides a strategic framework for Highland and all other Illinois community colleges to follow.
- The College and the Foundation have partnered from the beginning days of the College. The Foundation launched a Legacy Campaign in 2022, which has already provided funding for critical projects and renovation.
- The College is accredited by the Higher Learning Commission and recognized by the Illinois Community College Board.

### **Impact of the COVID-19 Pandemic**

The Environmental Scan 2021 report pointed to the encompassing environmental changes caused by the Pandemic, including unemployment due to business shut-downs and online education as disruptors in the economy and daily lives (Taylor, 2021).

"Massive waves of unemployment due to business shut-downs, online education replacing in-person learning, along with many other adjustments causing chaotic disruptions in the economy and everyday lives. At the time of writing this report, vaccinations are being distributed on an increasing scale to try to prevent another surge of infections as variants permeate every state in the union" (Taylor, 2021, p. 9).

During the Pandemic, students faced extraordinary challenges, including a move to entirely online and virtual courses, loss of employment or increased demand for labor as essential workers, and a medical and mental health crisis. Research cites the most extensive ongoing impacts as social disengagement, student mental health, and unfinished K-12 learning (Venit, 2022). Educational institutions are predicted to grapple with the effects of the Pandemic and population declines well into the future, and most are working to identify new ways of sustaining educational programs and operations.

### **Strategic Planning Process**

Highland Community College President Chris Kuberski invited College faculty and staff, along with community members representing the region's K-12 education, business, agriculture, and economic development sectors, to help the College develop a strategic plan (see Appendix A). The Strategic Planning Council, led by Director of Human Resources Karen Brown, was tasked with assessing the College's strengths and challenges, gathering feedback and input, and developing directions to guide the College from fiscal years 2023 through 2027.

The SPC's initial meeting was held virtually in April 2021. The group met nine times over the next nine months. A series of informational forums included a presentation by Regional Superintendent Aaron Mercier; a panel discussion with economic development leaders representing Greater Freeport Partnership, NWIL Economic Development, Blackhawk Hills Regional Council, and The Workforce Connection; a conversation with the Executive Director and Deputy Director for Academic Affairs and Student Success from the Illinois Community College Board; NIU Governmental Studies presentation of the environmental scan of the College district; and a panel discussion with HCC administrators. Subcommittees were formed to explore and discuss critical areas, including curriculum, instruction, and assessment; community partnerships; campus community and leadership; enrollment; and resources. State and local reports and documents were held on reserve for subcommittee use. Feedback from community members and employees was gathered through a series of 10 focus groups held virtually and in person in the following communities: Cedarville, Freeport, Galena, Lena, Oregon, and Savanna.

The SPC used various techniques to assimilate gathered information, including a Strengths, Opportunities, Weaknesses, and Threats (SWOT) analysis. Through that process, several visionary themes emerged, including achieving an exceptional student experience, emphasizing academic innovation and quality, a culture of trust and accountability, and creating a bold future for the College. The SPC was also challenged through its subcommittees to identify goals and objectives after synthesizing a large amount of input that had been gathered. The plan is organized around Key Results that have been identified as the most critical focus areas for the institution as follows:

- Enrollment - By the fall 2023 term, achieve a 7% increase in reimbursable credit hours over fall 2020.
- HLC Accreditation – Accreditation criteria “met”.
- Trust/Culture - Score in the 50<sup>th</sup> percentile on the Culture Advantage Index.
- Financial Health – The budget for all funds in 2023 is sustainable with fund balances that support current and future operations.

The Key Results will be updated during a mid-point review. The plan is intended to be edited and altered as needed to ensure it effectively meets the needs of the Highland Community College District.

The Strategic Plan focuses on critical issues that have been determined to be most important. The expectations for the SPC's planning process were to identify the priority strategic goals and objectives that would require additional emphasis over the next five years rather than to develop detailed operational plans for organizational units. The Council agreed to utilize a five-level framework (Achieve It) for developing the plan, as well as working definitions for each level, which included the following:

Theme	High-level area of focus
Goals	A sentence or two that describes what good looks like
Objectives	Quantitative measurement tied to a goal
Strategies	Big projects/initiatives that will help move the objectives in the right direction
Tactics	Specific action items that would help achieve the strategies

While working to identify the goals and objectives for the 2022 – 2027 Strategic Plan, subcommittees discussed specific strategies and tactics that are closely aligned with the goals and objectives and deemed critical to achieving the plan. These strategies and tactics should inform the long-range planning process and development of specific action items (see Appendix D).

Based on the plan's strategic goals and objectives, division and departmental long-range plans will be established to support the achievement of the strategic goals. The strategies and tactics implemented through project planning (see Appendix C) will identify project accountability, timelines, and performance indicators (see Appendix D). Progress monitoring reports will be shared with the Board of Trustees and College employees and made available to the College stakeholders (see Appendix E).

### **Goals and Objectives**

**KEY RESULT:** Enrollment - By the fall 2023 term, achieve a 7% increase in reimbursable credit hours over fall 2020.

**THEME:** An Exceptional Student Experience

**GOAL:** Students engage in an exceptional student experience that prepares them to be lifelong learners, servant leaders, and quality contributors in their home, community, and workplace.

**OBJECTIVES:**

- Increase adult credit student enrollment.
- All students describe their experience as engaging inside and outside of class.
- Enrollment increases result in a more diverse student population.
- Campus technology and resources open new opportunities for students.
- Cost of attendance is not a barrier for students.
- All students engage in career planning.



- Data drives improvement in diversity, equity, inclusion, and belonging for HCC students.
- Every high school student has an opportunity to begin their career pathway in high school by earning dual credit.
- More stakeholders benefit from innovative lifelong learning and workforce development.

**KEY RESULT: HLC Accreditation – Accreditation criteria met.**

**THEME: Academic Innovation and Quality**

**GOAL: Highland is innovative in providing equitable, engaging, and effective courses and programs.**

**OBJECTIVES:**

- Assessment, data, and student feedback drive the development of inclusive and cross-disciplinary programs and courses.
- Faculty are recognized leaders in utilizing learning technology that provides flexible options for students.
- Programs and courses are developed utilizing data and are informed by accrediting bodies and professional organizations, institutional goals, workforce development needs, and student aspirations.
- Faculty and students are proficient in the modalities they use to teach and learn.

**KEY RESULT: Trust/Culture - Score in the 50<sup>th</sup> percentile on the Culture Assessment.**

**THEME: Exceptional Employee Experience**

**GOAL: Highland's culture of trust and accountability supports and empowers every employee to perform at the highest levels and fosters a student-focused, proactive mindset.**

**OBJECTIVES:**

- Culture and wellbeing are evident throughout the organization.
- An increased number of minority applicants are in the HCC positions pool.
- A data-driven approach to performance management is fully implemented.
- Leadership development and accountability are central responsibilities for all employees.
- A compelling shared governance model is integrated throughout HCC's organizational structure.

**KEY RESULT: Financial Health – The budget for all funds in 2023 is sustainable with fund balances that support current and future operations.**

**THEME: Creating a bold future**

**GOAL: Investments in innovation, growth, and performance support the achievement of the Key Results.**

**OBJECTIVES:**

- Funding is secured for capital priorities.
- A modern and welcoming campus enhances student engagement.
- The College has financially sustainable operations.

## References

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- Venit, E. (2022, January). The pandemic ripple effect: Four potential long-term impacts on college enrollment and student success. Retrieved from <https://eab.com/insights/blogs/student-success/pandemic-ripple-effect/>

## Appendix A

## Strategic Planning Council Members

Highland Community College Members

**Scott Anderson**, VP of Business, Technology, and Community Programs  
**Kathy Bangasser**, Director, Financial Aid  
**Joani Bardell**, Office Coordinator, Nursing/Allied Health, Natural Science, and Math  
**Rex Blomberg**, Lead Custodian  
**Jeremy Bradt**, Director, Enrollment and Records  
**Karen Brown**- Chair, Director of Human Resources  
**Brendan Dutmer**, Dean, Natural Science and Mathematics  
**David Esch**- Physics Instructor (former)  
**Stephanie Eymann**, Dean, Nursing and Allied Health  
**Rachel Feldhaus**, Director, Adult Education Programs  
**Pete Fink**, Director, Information Technology Services  
**Liz Gerber**, VP/CSSO, Student Development and Support Services  
**Terri Grimes**, Executive Assistant to President/Board Secretary  
**Joe Grove**, Economics Instructor  
**Jill Janssen**, VP/CFO Administrative Services  
**Madonna Keeney**, HCC Bookstore Manager  
**Chris Kuberski**, President  
**Jessica Larson**, Nursing Instructor  
**Stacey Moore**, Executive Assistant to VP of Student Development and Support Services  
**David Naze**, VP/CAO, Academic Services (former)  
**Pete Norman**, Director, Athletics and Physical Education  
**Carolyn Petsche**, Director, Retention and Learning Services  
**Jim Phillips**, Dean, Humanities, Social Sciences, and Fine Arts (Interim CAO)  
**Jeff Reinke**, Executive Director, HCC Foundation  
**Anthony Sago**, Director, TRIO Services  
**Leslie Schmidt**, Director, Marketing and Community Relations (former)  
**Kurt Simpson**, Director, Facilities and Safety  
**Misty Thrumman**, Director, Institutional Research  
**Shawn Vlad**, Coordinator, Academic Technology Resources (former)  
**Laura Watson**, Reference Librarian  
**Ashley Wolber**, Financial Aid Assistant

Community Members

**Lisa Bly-Jones**, Executive Director, The Workforce Connection (former)  
**Emily Legel**, Executive Director NWIL Economic Development (former)  
**Dan Payette**, Executive Director Blackhawk Hills Regional Council  
**Gary Quinn**, Market President US Bank- Freeport  
**James Rhyne**, Executive Director Freeport Boys and Girls Club



## Appendix B

### Long Range Planning Guidance Recommendations for Potential Strategies and Tactics

Strategic planning subcommittees occasionally discussed specific strategies and tactics that may help Highland Community College achieve the goals and objectives. The ideas generated by the subcommittees are captured below to inform the long-range planning process.

**KEY RESULT: Enrollment - By the fall 2023 term, achieve a 7% increase in reimbursable credit hours over fall 2020.**

- Form a feasibility study task force to consider student housing.
- Add athletic teams, staff, and facilities doubling the number of student-athletes.
  - Complete a feasibility study to consider an expansion and modernization of athletic facilities.
- Offer and promote flexible learning options, GECC credentials, and degree pathways through online and in-person formats.
  - Identify preferred percentages of various types of courses offered at different times. Maximize enrollment, retention, degree completion, etc. Create benchmarks divisionally/departmentally.
- Hire part-time faculty in select divisions to allow the College more flexibility in different locations or modality options.
- Increase the number of adult education students and completers that enroll at Highland Community College through an integrated employment training pathway or after GED completion.
- Implement a concerted, district-wide outreach program, including academic, community, adult education courses, etc., to communities outside Freeport.
  - Offer on-campus programs, such as summer camps, children's theater, music/concerts, STEM/literature competitions/workshops, and partner with Extension Office and special interest groups.
  - Share completer success stories highlighting student transfer and workforce opportunities.
- Explore an expansion of affordable childcare available on campus, drop-in, flexible options with extended hours.
- Emphasize partnerships with companies.
  - Provide data about jobs in demand, wage information, and workplace success stories.
  - Identify opportunities for companies to be involved with training and supporting the student experience.
- Develop dual credit programming with high schools that do not offer dual credit transfer classes, especially for schools too far from campus to utilize CollegeNOW.
  - The dual credit (Integrated high school) environment is sustained by a collegewide structure that promotes comprehensive and consistent implementation across courses, programs, divisions, and schools.
  - Modify high school dual credit agreements informed by the ISBE Model Partnership Agreement.
  - Re-evaluate 20% of each high school dual credit agreement annually.
  - Offer dedicated dual credit Zoom/online sections with HCC faculty.

- Add a Winterim/Pre-Spring Term during Spring 2024, offering five to 10 classes (December 2023, January 2024).
- Engage more students in activities and co-curricular opportunities in emphasis areas.
- Remodel student spaces to modernize the campus.
- Workforce Development will achieve 185 students served per year by the end of FY2023, with an additional 10% increase each year from FY2024-FY2026.
- Students who are English language learners have the resources they need at Highland.

**KEY RESULT: HLC Accreditation – Accreditation criteria met.**

- Assessment processes close the loop by utilizing information for the course and program improvement.
  - Establish a formal mechanism and schedule for sharing assessment data.
  - Assessment data is routinely shared and utilized to improve or evaluate course, program, and institutional outcomes and advance diversity, equity, and inclusion.
  - Collecting and sharing disaggregated assessment data for analysis of the institutional, program, and course-level objectives, especially regarding diversity, equity, and inclusion initiatives.
  - Establish a dual credit course assessment process that meets the needs of the College and the high schools.
  - Have 75% of assessment reports turned in by part-time and dual credit instructors (incentivize)
- Diversity data is collected and utilized in the evaluation of all programs.
  - Create a list of areas where institutional gaps exist and quantify the gaps.
  - Create diversity, equity, and inclusion benchmarks.
  - Create a list of methods that support inclusive and cross-disciplinary curricula.
- The shared governance structure is well understood, and all employees are highly engaged.
  - 100% of standing committees will estimate the amount of time necessary for active participation and provide an approximate schedule of meetings per semester/year.
  - Incorporate committee meeting agendas and public committee meeting minutes as agreed upon within committees.
  - Faculty lead and actively participate in the Curriculum & Instruction Committee, creating departmental program reviews, and determining the instructional support needs.
  - Faculty lead and actively participate in assessing programs and courses sufficient to meet HLC guidelines, including collecting artifacts demonstrating data's role in decision-making.
  - Establish the role faculty play in evaluating the qualifications of the instructional staff.
  - Establish the role faculty play in deciding resources for instructional support.
- Instructional methods are robust across all modalities.
  - All course delivery modalities are well-defined and accurately portray instruction.
  - Technical support and resources for instruction are well understood, easy to access, and contribute to meeting course and program objectives.
  - Periodically assess the accuracy of the definition of course delivery modalities.
  - Schedule trainings and opportunities for discussion regarding the design and delivery of courses across modalities.
  - Identify and define campus-wide educational technology resource needs and budget accordingly.

- Dedicated staff member to training, creating documentation/Instruction and creating self-help guides, i.e., creating ITS portal on the website.
- Data is used to address institutional gaps related to the college climate, and support for inclusive and cross-disciplinary curricula is provided across the College.
  - All ICCB program reviews, HLC reviews, and other accrediting body reviews are completed, and all suggestions are addressed.
  - Establish the role of student feedback in program and course development.
  - Programs and schedules meet the needs of adult learners.
  - Identify or develop additional courses that meet the Diversity outcome.

**KEY RESULT: Trust/Culture - Score in the 50<sup>th</sup> percentile on the Culture Assessment.**

- Set benchmarks for the diversity of employees and students.
  - Offer a Fellowship to a minority candidate.
  - Adopt competency-based job descriptions.
  - Further work on welcoming and belonging.
  - Hiring/search committees reflect diversity within the committee.
- Foster the next generation of leaders by developing a succession planning model that addresses short-term and long-term challenges.
  - Develop bold, innovative leaders/shared leadership model
- Offer a flexible, individualized work experience
  - Technology integration is seamless, and access is as needed and user friendly
  - Provide employee training and resources to ensure HCC technology and content is accessible to everyone.
  - Ahead of security concerns, all data and information are protected while not making technology a barrier to our mission
  - Implementing new technologies and training most users in an acceptable timeframe.
- Governance includes a significant role for faculty concerning curriculum and instruction, assessment, qualifications of the instructional staff, and adequacy of resources for instructional support.
- Offer a leadership development program available to all employees.

**KEY RESULT: Financial Health – The budget is balanced in 2023 with funds added to the fund balance.**

- Develop a comprehensive capital plan
  - Identify options for a more expanded capital planning process
  - Budget for and hire a planning consultant
  - Identify/budget for training, support, exploration, and relationship-building opportunities for individuals charged with investigating and securing funding for capital plan priorities
- Identify/earmark funds to support innovation
  - Investigate opportunities for utilizing grant-writing assistance.
- Seek lower-cost alternatives for materials used in courses, including exploring campus-wide adoption of open educational resources.
- Explore partnerships for supporting equipment needs in programs.



## Appendix C

**Recommendations for Potential Performance Metrics**

The Strategic Planning Council subcommittees were asked to identify performance metrics that could be used as indicators of progress and attainment for each goal. The following examples were compiled from that work and can be utilized in long-range planning processes and project planning tools.

**Examples include:**

- Adult student credit enrollment increases by 15% in five years.
- Increase retention and completion of Highland Community College students.
- Increase the benchmark score on the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) percentile rank.
- Increased percentage of students involved in co-curricular or extra-curricular experiences.
- Students report increased activity in group work on the CCSSE.
- Student perception of the facilities on campus.
- Enrollment of non-traditional students and student-athletes.
- Dual credit enrollment and penetration rate for dual credit.
- Student perception of campus technology and resources according to the RISC.
- Cost of attendance comparison.
- Higher mean frequency scores on items 4I and 12.1b of the Community College Survey of Student Engagement related to career planning.
- Established DEI benchmarks.
- Percentage of unduplicated students engaged with career services (20% in fall 2023).
- Fifty percent of employees will participate in leadership development by 2025.

## Appendix D

Project Charter Entry Form		Add Project	Undo Project	Save Project
Project Number	(New)			
Project Name		?	Enter the project description and a summary defining the project.	
Project Description/Summary		?	Enter the project description and a summary defining the project	
Project Entered By				
Date Entered				
Need(s) Addressed		?	What needs does this project address?	
Project Origin		?	How does the project relate to the Strategic Plan, Long Range Plan, department goal major initiative, new idea, etc.?	
HLC Criterion		?	List criterion numbers and objective letter.	
Strategic Plan 2017-2022		?	Specify goal number and objective letter.	
Project Serves		?	Who is primarily served by this process? - What are their needs? - What are their expectations and requirements?	
Measurable Outcomes		?	Be sure to include: - If the project were a success, how would we know? - What outcomes (budget, enrollment, satisfaction score, etc.) will be impacted through this scope of work? - What targets should we use? Are there benchmarks?	
Start Date				
Expected Completion				

Major Milestones		<p>What major tasks or steps will be included in the project?</p> <p>When will each major step begin and end (timeframe)?</p>
Project Constraints		<p>What constraints are being placed on this project (e.g., time, money, systems, 'sacred cows', etc.)?</p>
Risks / Threats		<p>Are there any threats to the project? If so, what is your strategy to managing or mitigating them?</p>
Stakeholders		<p>What segments of the organization need to be involved in the Improvement process?</p> <p>Do any external stakeholders need to be involved and, if so, why?</p>
Project Champion		
Project Lead		
Internal Committee		<p>List internal committee/task force/work group members and their titles</p>
External Committee		<p>List external committee members and their titles.</p>
Department's Contributing		<p>List each position contributing and how they will be contributing</p>
Positions Contributing		<p>List each department contributing and how they will be contributing</p>
Start Up Cost		<p>Enter the cost and a description where applicable.</p>
Est Annual Cost		<p>Estimated on-going annual costs</p>
Staffing Impacts		



Appendix E

**Strategic Plan 2022 – 2027 – Progress Report Template**

This is intended to be a brief progress or completion report. Please be concise and keep the report to no more than one page.

**Project #:**

**SP Goal:**

**Were you able to overcome constraints?**

**Have you been able to stay on budget?**

**What are the accomplishments/milestones achieved to date?**

**Are you on track to achieve measurable outcomes?**

**How do you know?**

**Optional - Other comments or written evidence related to this project.**

**Attach evidence (photos, charts, graphs) or provide the location where evidence is stored/documented.**

**AGENDA ITEM #IX-C-1  
OCTOBER 18, 2022  
HIGHLAND COMMUNITY COLLEGE BOARD**

**NEW JOB DESCRIPTION  
COLLEGE ACCESS SPECIALIST, TRIO EDUCATIONAL OPPORTUNITY CENTER  
(EOC) (GRANT FUNDED)**

**RECOMMENDATION OF THE PRESIDENT:** That the Board of Trustees approves the attached new job description for College Access Specialist, TRIO Educational Opportunity Center (EOC) with placement at range 25 on the Highland Salary Range Table. These are two full-time, exempt professional, grant-funded positions and are included in the FY23 grant budget. These positions are dependent upon continued grant funding.

**BACKGROUND:** The TRIO EOC grant was recently awarded to the College. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions by providing counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also delivers services to improve the financial and economic literacy of participants through counseling on financial aid options, including basic financial planning skills, and assisting in the application process.

The grant funds will support employment of two full-time College Access Specialist positions. The College Access Specialist positions will conduct outreach efforts to prospective participants, identify and recruit program participants, and provide academic advising, financial literacy, and referral services to college-ready individuals in Ogle, Stephenson, Carroll, and Winnebago counties.

**BOARD ACTION:** \_\_\_\_\_

## **Highland Community College Position Description**

**CORE VALUES AND EMPLOYEE CHARACTERISTICS:** Highland Community College has adopted a set of Core Values and Employee Characteristics that it believes each employee must model in order for the College to provide a supportive and productive working and learning environment. These Core Values are Integrity, Compassion and Respect. The Employee Characteristics and Commitment, Interpersonal Skills, Lifelong Learner and Sound Judgment.

**TITLE:** College Access Specialist, TRIO Educational Opportunity Center (EOC) (Grant Funded)\*

**THIS POSITION WILL BE FUNDED ON THE AVAILABILITY OF GRANT FUNDS.**

**GENERAL STATEMENT OF RESPONSIBILITIES:** Provides academic support, advising, and referral services to college-ready individuals in Ogle, Stephenson, Carroll, and Winnebago counties through the EOC.

**PRINCIPAL DUTIES: (essential functions)**

- Organizes, implements, and holds informational sessions as part of outreach efforts to prospective participants for EOC.
- Identifies and recruits program participants; aids in identifying and meeting academic needs of participants.
- Provides academic advising, financial literacy, and referral services to college-ready individuals.
- Assists with college preparation including ACT/SAT preparation, college and scholarship application assistance, and financial aid applications.
- Administers appropriate self-assessments in areas of personal/social development and career exploration.
- Assists participants in setting and achieving personal, educational and career goals.
- Develops and delivers academic, career and financial literacy workshops.
- Provides resources to participants to augment their career awareness, career exploration and job search skills.
- Tracks and monitors program data to determine effectiveness of activities related to intended outcomes.
- Advocates for TRIO programs when necessary to ensure academic success.
- Performs other duties as assigned.

**KNOWLEDGE AND SKILLS REQUIRED:**

Knowledge of English usage, grammar, spelling, punctuation and vocabulary.

Knowledge of academic advising and college, career, financial aid, and economic literacy activities and related services.

Knowledge of principles and practices in working with a diverse student population and barriers encountered by students who are first generation, low income, have disabilities and/or are underserved.

Knowledge of academic and student support resources.

Knowledge of community resources.

Knowledge of federal and state financial aid requirements.

Knowledge of computer operations and software applications.

Knowledge, understanding and compliance with Federal and state privacy laws related to students.



Knowledge of utilizing data to make informed decisions.

Skill in reviewing student history, assessing interests, skills and abilities, and advising students.

Skill in career, academic, personal, and/or financial aid counseling.

Skill in assisting others to set and reach goals.

Skill in working independently.

Skill in interpersonal, oral and written communications.

Skill in presenting to groups.

Skill in responding professionally, effectively, and efficiently to service requests.

Skill in operating computers and software applications.

Skill in establishing and maintaining effective relationships with a diverse population of co-workers and others.

**PHYSICAL REQUIREMENTS/ACTIVITIES:** The physical requirements of this position are light work, exerting up to 20 lbs of force occasionally, and/or up to 10 lbs of force frequently, and/or a negligible amount of force constantly to move objects.

**MINIMUM QUALIFICATIONS:** Bachelor's degree in counseling, education, sociology or related field, and one year of relevant experience working with low-income, first-generation students, other disadvantaged populations, or work in a TRIO program setting OR an equivalent combination of education and experience that provide the required knowledge and skills.

**REQUIRED LICENSE/CERTIFICATION:** Must possess a valid Illinois Driver's License.

**SECURITY SENSITIVE POSITION:** Requires a criminal background check.

**REPORTS TO:** Director, TRIO Educational Opportunity Center (EOC)

**APPOINTED BY:** Board of Trustees

**EMPLOYEE CATEGORY:** Professional

**FLSA CLASSIFICATION:** Exempt

**CLASS CODE:** 4220 \_\_\_\_

**JOB SERIES/FAMILY:** Student Support Services Series/ Admissions Group

**ADOPTED:** 10/18/22 \*[Pending Board Approval]

**AGENDA ITEM #IX-C-2  
OCTOBER 18, 2022  
HIGHLAND COMMUNITY COLLEGE BOARD**

**APPOINTMENT  
DIRECTOR, RETENTION AND LEARNING SERVICES**

**RECOMMENDATION OF THE PRESIDENT:** That the Board of Trustees approves the appointment of Ms. Amanda Venhuizen as full-time Director, Retention and Learning Services beginning October 19, 2022, at a FY23 salary of \$66,904, plus appropriate fringe benefits. This is a full-time, administrative position and is within the FY23 budget.

**BACKGROUND:** Ms. Venhuizen has been serving as the Coordinator, Student Success since February 1, 2022. In this role she has promoted student success and retention by coordinating academic support programs such as Early Alert, First-Year Experience Seminar (FYES), and Supplemental Instruction. Prior to this role, Ms. Venhuizen was a Student Advisor in Project Succeed and subsequently for Student Services. She advised students by running degree checks, conducting individualized semester guidelines, registering students for classes, researching four year transfer colleges/universities, and making tutoring, mentoring, and other campus referrals. In addition to her advising responsibilities in Project Succeed, Ms. Venhuizen facilitated the Project Succeed retention program, working closely with faculty and students throughout the semester to provide guidance and support services to students. She met with project participants to develop and monitor education support plans and consulted and conferred with project staff to develop prescriptive plans for all students identified as high risk. She also collaborated with the advising team in implementing the College Student Inventory (CSI) survey across the campus to promote retention.

Prior to being hired at Highland, Ms. Venhuizen was an Upward Bound Counselor at Carl Sandburg College for two years. In this program, she assisted both high school and college students in developing individual academic/college plans tailored to each student's area of interest and level of capability with the goal to successfully graduate. In addition, Ms. Venhuizen previously held positions as a school counselor in an elementary school and a social worker for an alternative high school. Ms. Venhuizen earned her Bachelor of General Studies degree from Indiana University, Purdue University at Columbus and was awarded a Master's of Education degree in School Counseling from Indiana University, Terre Haute.

Ms. Venhuizen's experience in advising, retention, and FYES instruction, along with her demonstrated ability to utilize data at the student and planning levels in order to facilitate continuous improvement of services make her an excellent choice for the position.

**BOARD ACTION:** \_\_\_\_\_