

ILLINOIS EASTERN COMMUNITY COLLEGES

BOARD OF TRUSTEES

IECC Board of Trustees Meeting

Tuesday, May 21, 2024



Location:

**Wabash Valley College- WVC Cafeteria
2200 College Drive
Mt. Carmel, IL 62863**

**Dinner – 5:30 p.m.
Meeting – 6:15 p.m.**

The mission of Illinois Eastern Community College District 529 is to deliver exceptional education and services to improve the lives of our students and to strengthen our communities.

**Illinois Eastern Community Colleges
Board Agenda**

Tuesday, May 21, 2024

6:15 p.m.

Wabash Valley College- WVC Cafeteria

2200 College Drive

Mt. Carmel, IL 62863

- | | |
|---------------------------------------|------------------|
| 1. Call to Order & Roll Call | Chairman Carter |
| 2. Welcome from the Chair | Chairman Carter |
| 3. Recognition of Visitors and Guests | President Fowler |
| 3.A. Visitors and Guests | |
| 3.B. IECCEA Representative | |
| 4. Public Comments | |
| 5. Reports | |
| 5.A. Trustees | |
| 5.B. Chancellor | |
| 5.C. Presidents & Divisions | |
| 5.D. Decennial Committee | |
| 6. Approval of Consent Agenda | Chancellor Gower |
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| 7. | Action on Items Removed from Consent Agenda | Chancellor Gower |
| 8. | Policy First Reading (and Possible Approval) | Chancellor Gower |
| 8.A. | Policy 100.40 Mission, Vision, and Values | 59 |
| 9. | Policy Second Reading | Chancellor Gower |
| 10. | Staff Recommendations for Approval | |
| 10.A. | Equity Plan | Chancellor Gower 61 |
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| 10.C. Emergency Expenditure: TLB WRC HVAC System | Mr. Hawkins | 110 |
| 10.D. Emergency Expenditure: LTC Pool Boiler Replacement | Mr. Hawkins | 111 |
| 11. Bid Committee Report | Chancellor Gower | 112 |
| 11.A. OCC Salvage Vehicle Storage Area Fence | | |
| 12. District Finance | Mr. Hawkins | |
| 12.A. Financial Report | | 130 |
| 12.B. Approval of Financial Obligations | | |
| 13. Executive Session | Chancellor Gower | |
| 13.A. 2(c)(1) Employment/Appointment Matters | | |
| 13.B. 2(c)(2) Collective Negotiating Matters | | |
| 13.C. 2(c)(12) Litigation | | |
| 14. Approval of Executive Session Minutes | Chancellor Gower | |
| 15. Approval of Personnel Report | Ms. McDowell | 139 |
| 16. Collective Bargaining | Chancellor Gower | |
| 17. Litigation | Chancellor Gower | |
| 18. Other Items | | |
| 19. Adjournment | | |

1. Call to Order & Roll Call – Chairman Gary Carter called the meeting to order at 6:15 p.m. and directed the Board Secretary Sonja Wease to call the roll.

Susan Batchelor: Present
John Brooks: Present
Roger Browning: Present
Gary Carter: Present
Brenda Culver: Present
Jan Ridgely: Present
Barbara Shimer: Present
Present: 7.

Also present at the meeting, in addition to trustees:

Ryan Gower, Chancellor
Jay Edgren, President of Frontier Community College/ Vice Chancellor Academic Affairs
Tona Ambrose, President of Lincoln Trail College/Vice Chancellor Institutional Outreach
Chris Simpson, President of Olney Central College/Vice Chancellor Business Operations
Ryan Hawkins, Chief Financial Officer/Treasurer
Andrea McDowell, Executive Director of Human Resources
Sonja Wease, Board Secretary

2. Welcome from the Chair – Chairman welcomed all who were present for the meeting.

3. Recognition of Visitors and Guests

3.A. Visitors and Guests – Lauren McLain was present to support new Student Trustee Jorri VanDyke. Amy Tarr & Holly O’Brien were also present.

3.B. IECCEA Representative - None

4. Public Comments - None

5. Oath of Office and Seating of Student Trustee – The oath of office was administered to Ms. Jorri VanDyke, a student at Olney Central College, and she was seated as student member of the Board of Trustees for the coming year, succeeding Ms. Guadalupe Amicone.

6. Reports

6.A. Trustees – None

6.B. Chancellor – No additional information to his previously sent report.

6.C. Presidents & Divisions - None

6.D. Division Report: Mental Health Specialist – The Student Affairs division provided a report on efforts and activities to provide support to students across the District. Holly O’Brien, Mental Health Specialist, informed the Board of the initiatives she has launched in her first months of employment.

7. Approval of Consent Agenda

Motion to approve the consent agenda as presented. This motion, made by Brenda Culver and seconded by Jorri VanDyke, Carried.

Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

7.A. Disposition of Minutes – Open meeting minutes as prepared for the regular meeting held on March 19, 2024 were presented for approval.

7.B. Affiliation Agreements – Chancellor Gower recommended approval of affiliation agreements with Rehab for Life (Standard Clinical) and ProgressiveHealth Rehabilitation, Inc. (Negotiated Clinical).

8. Action on Items Removed from Consent Agenda

9. Policy First Reading (and Possible Approval)

9.A. Policy 500.41 Student Attendance

Motion to waive the second reading and approve Policy 500.41 Student Attendance as presented. This motion, made by Brenda Culver and seconded by Roger Browning, Carried.
Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee)
Yea: 7, Nay: 0

9.B. Policy 300.3 Auxiliary Enterprises Fund

Motion to waive the second reading and approve Policy 300.3 Auxiliary Enterprises Fund as presented. This motion, made by Susan Batchelor and seconded by Barbara Shimer, Carried.
Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

10. Policy Second Reading - None

11. Staff Recommendations for Approval

11.A. Sale of Real or Personal Property

Motion to authorize administration to accept an offer on a parcel of land on Route 130 in Richland County. This motion, made by John Brooks and seconded by Jan Ridgely, Carried.
Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

12. Bid Committee Report

Motion to accept the following bids: A) Walters Buildings for a total of \$79,750 for the construction of the Frontier Community College Rotary Plaza Pavilion. B) Bahrns Toyota-Lift

for a total of \$32,800 for the purchase of a forklift for Frontier Community College. C) Eagleson Automotive Center for a total of \$31,187 for the purchase of a 2023 or 2024 Chevrolet Bolt EV 2LT for Frontier Community College. D) Homes by Schuetz for a total of \$148,500 for the construction of the Olney Central College Theater Storage Building. E) Accu-Tech for a total of \$86,073.28 for the Copper Wire Cable for Lincoln Trail College. This motion, made by Susan Batchelor and seconded by Roger Browning, Carried.

Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

13. District Finance

Motion to approve payment of district financial obligations for April 2024 in the total amount of \$1,502,773.44. This motion, made by Jan Ridgely and seconded by Barbara Shimer, Carried.

Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

14. Executive Session

Motion to enter Executive Session at 6:47 p.m. under Open Meetings Act exceptions 2(c)(1) Employment/Appointment Matters; 2(c)(2) Collective Negotiating Matters; and 2(c)(12) Litigation. This motion, made by Barbara Shimer and seconded by Brenda Culver, Carried.

Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

Motion to exit Executive Session at 8:25 p.m. This motion, made by Brenda Culver and seconded by Susan Batchelor, Carried.

Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

15. Approval of Executive Session Minutes

Motion to approve the executive session of the minutes from the meeting held on March 19, 2024. This motion, made by Brenda Culver and seconded by Roger Browning, Carried.

Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

16. Approval of Personnel Report

400.1 Employment of Personnel

A. Classified, Non-Exempt

1. Amy Drake, TRIO Upward Bound Counselor, LTC effective April 22, 2024
2. Jade Colclasure, TRIO Upward Bound Counselor, WVC effective May 6, 2024
3. Dan Brant, O&M Team Lead, OCC effective April 22, 2024

400.2 Change in Status

A. Classified, Non-Exempt

1. Kristie Markman, TRIO Student Support Specialist, OCC to TRIO Upward Bound Counselor, OCC effective May 6, 2024
2. Kent Staley, Maintenance Worker to O&M Team Lead, FCC, effective April 22, 2024
3. Christopher Ellington, Maintenance Worker to O&M Team Lead, LTC, effective April 22, 2024
4. Ernest Majors, Maintenance Worker to O&M Team Lead, WVC, effective April 22, 2024
5. Arron Brown, Maintenance Worker to O&M Team Lead, TLB/WRC, effective April 22, 2024

400.3 Approval of Proposed Non-College Employment

| <u>Name</u> | <u>Employer</u> | <u>Hours per Academic Year</u> |
|--------------|---------------------------------|--------------------------------|
| Amie Mayhall | McGraw Hill Higher Education | 150 |

Motion to approve the foregoing Personnel Report as presented. This motion, made by Barbara Shimer and seconded by Jorri VanDyke, Carried.

Brenda Culver: Abstain (With Conflict), Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea

Yea: 6, Nay: 0, Abstain (With Conflict): 1

17. Collective Bargaining – None

18. Litigation - None

19. Other Items - None

20. Adjournment

Motion to adjourn at 8:54 p.m. This motion, made by Jorri VanDyke and seconded by Susan Batchelor, Carried.

Susan Batchelor: Yea, John Brooks: Yea, Roger Browning: Yea, Gary Carter: Yea, Brenda Culver: Yea, Jan Ridgely: Yea, Barbara Shimer: Yea, Jorri VanDyke (Student Trustee): Yea
Yea: 7, Nay: 0

Approved: Chairman: _____

Secretary: _____

MEMORANDUM

TO: Board of Trustees
FROM: Ryan Gower
DATE: May 21, 2024
RE: 2023-2025 Academic Calendar

The 2023-2025 Academic Calendar has been revised to include the closing of campuses on November 5th (2024 Fall Semester) due to Election Day. Public Act 103-467 was passed by the Illinois General Assembly in August, 2023. This Act requires all schools, colleges, and universities to be closed on election day. This legislation was introduced and passed after the IECC Board of Trustees had already approved the Academic Calendar for 2024.

To account for this new holiday, we have removed October 15th (District Professional Development Day – No Classes) from the calendar to allow for the required number of instructional days.

This adjustment has been presented to the IECCEA President and approved by the Strategic Engagement Planning Council. I would ask the Board to approve this modification to the 2023-2025 Academic Calendar.

RG/am

Attachment

Academic Calendar

2023-2025

2023 Fall Semester

| | |
|--------------------|---|
| August.....10-11 | Faculty Workshop |
| August.....14-16 | Registration, Testing |
| August.....17 | First Day of Classes |
| September.....4 | Campuses Closed. Labor Day |
| September.....18 | Constitution Observance Day. Classes in session |
| October.....9 | Campuses Closed. Columbus Day |
| October.....10 | No Classes. District Faculty/Staff Professional Development Day |
| October.....12 | Midterm |
| November.....10 | Campuses Closed. Veteran's Day Observed |
| November.....22 | Last Day to Withdraw from Courses |
| November.....23-24 | Campuses Closed. Thanksgiving |
| December.....8 | Last Day of Classes |
| December.....11-14 | Final Exams |
| December.....15 | Last Day of Semester. |

(Campuses closed December 19, 2023 – January 1, 2024. Winter Break)

2024 Spring Semester

| | |
|-----------------|--|
| January.....2 | Campuses Open |
| January.....3 | Faculty Workshop |
| January.....4-5 | Registration, Testing |
| January.....8 | First Day of Classes |
| January.....15 | Campuses Closed. Martin Luther King, Jr. Day |
| February.....19 | Campuses Closed. President's Day |
| March.....1 | Midterm |
| March.....4 | No Classes. Casimir Pulaski Holiday |
| March.....5-10 | No Classes. Spring Break |
| March.....29 | Campuses Closed. Spring Holiday |
| April.....19 | Last Day to Withdraw from Courses |
| May.....3 | Last Day of Classes |
| May.....6-9 | Final Exams |
| May.....10 | Last Day of Semester/Graduation |

2024 Intersession

| | |
|------------|-----------------------------------|
| May.....13 | First Day of Classes |
| May.....21 | Midterm |
| May.....27 | Campuses Closed. Memorial Day |
| May.....30 | Last Day to Withdraw from Courses |
| May.....31 | Last Day of Intersession |

2024 Summer Session

| | |
|----------------|-----------------------------------|
| June.....3 | First Day of Classes |
| June.....19 | Campuses Closed. Juneteenth |
| June.....28 | Midterm |
| July.....4 | Campuses Closed. Independence Day |
| July.....19 | Last Day to Withdraw from Courses |
| July.....26 | Last Day of Classes |
| July.....29-30 | Finals |

2024 Fall Semester

| | | |
|--------------------------|---------------|--|
| August | 7-8 | Faculty Workshop |
| August | 9,12-14 | Registration, Testing |
| August | 15 | First Day of Classes |
| September | 2 | Campuses Closed. Labor Day |
| September | 17 | Constitution Observance Day. Classes in Session |
| October | 9 | Midterm |
| October | 14 | Campuses Closed. Columbus Day |
| October | 15 | No Classes. District Faculty/Staff Professional Development Day |
| November | 5 | Campuses Closed. Election Day |
| November | 11 | Campuses Closed. Veteran’s Day |
| November | 22 | Last Day to Withdraw from Courses |
| November | 28-29 | Campuses Closed. Thanksgiving. |
| December | 6 | Last Day of Classes |
| December | 9-12 | Finals |
| December | 13 | Last Day of Semester |

(Campuses Closed December 19, 2024 –January 1, 2025. Winter Break)

2025 Spring Semester

| | | |
|----------------|-----|--|
| January | 2 | Campuses Open. |
| January | 2 | Faculty Workshop |
| January | 3 | Registration, Testing |
| January | 6 | First Day of Classes |
| January | 20 | Campuses Closed. Martin Luther King, Jr. Day |
| February | 17 | Campuses Closed. President’s Day |
| February | 28 | Midterm |
| March | 3 | No Classes. Casimir Pulaski Holiday Observed |
| March | 4-9 | No Classes. Spring Break |
| April | 17 | Last Day to Withdraw from Courses |
| April | 18 | Campuses Closed. Spring Holiday |
| May | 2 | Last Day of Classes |
| May | 5-8 | Final Exams |
| May | 9 | Last Day of Semester/Graduation |

2025 Intersession

| | | |
|-----------|----|-----------------------------------|
| May | 12 | First Day of Classes |
| May | 20 | Midterm |
| May | 26 | Campuses Closed. Memorial Day |
| May | 29 | Last Day to Withdraw from Courses |
| May | 30 | Last Day of Intersession |

2025 Summer Session

| | | |
|------------|-------|-----------------------------------|
| June | 2 | First Day of Classes |
| June | 19 | Campuses Closed. Juneteenth |
| June | 27 | Midterm |
| July | 4 | Campuses Closed. Independence Day |
| July | 21 | Last Day to Withdraw from Courses |
| July | 25 | Last Day of Classes |
| July | 28-29 | Finals |

MEMORANDUM

TO: Board of Trustees
FROM: Ryan Gower
DATE: May 21, 2024
RE: IECC Student Code of Conduct

A Student Code of Conduct serves both the institution and the student by setting forth principles, expectations, and rules to promote student learning and student success. The IECC Student Code of Conduct is meant to complement policies and procedures and not create substitutes for them.

Students receive an electronic copy of the Student Code of Conduct each year during Orientation. With the move to a divisional structure at IECC and the hiring of a Dean of Students within the Student Affairs Division, the existing document needed to be updated to reflect the organizational changes. The Student Affairs Leadership Team developed the document with collaboration from the Academic Affairs division and approved the document through its monthly meeting and presented it to the Strategic Engagement Planning Council for final approval.

I ask the Board's acceptance of the IECC Student Code of Conduct.



Illinois Eastern Community Colleges
Student Code of Conduct

Approved by ~~SALTSEPC~~ Cabinet: April 4, 2023

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I. Introduction

The Illinois Eastern Community Colleges (IECC) Student Code of Conduct (SCC) communicates its expectations of students. ~~and establishes~~ It establishes a fair process for determining responsibility and appropriate sanctions when a student's behavior deviates from those expectations. This SCC ensures students receive prompt, ~~and~~ equitable resolutions via guaranteed due process rights. The SCC and all related processes apply to the conduct of individual students and all college-affiliated student organizations.

IECC students are responsible for reading and abiding by the provisions of the SCC.

IECC reserves the right to make changes to the SCC as necessary. IECC Cabinet Strategic Engagement Planning Council (SEPC) Student Affairs Leadership Team (SALT) is responsible for approving procedural changes to the Student Code of Conduct. Any changes to the SCC shall be posted online on the IECC website. Changes to the SCC are effective upon being posted on the IECC website. Students are encouraged to check online [www.iecc.edu/studentconduct] for the updated version of the SCC. Hard copies of the SCC are available upon request from the IECC Dean of Students.

II. Core Values of Student Conduct at Illinois Eastern Community Colleges

These values, which are the foundation of Illinois Eastern Community Colleges, have defined the District since its inception, and are affirmed by the faculty, students, staff, and administration. At IECC, we believe in and seek to embody these values:

Stewardship. Accepting our responsibility to be good stewards of the public trust, we will sensibly use our financial, human, and physical resources to achieve our mission.

Responsibility. Encouraging personal growth and learning through leadership, citizenship, and accountability.

Integrity. Providing an environment where people are encouraged and empowered to do the right thing in their work and interactions with others.

Respect. Recognizing and appreciating our similarities and our differences, we demonstrate mutual regard for others through our words and actions.

Accessibility. Providing access to a high-quality college education for everyone who seeks one, while providing the support needed to facilitate attainment of academic and professional goals.

III. Definitions

Academic Record is the formal record that IECC maintains directly related to a student's academic performance.

Advisor is an individual chosen by a complainant or respondent that may or may not be legal counsel.

Appeal Authority refers to any individual(s) authorized by the Chancellor or President, to consider an appeal from a student conduct hearing or Student Disciplinary Committee's decision and/or the sanctions imposed.

Behavioral Incident Report is an official report of an accusation of alleged conduct that deviates from this code.

Clear and Convincing Evidence refers to the proof necessary to show that the facts are substantially more likely to be than not to be.

College Community includes all students and college officials at IECC.

College Official includes any individual that **who** is employed, volunteers, or serves on the Board of Trustees at IECC.

Complainant is the individual making the complaint.

Complaint is an alleged violation against an individual by an individual. **An SCC complaint must be made in writing.**

Conduct Officer is **the IECC Dean of Students, who a college official appointed by the President to oversees the implementation of the Student Code of Conduct. In the absence of the IECC Dean of Students, the Conduct Officer shall be a college official who has received conduct training and is approved by the Vice-Chancellor of Student Affairs.**

Conduct Record is the formal record that IECC maintains directly related to a student's conduct complaints and determinations.

Days are defined as days in which IECC is normally open to conduct business.

IECC or College refers to Illinois Eastern Community College District 529. **and It** includes all property and programs of Frontier Community College, Lincoln Trail College, Olney Central College, Wabash Valley College, Workforce Education, and the District Office.

IECC premises ~~or~~ means any property owned, leased, occupied, operated or otherwise controlled by Illinois Eastern Community Colleges, including but not limited to vehicles, academic and auxiliary buildings, entrances to buildings, classrooms, laboratories, residence halls, elevators, stairwells, restrooms, roofs, meeting rooms, hallways, lobbies, conference facilities, athletic complexes, exterior open spaces, lots, driveways, loading docks, sidewalks, and walkways.

Know, and tenses associated with the term, refers to reasonable awareness.

May is used permissively.

Off-Campus College Activity includes **official interactions between students and faculty, staff, teaching assistants, peers, clinical partners, patients, family members of clinical patients. student to student or student to college official interaction that occurs off IECC premises.**

Policy is the written rules of IECC, approved by the Board of Trustees, and can be found in the published IECC Policy Manual.

Procedure is the written method of implementing Policy, approved by the Cabinet, and can be found in the published IECC Procedure Manual.

Respondent is the individual against whom a complaint is filed.

Sanction is the disciplinary action that is imposed on a student by IECC.

Shall is used imperatively.

Student includes any individual enrolled in courses, receiving services, accepted for admission, or ~~who has~~ recently withdrawn due to the violation of the Student Code, at IECC. **For the purposes of student conduct, IECC considers an individual to be a student upon enrollment and thereafter as long as the student has an educational interest in an IECC College.**

Commented [BL1]: an IECC College? "the College" makes it sound like there's only one. (Even though we explained it as all.)

Student Disciplinary Committee refers to a group of college officials appointed by the **President Conduct Officer** to determine code of conduct violations.

Commented [CG2R1]: corrected

Written is considered a formal means of communication and may be completed by mail or e-mail. **Written documentation submitted to a complainant or respondent regarding a complaint shall be conveyed via the complainant or respondent's IECC email address.**

HIV. Student Code of Conduct Authority & Jurisdiction

The Chancellor has designated the ~~President-Vice-Chancellor of Student Affairs~~ as responsible for ~~overseeing the oversight and administration of administering~~ the Student Code of Conduct. ~~their respective campuses. Each President The Vice-Chancellor of Student Affairs shall appoint:~~

- The ~~College~~ **Dean of Students (or designee)** as the Conduct Officer and members/Chair to serve on the Student Disciplinary Committee. **The Dean of Students shall be responsible for the interpretation of the Student Code of Conduct and the determination of sanctions against for Student Code of Conduct violations.**
- **Investigators.** Responsible for the investigatory process of a Student Code of Conduct Violation.
- **Appeal Authority members.** Responsible for reviewing challenged Student Code of Conduct cases, accepting/hearing additional evidence, and determining the outcome. ~~(The Chancellor will appoint Appeal Authority members if the President is serving as the Conduct Officer.)~~

~~IECC Cabinet is responsible for approving procedural changes to the Student Code of Conduct. [revised and moved to page 1.]~~

The Student Code of Conduct and all related processes apply to the conduct of individual students and all IECC-affiliated student organizations. **The Student Code of Conduct applies to all currently enrolled students, dual-credit students, students in adult education programs, and former students those recently withdrawn due to the violation of the Student Code.**

Commented [BL3]: Change to Student Code of Conduct. This sentence might fit in better on previous page with "The SCC and all related processes....."

IECC reserves the right to investigate incident reports of alleged conduct violations and impose sanctions on students who have committed an act of prohibited conduct on IECC property or where an off-campus college activity has occurred.

Commented [CG4R3]: corrected

Students are subject to city, state, and federal law while at IECC. The IECC Student Code of Conduct should not be equated to local, state, or federal criminal codes. In the event that a student violates local, state, or federal law and the Student Code of Conduct, IECC may proceed with disciplinary actions, while criminal/civil proceedings are in progress, in order to protect the college community.

IECC is a recipient of federal financial assistance, requiring the compliance of all federal regulation. Therefore, in ~~the event of a~~ conflict between local or state and federal law, the college community shall abide by the federal law on IECC property.

In cases where a prohibited conduct is governed by a dedicated IECC policy in which alternate authorities, jurisdiction, and processes have been established, the dedicated policy and procedure(s) will prevail, taking precedence over the Student Code of Conduct process.

IECC reserves the right to investigate incident reports of alleged conduct violations and impose sanctions on students who have committed an act of prohibited conduct on IECC property at IECC-sponsored events and may also apply to off-IECC college activity property when the Dean of Students or designee determines that the off-campus conduct affects a substantial IECC interest. A substantial IECC interest is defined to include any situation where it appears that the student's conduct may present a danger or threat to the health or safety of him/herself or others and/or that significantly impinges upon the rights, property, or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or that is detrimental to the educational mission and/or interests of IECC.

Commented [BL5]: Previous sentence refers to as IECC interest - maybe stick with that for consistency?

Commented [CG6R5]: corrected

IECC retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated for any misconduct before the leave, withdrawal, or graduation. If sanctioned, a hold may be placed on the student's ability to re-enroll and/or obtain official transcripts and/or graduate, and all sanctions must be satisfied prior to re-enrollment eligibility. In the event of serious misconduct committed while still enrolled but reported after the accused student has graduated, IECC may invoke these procedures, and should the former student be found responsible, IECC may revoke that student's degree/certificate.

The Student Code of Conduct may be applied to behavior conducted online, via email, or any other electronic medium. Students should also be aware that online postings such as blogs, web postings, chats, and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. IECC does not regularly search for this information but may take action if and when such information is brought to the attention of IECC officials. However, most online speech by students not involving IECC networks or technology will be protected as free expression and not subject to this Code, with two notable exceptions: A true threat, defined as "a threat a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals"; or speech posted online about IECC or its community members that causes substantial and material disruption on campus or to a college-sponsored activity is not protected by the First Amendment and is subject to IECC disciplinary action.

There is no time limit on reporting violations of the Student Code of Conduct; however, the longer someone waits to report an offense, the harder it becomes for college officials to obtain information and witness statements and to make determinations regarding alleged violations. Though anonymous complaints are permitted, doing so may limit IECC's ability to investigate and respond to a complaint. Those aware of misconduct are encouraged to report it as quickly as possible to the Dean of Students through this online form. (add link to the online form)

IV. Prohibited Conduct

The following constitute violations for which students and are subject to disciplinary action. These are not designed to be all-inclusive, but offer examples of the types prohibited conduct.

A. Academic Dishonesty ([Policy 500.25](#))

Students are expected to be honest in their academic endeavors and responsible for their own work. The following provides examples of prohibited actions. Course syllabi may additionally contain specific violations as well.

1. Uses or obtains unauthorized assistance in any academic work.
 - Copying from another student's exam;
 - Using notes, books, electronic devices, or other aids of any kind during an exam when prohibited;
 - Stealing an exam, reconstructing an exam, or possessing a stolen copy of an exam.
 2. Gives fraudulent assistance to another student.
 - Completing graded academic activity or taking an exam for someone else;
 - Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity;
 - Sharing answers during an exam by using a system of signals.
 3. Knowingly represents the work of others as his/her own or represents previously completed academic work as current.
 - Submitting a paper or other academic work for credit that includes words, ideas, data, or creative work of others without acknowledging the source;
 - Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source;
 - Submitting the same paper or academic assignment to another class without the permission of the instructor.
 4. Fabricates data in support of an academic assignment.
 - Falsifying bibliographic entries;
 - Submitting any academic assignment that contains falsified or fabricated data or results.
 5. Inappropriately or unethically uses technological means to gain academic advantage.
 - Inappropriately or unethically acquiring material via the Internet or by any other means;
 - Utilizing any form of Artificial Intelligence; Improper or unapproved use of Artificial Intelligence: Only utilize AI if permitted by the instructor for the assignment. If AI is permitted to be used, students must indicate what part of the assignment was written by AI and what was written by the student.
 - Violating the IECC Artificial Intelligence (AI) Policy
 - Using any electronic or hidden devices for communication during an exam.
- B. Disrespectful, Insubordinate, or Disruptive Action
1. Indecent, loud, obstructive, or disruptive action that interferes with teaching, service delivery, administration, disciplinary proceedings, or other college activities on or off IECC premises;
 2. Engaging in behavior that is specifically prohibited by faculty or staff.
- C. Discrimination
- Prohibited behavior directed at a person in a protected category. All alleged violations of discrimination will be addressed in accordance with the Nondiscrimination [Policy/Procedure 100.8](#).

Commented [BL7]: Can we lead with something like "Improper or unapproved use of Artificial Intelligence" to phrase as a violation/for consistency?

D. Sexual Misconduct

Prohibited Sex-based misconduct including:

1. Dating Violence
2. Domestic Violence
3. Sexual Assault
4. Sexual Exploitation
5. Sexual Harassment
6. Sexual Violence
7. Stalking

All alleged violations of sexual misconduct will be addressed in accordance with the [Preventing Sexual Misconduct Policy/Procedure 100.31](#).

E. Retaliation

Any form of retaliation, including intimidation, threats, harassment, and other adverse action taken or threatened against any complainant or person reporting or filing a complaint alleging discrimination, harassment, or misconduct or any person cooperating in the investigation of such allegations (including testifying, assisting, or participating in any manner in an investigation) is strictly prohibited. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by IECC's Policy.

F. Hazing ([Policy 500.28](#))

Hazing of any kind, whether by an individual or organization, is contrary to IECC policy and illegal in Illinois. Policy prohibits many activities that have traditionally been associated with hazing, such as alcohol use and abuse, vandalism, theft, verbal or physical abuse or threat of harm, sexual harassment, and other forms of harassment. In addition to those activities and conduct expressly prohibited elsewhere, examples of prohibited individual/group activities that may constitute hazing include, but are not limited to:

1. Encouraging, forcing, or coercing the use of alcohol, illegal drugs, or other substances;
2. Shaving, tattooing, piercing, or branding;
3. Engaging in, or simulating sexual acts;
4. Threatening or causing physical restraint;
5. Nudity;
6. Throwing substances or objects at individuals;
7. Assigning unreasonable chores or acts of servitude;
8. Causing excessive exercise, sleep deprivation, or excessive fatigue;
9. Interfering with adequate time for study; or
10. Requiring the wearing of apparel or acting in a way that is conspicuous and not within community norms.

Additionally, "passive participation" in hazing is expressly prohibited, and may include:

1. Witnessing hazing taking place as a group member, affiliate, or guest;
2. Participating in or being present in person or via technology in discussions where hazing is being planned.

- G. Endangering Behavior
1. Intentionally, knowingly, or recklessly causing physical harm to any person;
 2. Threats or threatening behavior, intimidation, coercion, detainment, or other conduct that threatens or endangers the health or safety of any person.
- H. Tobacco ([Policy 100.15](#))
1. Use of all tobacco products on all IECC property, both indoors and outdoors;
 2. Littering the remains of tobacco waste.
- I. Alcohol and Controlled Substance ([Policy 100.9](#))
- Unlawful possession, sale, transfer, purchase, or use of alcohol, unlawful narcotics, cannabis, or any controlled substance. Under federal jurisdiction, the possession, sale, transfer, purchase, or use of cannabis, including medical marijuana, is unlawful. Therefore, although Illinois state legislation permits the authorized use of marijuana, the possession, sale, transfer, purchase, or use of all cannabis, is prohibited on IECC property or on the premises where college activity is occurring. Violations by minor students will result in notification of parent(s) or legal guardian. (Reference IECC’s FERPA Policy.)
- J. Unauthorized Animals/Pets
- Allowing or keeping animals/pets on IECC property, except as provided for in the [Americans with Disabilities Act Policy/Procedure](#).
- Service animals are an extension of the student and must abide by conduct policies and procedures;
 - Emotional support animals are not considered service animals and are not allowed on campus.
- K. Unauthorized Access to IECC Property
1. Entering (or remaining on) IECC property without valid authorization or permission.
 2. The use of skateboards, roller blades, roller skates, bicycles, and similar wheeled devices inside IECC buildings or on railings, curbs, benches or any fixtures that could be damaged by such actions.
- L. **Weapons and Concealed Firearms Policy (100.28)**
1. Illegal or unauthorized possession of weapons on IECC property or on the premises where college activity is occurring;
 2. For individuals with a Concealed Carry License, concealed firearms must remain within the guidelines defined in **the policy, Policy 100.28.**
- M. Theft or Property Damage
- Attempted or actual theft of and/or damage to property of IECC or property of a member of the college community or personal or public property, on or off campus.
- N. Failure to Comply
- Failure to comply with directions of college officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
- O. Misrepresentation
- Misrepresenting information or furnishing false information to a college official.

Commented [BL8]: I made these changes due to revisions to policy.

P. Falsification

Forging, altering, misrepresenting, counterfeiting, or misusing any IECC document, identification/authentication method/mechanism or access device or process.

Q. Inappropriate Use of Technology ([Policy 200.2](#))

1. Copy and forwarding, downloading, and/or uploading to the IECC network or Internet server any copyrighted, trademarked, and other intellectual property without express authorization from the owner of the trademark, copyrights, or intellectual property right;
2. Peer-to-peer file sharing applications on its network, including wireless network services, to transmit, exchange, or copy any music, software, or other materials which are protected by copyright or intellectual property rights;
3. Accessing, emailing or web publishing of material, including text or images, determined to be obscene and/or pornographic;
4. Use of technology to facilitate, engage in and/or encourage academic dishonesty;
5. Email distribution or web publishing of derogatory statements intended to offend other individuals, groups, or organizations or which violate IECC's anti-discrimination/harassment policy and procedures.
6. Use of information technology resources in a manner that violates this Policy, any other IECC policy, and/or local, state, or federal law.
7. Intentionally infiltrate, or "hack," IECC or other information technology resources;
8. Release viruses, worms, or other programs that damage or otherwise harm IECC or other information technology resources;
9. Knowingly disrupt a system or interfere with another student's, staff or faculty members or other authorized user's ability to use that system;
10. Willfully damage or destroy computer hardware, software, or data belonging to IECC or its users.

Commented [BL9]: You had changed this to "other", but this is text that's word-for-word from policy so it would really need to be changed there (first). I really think "another" is used correctly here, but the sentence structure is a little awkward. Should probably beanother student's, staff's, faculty member's, or other authorized user's ability....

R. Violation of Federal, State or Local Laws, and IECC Policy

1. ~~Violation of federal, state, or local laws~~ On IECC property or on the premises where college activity is occurring.
2. Violation of IECC policy that is not otherwise specified in Section V. of the Student Code of Conduct.

S. Abuse of/Interference with the Student Code of Conduct Process

1. Failure to obey the summons of a Conduct Officer or other college official;
2. Falsification, distortion, or misrepresentation of information pertaining to a conduct proceeding;
3. Disruption or interference with the orderly conduct of a conduct proceeding;
4. Attempting to discourage an individual's proper participation in, or use of, the student code of conduct process;
5. Attempting to influence the impartiality of officials prior to, and/or during the course of, the conduct proceeding;
6. Harassment (verbal or physical) and/or intimidation of officials prior to, during and/or after a conduct proceeding;
7. Failure to comply with the sanction(s) imposed under the Student Code of Conduct;
8. Influencing or attempting to influence another person to commit an abuse of the student code of conduct process.

T. Harassment

Any form of harassment is strictly prohibited. This includes any verbal or physical behavior that creates an environment that denies, limits, or interferes with an individual's ability to participate in or benefit from an IECC education, program, service, or activity. This could include, but is not limited to: disparaging comments, epithets, slurs, insults, or any act, display or communication that would cause a reasonable person to fear for his/her personal safety and could hinder the pursuit of an IECC education, program, service, or activity.

VI. Disciplinary Actions

IECC reserves the right to impose disciplinary actions (sanctions) for violations of the Student Code of Conduct. Sanctions will be determined by the Conduct Officer and/or the Student Disciplinary Committee and implemented by the Conduct Officer. Sanctions may include but are not limited to:

Conversation – A conversation with the student regarding the violation and steps to prevent a violation from occurring again.

Warning – A written notice to the student that the student is violating or has violated the Student Code of Conduct. The Notice may include potential sanctions should the violation continue to occur.

Probation – A written notice to student for the violation of the Student Code of Conduct that includes a probationary period for a specified time and the probability of progressively more severe sanctions if the student is found to violate the Student Code of Conduct during the probationary period.

Loss of Privileges – Denial of specified privileges for a designated period of time.

Discretionary Sanctions – Work assignment, such as service to IECC or community.

Education Sanctions – Assignment of academic work. This may include reflective papers or personal biographies.

Failing Grade – A failing grade will be assessed for an assignment or a course.

Involuntary Withdrawal – Administrative withdrawal from one or more classes.

Program Suspension – Separation of the student from his/her program of study for a defined period of time. Conditions for readmission into program may be specified. .

IECC Suspension – Separation of the student from IECC for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

IECC Expulsion – Permanent separation of the student from IECC.

Revocation of Award – Revocation of a degree or certificate. This sanction may only be imposed for serious academic violations such as fraud or misrepresentation.

Withholding of Award – Delay of degree or certificate until the completion of the process set forth in the Student Code of Conduct, including the completion of sanctions.

Fine – A monetary payment to retribute damages.

One or more of the sanctions listed may be imposed for a Student Code of Conduct Violation. An Administrative Hold may be placed on a student account until the completion of the sanction.

All sanctions shall be made part of the student disciplinary record; additionally, only suspension (Program and IECC), expulsion, or revocation of award, shall be made part of the student's permanent academic record. These sanctions require a Student Disciplinary Committee decision; they shall not be made by the Conduct Officer alone.

VII. Interim Measures for Alleged Conduct Violations

IECC reserves the right to impose interim measures for alleged violations of the Student Code of Conduct that may pose a threat to any person on the IECC premises or impede the operations of IECC. In addition to IECC Interim Measures, College officials may contact law enforcement at any time for behavior that appears threatening to any person on IECC property.

Interim Measures for Respondents may include:

- Temporary Suspension
- Temporary separation for one or more classes
- Temporary restriction of access to IECC property

Interim Measure for Complainant may include:

- Assisting access to student support services (academic support, counseling, advocacy, etc.)
- Changing work-study or course arrangements
- Other measures accessible on a case-by-case basis

Interim measures do not replace the process for resolving Student Code of Conduct issues, as all students have the right to a prompt and equitable resolution. When interim measures are imposed, they take effect immediately and all involved parties are notified by phone and in writing. The interim measure will remain in effect until all student conduct proceedings are completed, unless otherwise specified.

VIII. Processing Alleged Conduct Violations

Reporting an Alleged Violation

Any member of the college community may submit a Behavioral Incident Report documenting the alleged Student Code of Conduct violation. All Behavioral Incident Reports are submitted to the **College Dean of Students** unless the incident pertains to a prohibited conduct that is governed by another policy (such as discrimination and/or sexual misconduct as noted above).

Responding to an Alleged Violation

When the Conduct Officer receives a Behavioral Incident Report, s/he shall review the report and determine the method of investigation: the Conduct Officer will either serve as the sole investigator or coordinate investigators to probe the alleged conduct violation.

Within 10 days of receiving a Behavioral Incident Report, the Conduct Officer shall provide the respondent and complainant (if applicable) with the following information in writing:

- The respondent's name;
- The complainant (unless determined confidential);
- A brief description of the alleged conduct violation;
- The investigatory process that will follow, including the dates and times of investigative proceedings;
- The right to an advisor at any time throughout the process; and
- A copy (or link to) the Student Code of Conduct.

All investigations shall be fair and prompt and shall be administered in accordance with local, state, and federal law and IECC policy and procedures. Investigations shall include the review of the involved parties' conduct history, an equal opportunity for interview and response to the respondent and the complainant, witness interviews, and any other pertinent information to the case. ~~The~~ A clear and convincing evidence standard shall be used to determine the outcome of the allegation.

If a respondent refuses to participate in the investigative process, including but not limited to answering investigators, the investigation will continue. The respondent's lack of cooperation will be considered in determining the outcome of the conduct violation and the disciplinary action associated with it.

Final Investigation Report

At the conclusion of the investigation, the investigator(s) shall prepare a thorough report outlining the complaint, investigation conducted and relevant evidence, the investigator(s) conclusions and explanation. A violation determination, along with appropriate sanction(s) when warranted, shall be made by the Conduct Officer, or deferred to the Student Disciplinary Committee, depending on the severity of the violation.

Notice of Decision

Within 10 days of a decision, the Conduct Officer will present the Notice of Decision letter to the respondent and complainant. The written notification shall include:

- The decision;
- An opportunity to schedule a meeting to discuss the decision;
- The sanctions (Only when a violation determination was made and sanctions warranted.); and
- A brief description of the appeal process.

VHIX. Appeal Process

Students (complainant or respondent) who wish to appeal the decision administered by the Conduct Officer must submit a written request for appeal to the ~~President (or Chancellor if President serves as the Conduct Officer)~~ Vice-Chancellor of Student Affairs within 5 days following receipt transmission of the Notice of Decision letter. The ~~President (or Chancellor)~~ Vice-Chancellor of Student Affairs shall review the request and coordinate the Appeal Authority members within 5 days of receiving a written request for appeal. In the event a student does not appeal within the required 5-day period, the Notice of Decision will be final.

Basis for Appeal

The appeal request must be made on the basis of one or more of the following reasons:

- Procedural error was committed;
- Evidence of discrimination during the investigatory process;
- Evidence not offered during the investigation is now available. In such cases, the new evidence must be described in the written request; and/or
- The sanction imposed is lenient, excessive, or otherwise inappropriate.

Appeal Authority Review

The Appeal Authority members shall, at a minimum:

1. Review the original case and all additional evidence.
2. Provide an equal number of interviews to the respondent and the complainant, witness interview, and any other pertinent information to the case.

3. Determine the outcome of the allegation.
4. Determine sanction(s).
5. Report outcome and sanction(s), in written form, to the **President (or Chancellor) Vice-Chancellor of Student Affairs** within 21 days of receiving the request for appeal.

Final Notice of Decision

Within 5 days of a decision, the **President (or Chancellor) Vice-Chancellor of Student Affairs** shall provide a Final Notice of Decision letter to the respondent and complainant. The written notification shall include:

- The decision;
- The sanctions imposed (if applicable);
- An opportunity to schedule a meeting to discuss the decision; and
- A brief explanation of the appeal process.

If the Appeal Authority determines there has not been a conduct violation, IECC will repeal any invoked sanctions. If coursework was missed as a direct result of prior sanctions, appropriate action will be taken to assist the student in completing the course.

If the Appeal Authority determines that there has been a conduct violation, the conduct sanctions are final.

IX. Interpretation and Revision

Questions of interpretation or application of the Student Code of Conduct shall be referred to the Program Director of Grants and Compliance for final determination.

The Student Code of Conduct shall be maintained by the **Dean of Students Program Director of Grants and Compliance** and reviewed biennially, at a minimum, by **Cabinet SEPC SALT**.

Changes should be submitted to the **Dean of Students Program Director of Grants and Compliance** for review and approval by **Cabinet SEPC-SALT**.

XI. Student Resources

A student can view the Student Code of Conduct at www.iecc.edu/studentconduct or obtain a copy in the Student Services Office. IECC policies are also available, by request, in the Student Services Office.

Information on Campus Safety:

www.iecc.edu/safety

Information on Sexual Misconduct:

www.iecc.edu/titleix

Information on Nondiscrimination:

www.iecc.edu/nondiscrimination

Program Director of Grants and Compliance Contact Information:

Libby McVicker
320 East North Avenue
Noble, IL 62868
618-393-3491
mcvickero@iecc.edu

Commented [BL10]: I get that Libby would be the one to contact for questions of interpretation or application, but do you think it remains appropriate for Libby to be the "keeper" of the document AND the one to contact for changes considering you're taking it to SEPC? It seems like it should be you now.

Commented [CG11R10]: Agreed

Dean of Students Contact Information:

Cassandra Goldman

618-263-4999

goldmanc@iecc.edu

MEMORANDUM

TO: Board of Trustees
FROM: Ryan Gower
DATE: May 21, 2024
RE: Emergency Succession Policy (100.30)

In response to changes in IECC's organizational structure, a comprehensive evaluation of the Emergency Succession Policy was performed, prompting the initiation of revisions. It was additionally determined a procedure would be created to establish general protocols and allocate responsibilities in the event of sudden vacancies in pivotal positions.

The proposed revisions to Policy 100.30 and new Procedure 100.30 have been approved by the Strategic Engagement Plan Council. I would ask the Board to waive the second reading and approve Policy 100.30 as presented.

RG/llb

Attachment

Emergency Succession Policy (100.30)

Date Adopted: October 20, 2015

Revised: December 11, 2018

Revised: May 21, 2024 (Pending Board Approval)

Succession planning is a priority for Illinois Eastern Community Colleges. It is an ongoing process that addresses three (3) major areas of succession. This policy and the corresponding procedure provide guidance for the Board of Trustees and administration during times of sudden, rather than planned, losses in key leadership and critical roles. Reasonable exceptions may be implemented given special context. Succession plans do not entitle positions, promotions, or transfers to employees.

II. I. Chancellor

In the event of a temporary, sudden loss of the services absence of the Chancellor's services, the Board shall, in most cases, appoint an acting Chancellor or an authorize the Interim Management Team for the College District to address manage immediate services responsibilities. For an extended term appointment, the Board may appoint an interim Chancellor until a new Chancellor is named from a standard process. The acting or interim Chancellor or Interim Management Team will perform all duties and functions of the Chancellor as required by Board policy and law. All decisions made actions and transactions conducted by these appointees Interim Chancellor or Interim Management Team will be made with consideration of the scope mindful of the budget and the District's interests of the College. Additionally, at least two other executives in the Chancellor's administrative members of the Interim Management Team Cabinet will be familiar with both the Board and Chancellor's duties and responsibilities. issues and processes.

I. II. Other Key Administrative Positions

In the event of a temporary, sudden absence of a key administrator's services, the Chancellor, with Board approval, shall appoint an acting or interim administrator or authorize the applicable Interim Management Team to manage immediate responsibilities. For an extended term appointment, the Chancellor, with Board approval, may appoint an interim until a new administrator is named. The acting or interim administrator or Interim Management Team will perform all duties and functions of the key administrator. Illinois Eastern Community Colleges' succession plan includes succession planning for the key administrative and critical function area positions that require highly specialized skills. Positions identified as critical and key administrative are outlined in the procedure. include, but are not limited to, Chancellor, Chief Financial Officer, Chief Academic Officer, Executive Director of Human Resources, Chief Information Officer, College Presidents, and the Dean of Workforce Education.

III. Interim Management Team

The Interim Management Team shall have the duties and obligations as set forth in the Chancellor Succession plan. Members of the Interim Team for the following positions would include:

Chief Financial Officer

District Office Director of Financial Operations

Director of Business from two Colleges

Chief Academic Officer

Chancellor

District Office Director of Financial Aid

Dean of Instruction from Two Colleges

Coordinator of Curricular Reporting and Articulation

Executive Director of Human Resources

Chancellor

Chief Financial Officer
District Office Coordinator of Employment and Benefits

Chief Information Officer
District Office Coordinator of Web, and Online Learning Services
District Office Systems Administrators
Information Technology Trainer/Support

College President
Chancellor
College Dean of Instruction
College Director of Business

Dean of Workforce Education
Chancellor
Associate Dean of Workforce Education
Workforce Education Director of Registration & Records
Workforce Education Director of Business & Finance

III Critical Positions

As appropriate, other critical positions ~~outside of named key administrative and professional function areas, that require specialized skills may need~~ will be identified by the respective administrative divisions and succession plans developed. ~~The administrative cabinet will identify these positions and develop succession plans in respective areas. Succession plans do not entitle positions, promotions, or transfers to employees.~~ [~~<<Moved to the first paragraph.~~] These plans will be reviewed annually or as needed and retained by the Human Resources Department.

100.30 Emergency Succession: Key and Critical Positions

Adopted Date: May 3, 2024

This procedure provides general guidelines to follow when there's a sudden absence of personnel in key/critical positions and assigns responsibilities related to selecting an interim individual and/or activating the Interim Management Team.

Immediate Notification Protocol

When a key or critical role becomes unexpectedly vacant due to reasons such as resignation, illness, or death, the relevant administrative unit or department shall immediately notify the Executive Director of Human Resources who will ensure that leadership, such as the board of trustees, chancellor, or vice-chancellor/president is also notified and will commence the process of filling the role.

Interim Appointment of Key Administrators

A determination will be made as to whether a qualified individual can step into the vacant role on an interim basis. The interim appointee assumes the responsibilities until the absent administrator returns or a permanent successor is named. An adjustment in pay may be recommended for the period of time in which this individual performs these additional job duties.

Interim Management Team Activation

At the discretion of leadership, an Interim Management Team may be activated to manage the transition process, ensuring continuity of operations during the transition period. They will assess the immediate needs in light of the vacant role and take necessary actions to address any critical issues. This may include reallocating resources, adjusting priorities, or implementing contingency plans to mitigate risk.

The team may also serve as the interim appointee if an individual is not chosen. Following are the teams for the specified personnel. The lead is identified and is responsible for coordinating the activities of the team.

- A. Chancellor's Interim Management Team
 - Vice-Chancellor of Academic Affairs (Lead)
 - Chief Financial Officer
 - Executive Director of Human Resources
 - Executive Assistant to the Chancellor
- B. Chief Financial Officer's Interim Management Team
 - Vice-Chancellor of Business Operations (Lead)
 - Director of Financial Operations
 - Director of Business from two Campuses
- C. Executive Director of Human Resources' Interim Management Team
 - Chancellor (Lead)
 - Chief Financial Officer
 - Assistant Director of Human Resources
- D. Chief Information Officer's Interim Management Team
 - Manager of Technology Infrastructure (Lead)
 - Manager of Web, Online, and Integration Systems
 - Manager of Data Systems
 - Manager of Technology Support and Training
- E. Vice-Chancellors'/Presidents' Interim Management Team
 - The Chancellor serves as lead and assigns appropriate team members based on the campus/unit where the vacancy occurs.
- F. Chief Academic Officer
 - Vice-chancellor of Academic Affairs (Lead)
 - Deans of Instruction
 - CAO Administrative Support

100.30 Emergency Succession: Key and Critical Positions

G. Other Critical Positions

Vice-chancellors are responsible for the selection of interim appointments, individuals or teams, for their divisions.

Communication Plan

A communication plan is activated to inform relevant stakeholders, including faculty, staff, students, alumni, and external partners, about the vacancy and the interim appointment. Clear and timely communication helps maintain transparency and minimize disruption.

Fast-Tracked Recruitment Process

As appropriate, the human resources department initiates a fast-tracked recruitment process to identify and appoint a permanent successor.

Process Assessment

After the emergency succession process is complete, IECC will conduct a thorough evaluation to assess the effectiveness of the procedures and identify any areas for improvement. Lessons learned from the experience are documented and incorporated into future emergency preparedness plans.

MEMORANDUM

TO: Board of Trustees
FROM: Ryan Gower
DATE: May 21, 2024
RE: Affiliation Agreements

An affiliation agreement is a formal contract between the educational institution and the facility or business where the student(s) will have the experience. It identifies the responsibilities and liabilities of the various parties covered by the contract. Students engaged in these placements are not paid and the experience is required for completion of the program.

IECC wishes to enter into a non-standard agency clinical affiliation agreement with the following organization:

- Crawford Memorial Hospital

IECC wishes to enter into a non-standard agency non- clinical affiliation agreement with the following organization:

- Crawford Memorial Hospital

IECC wishes to enter into a standard clinical affiliation agreement with the following organization:

- Salem Township Hospital

IECC wishes to enter into a negotiated clinical affiliation agreement with the following organization:

- Fast Pace Medical Clinic, PLLC

I ask the Board's approval of this affiliation agreement.

RG/sc

AFFILIATION AGREEMENT

This Agreement entered into this 1st day of May 2024, by and between Crawford Memorial Hospital, located at 1000 North Allen, Robinson, IL 62454 (hereinafter referred to as the "HOSPITAL") and Illinois Eastern Community College District #529, Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College, located at 233 E. Chestnut Street, Olney, IL 62450 (hereinafter referred to as "COLLEGE"), on behalf of its clinical certificate and degree programs.

I. FACULTY, STAFF AND APPOINTMENTS

The COLLEGE shall make necessary arrangements with Hospital facilities to abide by the terms of this Agreement and act as supervisors of the clinical students. The HOSPITAL staff will closely monitor student activities at all times.

II. STUDENTS

The COLLEGE and the HOSPITAL recognize that all students of the COLLEGE shall be an integral part of the health care team, and, therefore, will be allowed to participate in the facility learning and assigned responsibilities under the close supervision of the PRECEPTOR. The PRECEPTOR will monitor student activities and will be responsible for notification of the students' progress to the COLLEGE.

The COLLEGE is required to obtain, maintain, and pay for liability insurance coverage with limits of coverage in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate covering students of the COLLEGE for claims involving bodily injury, or death on account of alleged malpractice, professional negligence, failure to provide care, claims for breach of contract, failure to obtain informed consent for an operation or treatment, or other claims.

The COLLEGE ensures validity and maintains the following documentation regarding students to be completed before clinical placement and shall provide Crawford Memorial Hospital upon request, the following information within 24 hours:

- 1) Quantiferon Gold TB Blood test or 2-Step TB test
 - a. Chest X-ray (PA view) if Mantoux is reactive
- 2) Documentation of the following immunization records:
 - a. 2MMR vaccines administered at least 28 days apart, or documentation of positive Rubella IgG, Rubeola IgG and Mumps IgG blood tests
 - b. 2 Varicella vaccines at least 1 month apart, or documentation of positive Varicella IgG blood test
- 3) Influenza vaccine or decline (Oct - March)
- 4) Physical exam documentation (ability to perform job functions/duties)
- 5) Negative 10-panel (at minimum) drug screen
- 6) Clear Criminal Background Check
- 7) Active BLS Certification if applicable for position

The COLLEGE shall advise students of the confidential nature of information related to the HOSPITAL and its patients and require COLLEGE, COLLEGE faculty and students to maintain the confidentiality of all such information. “Confidential information” means any confidential information acquired by COLLEGE, COLLEGE faculty, and /or students during the course of this Agreement, including, but not limited to any strategic, financial, and business information related to HOSPITAL, or its affiliated entities, and any medical information regarding its patients and clients and their records. The COLLEGE, COLLEGE faculty and students shall not disclose or discuss confidential information outside the context of clinical instruction. The provisions of this section shall survive the termination of this Agreement.

III. NOTIFICATION OF COLLEGE STUDENTS

The COLLEGE and the HOSPITAL acknowledge and agree that the students referred to in this Agreement shall be working in an environment in which personal safety and well-being are of paramount importance. The COLLEGE shall therefore advise the students of the personal safety issues associated with working in the vicinity of diseases and ill persons, the use and care of medical supplies and equipment, and the management and reporting of inappropriate and/or unprofessional treatment in the workplace.

IV. INDEMNIFICATION

To the extent permitted by applicable law and without waiving any defenses, COLLEGE shall indemnify and hold harmless HOSPITAL and its officers, medical and nursing staff, representatives and employees from and against all liabilities, claims, damages and expenses, including reasonable attorneys’ fees, relating to or arising out of any act or omission of the COLLEGE or any of its faculty, Program Participants, agents, representatives and employees under this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements. HOSPITAL shall indemnify COLLEGE against liabilities, claims, damages and expenses, including reasonable attorneys’ fees, incurred by COLLEGE in defending or compromising actions brought against COLLEGE arising out of or related to the HOSPITAL performance of duties hereunder.

V. RESPONSIBILITIES

RESPONSIBILITIES of the COLLEGE. The COLLEGE will:

- A. Appoint a qualified faculty member to be responsible for assignment and guidance, of all student clinical experiences and to act as liaison

between the HOSPITAL and the COLLEGE.

- B. Confer with HOSPITAL so that COLLEGE and HOSPITAL make a mutual determination with regard to the assignment of particular students to the HOSPITAL, the number of students to be assigned, and the inclusive dates of the students' assignments.
- C. Require each student participating in the program to provide liability insurance coverage for professional malpractice with a limit of one million and no/100 (\$1,000,000) dollars for injury or damage to any one person and a limit of three million and no/100 (\$3,000,000) dollars for injury or damage arising from any one accident (in Indiana, \$250,000/\$750,000, according to the Patient Compensation Fund of Indiana).
- D. Require COLLEGE faculty and students to abide by the terms of this Agreement, applicable federal, state and local laws, and standards of accrediting bodies as well as policies and regulations of the HOSPITAL, including dress code.
- E. Comply with, and require student and other employees, agents and representatives to comply with all applicable federal and state laws and regulations concerning patient privacy and confidentiality of health information, including without limitation the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").
- F. Withdraw any student or faculty from HOSPITAL who has been determined, by HOSPITAL, to be unacceptable for any reason, at any time. The HOSPITAL shall have the right to suspend a student immediately from clinical duties pending their formal withdrawal from the clinical program. The HOSPITAL may restrict the student to an observer role, pending either further investigation or a request for withdrawal from the HOSPITAL. The HOSPITAL agrees to cooperate fully in the investigation and resolution of the student's status in the program, including the provision of written documentation of the student's unsatisfactory performance.
- G. Withdraw any student from a rotation if there is a significant conflict between the student and HOSPITAL staff that would deter from the rotational experience.
- H. Provide the HOSPITAL with appropriate evaluation forms and instructions for their completion if applicable.
- I. Provide HIPAA / Confidentiality training to all students before clinical placement, and annually thereafter.

RESPONSIBILITIES of the HOSPITAL. The HOSPITAL shall:

- A. Have in place an exposure plan to implement in case of an accidental exposure to disease. The HOSPITAL and the COLLEGE shall educate students and faculty about the exposure plan. The HOSPITAL and the COLLEGE will also be responsible for education of students and faculty about universal precaution procedures while treating a patient and provide the student with a safe and clean working environment, following all appropriate rules and regulations i.e.; OSHA, Accrediting Organization.
- B. Provide an orientation for students to the Facility, including relevant policies and procedures.
- C. Satisfy the requirements of all applicable laws, regulations and licensing or supervisory agencies and be responsible for informing staff of the student's capabilities and functions.
- D. Understand that this Agreement is nonexclusive, and that both parties reserve the right to enter into similar agreements with other institutions.
- E. Not provide money to the student in return for his/her participation at the Hospital.
- F. Understand that when applicable, patients/visitors shall be made aware that care is being provided by students. It is understood by all parties that patients have a right to refuse care rendered by students.
- G. Provide Emergency care to students, at the student's expense, for illnesses and accidents, occurring while the student is in training at the Hospital.
- H. Upon reasonable notice, permit the inspection by the COLLEGE or its accreditation agencies of the HOSPITAL facilities and the services available for clinical experience.
- I. Agrees to promptly inform the COLLEGE if significant problems of a personal or professional nature develop which require faculty attention, knowledge, or consultation.

RESPONSIBILITIES of the STUDENT. The STUDENT will:

- A. Students will not receive fees or salaries either in cash or kind, while serving as students at the HOSPITAL.
- B. Recommend to keep in force at all times during clinical assignment personal health insurance.
- C. Act professionally at all times when providing clinical services.
- D. Dress in a professional or appropriate manner, including COLLEGE ID and/or comply with the HOSPITAL's dress code.
- E. Always identify themselves as a student from the COLLEGE.
- F. Provide the best care possible for all patients/visitors/staff;
Demonstrate recognition of and respect for patient rights and safety.
- G. Demonstrate awareness of professional limitations and will only perform activities assigned by and under the supervision of their PRECEPTOR.
- H. Adhere to the regulations and policies of the College Student Handbook and the regulations and policies of the HOSPITAL.
- I. Follow the rules and regulations of the clinic, hospital or other institutions in which he/she is placed.
- J. Maintain and respect patient confidentiality at all times. Information identifying the patient must be deleted prior to handing in required H&P's, case studies and assignments.
- K. Be punctual and notify the Program and PRECEPTOR of any absence.

VI. CONFIDENTIALITY OF PATIENT INFORMATION

The HOSPITAL shall have custody, control and ownership of all documents, books and records relating to HOSPITAL and HOSPITAL patients, including those generated by students. All patient records, films, referring physician correspondence, hospital charts, billing records, reports, insurance records, and any other document containing any patient information ("Patient Information") is confidential information utilized for purposes of providing treatment to patients. Students and the COLLEGE agree to keep all Patient Information confidential and to comply with applicable federal and state laws, rules and regulations regarding patient confidentiality including, but not limited to the Health Insurance Portability and Accountability Act

of 1996 (“HIPAA”). No Patient Information may be disclosed or used by the COLLEGE, COLLEGE faculty, or student other than in conjunction with this clinical education program and as authorized by the HOSPITAL. The provisions of this section shall survive the termination of this Agreement.

VII. MISCELLANEOUS

It is mutually agreed:

- A. COLLEGE shall assume final responsibility for the education of the student.
- B. While assigned to HOSPITAL, COLLEGE and students will not be considered employees of HOSPITAL and HOSPITAL will not be responsible for the payment of any wages, payroll taxes, Social Security, Workers’ Compensation Insurance, malpractice insurance or other benefits to or on behalf of such students.
- C. HOSPITAL shall have the privilege of recruiting COLLEGE faculty or students for employment.
- D. No financial obligation will exist or result among the parties relative to this Agreement.
- E. No party will discriminate against any student in the program on the basis of race, religion, sex, creed, national origin, veteran status, color, age or disability, in accordance with state and federal law.
- F. This Agreement is binding upon, and the benefits inure to, the parties and their respective successors and assigns.
- G. If any term of this Agreement is determined unenforceable, such term will not affect the enforceability of the other terms of this Agreement which can be given effect without the unenforceable provision.
- H. This Agreement and the performance hereunder, and any and all litigation or proceedings hereunder, shall be construed in accordance with and pursuant to the laws of the State of Illinois.

VIII. TERM AND MODIFICATION OF THE AGREEMENT

- a. This Agreement shall come into effect on the date first written above and shall remain in effect for a term of two (2) years. Any party shall have the right to terminate this Agreement with thirty (30) days written notice of its intent to terminate. Students currently assigned to the HOSPITAL at the time of termination shall be allowed to complete the semester or quarter unless HOSPITAL requests the withdrawal of student under Article V RESPONSIBILITIES OF the COLLEGE subparagraph G.

- b. This Agreement may only be modified by mutual written agreement by the parties, signed by duly authorized representatives of each of the parties. This Agreement supersedes any and all prior or contemporaneous agreements of affiliation for clinical education between the COLLEGE and HOSPITAL.

Acknowledged and agreed to by the COLLEGE and HOSPITAL as indicated by the authorized signatures below. Signatories attest that they are authorized to execute this Agreement on behalf of their organization.

By _____ Date: _____
Doug Florkowski, CEO

Crawford Memorial Hospital
1000 North Allen
Robinson, IL 62454

-

By _____ Date: _____
COLLEGE

Title

COLLEGE Contact Details of Department responsible for providing student document, upon request:

AFFILIATION AGREEMENT

This Agreement entered into this 1st day of May 2024, by and between Crawford Memorial Hospital, located at 1000 North Allen, Robinson, IL 62454 (hereinafter referred to as the "HOSPITAL") and Illinois Eastern Community College District #529, Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College, located at 233 E. Chestnut Street, Olney, IL 62450 (hereinafter referred to as "COLLEGE"), on behalf of its non-clinical certificate and degree programs.

I. FACULTY, STAFF AND APPOINTMENTS

The COLLEGE shall make necessary arrangements with Hospital facilities to abide by the terms of this Agreement and act as supervisors of the clinical students. The HOSPITAL staff will closely monitor student activities at all times.

II. STUDENTS

The COLLEGE and the HOSPITAL recognize that all students of the COLLEGE shall be an integral part of the health care team, and, therefore, will be allowed to participate in the facility learning and assigned responsibilities under the close supervision of the PRECEPTOR. The PRECEPTOR will monitor student activities and will be responsible for notification of the students' progress to the COLLEGE.

The COLLEGE is required to obtain, maintain, and pay for liability insurance coverage with limits of coverage in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate covering students of the COLLEGE for claims involving bodily injury, or death on account of alleged malpractice, professional negligence, failure to provide care, claims for breach of contract, failure to obtain informed consent for an operation or treatment, or other claims.

The COLLEGE ensures validity and maintains the following documentation regarding students to be completed before clinical placement and shall provide Crawford Memorial Hospital upon request, the following information within 24 hours:

- 1) Quantiferon Gold TB Blood test or 2-Step TB test
 - a. Chest X-ray (PA view) if Mantoux is reactive
- 2) Documentation of the following immunization records:
 - a. 2MMR vaccines administered at least 28 days apart, or documentation of positive Rubella IgG, Rubeola IgG and Mumps IgG blood tests
 - b. 2 Varicella vaccines at least 1 month apart, or documentation of positive Varicella IgG blood test
- 3) Influenza vaccine or decline (Oct - March)
- 4) Physical exam documentation (ability to perform job functions/duties)
- 5) Negative 10-panel (at minimum) drug screen
- 6) Clear Criminal Background Check
- 7) Active BLS Certification if applicable for position

The COLLEGE shall advise students of the confidential nature of information related to the HOSPITAL and its patients and require COLLEGE, COLLEGE faculty and students to maintain the confidentiality of all such information. “Confidential information” means any confidential information acquired by COLLEGE, COLLEGE faculty, and /or students during the course of this Agreement, including, but not limited to any strategic, financial, and business information related to HOSPITAL, or its affiliated entities, and any medical information regarding its patients and clients and their records. The COLLEGE, COLLEGE faculty and students shall not disclose or discuss confidential information outside the context of clinical instruction. The provisions of this section shall survive the termination of this Agreement.

III. NOTIFICATION OF COLLEGE STUDENTS

The COLLEGE and the HOSPITAL acknowledge and agree that the students referred to in this Agreement shall be working in an environment in which personal safety and well-being are of paramount importance. The COLLEGE shall therefore advise the students of the personal safety issues associated with working in the vicinity of diseases and ill persons, the use and care of medical supplies and equipment, and the management and reporting of inappropriate and/or unprofessional treatment in the workplace.

IV. INDEMNIFICATION

To the extent permitted by applicable law and without waiving any defenses, COLLEGE shall indemnify and hold harmless HOSPITAL and its officers, medical and nursing staff, representatives and employees from and against all liabilities, claims, damages and expenses, including reasonable attorneys’ fees, relating to or arising out of any act or omission of the COLLEGE or any of its faculty, Program Participants, agents, representatives and employees under this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements. HOSPITAL shall indemnify COLLEGE against liabilities, claims, damages and expenses, including reasonable attorneys’ fees, incurred by COLLEGE in defending or compromising actions brought against COLLEGE arising out of or related to the HOSPITAL performance of duties hereunder.

V. RESPONSIBILITIES

RESPONSIBILITIES of the COLLEGE. The COLLEGE will:

- A. Appoint a qualified faculty member to be responsible for assignment and guidance, of all student clinical experiences and to act as liaison

between the HOSPITAL and the COLLEGE.

- B. Confer with HOSPITAL so that COLLEGE and HOSPITAL make a mutual determination with regard to the assignment of particular students to the HOSPITAL, the number of students to be assigned, and the inclusive dates of the students' assignments.
- C. Require each student participating in the program to provide liability insurance coverage for professional malpractice with a limit of one million and no/100 (\$1,000,000) dollars for injury or damage to any one person and a limit of three million and no/100 (\$3,000,000) dollars for injury or damage arising from any one accident (in Indiana, \$250,000/\$750,000, according to the Patient Compensation Fund of Indiana).
- D. Require COLLEGE faculty and students to abide by the terms of this Agreement, applicable federal, state and local laws, and standards of accrediting bodies as well as policies and regulations of the HOSPITAL, including dress code.
- E. Comply with, and require student and other employees, agents and representatives to comply with all applicable federal and state laws and regulations concerning patient privacy and confidentiality of health information, including without limitation the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").
- F. Withdraw any student or faculty from HOSPITAL who has been determined, by HOSPITAL, to be unacceptable for any reason, at any time. The HOSPITAL shall have the right to suspend a student immediately from clinical duties pending their formal withdrawal from the clinical program. The HOSPITAL may restrict the student to an observer role, pending either further investigation or a request for withdrawal from the HOSPITAL. The HOSPITAL agrees to cooperate fully in the investigation and resolution of the student's status in the program, including the provision of written documentation of the student's unsatisfactory performance.
- G. Withdraw any student from a rotation if there is a significant conflict between the student and HOSPITAL staff that would deter from the rotational experience.
- H. Provide the HOSPITAL with appropriate evaluation forms and instructions for their completion if applicable.
- I. Provide HIPAA / Confidentiality training to all students before clinical placement, and annually thereafter.

RESPONSIBILITIES of the HOSPITAL. The HOSPITAL shall:

- A. Have in place an exposure plan to implement in case of an accidental exposure to disease. The HOSPITAL and the COLLEGE shall educate students and faculty about the exposure plan. The HOSPITAL and the COLLEGE will also be responsible for education of students and faculty about universal precaution procedures while treating a patient and provide the student with a safe and clean working environment, following all appropriate rules and regulations i.e.; OSHA, Accrediting Organization.
- B. Provide an orientation for students to the Facility, including relevant policies and procedures.
- C. Satisfy the requirements of all applicable laws, regulations and licensing or supervisory agencies and be responsible for informing staff of the student's capabilities and functions.
- D. Understand that this Agreement is nonexclusive, and that both parties reserve the right to enter into similar agreements with other institutions.
- E. Not provide money to the student in return for his/her participation at the Hospital.
- F. Understand that when applicable, patients/visitors shall be made aware that care is being provided by students. It is understood by all parties that patients have a right to refuse care rendered by students.
- G. Provide Emergency care to students, at the student's expense, for illnesses and accidents, occurring while the student is in training at the Hospital.
- H. Upon reasonable notice, permit the inspection by the COLLEGE or its accreditation agencies of the HOSPITAL facilities and the services available for clinical experience.
- I. Agrees to promptly inform the COLLEGE if significant problems of a personal or professional nature develop which require faculty attention, knowledge, or consultation.

RESPONSIBILITIES of the STUDENT. The STUDENT will:

- A. Students will not receive fees or salaries either in cash or kind, while serving as students at the HOSPITAL.
- B. Recommend to keep in force at all times during clinical assignment personal health insurance.
- C. Act professionally at all times when providing clinical services.
- D. Dress in a professional or appropriate manner, including COLLEGE ID and/or comply with the HOSPITAL's dress code.
- E. Always identify themselves as a student from the COLLEGE.
- F. Provide the best care possible for all patients/visitors/staff; Demonstrate recognition of and respect for patient rights and safety.
- G. Demonstrate awareness of professional limitations and will only perform activities assigned by and under the supervision of their PRECEPTOR.
- H. Adhere to the regulations and policies of the College Student Handbook and the regulations and policies of the HOSPITAL.
- I. Follow the rules and regulations of the clinic, hospital or other institutions in which he/she is placed.
- J. Maintain and respect patient confidentiality at all times. Information identifying the patient must be deleted prior to handing in required H&P's, case studies and assignments.
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The HOSPITAL shall have custody, control and ownership of all documents, books and records relating to HOSPITAL and HOSPITAL patients, including those generated by students. All patient records, films, referring physician correspondence, hospital charts, billing records, reports, insurance records, and any other document containing any patient information ("Patient Information") is confidential information utilized for purposes of providing treatment to patients. Students and the COLLEGE agree to keep all Patient Information confidential and to comply with applicable federal and state laws, rules and regulations regarding patient confidentiality including, but not limited to the Health Insurance Portability and Accountability Act

of 1996 (“HIPAA”). No Patient Information may be disclosed or used by the COLLEGE, COLLEGE faculty, or student other than in conjunction with this clinical education program and as authorized by the HOSPITAL. The provisions of this section shall survive the termination of this Agreement.

VII. MISCELLANEOUS

It is mutually agreed:

- A. COLLEGE shall assume final responsibility for the education of the student.
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- C. HOSPITAL shall have the privilege of recruiting COLLEGE faculty or students for employment.
- D. No financial obligation will exist or result among the parties relative to this Agreement.
- E. No party will discriminate against any student in the program on the basis of race, religion, sex, creed, national origin, veteran status, color, age or disability, in accordance with state and federal law.
- F. This Agreement is binding upon, and the benefits inure to, the parties and their respective successors and assigns.
- G. If any term of this Agreement is determined unenforceable, such term will not affect the enforceability of the other terms of this Agreement which can be given effect without the unenforceable provision.
- H. This Agreement and the performance hereunder, and any and all litigation or proceedings hereunder, shall be construed in accordance with and pursuant to the laws of the State of Illinois.

VIII. TERM AND MODIFICATION OF THE AGREEMENT

- a. This Agreement shall come into effect on the date first written above and shall remain in effect for a term of two (2) years. Any party shall have the right to terminate this Agreement with thirty (30) days written notice of its intent to terminate. Students currently assigned to the HOSPITAL at the time of termination shall be allowed to complete the semester or quarter unless HOSPITAL requests the withdrawal of student under Article V RESPONSIBILITIES OF the COLLEGE subparagraph G.

- b. This Agreement may only be modified by mutual written agreement by the parties, signed by duly authorized representatives of each of the parties. This Agreement supersedes any and all prior or contemporaneous agreements of affiliation for clinical education between the COLLEGE and HOSPITAL.

Acknowledged and agreed to by the COLLEGE and HOSPITAL as indicated by the authorized signatures below. Signatories attest that they are authorized to execute this Agreement on behalf of their organization.

By _____ Date: _____
Doug Florkowski, CEO

Crawford Memorial Hospital
1000 North Allen
Robinson, IL 62454

-

By _____ Date: _____
COLLEGE

Title

COLLEGE Contact Details of Department responsible for providing student document, upon request:

ILLINOIS EASTERN COMMUNITY COLLEGE DISTRICT #529
Frontier Community College | Lincoln Trail College | Olney Central College | Wabash Valley College
CLINICAL AFFILIATION AGREEMENT

THIS AGREEMENT is made and entered into as of the date of last signature by and between ILLINOIS EASTERN COMMUNITY COLLEGE DISTRICT #529, FRONTIER COMMUNITY COLLEGE, LINCOLN TRAIL COLLEGE, OLNEY CENTRAL COLLEGE and WABASH VALLEY COLLEGE, for its degree and certificate programs (hereinafter referred to as DISTRICT #529) and Salem Township Hospital
_____ (hereinafter referred to as AGENCY): of Salem, IL
_____ (city) (state)

WITNESSETH THAT:

WHEREAS, DISTRICT #529 desires to make use of the AGENCY'S facilities for clinical laboratory practice by students of the DISTRICT, and

WHEREAS, the AGENCY has agreed to make its facilities available to the students and IECC Faculty of DISTRICT #529 for the desired purpose,

NOW THEREFORE, for consideration of the mutual covenants and acts to be kept and performed by the parties hereto, the parties do herewith agree as follows:

1. The AGENCY agrees to make its facilities available in all areas of patient care which are appropriate for educational experiences for observation and participation by the students and IECC Faculty and/or staff of the DISTRICT #529, subject to the conditions and limitations contained herein.

2. The arrangements for use of said facilities of the AGENCY will be made by the designated employee(s) on behalf of DISTRICT #529 and the Administrator, and the Director of Nursing Service or Department Supervisor on behalf of the AGENCY. The plan and program will be organized and agreed to by said persons prior to the commencement of the courses.

3. DISTRICT #529 will be responsible for the teaching and guidance of the students in the clinical laboratory experience and will be available to the students.

The specific assignment of learning experiences to specific students will be made and arranged by the IECC Faculty on behalf of DISTRICT #529, in consultation with the Head Nurse, Department Supervisor, or Coordinator on behalf of the AGENCY. IECC Faculty assumes full responsibility and supervision of the students during their laboratory experience in the AGENCY.

4. The use of AGENCY facilities will be consistent with, and in conformity with all applicable rules, regulations, and policies of the AGENCY; and the IECC Faculty on behalf of DISTRICT #529 will be responsible for maintaining proper standards of patient care and safeguard of patients assigned to students. The AGENCY professional personnel will retain full and final decisions for patient care assigned to students.

5. Supervision of the health of all students making use of any of the AGENCY'S facilities, as contemplated herein; will be the responsibility of DISTRICT #529 and will comply with the policies of the health AGENCY.

IECC Faculty and students assigned to or making use of any clinical area of the AGENCY under the contemplated program, will meet the health requirements of the AGENCY.

This agreement forbids discrimination against any student on the basis of race, color, sex, pregnancy, gender identity, sexual orientation, age, marital status, parental status, religious affiliation, veteran status, national origin, ancestry, order of protection status, conviction record, physical or mental disability, genetic information, or any other protected category.

Prior to the use of any AGENCY facilities, under the contemplated program, DISTRICT #529 will furnish the AGENCY, upon request, a medical record for each participating student showing that said student fully complies with the health requirements required by the AGENCY.

6. The IECC Faculty of DISTRICT #529 participating in the program will receive an orientation to the AGENCY by the appropriate AGENCY staff. DISTRICT #529 Faculty participating in the program may be included in demonstrations of new equipment and techniques. Each new IECC Faculty member of DISTRICT #529 participating in the program will arrange with the appropriate department director or supervisor, on behalf of the AGENCY, for an orientation prior to the assignment of the new IECC Faculty member to any clinical area.

7. DISTRICT #529 will provide orientation for the educational program for the AGENCY staff.

8. The AGENCY'S facilities may be available for DISTRICT #529 continuing educational program on a pre-planned project basis; the arrangements for such to be made with the department director, supervisor, or Director of Nursing Service on behalf of the AGENCY, and by the IECC Faculty, Department Head, and/or Associate Dean, on behalf of DISTRICT #529.

9. The students and IECC Faculty will respect the confidential nature of all information which may come to them with regard to patients and AGENCY records.

10. Neither party hereto will be paid any monetary reimbursement as such by the other party heretofore for the contemplated program, or for use of either party's facilities by the other party. Neither party heretofore will have any responsibilities or liabilities to the other party, or its employees, or students, or anyone participating in the contemplated program.

11. IECC Faculty and students shall be covered by occurrence type professional liability insurance in the amount of one million (\$1,000,000) per occurrence and five million (\$5,000,000) annual aggregate prior to any assignment for practice at the AGENCY.

12. The AGENCY will supply dressing rooms and space for storage of clothing not in use while students are practicing at the AGENCY, and conference room facilities for use of IECC Faculty and students.

13. This agreement will remain in effect until July 1, 2026, at which time it will be reviewed for renewal. Either party hereto may terminate this AGREEMENT by at least one (1) school calendar year's written notice to the other party. All students enrolled in DISTRICT #529 and participating in the program contemplated herein at the time that notice to terminate this AGREEMENT is given by either party to the other, shall be permitted to complete their laboratory experience needed for graduation at the AGENCY.

IN WITNESS WHEREOF, the undersigned signatures have caused this instrument to be executed by its duly authorized officials the _____ day of _____, _____.

Signature: Lisa Anselmi

Name: Salem Township Hospital

Title: Interim CEO / CWO

Date: April 2, 2024

ILLINOIS EASTERN COMMUNITY
COLLEGES DISTRICT #529

Chair, IECC Board of Trustees

Date: _____

Illinois Eastern Community Colleges District No. 529 does not discriminate on the basis of race, color, sex, pregnancy, gender identity, sexual orientation, age, marital status, parental status, religious affiliation, veteran status, national origin, ancestry, order of protection status, conviction record, physical or mental disability, genetic information, or any other protected category. Illinois Eastern Community Colleges adheres to the Federal Regulations of the Americans with Disabilities Act of 1990 and offers appropriate services or activities with reasonable accommodations to any qualified disabled individual upon requests.

Nursing Service or Department Supervisor on behalf of the AGENCY. The plan and program will be organized and agreed to by said persons prior to the commencement of the courses.

3. DISTRICT #529 will be responsible for the guidance of the students in the clinical laboratory experience and will be available to the students.

The specific assignment of learning experiences to specific students will be made and arranged by the IECC Faculty on behalf of DISTRICT #529, in consultation with the Head Nurse, Department Supervisor, or Coordinator on behalf of the AGENCY. IECC Faculty assumes full responsibility of the students during their laboratory experience in the AGENCY.

DISTRICT #529 and AGENCY will determine a mutually agreeable facility location for a student's clinical laboratory experience; however, there may be instances during a student's clinical laboratory experience during which a student may be required to complete clinical hours at an AGENCY facility that is not the originally agreed upon location. Such instances may be due to the lack of preceptor availability or other logistic-related reasons. In such limited cases, and upon at least seven (7) business days' notice to the student, a student will be required to complete clinical hours at the closest available AGENCY facility to the originally selected facility. During such dates of reassignment, the student will be responsible for any and all travel-related and other expenses (e.g. gas, lodging, etc.).

4. The use of AGENCY facilities will be consistent with, and in conformity with all applicable rules, regulations, and policies of the AGENCY; and the IECC Faculty on behalf of DISTRICT #529 will be responsible for maintaining proper standards of patient care and safeguard of patients assigned to students. The AGENCY professional personnel will retain full and final decisions for patient care assigned to students.

5. Supervision of the health of all students making use of any of the AGENCY'S

facilities, as contemplated herein; will be the responsibility of DISTRICT #529 and will comply with the policies of the health AGENCY.

IECC Faculty and students assigned to or making use of any clinical area of the AGENCY under the contemplated program, will meet the health requirements of the AGENCY.

This agreement forbids discrimination against any student on the basis of race, color, sex, pregnancy, gender identity, sexual orientation, age, marital status, parental status, religious affiliation, veteran status, national origin, ancestry, order of protection status, conviction record, physical or mental disability, genetic information, or any other protected category.

Prior to the use of any AGENCY facilities, under the contemplated program, DISTRICT #529 will furnish the AGENCY, upon request, a medical record for each participating student showing that said student fully complies with the health requirements required by the AGENCY.

COVID-19 Vaccination: AGENCY may require all persons participating in the clinical laboratory experience to be fully vaccinated against COVID-19 prior to commencing their clinical laboratory experience. Provided, however, that if such person cannot be vaccinated for COVID-19 because of a medical reason or sincerely held religious belief, practice, or observance, DISTRICT #529 and/or such person may request an exemption/accommodation in accordance with applicable AGENCY policy. To the extent that any student requests and is granted a medical or religious exemption from AGENCY's COVID-19 vaccination requirement, the student shall be responsible for the cost and administration of weekly COVID-19 testing for such student and agrees to provide the AGENCY with a negative COVID-19 test result at least once per week in order for student to participate in the clinical laboratory experience.

Information regarding exemption/accommodation requests can be obtained by sending a written request

addressed to:

Fast Pace Health
Attn: Lisa Gutierrez, Chief People Officer
6550 Carothers Pkwy, Suite 225
Franklin, TN 37067

DISTRICT #529 will ensure that a complete background screening on each student is performed which shall include, but is not limited to: (i) a check of felony and misdemeanor criminal convictions as allowed under state law (federal, state and county); (ii) verification of the individuals' legal ability to work in the United States; and (iii) OIG/SAM exclusion. This screening shall occur prior to participation in the program. DISTRICT #529 shall also ensure that a pre-program drug screening is conducted for each student that is in compliance with DISTRICT #529's customary practices. The student shall be responsible for any costs or fees associated with the background check and drug screen. DISTRICT #529 shall provide such evidence of such records to the AGENCY at its request.

6. The IECC Faculty of DISTRICT #529 participating in the program will receive an orientation to the AGENCY by the appropriate AGENCY staff. DISTRICT #529 Faculty participating in the program may be included in demonstrations of new equipment and techniques. Each new IECC Faculty member of DISTRICT #529 participating in the program will arrange with the appropriate department director or supervisor, on behalf of the AGENCY, for an orientation prior to the assignment of the new IECC Faculty member to any clinical area.

7. DISTRICT #529 will provide orientation for the educational program for the AGENCY staff.

8. Certain of the AGENCY'S facilities may be available for DISTRICT #529 continuing educational program on a pre-planned project basis; the arrangements for such to be made with the department director, supervisor, or Director of Nursing Service on behalf of the AGENCY, and by the IECC Faculty, Department Head, and/or Associate Dean, on behalf of DISTRICT #529.

9. The students and IECC Faculty will respect the confidential nature of all information which may come to them with regard to patients and AGENCY records.

10. Neither party hereto will be paid any monetary reimbursement as such by the other party heretofore for the contemplated program, or for use of either party's facilities by the other party. Neither party heretofore will have any responsibilities or liabilities to the other party, or its employees, or students, or anyone participating in the contemplated program.

11. IECC Faculty and students shall be covered by occurrence type professional liability insurance in the amount of one million (\$1,000,000) per occurrence and five million (\$5,000,000) annual aggregate prior to any assignment for practice at the AGENCY.

12. The AGENCY will supply dressing rooms and space for storage of clothing not in use while students are practicing at the AGENCY, and conference room facilities for use of IECC Faculty and students.

13. This agreement will remain in effect until July 1, 2026, at which time it will automatically renew for successive one-year periods unless terminated in accordance herein. Either party hereto may terminate this AGREEMENT by at least six months written notice to the other party. All students enrolled in DISTRICT #529 and participating in the program contemplated herein at the time that notice to terminate this AGREEMENT is given by either party to the other, shall be permitted to complete their laboratory experience needed for graduation at the AGENCY.

IN WITNESS WHEREOF, the undersigned signatures have caused this instrument to be executed by its duly authorized officials the _____ day of _____, _____.

FAST PACE MEDICAL CLINIC, PLLC

ILLINOIS EASTERN COMMUNITY COLLEGES DISTRICT #529

Signature: _____

Chair, IECC Board of Trustees

Name: _____

Date: _____

Title: _____

Date: _____

Illinois Eastern Community Colleges District No. 529 does not discriminate on the basis of race, color, sex, pregnancy, gender identity, sexual orientation, age, marital status, parental status, religious affiliation, veteran status, national origin, ancestry, order of protection status, conviction record, physical or mental disability, genetic information, or any other protected category. Illinois Eastern Community Colleges adheres to the Federal Regulations of the Americans with Disabilities Act of 1990 and offers appropriate services or activities with reasonable accommodations to any qualified disabled individual upon requests.

MEMORANDUM

TO: Board of Trustees

FROM: Ryan Gower

DATE: May 21, 2024

RE: Mission, Vision, and Values (Policy 100.40)

I am seeking the Board's approval of proposed Policy 100.40, which formally articulates Illinois Eastern Community Colleges' (IECC) mission, vision, and strategic pillars.

Although the Board, at various times in the past, has reviewed and provided input and direction on these items, IECC has never formally adopted a policy codifying them. This step is important as it signifies the direction the Board is leading the institution and requires future Board approval for any of these items to be changed.

Beyond this, these elements are foundational to guiding our strategic planning efforts, resource allocation, and ensures that our institution adheres to the best practices recommended by the Higher Learning Commission (HLC). The HLC emphasizes the importance of clearly stated mission and vision statements as part of their accreditation criteria. These elements must reflect our institution's commitment to educational excellence and continuous improvement. The Board has previously reviewed and provided feedback on these items during the acceptance of our Strategic Plan.

This Policy has been reviewed and approved by SEPC, and I would ask for the Board to waive the second reading and accept Policy 100.40 as presented.

RG

Mission, Vision, and Values (100.40)

Date Adopted: May 21, 2024 (Pending Board Approval)

Illinois Eastern Community Colleges' mission, vision, and values form the foundation of the institution, propel us forward to reach aspirations and goals, and unite us in a common quest for excellence in education.

I. Declarations

Mission

Our mission is to deliver exceptional education and services to improve the lives of our students and to strengthen our communities.

Vision

Illinois Eastern Community Colleges is an institution that engages, challenges, and supports faculty and students as they pursue excellence in teaching and learning. We place the needs of our students at the center of our decision-making, and will continue to be an organization committed to excellence, innovation, and continuous improvement.

Values

These values, which are the foundation of Illinois Eastern Community Colleges, have defined the District since its inception, and are affirmed by the faculty, students, staff, and administration. At IECC, we believe in and seek to embody these values:

Stewardship. Accepting our responsibility to be good stewards of the public trust, we will sensibly use our financial, human, and physical resources to achieve our mission.

Responsibility. Encouraging personal growth and learning through leadership, citizenship, and accountability.

Integrity. Providing an environment where people are encouraged and empowered to do the right thing in their work and interactions with others.

Respect. Recognizing and appreciating our similarities and our differences, we demonstrate mutual regard for others through our words and actions.

Accessibility. Providing access to a high-quality college education for everyone who seeks one, while providing the support needed to facilitate attainment of academic and professional goals.

II. Applicability

IECC's mission, vision, and values are intended to be observed by the Board of Trustees, Administration, Faculty, Staff, Student Employees, and Volunteers.

III. Review

IECC's mission, vision, and values are reviewed by the Strategic Engagement Planning Council (SEPC) every 10 years, at a minimum, to ensure continued alignment and public articulation.

IV. Revisions

If additions or changes are deemed necessary after the 10-year review, recommendations are made by SEPC and presented district-wide for focus group discussions at each campus and the district office. The feedback resulting from the focus groups are presented to SEPC for consideration. As appropriate, this policy will be updated and presented to the Board of Trustees for final approval.

Memorandum

To: IECC Board of Trustees

From: Ryan Gower

RE: IECC Equity Plan

Date: May 21, 2024

Pursuant to Public Act 102-1046, IECC is required to develop an Institutional Equity Plan. The act mandates that all institutions of higher education in Illinois develop and submit equity plans aimed at implementing practices to address and close gaps in key areas for underrepresented groups. These areas include:

- Enrollment
- Retention
- Completion
- Student loan repayment rates

The plans are due to the ICCB at the end of this month. After submission, IBHE and ICCB will evaluate the plans to ensure that institutions are taking effective measures to promote equity. IECC formed a DEI committee in 2023 year with Dean Cyndi Boyce serving as the chair. Committee members evaluated our practices, institutional data, and identified gaps for IECC to address over the next few years. Key strategies and goals from this plan will be incorporated into IECC's strategic plan.

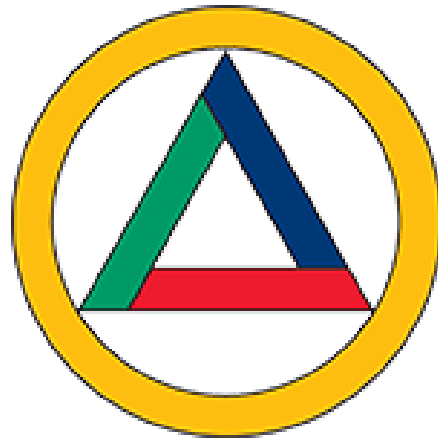
The document has been reviewed by the Council of Deans and SEPC, and we would ask that the Board accept the plan and authorize administration to submit it to ICCB.

RG

ILLINOIS EASTERN COMMUNITY COLLEGES

EQUITY PLAN

2024-2029



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| | o Approaches to assess near-term and long-term outcomes of the strategies. | |
| | o Approaches to the development of the equity plan, including efforts taken to ensure all staff participated in the design of this plan and how feedback and buy-in at all levels occurred. | |
| | o How the equity plan relates to other institutional plans. | |
| | o Plans to solicit ongoing feedback and how information will be shared with staff, students, and faculty as well as the community. | |

II. INTRODUCTION

Introduction

The Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois Student Assistance Commission (ISAC) have partnered to develop a 10-year strategic plan for Illinois Higher Education. The IBHE strategic plan, *A Thriving Illinois*, has three goals: increasing postsecondary credential and degree attainment to develop the talent that drives Illinois' economy; closing equity gaps for those who have been left behind by the higher education system; and improving affordability, increasing access, and managing costs. The vision is to create a more equitable and accessible higher education system in Illinois.

In today's rapidly evolving world, embracing Diversity, Equity, Inclusion, and Accessibility (DEIA) in higher education is a matter of ethical responsibility and a strategic imperative as we work to create a more just, equitable, and prosperous society. DEIA signifies commitment to acknowledging and valuing the unique perspectives, experiences, and contributions of every individual, irrespective of their background, race, ethnicity, gender, sexual orientation, abilities, or socioeconomic status. It emphasizes creating an educational environment that recognizes and supports the different starting points and unique needs of every student.

Understanding DEIA: A Path to Progress

Diversity refers to the wide range of differences among individuals, encompassing but not limited to race, ethnicity, gender, sexual orientation, age, and abilities. Equity focuses on ensuring fairness and justice in the treatment of all individuals, recognizing historical disparities and providing resources and support tailored to the specific needs of diverse groups. Inclusion emphasizes fostering a sense of belonging and community where every individual feels welcomed, respected, and valued. Accessibility underscores the importance of removing barriers and creating an environment that accommodates the needs of individuals with diverse abilities, ensuring that education and its many associated benefits are within reach for everyone, regardless of physical or cognitive differences.

The Importance of DEIA in Higher Education

In the realm of higher education, DEIA serves as the cornerstone of building an inclusive and vibrant academic community. It goes beyond mere representation; it signifies a commitment to identifying and dismantling barriers that have hindered the progress of these vulnerable populations. By prioritizing DEIA, educational institutions not only cultivate an enriching learning environment but also prepare students to thrive in a global society where understanding and respecting diverse perspectives are essential skills.

A. Institution Vision of Diversity, Equity, Inclusion, and Accessibility

1. Diversity, Equity, Inclusion, and Accessibility Statements

We believe everyone has a place at Illinois Eastern Community Colleges (IECC). This culture is fostered through our belief in diversity, equity, inclusion, and accessibility.

Diversity: Refers to the wide variety of different characteristics, social identities, and group differences including, but not limited to race, ethnicity, color, gender, gender identity, sex, sexual identity, socio-economic status, language, culture, national origin, age, disability status, military/veteran status, religious beliefs, political beliefs, and other associated preferences and ideologies.

Why we value diversity: Diversity across a wide spectrum of characteristics brings together a variety of lived experiences and world views to foster diversity of thought. This practice can greatly enrich the educational environment, better preparing our students for an increasingly global society. Diversity is representative of IECC's value of **respect** to recognize and appreciate similarities and differences to demonstrate mutual regard for others.

Equity: Refers to the fair and respectful treatment of people, through the implementation of policies and practices which enable students of different backgrounds and abilities to pursue their stated goals and to realize their full potential.

Why we value equity: A core tenant of equity is IECC's value **accessibility**. We seek to provide access to a high-quality education for all and provide needed support to students to achieve their goals. As an open access institution, equitable access is part of our core mission.

Inclusion: Refers to the promotion and creation of an environment in which the voice of all stakeholders is welcomed, valued, and encouraged in decision-making. Authentic opportunities for civil discourse cultivate a sense of value and belonging.

Why we value inclusion: Improving the lives of our students and strengthening our communities is at the heart of the IECC mission. Practicing inclusivity promotes greater engagement, a sense of belonging, and relationship building among the populations we serve. Inclusivity is part of IECC's value of **integrity** to provide an encouraging and empowering environment in our work and interactions.

2. About IECC

Our Mission

Illinois Eastern Community Colleges (IECC) is an institution that engages, challenges, and supports faculty and students as they pursue excellence in teaching and learning. We place the needs of our students at the center of our decision-making and will continue to be an organization committed to excellence, innovation, and continuous improvement.

Our Values

These values, which are the foundation of Illinois Eastern Community Colleges, have defined the District since its inception, and are affirmed by the faculty, students, staff, and administration. At IECC, we believe in and seek to embody these values:

- A. **Stewardship.** Accepting our responsibility to be good stewards of public trust, we will sensibly use our financial, human, and physical resources to achieve our mission.
- B. **Responsibility.** Encouraging personal growth and learning through leadership, citizenship, and accountability.
- C. **Integrity.** Providing an environment where people are encouraged and empowered to do the right thing in their work and interactions with others.
- D. **Respect.** Recognizing and appreciating our similarities and our differences, we demonstrate mutual regard for others through our words and actions.
- E. **Accessibility.** Providing access to a high-quality college education for everyone who seeks one, while providing the support needed to facilitate attainment of academic and professional goals.

3. Board of Trustees Policy Statements

The IECC Board of Trustees has adopted written policy statements which include, but are not limited to:

1. Equal Employment Opportunity
2. Gender Discrimination
3. Race Discrimination
4. Age Discrimination
5. Persons with Disabilities (ADA)
6. Religious and National Origin Discrimination
7. Workplace Harassment
8. Sexual Harassment, Violence and Misconduct
9. Retaliation

Policies are available on the IECC website and in Entrata. Corresponding institutional procedures, including a complaint form and detailed processes can be found on the employee portal.

B. Institutional Vision of Equity

Our Commitment at Illinois Eastern Community Colleges (IECC)

At IECC, we recognize the importance of embedding DEIA principles into the fabric of our institution. It is not merely a task to accomplish but a mindset to adopt, a culture to nurture, and a commitment to uphold. We understand that achieving our DEIA goals requires a comprehensive approach that extends beyond policies and committees. It demands a collective effort from every member of our community – students, faculty, staff, and administrators. Each one of us plays a vital role in shaping the inclusive and accessible future we envision.

Diversity, Equity, Inclusion and Accessibility at IECC must include more than policies, value statements and committees. We understand that a holistic approach is necessary to achieve our goals. DEIA work must become a part of the everyday work that we do and become a part of who we are as individuals and as an organization. Each of us

needs to understand the impact that we have on our students' education, careers, and futures.

Moving Forward Together

While the journey towards a more diverse, equitable, inclusive, and accessible educational landscape will be challenging, IECC is determined to make small, steady, and consistent steps toward these ends. As an organization, we understand that real and lasting change takes time, effort, and resources. We are committed to taking steps to create an educational environment where each individual is empowered to reach their full potential.

We understand that this is not a journey to transform our institution, or the landscape of higher education in Illinois. This is a journey to transform individual lives, to impact families, to strengthen communities, and to make our state and nation better places to work and live. We are on the frontlines of change, champions of inclusivity, and architects of a brighter and more equitable tomorrow.

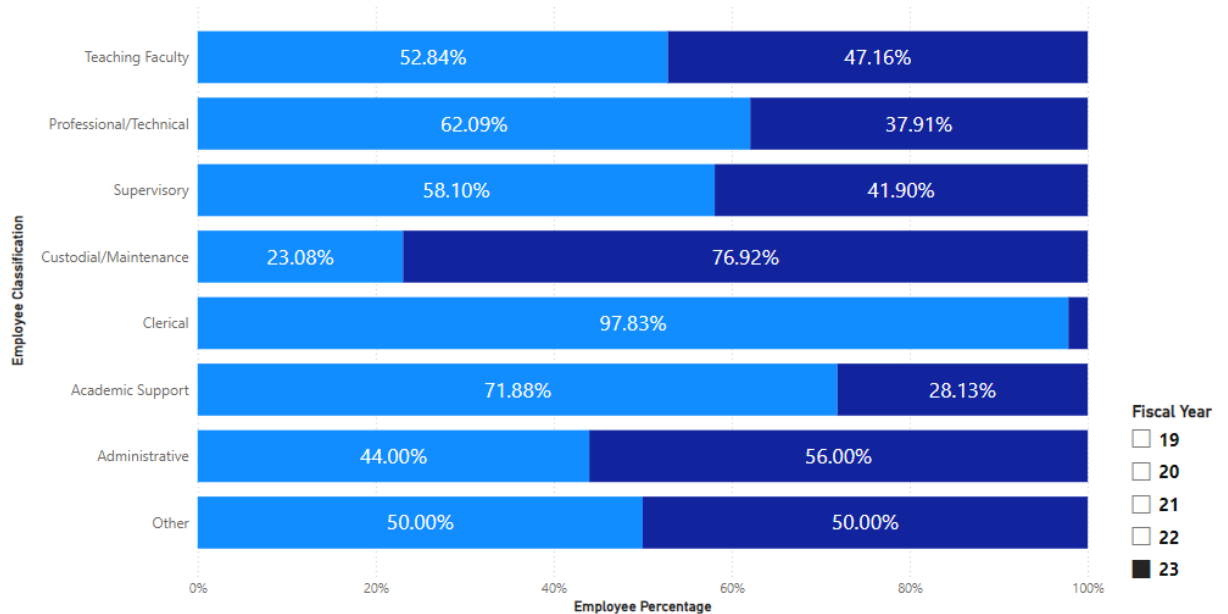
III. ANALYZE DATA

A. and B. IBHE/ICCB/Institution-Specific Data

Equity Plan Data - Employee Demographics

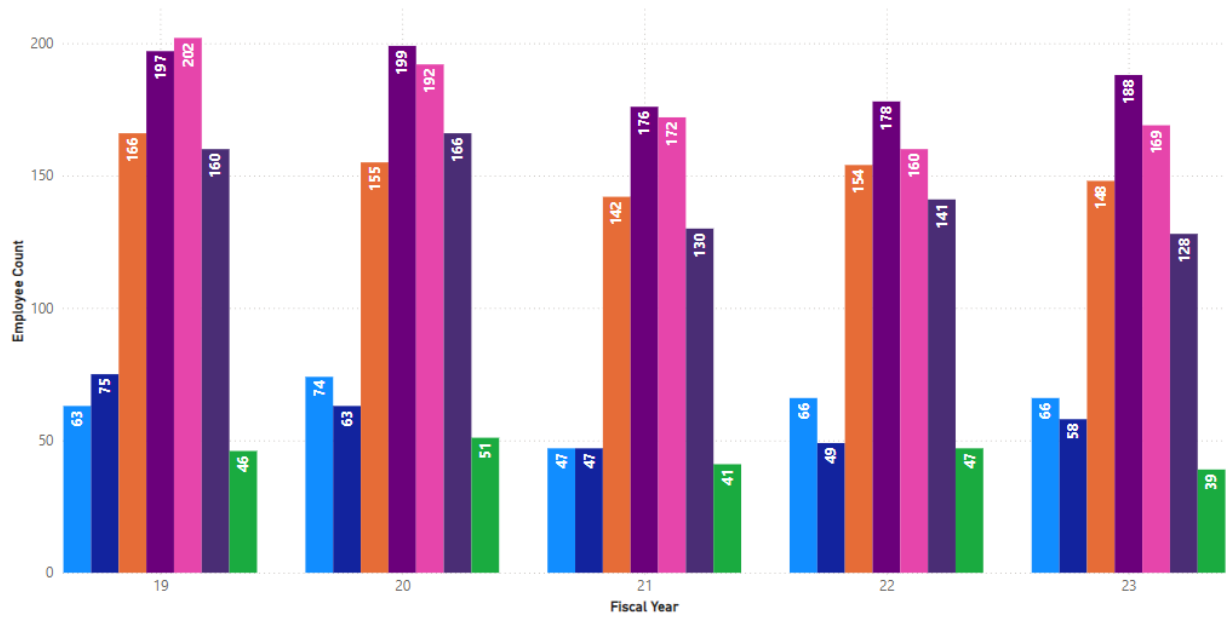
Employees by Classification and Gender

Gender ● Female ● Male



Employees by Fiscal Year and Age Range

AgeBins ● 24 or Less ● 25-29 ● 30-39 ● 40-49 ● 50-59 ● 60-69 ● 70 or Above

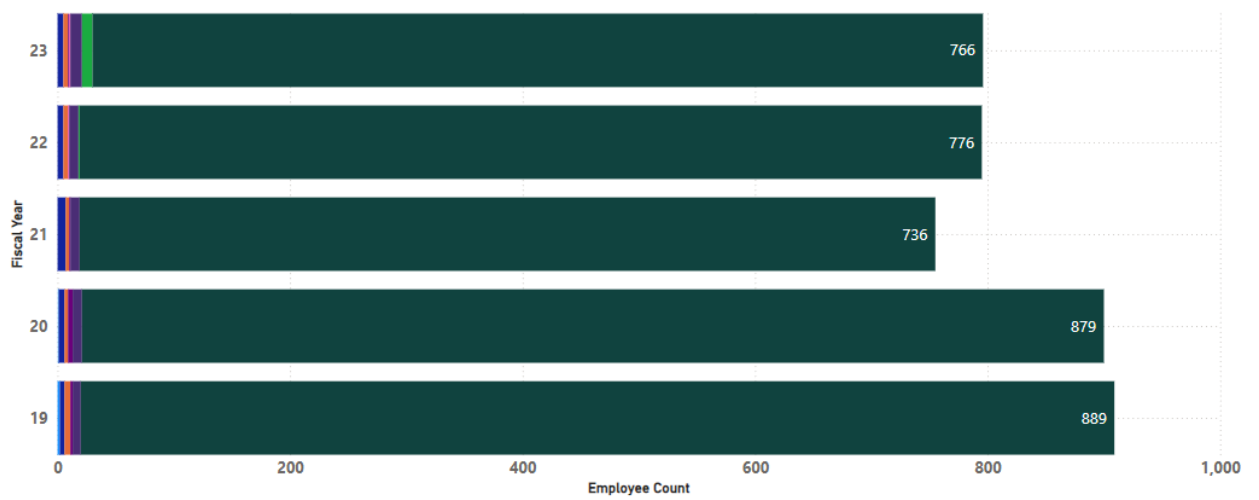


Diversity Index

| Group | 2019 | 2020 | 2021 | 2022 | 2023 |
|----------------|------|------|------|------|------|
| IECC Employees | 0.04 | 0.05 | 0.05 | 0.04 | 0.05 |
| IECC Students | 0.11 | 0.13 | 0.15 | 0.15 | 0.18 |
| District 529 | 0.14 | 0.14 | 0.15 | 0.15 | 0.15 |

Employees by Fiscal Year and Race/Ethnicity

Race/Ethnicity ● American Indian or Alaska Native ● Asian ● Black or African American ● Hispanic/Latino ● Native Hawaiian or Other Pacific Islander ● Two or more races ● Unknown ● White



Equity Plan Data - Enrollment

ILLINOIS EASTERN COMMUNITY COLLEGES



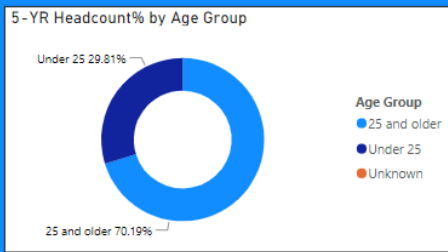
Equity Plan Data Total Enrollment by Age Group

INSTRUCTIONAL CATEGORY

All

COLLEGE NAME

All



68,866

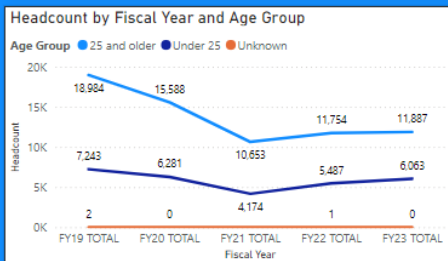
25 and Older

29,248

Under 25

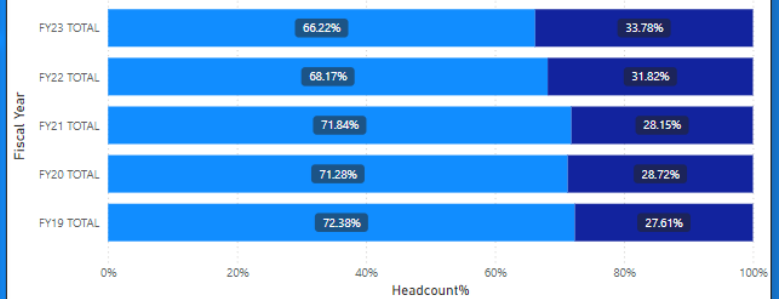
5

Unknown Age



Headcount% by Fiscal Year and Age Group

Age Group: 25 and older, Under 25, Unknown



ILLINOIS EASTERN COMMUNITY COLLEGES



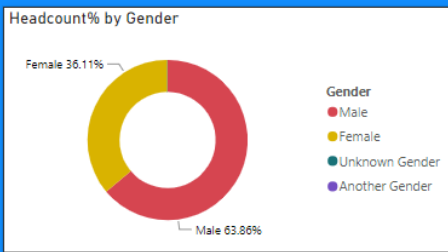
Equity Plan Data Total Enrollment by Gender

INSTRUCTIONAL CATEGORY

All

COLLEGE NAME

All



62,659

Male Headcount

35,435

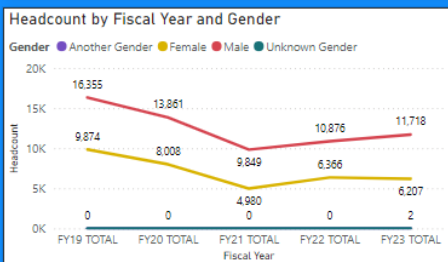
Female Headcount

23

Unknown Gender

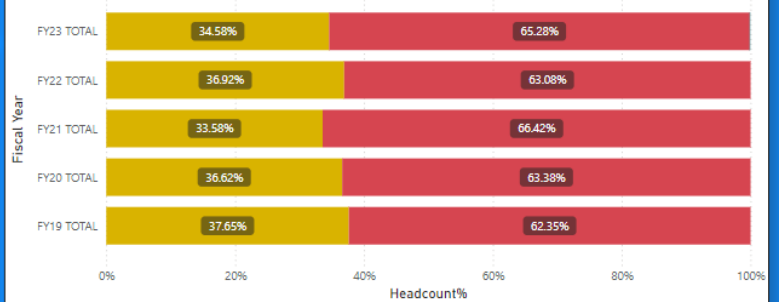
2

Another Gender



Headcount% by Fiscal Year and Gender

Gender: Another Gender, Female, Male, Unknown Gender





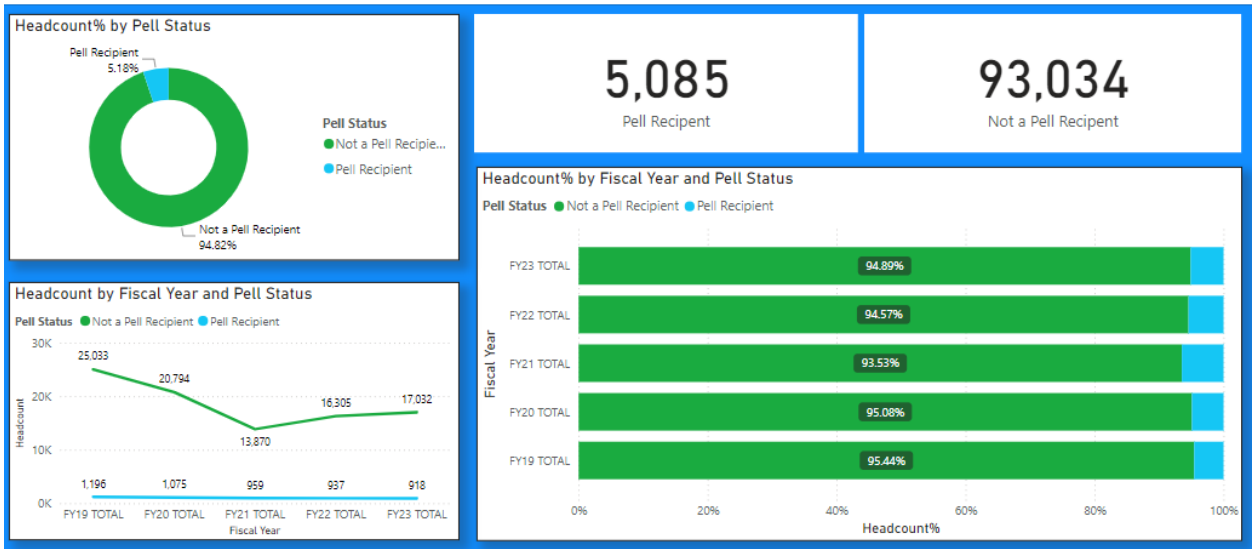
Equity Plan Data Total Enrollment by Pell Status

INSTRUCTIONAL CATEGORY

All

COLLEGE NAME

All



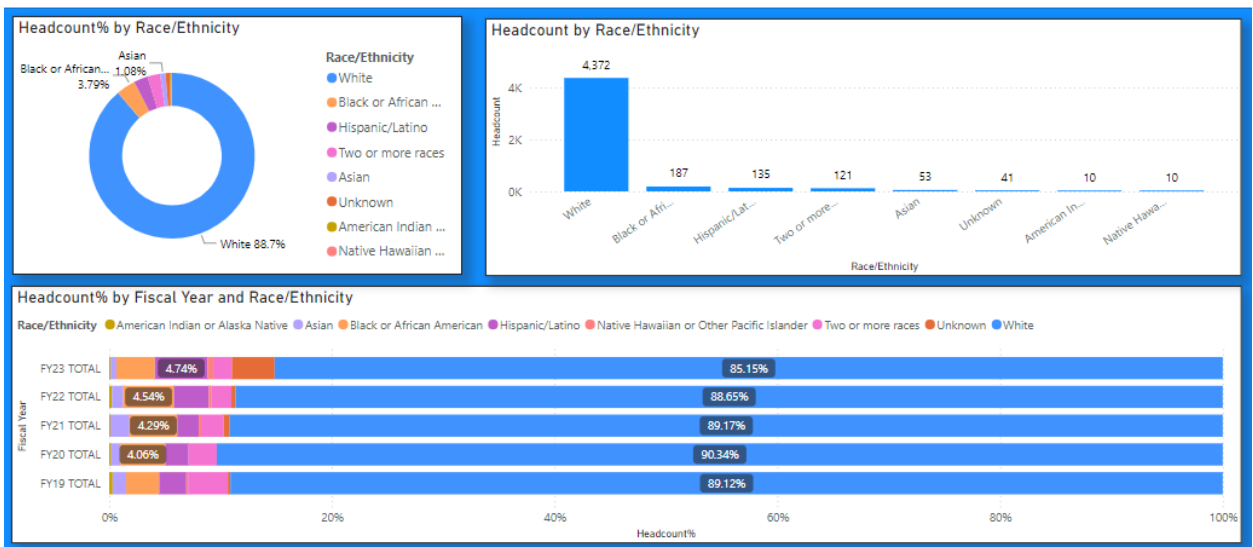
Equity Plan Data Total Enrollment by Race/Ethnicity

INSTRUCTIONAL CATEGORY

All

COLLEGE NAME

Lincoln Trail





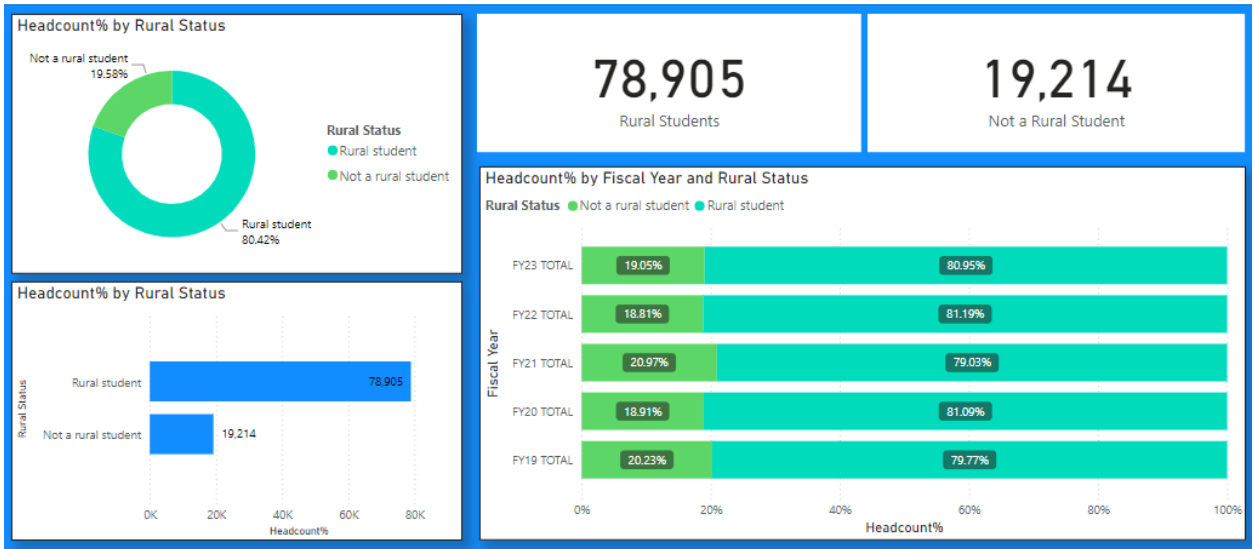
Equity Plan Data Total Enrollment by Rural Status

INSTRUCTIONAL CATEGORY

All

COLLEGE NAME

All



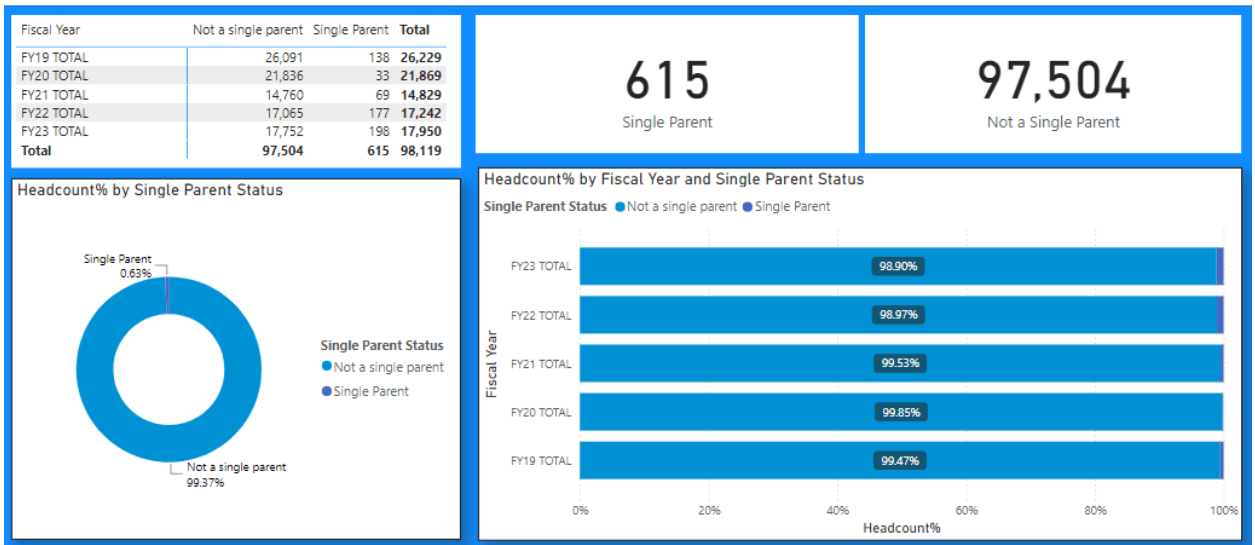
Equity Plan Data Total Enrollment by Single Parent Status

INSTRUCTIONAL CATEGORY

All

COLLEGE NAME

All



Equity Plan Data - Graduation Rates



Equity Plan Data Total 150% Grad Rates by Cohort

COLLEGE NAME
All

58.14%
150% Grad Rate

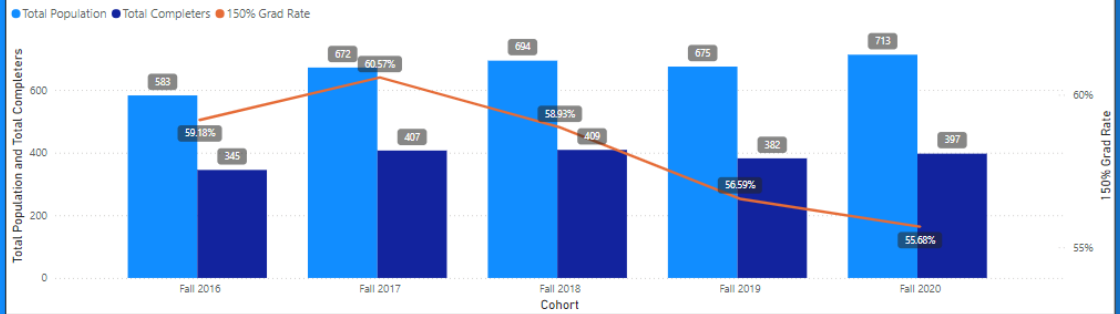
388
Average Completers per Cohort

667.40
Average Cohort Size

-3.50%
5-YR Change%

-0.91%
1-YR Change%

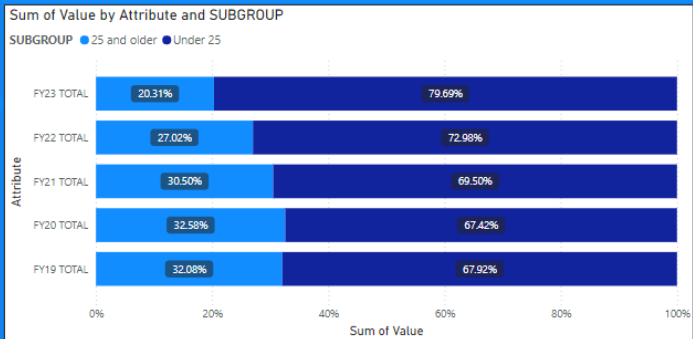
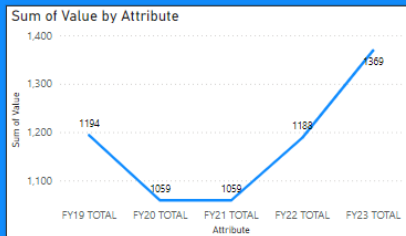
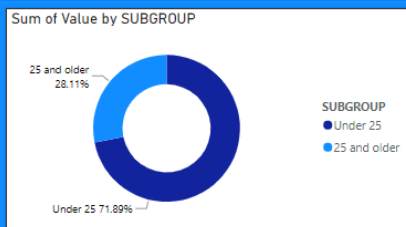
Total Population, Total Completers and 150% Grad Rate by Cohort



Equity Plan Data Total Completers by Age Group

INSTRUCTIONAL CATEGORY
All

COLLEGE NAME
All





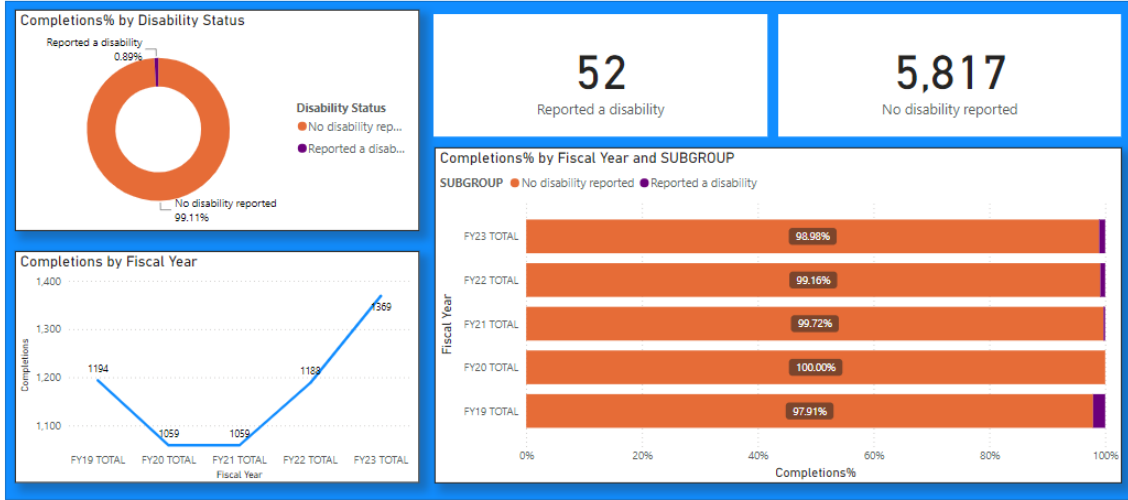
Equity Plan Data Total Completion by Disability Status

COMPLETION LEVEL

All

COLLEGE NAME

All



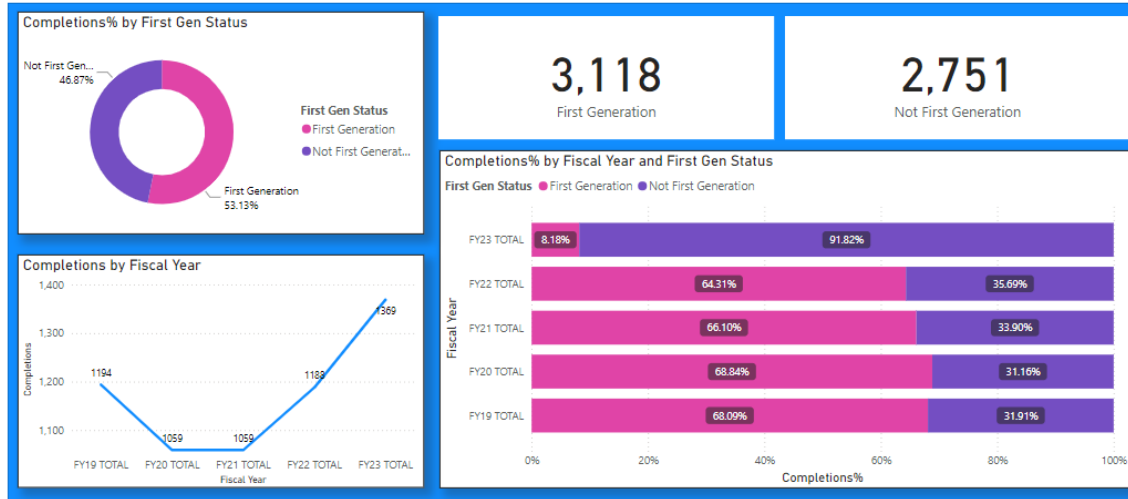
Equity Plan Data Total Completion by First Generation Status

COMPLETION LEVEL

All

COLLEGE NAME

All





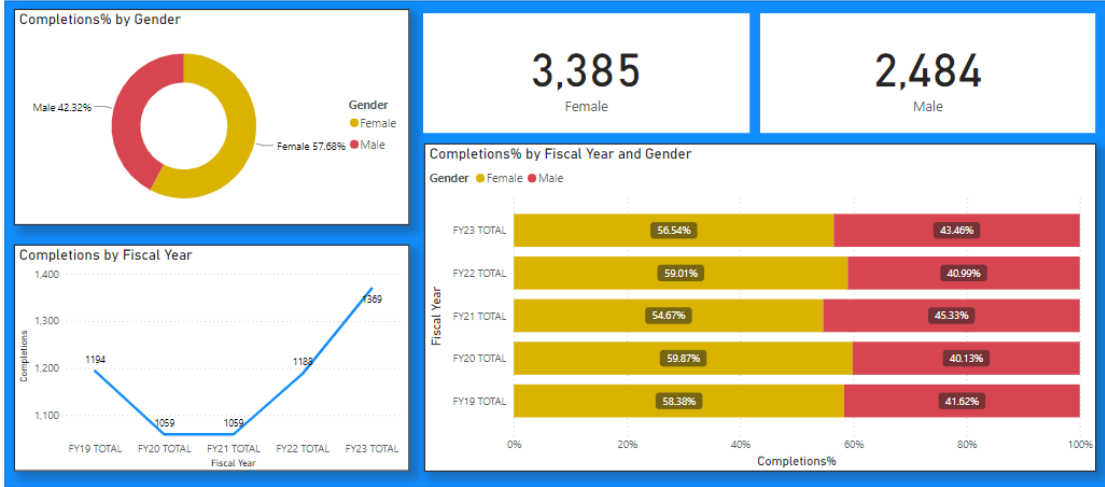
Equity Plan Data Total Completions by Gender

COMPLETION LEVEL

All

COLLEGE NAME

All



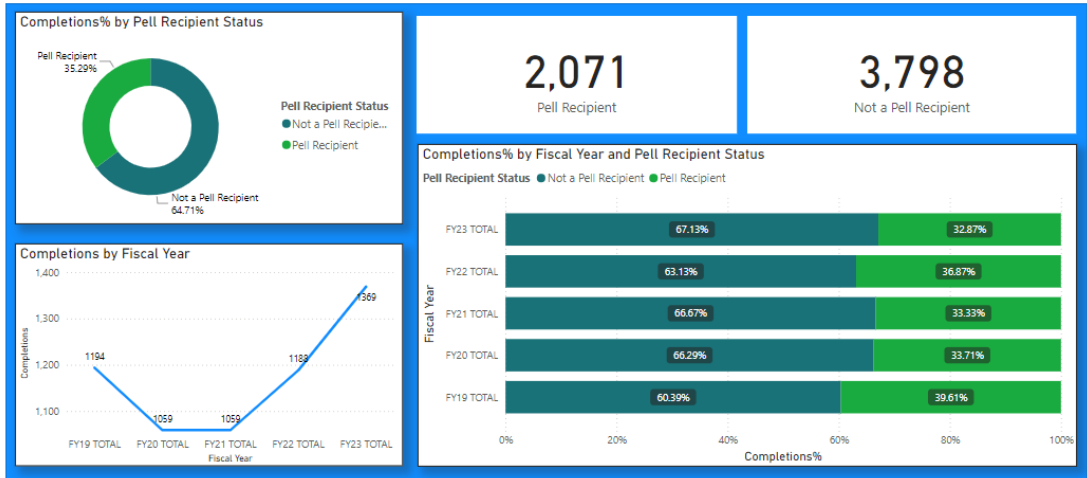
Equity Plan Data Total Completions by Pell Recipient Status

COMPLETION LEVEL

All

COLLEGE NAME

All





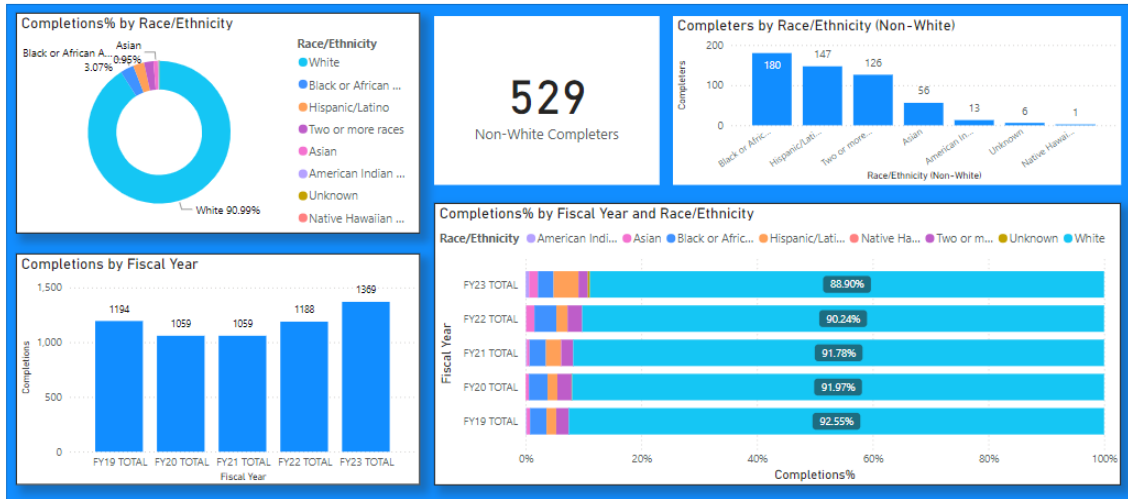
Equity Plan Data Total Completions by Race/Ethnicity

COMPLETION LEVEL

All

COLLEGE NAME

All



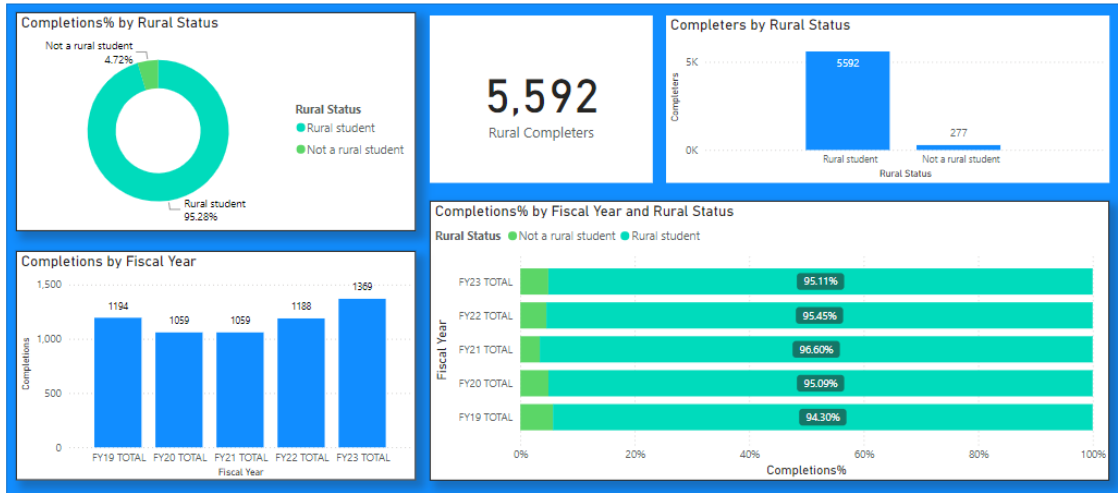
Equity Plan Data Total Completions by Rural Student

COMPLETION LEVEL

All

COLLEGE NAME

All





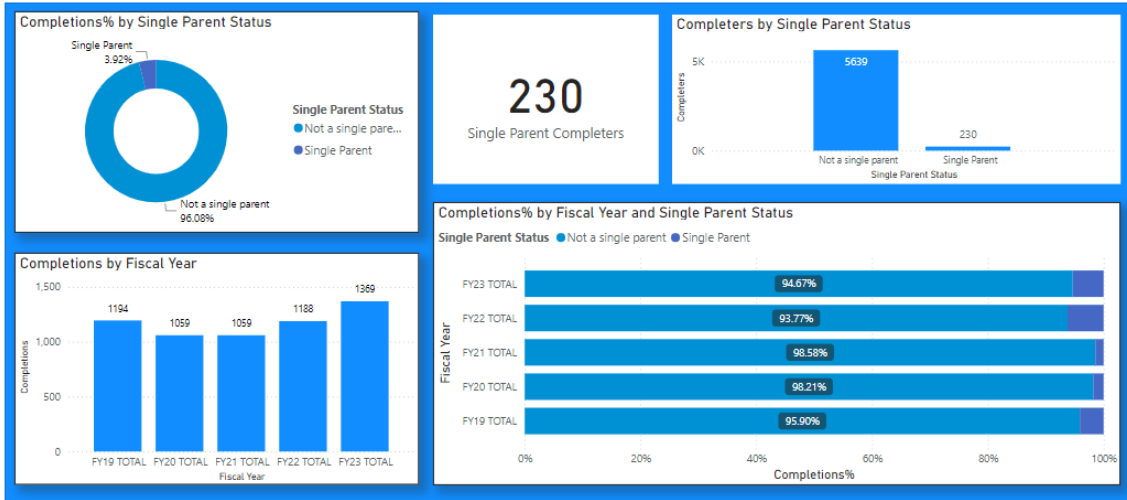
Equity Plan Data Total Completions by Single Parent Status

COMPLETION LEVEL

All

COLLEGE NAME

All



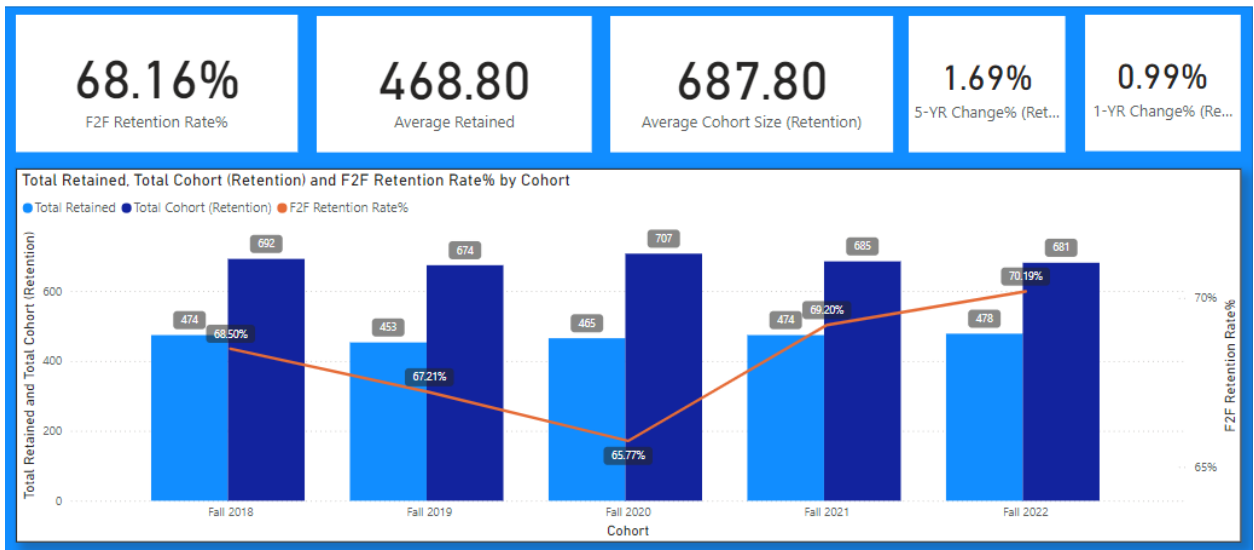
Equity Plan Data - Retention



Equity Plan Data Fall-to-Fall (F2F) Retention Rates by Cohort

COLLEGE NAME

All

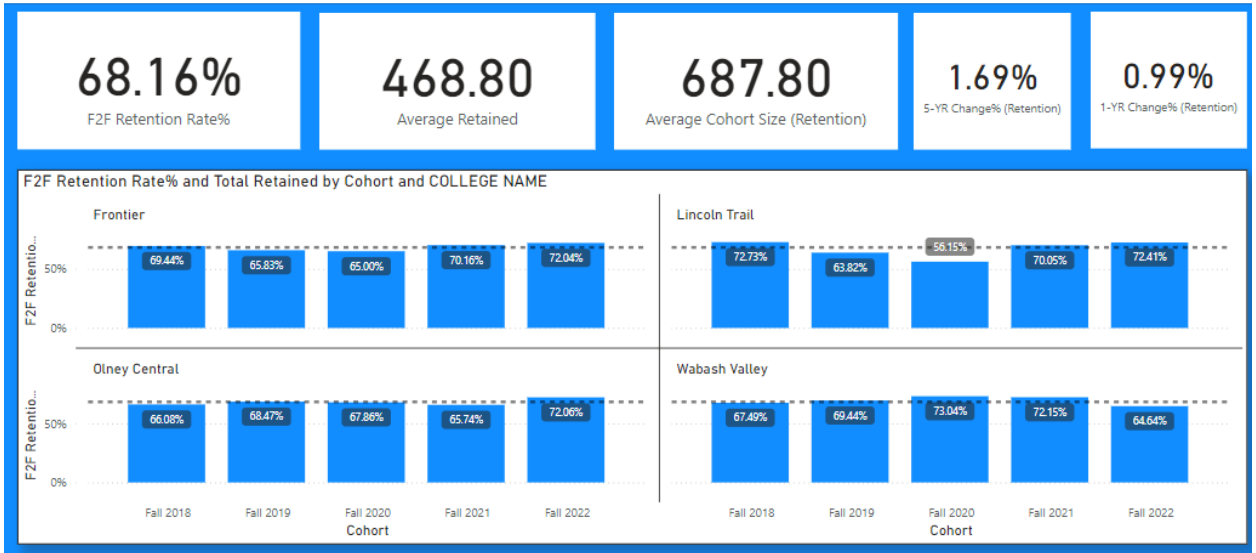




Equity Plan Data ICCB F2F Retention Rates

COLLEGE NAME

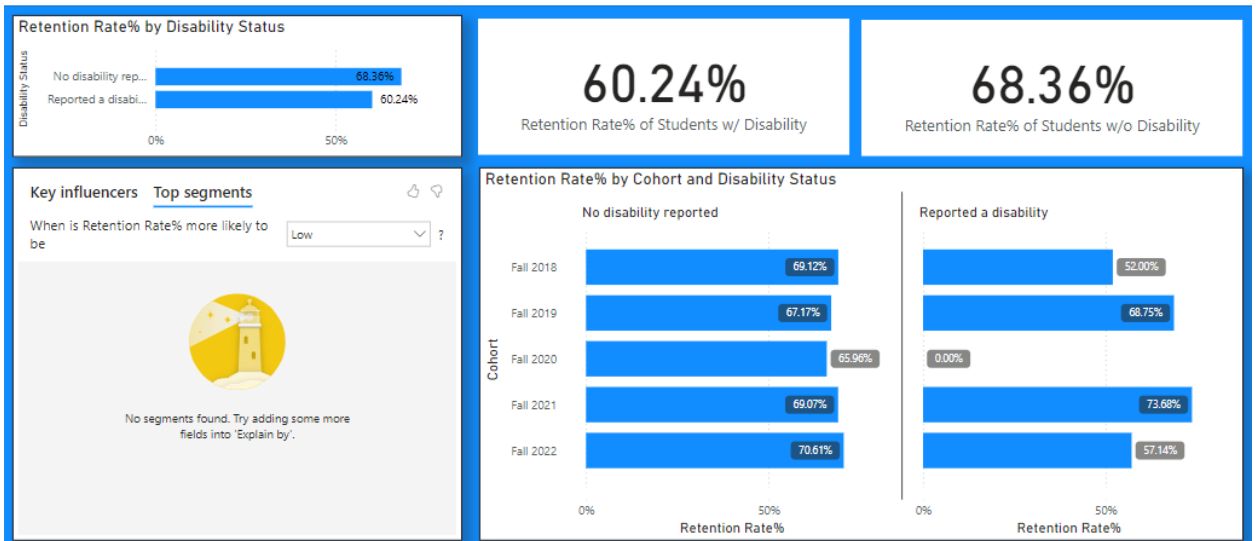
Multiple selections



Equity Plan Data Retention Rate (F2F) by Disability Status

COLLEGE NAME

All

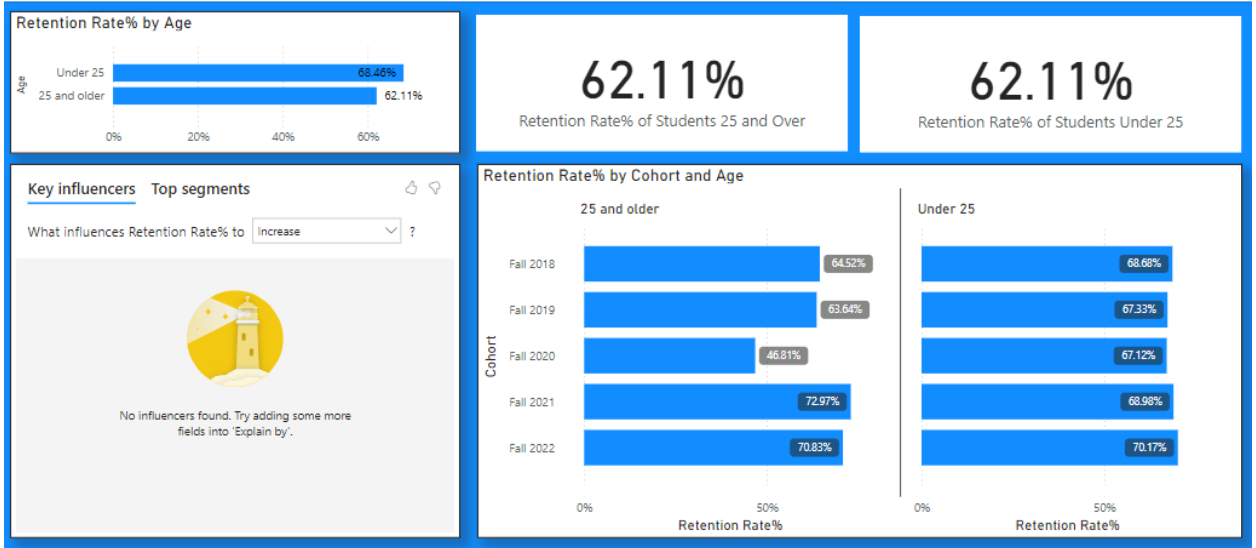




Equity Plan Data Retention Rate (F2F) by Age

COLLEGE NAME

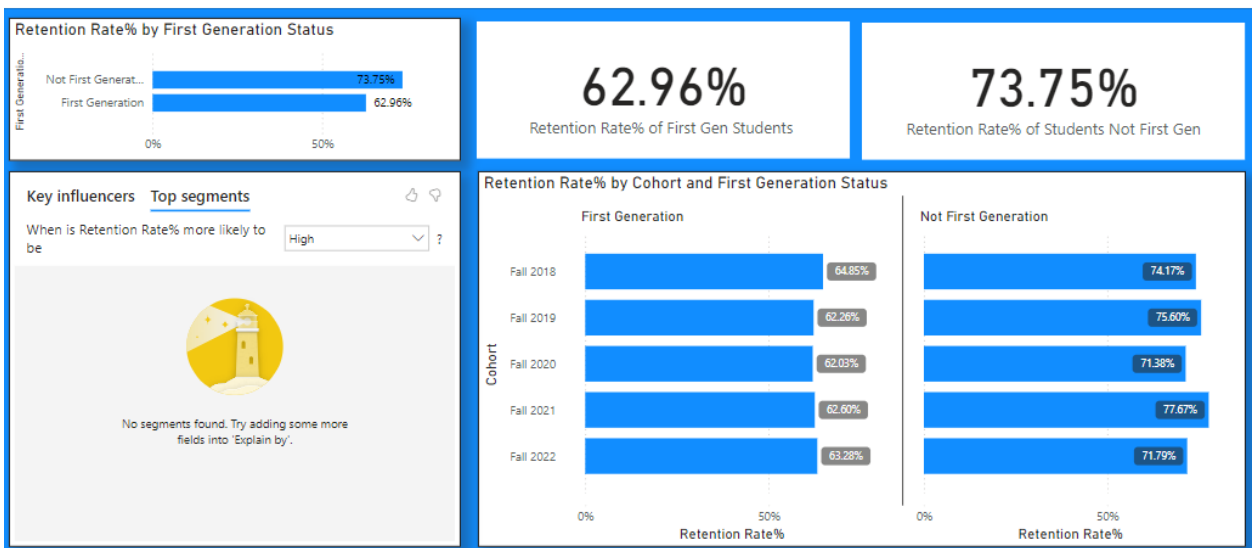
All



Equity Plan Data Retention Rate (F2F) by First Generation Status

COLLEGE NAME

All

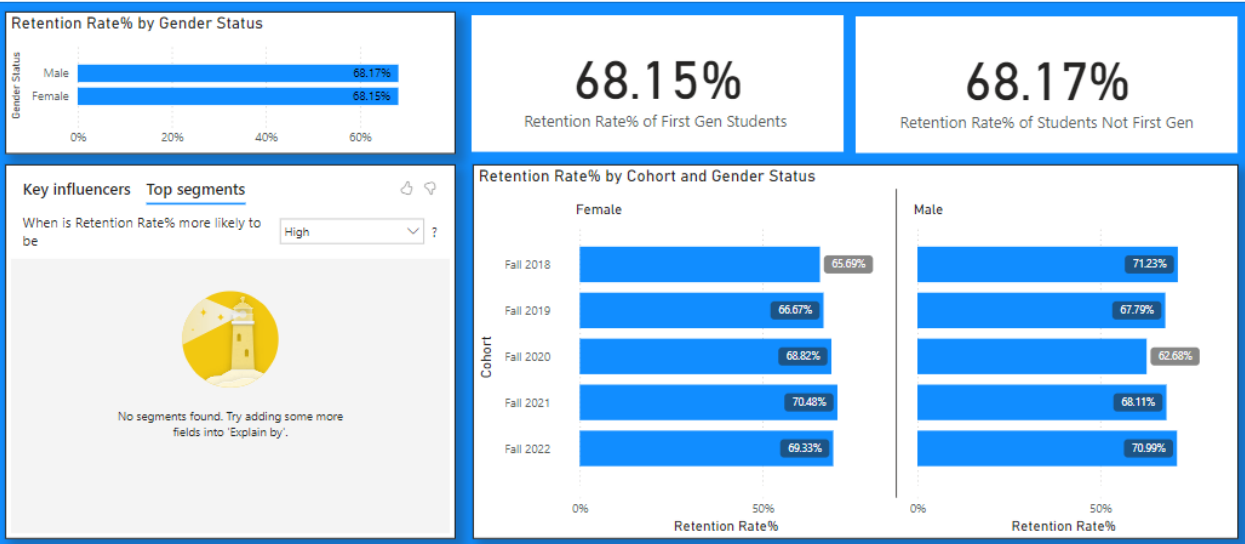




Equity Plan Data Retention Rate (F2F) by Gender Status

COLLEGE NAME

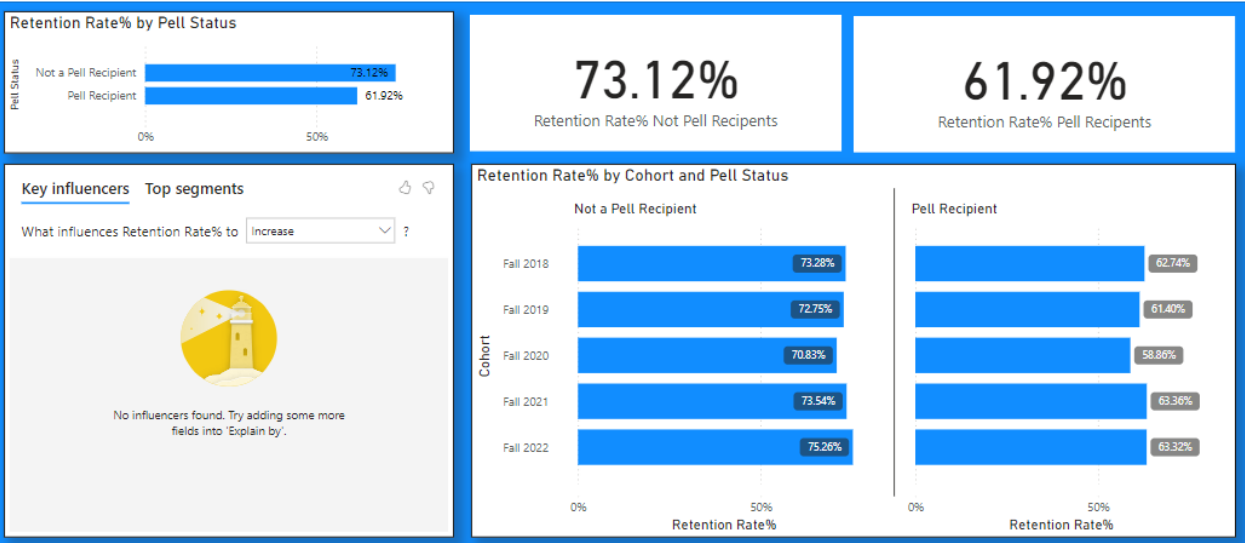
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Equity Plan Data Retention Rate (F2F) by Gender Status

COLLEGE NAME

All

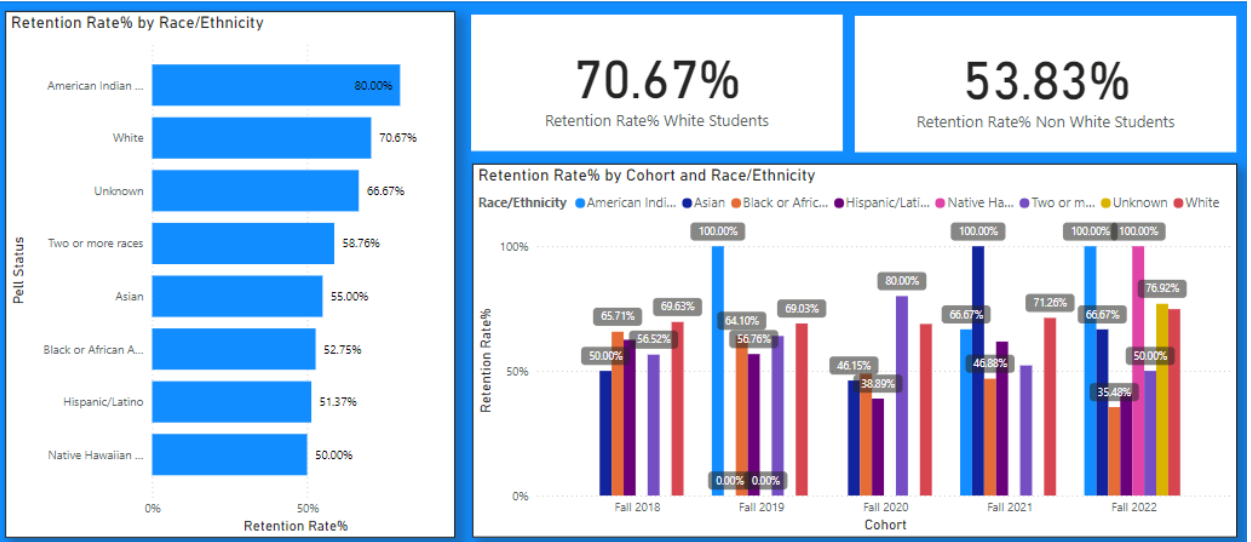




Equity Plan Data Retention Rate (F2F) by Race/Ethnicity

COLLEGE NAME

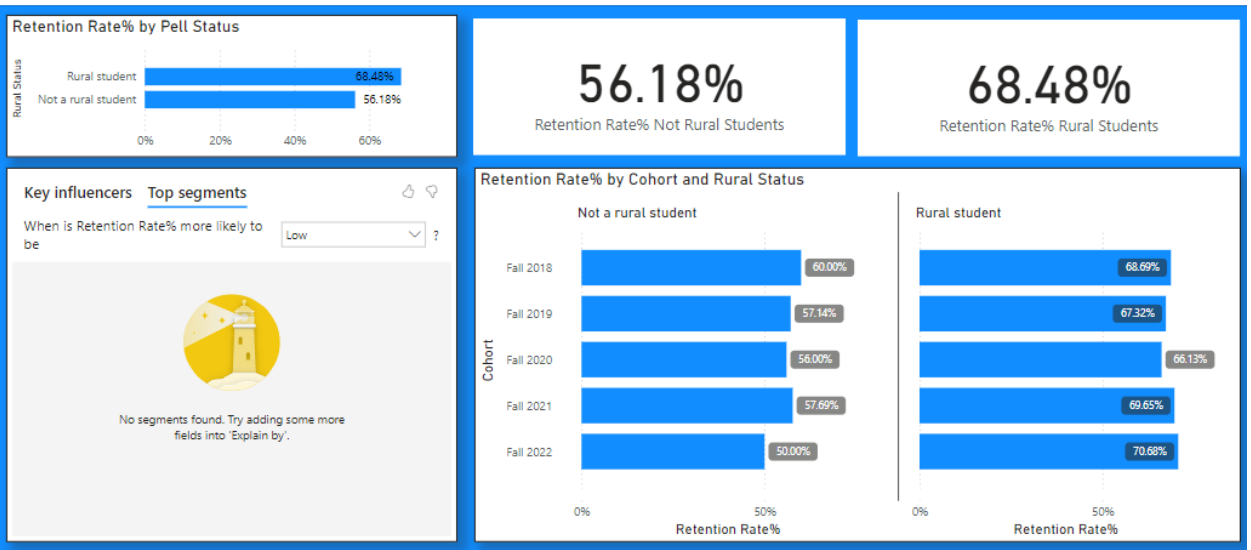
All



Equity Plan Data Retention Rate (F2F) by Rural Status

COLLEGE NAME

All

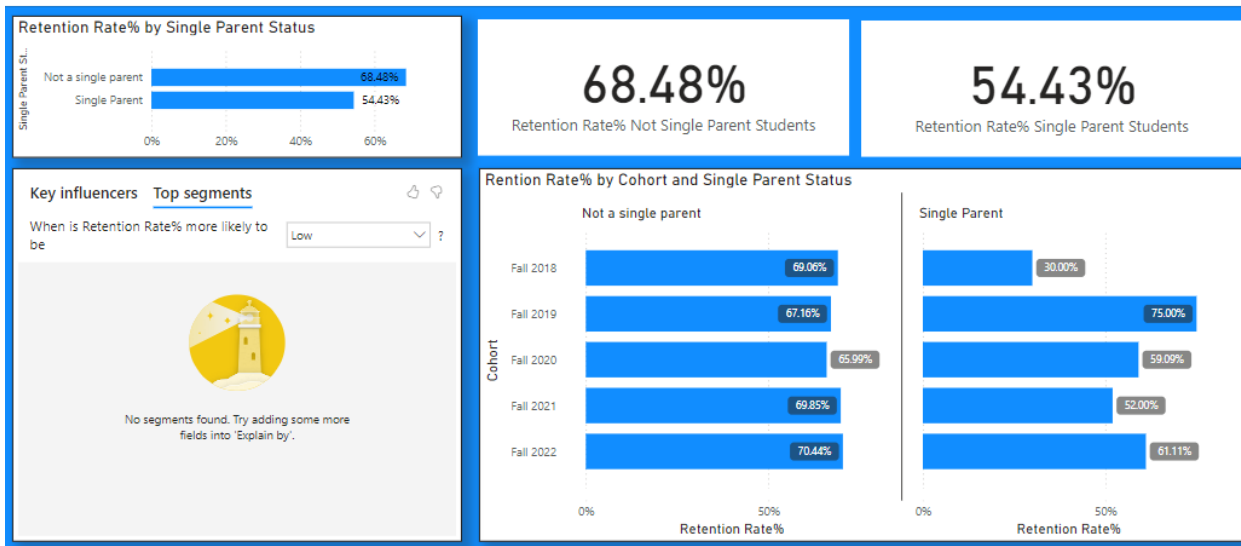




Equity Plan Data Retention Rate (F2F) by Single Parent Status

COLLEGE NAME

All ▼



C. Equity Gaps to Be Addressed

After reviewing the data provided by IBHE and ICCB as well as institutional-specific data from fiscal years 2019 to 2023, IECC has identified the following equity gaps that need to be addressed.

1. **Diversity among faculty and staff by gender**

IECC can identify three occupations where gender imbalance exists. These occupations include custodial/maintenance, clerical, and academic support. Gender imbalance may be a reflection of societal norms, stereotypes, or systemic barriers that influence career choice. IECC does not believe these gender imbalances are the result of systemic barriers, but rather societal norms and stereotypes. Still, IECC sees and understands the value of gender diversity in these three areas. It should be noted that IECC has taken significant steps to reduce gender imbalances in administration and professional/technical employees over the past three years.

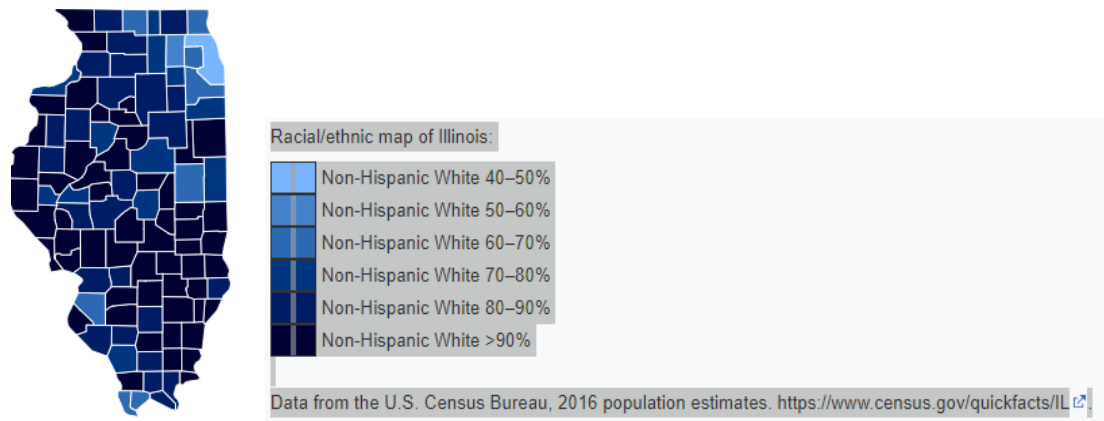
2. **Diversity among faculty and staff by age**

The majority of IECC employees are 30 to 69 years old, with the highest total in the 40 to 59 age range. IECC consistently has fewer employees below the age of 30 and above the age of 70. IECC believes that each generation brings their own unique perspectives, values, experiences and skills to the workplace. We believe a review of our data points to the need for strong succession planning as many of our administrators are moving closer to

retirement. This creates a unique opportunity for IECC to mentor and train individuals from diverse backgrounds for possible promotion in the future.

3. Diversity among faculty and staff by race/ethnicity

IECC faculty and staff are predominantly white. This is largely due to the racial and ethnic composition of the counties making up the IECC district.



4. Student Enrollment by age, gender, and Pell Status

The data provided includes Workforce Education students. Due to this, the data shows that 70% of IECC students are above the age of 25 years old, 63% of IECC students are male, and 94% of IECC students are non-Pell recipients. This data is misleading. As IECC refines its Equity Plan moving forward, data that filters out Workforce Education students will replace current data so that data focuses more on transfer and degree seeking students. Doing so will provide IECC with a more accurate representation of its student body and the equity gaps that need to be addressed.

5. Student Enrollment by disability, race/ethnicity, rural status, and single parent status

The data provided regarding student enrollment based on disability, race/ethnicity, rural status, and single parent status is a more accurate representation of the overall IECC student body. In section V of this Equity Plan, new policies, strategies, services, and practices are being implemented to address the equity gaps identified in these areas. The equity gaps include less than 1% of the student body has reported a disability, more than 88% of the student body is non-Hispanic white, more than 80% of the student body is rural, and less than 1% of the student body is a single parent.

6. Graduation Rates by age, First Gen, race/ethnicity, single parents, and disability

The data provided shows that graduation rates are lower among students over the age of 25, among First Generation students, among non-White students, among single parents, and among students with a disability. IECC has an overall 150% graduation rate of 58.14% with an average of 388 completers per cohort and an average cohort size of 667.40 students. In

section V of this Equity Plan, new policies, strategies, services, and practices are being implemented to address the equity gaps identified in these areas.

7. Retention Rates by race/ethnicity, First Gen students, Pell recipients, single parents, and rural status

The data provided shows that biggest equity gaps in retention are between white (70.67%) and non-white students (53.83%), not First Gen (73.75%) and First Gen students (62.96%), non-Pell (73.12%) and Pell recipients (61.92%), not single parent (68.48%) and single parent students (54.43%), and not rural (56.18%) and rural students (68.48%). IECC has an overall F2F retention rate of 68.16%. The lowest retention rates occurred in the Fall of 2020. IECC has witnessed an increase in retention rates since the Fall of 2020. In section V of this Equity Plan, new policies, strategies, services, and practices are being implemented to address the equity gaps identified in these areas.

D. Practices and Policies that create gaps

IECC recognizes that policies and practices intended to protect students can unintentionally harm other students. Below are some identified gaps in policy and practice identified at IECC.

- Being a multi-campus college district can lead to inconsistencies in practice that can create frustrations for students. This includes inconsistent textbook procedures (which require students to purchase the textbook from the bookstore associated with that campus offering the course). This also includes campus-specific meal plans that require the student to spend their meal plan funds at their main campus. External scholarships typically do not allow for taking classes at the other campuses in the district.
- Receiving multiple bills from more than one IECC campus for tuition and fees can create anxiety and confusion for a student applying for financial aid.
- Policy 500.32 outlines IECC's open admission policy but indicates that admission is not guaranteed for all courses or programs of study.
- Course scheduling and availability can limit students who are employed or have family commitments and responsibilities.
- Procedure 300.1.19 Accounting: Collection of Overdue Accounts can be overwhelming for new or first-generation students.
- The timeline for disbursement can create a barrier for first-generation and low-income students.

E. Programs, efforts, curricular, or pedagogical changes that have been implemented

1. Professional Development and Training

IECC supports faculty and staff in professional development and training related to diversity, equity, and inclusion. Funds were set aside in FY 23, FY 24, and FY 25 to support professional development. Through this funding faculty and staff were able to attend general and contextualized trainings related to best practices in inclusive teaching and supporting minoritized populations.

IECC requires annual online training through Vector Solutions for all employees for sexual harassment. Additionally, optional opportunities are available year-round through the platform on ADA, discrimination in the workplace, and DEI practices.

Through IECC's Quality Initiative, the Center for Excellence in Teaching and Learning was created to provide professional development. These opportunities are developed by subject matter experts available to all employees with select classes focusing on inclusive practices (EDU 1611 Creating Accessible Documents, EDU 1616 Adult Learning). IECC has annual faculty and staff workshops with breakout sessions that highlight the needs of various populations, best practices, and encourage reflective practice. Recent sessions that highlight inclusive practice include presentations Debunking Disability Myths, Creating Access, Title IX, Courageous Conversations, and McKinney Vento Homeless Assistance.

2. **Supports for Underrepresented Populations**

IECC understands the importance of creating specialized supports to ensure equitable outcomes for underrepresented populations.

a. *Learning Commons*

Each IECC campus provides tutoring and disability services through a Learning Commons. Tutoring Services are free and available on all subjects. TutorMe is a 24/7 online platform for students who cannot receive assistance during traditional hours. The Director of Learning Commons is a trained ADA Coordinator at each location. These individuals work with students to provide resources, support, and accommodations to students with disabilities.

b. *Ally by Anthology*

In FY 2023, IECC purchased Ally for LMS. This product is embedded in Canvas as a tool to help build a more inclusive learning environment and improve the student experience. Students can take control of how they consume content and faculty are provided live instructions on how to improve their accessibility. Ally is available to all students serving as a resource for students who commute, those who English is not their first language, and many other special populations who want to consume content in alternative formats.

c. *TRIO Programming*

IECC has two TRIO grants. Upward Bound was established at IECC in 1989 and currently serves over 200 students at 12 high schools within the district. Upward Bound's academic and summer component include after school college preparatory sessions, workshop, educational and college trips, and a six-week summer program on campus. These services are critical to expanding access and knowledge of the college-going process to the rural, economically disadvantaged population in District #529.

The Student Support Services (SSS) TRIO grant has been available at all four campuses since 1993 and serves 190 students. This program provides intensive

academic and career advisement, tutoring, college visits, and special workshops to participants. Students are eligible for the program if 1) neither parent receives a baccalaureate degree; 2) financially limited resources as defined by the federal guidelines; or 3) have a documented disability. Each campus' Academic Counselor works with students to provide the individual support they need.

IECC invests resources into writing and maintaining these grant programs to assist at-risk students and provide community outreach.

d. *Mental Health*

In 2023, IECC provided access to Timely Care for faculty, staff, and students. Timely Care gives everyone 24/7 access to a counselor as well as many other services. In addition, we hired a Mental Health Specialist to help prioritize mental health support through comprehensive awareness campaigns, peer support initiatives, wellness fairs, and increased partnerships with community mental health agencies, ensuring access to mental health resources and services for all students.

e. *Synchronous Lecture Halls (SLH)*

Through grants received from the USDA, IECC installed synchronous classrooms in each of the 16 high schools in our district. In addition, each of our four campuses has four multi-use synchronous classrooms and one classroom specifically for Early Childhood Education. The SLHs address inequities and access within our system and in our area high schools that do not have qualified faculty to teach dual-credit courses or high schools that the travel distance is too far to bus students or have students drive to campus.

f. *Perkins Transition Center*

Through the Strengthening Career and Technical Education Act for the 21st Century, IECC invests a portion of its funding to providing assistance to Career and Technical Education students who meet the definition of a special population:

- Low-income youth or adult;
- Has a Disability;
- Preparing for a nontraditional field;
- English Learner;
- Single Parent, including pregnant woman or parenting teen;
- Out-of-workforce individual
- Experiencing Homelessness;
- Youth who is in or has aged out of the foster care system; or
- Youth with a parent who is a member of the armed forces and is on active duty.

The Coordinator of the Transition Center connects students to supportive agencies and provides textbook loans and transportation assistance. This

guidance and financial assistance reduces barriers for underrepresented populations.

g. *Additional Services*

The Coordinator of Financial Aid on each campus serves as the Coordinator of Veterans and Military Personnel Student Services. These individuals possess specialized knowledge on Veteran financial aid options and additional resources. The Associate Dean of Admissions and Records serves as the specialist for undocumented or mixed status.

h. *The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.*

IECC fosters a climate of respect among students and employees. Respect is a core value of IECC. By its definition, this foundational value means faculty, students, staff, and administration recognize and appreciate similarities and differences, and everyone demonstrates mutual regard for one another through our words and actions. As explained in 2.D. This respectful diversity is projected through classrooms, student organizations, community events, and radio and television broadcasts. Members of the IECC community are protected by the First Amendment and Academic Freedom Policy 800.6. Additional policies related to nondiscrimination, ADA, sexual misconduct, and religious observances set the expectations of respect for individuals.

In Spring 2023, IECC adopted statements on Diversity, Equity, and Inclusion and how these principles are part of our core values. The development of these statements were the foundation of a charge and formation of a Justice, Equity, Diversity, and Inclusion (JEDI) Committee. This cross-campus committee includes faculty, staff, and administration whose goal is to ensure meaningful work around planning and policymaking related to DEI progress. While the committee is in its infancy, the members retain a strong commitment to educating the community at large about the benefits received from embracing diversity and the need to ensure equitable support.

IV. ASSESS CLIMATE

1. Methods or approaches used to assess the campus climate and culture

IECC recognizes the importance of assessing the campus climate and culture to understand the perceptions and experiences of diversity, equity, belonging, inclusion and other relevant factors among its staff, faculty, students, and key partners.

IECC uses a variety of methods or approaches to gather feedback from different stakeholders, such as:

1. **Employee satisfaction survey:** This is an annual online survey that measures the level of satisfaction and engagement of IECC employees with various aspects of their work environment, such as leadership, communication, collaboration, professional development, and recognition.
2. **SENSE and CCSSE surveys:** These are nationally recognized surveys that are administered every three years to IECC students to assess their engagement and satisfaction with the college's academic and support services, as well as their sense of belonging, inclusion, and academic success.
3. **End of course surveys:** These are online surveys that are offered to IECC students at the end of each course to evaluate their learning experience, instructor performance, course content, and delivery.
4. **Focus groups:** These are facilitated discussions that are conducted periodically with selected groups of staff, faculty, students, and key partners to explore specific topics or issues related to the campus climate and culture, such as diversity, equity, inclusion, belonging, and student success.
5. **Program Advisory Committees:** Program Advisory Committees are made up of employers, alumni, K-12 representatives, and other key stakeholders who provide valuable input and feedback on the relevance, quality, and effectiveness of IECC's academic programs and career pathways. These committees meet regularly to review the curriculum, learning outcomes, and assessment methods, as well as to discuss the trends, challenges, and opportunities in the local and regional labor market. Their insights and recommendations help IECC to improve its academic offerings continuously and to better prepare its students for success in their chosen fields of study and careers.

2. Frequency and timing of campus climate surveys or assessments

IECC administers the employee satisfaction survey annually, usually in the fall semester. The SENSE and CCSSE surveys, implemented in AY24, replaced the student satisfaction survey. These new surveys are planned to be conducted every two years. In gap years, IECC has plans to administer the RNL Student Satisfaction Index. This process has replaced the annual student satisfaction survey that occurred in the spring semester. The end-of-course surveys are offered to students at the end of each course every semester. The focus groups are conducted as needed, depending on the availability of resources and the stakeholders' interests. The most recent campus climate assessments that IECC completed were the employee satisfaction survey and the end-of-course surveys in spring 2024 and the SENSE survey in fall 2023. IECC is administering the CCSSE survey at the time of writing, and the results will become available this spring.

3. Key findings of the campus climate assessment that will inform the Equity Plan and Practices

The key findings of the assessments that help inform campus climate at IECC which have been gathered from the various methods or approaches, are summarized below:

1. Employee Satisfaction:

- a. Overall communication and collaboration: The survey results indicate that communication and collaboration in the workplace are generally good, but there is room for improvement. The preferred method of

communication is face-to-face meetings, followed by virtual meetings and email. The respondents also feel that their colleagues are eager to share and collaborate, and that they are valued and empowered by their supervisor.

- b. **Areas for improvement in communication and collaboration:** The survey results suggest that some areas for improvement in communication and collaboration are: improved communication and transparency from leadership, more frequent and consistent communication within and across departments, better organization and clear roles and responsibilities, more effective use of technology for communication and task management, more inclusion of staff in decision-making and information sharing, and more recognition and appreciation for part-time faculty and staff.
- c. **Professional development and employee satisfaction:** The survey results indicate that most respondents feel that their organization values and supports professional development and that their work is noticed, valued, and appreciated. The eNPS score for IECC is 28.89, which is considered good in the higher education industry and reflects positive employee engagement and satisfaction. The NPS score for IECC is 64.57, which is considered excellent, and reflects a positive reputation and attractiveness among prospective students.
- d. **Potential employees and prospective students:** The survey results suggest that potential employees would be more likely to recommend working at IECC if they received better pay and benefits, such as affordable health insurance for families, and if there was a clearer understanding of the direction of the institution. The survey results also suggest that prospective students would be more likely to recommend IECC if the institution invested in academic infrastructure and professional development for employees, improved facilities and technology, provided more student life opportunities and campus activities, and offered more curricular variety and mental health resources.

2. SENSE Survey

The initial findings from the Survey of Entering Student Engagement (SENSE) included the following:

- a. **Enthusiastic Beginnings:** Students show eagerness in their educational pursuits, enrolling in an average of 3.5 courses initially.
- b. **Navigating Challenges:** A trend of dropping 1.71 courses post-start suggests a need for enhanced guidance and support systems.
- c. **Proactive Planning:** Students are ahead in planning, registering for classes 1.14 weeks early and applying for financial aid 1.63 months in advance.
- d. **Inclusive Atmosphere:** A strong sense of belonging is evident, with students feeling welcomed at a high rating of 4.41 out of 5.
- e. **Faculty Support:** Confidence in faculty support is high, with an average rating of 4.46 out of 5, reflecting a nurturing educational environment.
- f. **Accessible Education:** Course availability is well-received, with a rating of 4.4 out of 5, indicating a commitment to accommodating student schedules.

- g. **Advisory Availability:** The ease of accessing academic advisors, rated at 4.4 out of 5, underscores the availability of essential guidance.

V. POLICIES, STRATEGIES, SERVICES, AND PRACTICES

A to C. Outline of curricular or pedagogical changes, academic support, student support, faculty/staff diversity efforts, financial assistance, policy, or other changes to be implemented.

1. Curriculum, Pedagogy, and Professional Development

The IECC district will develop curriculum design and professional development opportunities for faculty and staff related to DEI, focusing on equitable classroom learning environments and student well-being.

a. Timeline/Goals:

- By 2025, IECC will develop an original DEI content training module for Faculty and Staff and promote existing resources on a website.
- By 2026, IECC will develop an original DEI content training module for Students and promote existing websites.
- By 2027 – IECC will develop templates and processes to ensure equity and cultural sensitivity in the Canvas shells and Curriculum development process.
- By 2028, Based on data and feedback from the JEDI committee, the CETL will revise DEI training courses
- By 2029, IECC's Success stories and best practices will be shared across departments to inspire and motivate the entire IECC community.

b. Curriculum and Pedagogy:

Creating an inclusive and diverse curriculum and pedagogy at Illinois Eastern Community Colleges involves a comprehensive approach that integrates various perspectives and teaching practices. The Center for Excellence in Teaching and Learning (CETL) plays a role in facilitating this process.

Equipping faculty with the necessary tools and knowledge becomes the critical focus. Through a series of workshops, seminars, and online modules, the CETL fosters a learning environment for educators themselves. Topics span inclusive pedagogy, culturally responsive teaching.

Curriculum revision and development take center stage as the plan progresses. The CETL supports faculty in a comprehensive review and revamp of existing courses, encouraging the development of new ones that celebrate diverse voices, histories, and contributions. This is about ensuring that the curriculum

reflects a wide array of perspectives and a global and multicultural understanding.

Creating an inclusive classroom environment is pivotal—the CETL shares best practices aimed at nurturing spaces where every student feels valued. Strategies for facilitating difficult conversations, addressing unconscious bias, and supporting diverse learning styles are disseminated, fostering a culture of inclusivity.

Communication and advocacy play a crucial role. The CETL will develop strategies to share milestones and successes, not just within the IECC community but also with a broader audience. This effort is about building awareness and drumming up support for a culture of diversity and inclusivity at every level of the college's operations.

Data on curricular revisions will be gathered through new course proposal forms and course revision forms, and how those new courses are implemented into IECC's degree and certificate programs. Long-term enrollment data and student evaluations will also help to measure the impact of those new courses and will guide revisions and further action. Equity and inclusivity on campus will be measured through an annual campus climate survey.

c. Professional Development

IECC is dedicated to offering high-quality professional development opportunities to its faculty, staff, and administrators. To support its Diversity, Equity, and Inclusion (DEI) plan, the Human Resource Department and the Center for Excellence in Teaching and Learning (CETL) will create innovative programs and promote existing ones. These professional development programs will focus on educating participants on various aspects of DEI, such as understanding and addressing implicit biases, developing cultural competency, and implementing strategies to remove systemic barriers that affect marginalized students.

The programs emphasize practical applications of Diversity, Equity, and Inclusion (DEI) principles in classroom settings and campus operations. The participants will be encouraged to implement what they learn in their daily interactions and decision-making processes. Special attention will be given to understanding the unique diversity of the local community and the difficulties faced by underrepresented student groups.

Participation data will be collected, and assessments will be created or revised to measure the learning outcomes of the DEI-focused programs. The impact of these programs will also be measured in an annual campus climate survey.

d. Current Professional Development Opportunities

Illinois Eastern Community Colleges allows professional development monies for faculty and staff to fund traveling to and attending professional conferences. The funds can be used to attend conferences, workshops, and other events that

provide best practices and other resources related to diversity, equity, and inclusion that can be implemented at IECC.

IECC also provides access to optional online training modules relating to diversity, equity, and inclusion issues. These modules can be used by faculty and staff to lead to a micro-credential in "Fostering a Culturally Responsive Campus Through Diversity, Equity, & Inclusion."

Through our Center for Excellence in Teaching and Learning, faculty and staff have access to resources and assistance with instructional design and technology. Resources include online courses, including "Bloom's Taxonomy Best Practices," "Creating Accessible Documents," and "Cognitive Load Best Practices," which provide teaching faculty and staff with research-based best practices that can make their courses accessible to a larger student population.

IECC's Human Resources office is reviewing its procedures surrounding job postings and the language that is used therein with the goal of attracting a more diverse applicant pool for open positions.

Data will be gathered on the types of conferences, trainings, and other events on which professional development funding is spent. Participation data will be collected, and assessments will be created or revised to measure the learning outcomes of IECC's current professional development opportunities, and that data will guide revisions to those offerings. The impact of these programs will also be measured in an annual campus climate survey.

2. Academic Support, Student Support, and Financial Assistance

IECC recognizes the imperative to address equity gaps in enrollment, persistence, advancement, and completion among historically underserved and underrepresented student populations. Our comprehensive equity plan includes plans for student services designed to support the success of all students, particularly focusing on Black, Latinx, low-income, rural, first generation, women, individuals with disabilities, working adults, and other minoritized groups.

a. Retention

IECC aims to enhance student retention through a multi-faceted approach. Initiatives include the expansion of online career coach services to incorporate retention efforts, the development of specialized orientation and course offerings, the establishment of dedicated retention centers on each campus, the implementation of alumni mentorship programs, and the integration of technology for tracking student progress.

- **Now** – One Full-time Retention Specialist, Online Career Coach, Allied Health, Two College and Career Center Specialists (CCS), Academic advisors
- **FY'25** – Expand 2 CCS to include Retention; Hire two more CCS/Retention Specialists, retention added to the services provided by the CCS
 - Getting Started at IECC video onboarding tutorial course revisions (complete after registration and before on-site orientation; Intro to

- o IECC; Intro to online learning at IECC; video components (compliance pieces)
 - o On-site Orientation
 - o Pathways to Success – 1st semester two credit hour course; goal is engagement.
 - o Leadership Development – 2nd semester two credit hour course like Pathways but with a leadership focus
- **FY '26-'28** - Allocate physical space on each Campus for a Retention/College and Career Center to include meeting rooms, and resource library,
 - o Alumni pancake breakfast meet and greet on the first day of school, divided by meta-majors.
 - o Campus events schedule sent to students who have applied.
 - o Class visit schedule developed for Spring and Summer
- **FY '29** - Invest in technology and systems to support career assessments, job matching, and resource sharing; implement a centralized database to track student progress, interests, and career outcomes.
 - o Honors Program/Advanced Leadership Program
- **Measurement Criteria:**
 - Retention rates compared to previous years
 - Persistence rates compared to previous semester
 - Increase in utilization of retention services such as career coaching, TutorMe
 - Feedback from students on the effectiveness of retention initiatives
- **Success Criteria:**
 - Achieving a target persistence rate of 70% for degree-seeking students over the next five years
 - Achieving a target retention rate of 70% for degree-seeking students over the next five years
 - Positive feedback from students regarding the impact of retention initiatives on their academic experience
- **Improvement Strategies:**
 - Regular assessment of retention program effectiveness through surveys and focus groups
 - Adjustment of retention strategies based on feedback and data analysis
 - Investment in additional staff and resources as needed to enhance retention efforts
- **Evaluation/Outcome Measures:** Retention student data, course placement data, IECC staff list showing increased retention coordinators and, training attendance logs, Mentoring student count and meeting records, office created for Retention/College and Careers
- **Evidence of Success:** Students are provided with increased support and services needed to improve retention and success rates at IECC.

b. College & Career Services

Career counseling services are expanded to facilitate academic and career exploration, focusing on addressing individual preferences and career

pathways. Career assessment inventories, workshops, and transfer services are provided to guide students through academic and career decisions, ensuring equitable access to transfer opportunities and resources.

- Career Counseling provides a one-on-one opportunity to meet with a counselor.
 - A career counselor can help students:
 - Discover personal traits and work preferences.
 - Relate traits and preferences to IECC Pathways
 - Learn about career resources and options.
 - Understand the actions needed to accomplish the student's goals.
 - Overcome obstacles and develop a plan.
- Career Assessments
 - Career assessment inventories are effective academic and career exploration tools. Based on self-reports, they can provide insight into how individuals function using an unbiased, factual representation.
 - All career inventory referrals and interpretations are part of the career counseling process. There are various fees associated with career assessment inventories.
- Career Exploration Workshops
 - Career workshops offer directions on life and career planning. They can provide valuable information for those seeking help with career decision-making.
 - Offered throughout the year, workshops cover various career-related topics and guidance to integrate personal traits with career information.
 - There may be a fee charged for workshops.
- Transfer Services
 - Transfer Options – in coordination with the academic plan created with the student's academic advisor, career counselors can help students navigate the number of transfer options available.
 - Transfer Partnerships – Career counselors help students understand the Illinois Articulation Initiative and articulation agreements between IECC and other institutions that will facilitate a smooth transfer of IECC students.
 - Transfer Events – Organize transfer planning workshops and information sessions, coordinate transfer fairs with visiting colleges and universities, and schedule field trips to nearby colleges and universities.
 - Navigating – Issues at IECC, referral to campus and community services, scholarships, FA, etc.
- **Now** – Online Career Coach, Allied Health 10 CCS, Transfer Planning on the website with current affiliation agreements, academic advisors
- **FY'25** – Market/public information career coach, tracking usage of the online service, have 2 Allied Health CCS expand services to other students; add two

- more CCS; incorporate retention into the services provided by the CCS; 1 workshop on each campus each semester (resume writing, job interviewing)
- **FY '26** - Allocate physical space on each Campus for a Retention/College and Career Center to include meeting rooms, and a resource library. 4 Networking events with the Chamber of Commerce on campus, two seminars; establish a dedicated link on the IECC website for the College and Career Center; provide online resources, virtual advising, and job portals; develop a marketing and outreach strategy to inform students about the services offered; utilize social media, campus events, and classroom presentations.
 - **FY' 27** – Train existing staff at each Center; four synchronous seminars; Forge partnerships with local employers, industry associations, and community organizations; collaborate with alumni for mentorship programs.
 - **FY '29** - Invest in technology and systems to support career assessments, job matching, and resource sharing; implement a centralized database to track student progress, interests, and career outcomes.
 - **Measurement Criteria:**
 - Number of students utilizing career counseling services
 - Percentage of students satisfied with career exploration workshops and transfer services.
 - Increase in transfer rates to 4-year institutions.
 - Increase in job placements post-graduation/completion.
 - **Success Criteria:**
 - Achieve a target increase in the utilization of career counseling services.
 - Positive feedback from students regarding the effectiveness of career exploration workshops
 - **Improvement Strategies:**
 - Continuous evaluation of career counseling effectiveness and adjustment of services based on student feedback.
 - Expansion of career exploration workshop offerings based on student needs and interests.
 - Strengthening partnerships with 4-year institutions to improve transfer opportunities for students.
 - **Evaluation/Outcome Measures:** Career Assessments completed by students, training logs, implementation and use of centralized student tracking system; course placement data; increased college and career specialist on IECC staff; course completion data; logs for career assessments completed.
 - **Evidence of Success:** Students are more confident in their career path and continue to 4-year college or workforce in their area of choice.

c. Student Code of Conduct

- **FY '25** -Revise student code of conduct to incorporate new Dean of Students
 - Incorporate the athletic code of conduct – 1 instead of 2
 - Review for inclusive/non-biased language
- **Measurement Criteria:**
 - Revision Status of the SCC

- Feedback from students and staff regarding inclusivity and clarity of language
- **Success Criteria:**
 - Complete revisions to incorporate new Dean of Students position and inclusive language.
 - Positive feedback from stakeholders on the revised SCC
- **Evaluation/Outcome Measures:** Implementation of new code of conduct.
- **Evidence of Success:** IECC Code of Conduct provides inclusive practices for all student populations.

d. Housing

IECC collaborates with housing partners to ensure equitable access to student housing options, particularly emphasizing efforts to address justice, equity, diversity, and inclusion considerations.

- **FY'25** – work with existing housing partners on affiliation agreements to ensure Justice, Equity, Diversity, and Inclusion.
- **FY'26** – increasing student housing opportunities through expanded affiliation agreements.
- **FY'27**--increasing student housing opportunities through expanded affiliation agreements.
- **FY'28**--increasing student housing opportunities through expanded affiliation agreements.
- **FY'29** – increasing student housing opportunities through expanded affiliation agreements.

- **Measurement Criteria:**

- Number of students utilizing housing options
- Satisfaction rates of students with housing arrangements
- Assessment of equity and inclusivity within housing partnerships

- **Success Criteria:**

- Increase in the availability of affordable and inclusive housing options
- Positive feedback from students regarding housing options

- **Improvement Strategies:**

- Collaboration with housing partners to address any equity gaps in housing options
- Regular assessment of student satisfaction with housing services and adjustment of partnerships as needed

- **Evaluation/Outcome Measures:** number of affiliated housing agreements in place, number of students living in campus affiliated housing

- **Evidence of Success:** Safe, affordable housing for students to eliminate the housing barrier to promote success at the college level

e. Meal Plans/Food Services

Evaluation and enhancement of food services and meal plans aim to ensure affordability, accessibility, and diversity of food options across all campuses, addressing students' basic needs.

- **FY'25** – Evaluate food services and meal plans on each campus for usage (food sampling event), Costs, and usage patterns; meal plans work for all food/beverage services across all campuses.
- **FY '26-'29** – Increase food services (hours of operation) on each campus; increase food variety on each campus; increase healthy food options on each campus.
- **Measurement Criteria:**
 - Usage patterns and satisfaction rates of meal plans and food services
 - Diversity and affordability of food options available
- **Success Criteria:**
 - Increase in usage of meal plans and food services across campuses.
 - Positive feedback from students regarding the variety and affordability of food options
- **Improvement Strategies:**
 - Regular assessment of food service usage and feedback collected from students.
 - Expansion of food options to include more diverse and healthy options based on student preferences.
- **Evaluation/Outcome Measures:** Food service hours of operation posted, menu items available at each campus location, number.
- **Evidence of Success:** The elimination of food insecurity as a barrier to success for students at IECC.

f. Transportation

IECC evaluates and expands transportation options, including partnerships with mass transit services, to enhance student accessibility across campuses, affiliated housing locations, and the surrounding rural communities.

- **FY '25** – Evaluate the use of public transportation/RIDES mass transit by student/faculty/staff on each campus; public information/marketing of RIDES public transportation; transportation from primary campuses to satellite campuses.
- **FY '26** – Increase our partnership options with RIDES mass transit # of routes, student housing, and routes to shopping/dining in each community.
- **FY '27** – Increase our partnership options with RIDES mass transit to include monthly transportation bills on the IECC student bills- does financial aid apply to transportation? public information/marketing on RIDES options for students.
- **FY '28** – As affiliated housing options are increased, Increase our partnership options with RIDES mass transit # of routes, routes to student housing, and routes to shopping/dining in each community.
- **FY '29** – As affiliated housing options are increased, Increase our partnership options with RIDES mass transit # of routes, routes to student housing, and routes to shopping/dining in each community.
- **Measurement Criteria:**
 - Usage rates of transportation options
 - Accessibility and coverage of transportation routes
 - Feedback from students on transportation services
- **Success Criteria:**

- Increase the availability and accessibility of transportation options.
- Positive feedback from students regarding the convenience and reliability of transportation service.
- **Improvement Strategies**
 - Collaboration with transit services to expand routes and improve service frequency.
 - Regular assessment of transportation needs and adjustments to routes based on student feedback.
- **Evaluation/Outcome Measures:** number of partnerships agreements in place with public transportation, number of routes and stops in place through affiliated transportation agreements; number of IECC students using transportation services through these agreements.
- **Evidence of Success:** Transportation is no longer a barrier for students to meet basic needs, live independently and thrive in the college setting.

g. Disability Support Services

Efforts to increase awareness and accessibility of Disability Support Services include faculty/staff training, physical facility evaluations, and ongoing updates to ensure compliance with ADA standards.

- **FY '25** – Increase public information/marketing about DSS on IECC, process, and location in the Learning Common; increase education for faculty/staff; website updates; AHEAD training; and Head Start training.
- **FY'26** – Awareness campaigns and faculty staff training; Evaluate physical facilities for ADA compliance.
- **FY'27** - Awareness campaigns and faculty staff training; address ADA compliance needs on physical facilities.
- **FY'27** - Awareness campaigns and faculty staff training; address ADA compliance needs on physical facilities.
- **FY'28** - Awareness campaigns and faculty staff training; address ADA compliance needs on physical facilities.
- **Measurement Criteria:**
 - Participation rates in disability support services
 - Accessibility of physical facilities and resources
- **Success Criteria:**
 - Increase in utilization of disability support services.
 - Positive feedback from students and staff regarding accessibility and effectiveness of services
- **Improvement Strategies:**
 - Ongoing evaluation of physical facilities for ADA compliance and implementation of necessary improvements
 - Continuous training for faculty and staff to ensure awareness and understanding of disability support needs.
- **Evaluation/Outcome Measures:** training logs, awareness campaign materials and dates distributed, student accommodations reports.
- **Evidence of Success:** All students have equitable access to a college education regardless of having a disability.

h. Mental Health

IECC prioritizes mental health support through comprehensive awareness campaigns, peer support initiatives, wellness fairs, and increased partnerships with community mental health agencies, ensuring access to mental health resources and services for all students.

- **FY '25-** increase public information/marketing on mental health issues, especially targeting times of high stress for IECC students and where to get support; evaluate mental health supports needed on campus to meet the needs of students; increase linkage agreements with community mental health agencies to meet the needs of IECC students; grow membership for peer support clubs (Active Minds) on campuses; "Counselor Chats" begin quarterly to provide mental health education in a small group setting to students interested; "Let's Talk" drop-in consultations with counselor begin at least once a semester on each campus;
- **FY'26-** more formal mental health awareness campaigns on campuses, especially targeting times of high stress for IECC students; peer support clubs run mental health awareness campaigns in addition to at least one self-care workshop/day on campus per semester for students; continue to increase linkage agreements with community mental health agencies; IECC hosts wellness fair once a year; at least one, student support group is started on highest topic of need among student body; "Counselor Chats" continue quarterly to provide mental health education in a small group setting to students interested; "Let's Talk" drop-in consultations with counselors increase to quarterly on each campus.
- **FY '27-** continue mental health awareness campaigns; peer support clubs continue with campaigns; peer support clubs host self-care workshops/day quarter on campus for students and faculty; IECC continues to host wellness fair once a year; student support groups increase to two topics of need; increase in services provided by community mental health agencies within linkage agreements: "Counselor Chats" continue quarterly to provide mental health education in a small group setting to students interested; "Let's Talk" drop-in consultation continue quarterly
- **FY '28--** continue mental health awareness campaigns; peer support clubs continue with campaigns; peer support clubs host self-care workshops/day quarter on campus for students and faculty; IECC continues to host wellness fair once a year; student support groups increase to three topics of need; increase in services provided by community mental health agencies within linkage agreements; "Counselor Chats" continue quarterly to provide mental health education in a small group setting to students interested; continue "Let's Talk" consultations if indicated
- **FY' 29--** continue mental health awareness campaigns; peer support clubs continue with campaigns; peer support clubs host self-care workshops/day quarter on campus for students and faculty; IECC continues to host wellness fair once a year; student support groups increase to four topics of need if indicated; increase in services provided by community mental health agencies within linkage agreements;

“Counselor Chats” continue quarterly to provide mental health education in a small group setting to students interested; continue “Let’s Talk” consultations if indicated

- **Measurement Criteria:**
 - Participation rates in mental health awareness campaigns and support programs
 - Feedback from students on the effectiveness of mental health initiatives
 - Assessment of mental health resources and services provided.
- **Success Criteria:**
 - Increase in participation rates in mental health programs and workshops.
 - Positive feedback from students regarding the impact of mental health initiatives on their well-being
- **Improvement Strategies:**
 - Regular assessment of mental health needs and adjustments of support services based on student feedback.
 - Expansion of mental health resources and partnerships with community agencies to meet growing demand.
- **Evaluation/Outcome Measures:** group sign in sheets, “Counselor Chats” and “Let’s Talk” consultation logs, number of linkage agreements in place and services on each, wellness fair dates and marketing materials, peer support meeting dates and sign in sheets, workshop registration and sign in sheets; annual IECC Health and Wellness survey.
- **Evidence of Success:** IECC students report increased awareness and less stigma of mental health issues on campus. IECC students are engaged in mental health support services provided on campus through “Counselor Chats,” “Let’s Talk” Consultation and peer support activities._

i. TRIO Student Support Services (SSS)

TRIO Student Support Services is a 100% federally funded program that provides academic development and assists students toward the successful completion of their postsecondary education. The goal of SSS is to increase college retention and graduation rates of its participants and to help students make the transition from one academic level of higher education to the next. These goals are met through intense wrap-around services that include: Intrusive academic advising, Personal counseling, Workshops/trainings, Financial information and training (budgeting), Financial Aid assistance (assistance with Scholarships and FAFSA), Equipment loan, Printing services, Student supplies, Transfer assistance, College visits, Fall/Spring Cultural Trips, Career Counseling, Courses (GEN-1205, On Course to Student Success, GEN-1208, Career Explorations, GEN-1206, Financial Literacy), Team Building Leadership Training, Tutoring, Resume and portfolio building, Business etiquette/interviewing skills, Recognition Reception, and other services as needed.

- **Measurement Criteria:**
 - Participation rate in TRIO programs and services

- Academic performance and retention rates of TRIO participants
- Feedback from TRIO participants on the effectiveness of support services
- **Success Criteria:**
 - Improvement in academic performance and retention rates among TRIO participants
 - Positive feedback from TRIO participants regarding the impact of support services on their success
- **Improvement Strategies:**
 - Continuous evaluation of TRIO program effectiveness and adjustment of services based on participant's feedback.
 - Expansion of resources and support services to meet the evolving needs of TRIO participants.
- **Evaluation/Outcome Measures:** workshop sign in sheets, workshop/training date and topic logs, individual student meeting logs; TRIO Student Support Services grant Annual Performance Report; TRIO Student Support Exit Interviews; TRIO Student Success Plans completed for each student; college completion data; college acceptance data.
- **Evidence of Success:** Successful completion of 2-year college program at IECC for TRIO SSS participants. TRIO SSS participants increase transfer rates to a 4-year university.

j. International Program

The IECC International Program contributes to the diversity of the student body, adding perspectives and experiences from different cultures and backgrounds. The presence of international students promotes cultural awareness and understanding among the student body and faculty. The International Program offers opportunities for students to engage with global issues and enhance their educational experience, preparing them for an increasingly interconnected world. The International Program offers cultural adjustment support, and other specific support services tailored to the needs of international students. The program also offers Study Abroad programs fostering cross-cultural exchanges.

- **Measurement Criteria:**
 - Enrollment rates of international students
 - Participation rates in cultural adjustment and support programs
 - Feedback from international students on their experience at IECC
- **Success Criteria:**
 - Increase in enrollment and retention rates of international students.
 - Positive feedback from international students regarding the support and resources available to them.
- **Improvement Strategies:**
 - Regular assessment of the needs of international students and adjustment of support programs based on feedback.
 - Expansion of cultural adjustment and support services to enhance the experience of international students.

- **Evaluation/Outcome Measures:** student enrollment data, student completion rates
- **Evidence of Success:**

k. Bookstore

One of the primary issues addressed by the equity plan is ensuring equitable access to resources for all students, including those from low-income backgrounds. Our campus bookstores contribute to this goal by offering affordable options for course materials, including textbooks and supplies. This involves initiatives such as textbook rental programs, used book sales, and digital textbook options, which can help reduce the financial burden on students.

- **Measurement Criteria:**
 - Affordability of course materials compared to market prices.
 - Utilization rates of rental programs, used book sales, and digital textbook options.
 - Feedback from students regarding the accessibility and affordability of course materials.
- **Success Criteria:**
 - Increase in affordability and accessibility of course materials for students.
 - Positive feedback from students regarding the availability of affordable options at the bookstore
- **Improvement Strategies:**
 - Regular assessment of course material pricing and adjustment of rental and sales programs to ensure affordability.
 - Collaboration with faculty to explore open educational resources (OER) and other cost-saving alternatives.
- **Evaluation/Outcome measures:** logs for textbooks rentals and used book sales,
- **Evidence of Success:** Decreased average book costs to ensure equitable access for all students.

l. Learning Commons

The Learning Commons can ensure equitable access to resources and support services for all students. This involves providing accessible physical spaces, such as study rooms and computer labs. These spaces accommodate diverse learning needs, including those students with disabilities. The Learning Commons services to address the needs of historically underserved and underrepresented student populations includes academic supports such as tutoring programs, peer mentoring initiatives, and workshops focused on study skills and academic success strategies. By offering targeted support services, the Learning Commons can help close achievement gaps and improve academic outcomes for all students.

In keeping with the equity plan's focus on technological equity, the Learning Commons can provide access to technology resources and support services that facilitate digital literacy and proficiency among students. These resources include computer workstations with internet access, software applications, and technology training workshops aimed at bridging the digital divide and

empowering students to succeed in a technology-driven academic environment.

- **Measurement Criteria:**
 - Utilization rates of learning commons resources and support services
 - Feedback from students on the effectiveness and accessibility of learning commons facilities
 - Academic performance and success rates of students utilizing learning commons services.
- **Success Criteria:**
 - Increase in utilization of learning commons resources and services.
 - Improvement in academic performance and success rates among students utilizing learning commons support.
- **Improvement Strategies:**
 - Continuous assessment of learning commons usage and adjustment of resources and services based on student needs.
 - Expansion of technology resources and digital literacy programs to support students in a technology-driven academic environment.
- **Evaluation/Outcome Measures:** tutoring hours logs; workshop attendance logs, online tutoring service student usage report
- **Evidence of Success:** IECC students. Especially those student populations at risk, will be provided with increased academic support to facilitate success in college.

m. Food Pantry Programs

The food pantry programs on each IECC campus address food insecurity, a significant barrier to academic success for many students, particularly those from low-income backgrounds. The community engagement fostered by the campus food pantries also serves to promote a sense of belonging and connection among students. The food pantry programs are integrated into student support services to provide holistic and comprehensive support to navigate students' academic and personal challenges.

- **FY'25** – Increase fresh, nutritious food offerings in each campus's food pantry.
- **FY '26** – Increase hours of operation to improve accessibility for students.
- **FY '27** – Increase options for specific dietary preferences to ensure equitable access to food resources.
- **FY '28** –
- **Measurement Criteria:**
 - Usage rates of food pantry programs
 - Diversity and availability of food options provided.
 - Feedback from students on the effectiveness of and accessibility of food pantry programs
- **Success Criteria:**
 - Increase in utilization of food pantry programs.
 - Positive feedback from students regarding the diversity and availability of food options
- **Improvement Strategies:**
 - Regular assessment of food pantry usage and adjustment of offerings based on student needs and preferences.

- Collaboration with community partners to enhance food pantry resources and expand support.
- **Evaluation/Outcome Measures:** Hours of operation posted for food programs show increase, logs for food stocked in food pantries at each campus.
- **Evidence of Success:** Equitable access to food for all students to eliminate this barrier to success in college.

n. Childcare

A lack of affordable childcare is one of the barriers to educational attainment academic success. IECC is working with community partners to improve access to affordable childcare for students and community members. Collaborative efforts with community partners have included financial support for students interested in early childhood education with a goal to increase the number of childcare workers in our communities and the building of childcare facilities.

o. Student Organizations

Student organizations can serve as a catalyst for change and champions for equity on our campuses at IECC. By promoting representation, education, advocacy, community building, collaboration, and leadership development among students who are engaged in equity-driven initiatives, student organizations can contribute to creating a more inclusive and equitable campus environment where students can thrive.

- **District-wide student advisor board**
- **Measurement Criteria:**
 - Number of active student organizations
 - Participation rates in equity-driven initiatives and activities
 - Feedback from students on the impact of student organizations on campus climate and culture
- **Success Criteria:**
 - Increase in the number and engagement of student organizations focused on equity and inclusion.
 - Positive feedback from students regarding the role of student organizations in promoting a supportive campus environment.
- **Improvement Strategies:**
 - Promotion of existing student organizations focused on equity and inclusion.
 - Support for the formation of new student organizations centered on addressing equity gaps and promoting diversity.
- **Evaluation/Outcome Measures:** member roster for advisor council, meeting dates and sign in logs
- **Evidence of Success:** District-wide student advisor council has diverse representation of students from each campus with routine meetings being held and working on equity-driven initiatives.

Conclusion:

The Student Services portion of the IECC Equity Plan outlines the strategic framework to address equity gaps and support the success of historically underserved and underrepresented student populations at Illinois Eastern Community Colleges. By implementing targeted initiatives across the various service areas, IECC is committed to fostering an inclusive and supportive campus environment where all students have the tools and resources needed to thrive academically and personally.

3. Diversity in Hiring

Illinois Eastern Community Colleges Human Resources Department is working closely with the JEDI committee to foster equitable hiring processes and procedures. Recognizing the importance of Diversity, Equity, and Inclusion (DE&I) in hiring, District Administration has committed substantial resources to strengthen HR's efforts. In the upcoming fiscal year of 2025, HR will begin working to implement a new Human Resources Information System (HRIS). This system will track applicants' race, ethnicity, gender, visa status, disability, and veteran status. By tracking applicant demographics, HR aims to ensure that our employee composition mirrors the diversity of our applicant pool. In addition to the new HRIS, HR has introduced mandatory training for individuals serving on interview committees. This comprehensive training covers topics such as unconscious bias and methods to mitigate discriminatory practices in the hiring process. As data becomes available through the utilization of the new HRIS, the HR Department will collaborate closely with the JEDI committee to make well-informed, data-driven decisions.

D. Institution's approach to development of the equity plan

Fostering Change Through IECC JEDI Committee

Central to our commitment to Justice, Equity, Diversity, and Inclusion (JEDI) at Illinois Eastern Community Colleges is the establishment of our JEDI Committee. Comprising a diverse and passionate mix of faculty, staff, and administration, this committee stands at the forefront of our efforts to champion DEIA principles within our institution. United by a shared vision of a more inclusive and equitable academic environment, the committee members bring forth a wealth of perspectives and experiences, reflecting the rich tapestry of our community. Their collaborative efforts drive initiatives, facilitate conversations, and implement strategies that address the unique challenges faced by our diverse student body and workforce.

Through the IECC JEDI Committee, we harness the collective wisdom and creativity of our community members, ensuring that the policies and practices we develop are not only comprehensive but also sensitive to the needs of every individual. By fostering open dialogue and embracing a spirit of mutual respect, this committee serves as a beacon guiding our institution towards a future where justice, equity, diversity, and inclusion are not just ideals but lived experiences for all. Their dedication exemplifies our collective commitment to building a more just, equitable, diverse, and inclusive IECC for every member of our community.

Moving forward, IECC will include the Student Advisory Board to participate in refining of this equity plan, providing feedback as the voice of the student body, and help to ensure that concerns of the student body are addressed.

E. The relationship between this equity plan and other institutional plans.

In 2022, Illinois Eastern Community Colleges implemented a strategic engagement plan (SEP) to move our institution forward. It was decided that everyone at IECC is responsible for the strategy that would put IECC on the pathway to improvement and growth. *Forward Together* has four specific strategic pillars:

1. Transform lives through exceptional education and services
2. Foster excellence in faculty and staff
3. Cultivate and steward resources for strategic growth
4. Positively impact our local communities

In order to succeed in achieving these goals, IECC must include voices from not only administration, but faculty, staff, and students as well. IECC must be accountable. IECC must be transparent in its communication. IECC must hold true to its mission, vision, and values. It is important that all members of the IECC community feel valued, feel included, and feel a sense of belonging. Therefore, *Forward Together* must include efforts to improve diversity, equity, inclusion, and accessibility on each of our four campuses. Doing so helps to ensure that we transform lives, foster excellence, cultivate and steward resources, and positively impact the lives of everyone at IECC.

The IECC equity plan will be incorporated into the SEP through shared and unique goals. The Strategic Enrollment Planning Council (SEPC) will be responsible for listening to the voices of and the feedback from faculty, staff, students, and community members. The SEPC will oversee the approval, implementation, acceptance, and evolution of this equity plan, embedding it within the broader strategic plan to ensure it is given appropriate resources for success.

F. Institution's plan to solicit ongoing feedback and how information will be shared.

Illinois Eastern Community Colleges (IECC) understands the importance of transparent communication and soliciting stakeholder feedback as we work to create an inclusive and supportive environment for all members of our community. To ensure accountability and continuous improvement in our Diversity, Equity, and Inclusion (DEI) efforts, we intend to implement several strategies for soliciting feedback and sharing information with staff, students, faculty, and the broader community.

As a plan that is being written and intended to be enacted for Academic Year 2025, IECC will formally introduce our DEI plan to the faculty, staff, and students of IECC in the Fall 2024 semester in our orientations and back-to-school workshops. We will run several break-out groups introducing members of our community to the rationale and intended purpose of the DEI plan, key findings and strategies we have identified, and we will provide ample opportunity for feedback and discussion. Only after this feedback has

been received and incorporated (as appropriate) into our document will we present the DEI plan to the IECC Board of Trustees for acceptance. While we made every effort for our DEI task force to be cross-functional with hierarchical diversity, we believe it is important to seek and engage a wider cross-section of our community before the plan is finalized. These break-out groups will give us the opportunity to launch this important new initiative with broad understanding and buy-in.

Once our DEI plan has been accepted by the IECC Board of Trustees, we will put several measures in place to gauge our effectiveness, communicate our progress, and invite feedback from our stakeholders. Among these strategies will be:

1. Annual anonymous surveys focused on DEI initiatives and campus climate. Specifically, we will be seeking to measure and understand awareness, impact, and areas for growth. These qualitative surveys will be designed to capture nuanced feedback and will be distributed to students, faculty, staff, and Trustees.
2. IECC will host open forums and listening sessions (no less than twice annually) where members of the community can directly engage directly with DEI task force members and District leadership. These forums will provide a platform for two-way communication with participants being given the opportunity to share their thoughts, experiences, and suggestions.
3. Recognizing the importance of accessibility and convenience, IECC will establish dedicated feedback channels, including webpages, features in our District Newsletter, and dedicated DEI email addresses that will be monitored by task force members. These efforts will be another way to communicate the reasons and rationale behind our DEI plan and strategies, and to create vehicles through which individuals can submit feedback, concerns, or suggestions related to DEI initiatives in real time. These channels will be actively monitored, and responses will be provided promptly to ensure that all voices are heard and valued.
4. IECC will make meeting minutes, action plans, and relevant documents accessible to the community, promoting transparency and accountability in our efforts.

These simple strategies will undoubtedly evolve and improve as we move forward with implementation, but they will serve as a solid foundation for IECC to solicit ongoing feedback and to share information with faculty, staff, and students.

MEMORANDUM

TO: Board of Trustees

FROM: Ryan Gower

DATE: May 21, 2024

RE: Tentative Budget for Fiscal Year 2025

Annually, the District must publish a tentative budget for public inspection for a minimum of thirty days. To ensure the publication and availability for inspection are met, the tentative budget will be available for public inspection on Wednesday, May 22. The budget will be available for inspection until Tuesday, July 16, at which time the Board will review any changes from the tentative budget and will adopt the final budget. The budget will be effective July 1, 2024, through June 30, 2025.

The Fiscal Year 2025 tentative budget was provided to the Board under separate cover. The budget has undergone review by each of the college administrators, the Strategic Engagement Planning Council, and by the Chancellor and CFO. It is the best representation of the anticipated and planned revenues and expenses of the District for the upcoming fiscal year.

The District has multiple funds that are reported within the tentative budget. The Educational and Operations & Maintenance Funds are known as the operating funds. Much of the focus of the tentative budget is on the operating funds of the District as the two funds account for most of the day-to-day activities. These two funds account for the academic, administrative, and facilities of the District. The tentative budget also contains multiple special revenue funds that account for receipt of restricted funds, such as bond issuances, property taxes (other than Educational and Operations & Maintenance), auxiliary units, and various state and federal grants awarded to the District or applied for and anticipated within the fiscal year. For the '24-'25 fiscal year the overall revenues of the District come from the following sources:

| | |
|---|-------|
| Local, including property taxes | 16.3% |
| State Grants, restricted and unrestricted | 39.4% |
| Federal Grants | 14.1% |
| Tuition & Fees | 22.1% |
| Sales & Services and Other Sources | 8.1% |

There is a considerable level of capital investment included in the tentative budget for the year-ended June 30, 2025. Most of the planned projects are a carryover from the prior year. The overall budgeted expenditures related to capital outlay total \$28.8 million as it is anticipated progress will be made on the various Capital Development Board projects, local construction

projects, and service equipment investment. The overall expenditures of the District come from the following functions:

| | |
|--|-------|
| Salaries | 26.8% |
| Employee Benefits | 4.8% |
| Contractual Services | 7.7% |
| Supplies | 5.7% |
| Travel | 0.9% |
| Fixed Charges, including bond payments | 3.3% |
| Utilities | 1.8% |
| Capital Outlay | 33.8% |
| Other | 1.4% |
| Student Grants & Waivers | 13.8% |

As with past budget practices, the tentative budget is designed to provide sufficient flexibility to address the needs of the District throughout the course of the fiscal year. However, the budget reflects the commitment to provide for the most efficient and effective use of institutional resources. The tentative budget is based on information available at the time of publication. Any revisions to this budget will be identified specifically prior to the presentation of a final budget for Board consideration on July 16, 2024.

The attached Budget Resolution establishes a date by which the tentative budget will be available for public inspection, establishes a public hearing date for July 16, 2024, at Lincoln Trail College, and states the budget will be adopted by the Board on July 16, 2024, following the hearing.

I ask the Board approve the Budget Resolution and Tentative Budget for the fiscal year beginning July 1, 2024.

RG/akb
Attachment

BOARD OF TRUSTEES
RESOLUTION
BUDGET FISCAL YEAR 2025

BE IT RESOLVED by the Board of Trustees of Illinois Eastern Community Colleges District No. 529 of the State of Illinois, that the following requirements are hereby established relative to the budget for said community college district for the 2025 fiscal year:

1. Date of Fiscal Year: July 1, 2024 – June 30, 2025.
2. Publication of Notice of Public Hearing on Budget: On or before June 14, 2024.
3. Tentative Budget to be available for Public Inspection at the District Business Office: On and after May 22, 2024.
4. Public Hearing on Budget: July 16, 2024, at the hour of 6:15 p.m. local time, Lincoln Trail College, 11220 State Highway 1, Robinson, IL 62454.
5. Adoption of Budget: July 16, 2024, following the Public Hearing.

BY ORDER OF THE BOARD OF TRUSTEES,
ILLINOIS EASTERN COMMUNITY COLLEGES
DISTRICT NO. 529

Chairman, Board of Trustees

Date

May 21, 2024

Secretary, Board of Trustees

Date

May 21, 2024

MEMORANDUM

TO: Board of Trustees

FROM: Ryan Gower

DATE: May 21, 2024

RE: Emergency Repair Terry L Bruce West Richland Center HVAC

The cafeteria unit, which services the cafeteria, kitchen, east restrooms, and surrounding hallways has failed and is beyond repair due to age and availability of parts. The lead time on a unit of its size is eight to twelve weeks. To ensure the space can be properly cooled, we are requesting the Board approve an emergency expenditure of \$40,758 to replace the unit. The work will be performed by Dan's Electric & Electro Electric of Noble, IL.

Under ILCS 805/3-27.1(m), a $\frac{3}{4}$ majority of the Board may approve such an expenditure. I ask the Board to approve the expenditure and allow the District to begin the process to replace the unit.

RG/akb

MEMORANDUM

TO: Board of Trustees

FROM: Ryan Gower

DATE: May 21, 2024

RE: Emergency Repair Crawford County Recreation Center Pool Boiler

The Crawford County Recreation Center Pool Boiler has failed and is no longer providing auxiliary heat to the pool at Lincoln Trail College. To ensure normal activities may continue at the pool, we are requesting the Board approve an emergency expenditure of \$28,732 to replace the unit. The work will be performed by Davis-Houk Mechanical, Inc. of Urbana, IL. Per the terms of our lease with the CCRC, this repair would typically be the responsibility of the Recreation Center, and not IECC. However, IECC received a grant (#20-203029) through the Department of Commerce and Economic Opportunity with the help of Dale Righter that has funds designated for the repair and renovation of LTC's pool. This expense will be charged to that grant and District funds will not be used.

Under ILCS 805/3-27.1(m), a $\frac{3}{4}$ majority of the Board may approve such an expenditure. I ask the Board to approve the expenditure and allow the District to begin the process to replace the unit.

RG/akb

BID COMMITTEE REPORT

May 21, 2024

Olney Central College

1. Salvage Vehicle Storage Area Fence

TO: Board of Trustees

FROM: Bid Committee

DATE: May 21, 2024

RE: OCC Salvage Vehicle Storage Area Fence

The following bid recommendation is based on the lowest responsible bid, considering conformity with specifications, terms of delivery, quality, and serviceability.

The Bid Committee recommends accepting the bid from Dasenbrock Fence Company, Inc. for a total of \$40,000.

| Salvage Vehicle Storage Area Fence | |
|--|-----------------|
| Company | Base Bid |
| A.R.K. Fencing Odon, IN | \$29,785 |
| Century Fence Company Wilton, IA | \$42,570 |
| Rutherford Fence Mount Vernon, IL | \$42,000 |
| Dasenbrock Fence Teutopolis, IL | \$40,000 |

Respectfully submitted,

Ryan Gower
Ryan Hawkins
Sonja Wease

Department: Olney Central College.

Source of Funds: Operations and Maintenance.

Rationale for Purchase: The lowest responsible bidder in conformity with specifications.

This will replace existing fencing that is in need of repair and create a clean look on Route 130, improve security for OCC maintenance and automotive equipment, and create a space for future marketing.

The "Advertisement for Bids" was placed in The Hometown Register for one (1) day. In addition, individual invitations to bid were sent directly to potential vendors.

REQUEST FOR PROPOSAL

ILLINOIS EASTERN COMMUNITY COLLEGES

TIME AND PLACE OF BIDS

Notice is hereby given that sealed bids for Olney Central College Salvage Vehicle Storage Area Fence shall be received at the office of the Owner: Illinois Eastern Community Colleges District 529, 233 East Chestnut Street, Olney, IL 62450 until 10:00 a.m. local time, on Thursday, May 9, 2024, and then publicly opened. The Owner reserves the right to accept or reject any bid or waive informality or errors in bidding, to award the contract to his interests, and to hold the bids for a period of thirty (30) days from the bid date.

PRE-BID MEETING / SITE VISIT

A pre-bid meeting is scheduled for Thursday, April 25, 2024, at 1:00 p.m. at Olney Central College, 305 N West St, Olney, IL 62450, parking lot of Collision Repair Technology, off West Saint John Street. A walk through of the proposed project site will take place as part of the pre-bid meeting.

Attendance of the scheduled pre-bid meeting or a separate/additional site visit is not a requirement of submitting a bid proposal, but it is the responsibility of the contractor to field verify measurements of the installation areas as well as to provide all labor, materials, equipment, and tools necessary for the complete project. If a site visit, other than the scheduled pre-bid meeting, is desired prior to submitting a bid, schedule a visit with Chris Simpson, OCC President, to determine an acceptable date and time. Mr. Simpson can be contacted at (618) 395-7777 EXT. 2001. Any questions concerning anything contained herein should be directed, in writing, to Nicholas Knapp, Construction Project Manager, at 233 E. Chestnut, Olney, IL 62450. Questions may also be submitted to bids@iecc.edu. Please include OLNEY CENTRAL COLLEGE SALVAGE VEHICLE STORAGE AREA FENCE in the subject line of any inquiry. The deadline for questions is 2:00 p.m., Friday, May 3, 2024.

ADDENDUM

If it becomes necessary to revise any part of the RFP, an official written addendum will be issued by Illinois Eastern Community Colleges to all bidders of record.

Vendor must clearly understand that any verbal representation made or assumed to be made during any oral discussion held between vendor's representative and any Illinois Eastern Community Colleges personnel is not binding. Only the information issued in writing and added to the Request for Proposal specifications file by an official written addendum are binding.

METHOD OF BIDDING

Bids should include all items bid as one contract price. Bidders shall examine all documents contained herein. Failure to do so will not relieve a successful bidder of his obligation to provide all labor, materials, training, and support necessary to carry out the provision of his contract for the sum stated thereon. Each bidder, by submitting a bid represents that they have received, read, and understand the bidding documents.

SCOPE OF WORK

The scope of this bid is to provide all materials, labor, and equipment required to remove approximately 350' of existing fence system in its entirety; including fencing, gates, poles, secondary supports, foundations, etc.; and to install a new 8' tall chain link fence system approximately with a 500' perimeter and 125' dividing fence including all fencing, gates, poles/supports, foundation systems, accessories, etc. as required for a complete system.

All work shall comply with all applicable Federal, State, and local codes. The contractor shall provide all safeguards, safety devices, protective equipment, and shall take any other actions reasonably necessary to protect the life and health of persons working at the site of the project, the safety of the public, and to protect property in connection with the performance of the work covered by the contract.

See attached project location maps, scope narrative, existing pictures, specifications, and drawings associated with the scope of this project.

PREPARATION OF BIDS

All bids must be submitted on the bid form contained herein. Bids shall be delivered in a sealed opaque envelope showing the bidders' name and address and the name of the project.

Bid submissions should detail all materials included as part of bid.

METHOD OF BID EVALUATION

The IECC Board of Trustees reserves the right to reject all bids or parts of bids, and to waive informalities therein. Bids will be awarded to the lowest responsible bidder in conformity with bid specifications.

INSURANCE

The successful bidder will be required to furnish a certificate of insurance, naming Illinois Eastern Community Colleges as an additional insured as primary and non-contributory to any other insurance available, in the following amounts:

| | |
|--|--|
| 1. Workers' Compensation | Statutory Limits, with Waiver of Subrogation |
| 2. Employer's Liability | \$1,000,000 |
| 3. Comprehensive General Liability & Property Damage including: a. Personal Injury Liability b. Blanket Broad Form Contractual Liability c. Independent Contractors d. Products and Completed Operations | \$1,000,000, with Waiver of Subrogation |
| 4. Automobile Liability | \$1,000,000 combined and single limit |
| 5. Owner's and Contractor's Protective Liability Insurance to protect the Owner and Architect, their agents, consultants, and employees from contingent responsibility and liability arising from work performed under the contract. | \$1,000,000 |

SALES TAX

Retailers Occupational Sales Taxes **are not** applicable for this project.

PREVAILING WAGE

Illinois Eastern Community Colleges is a unit of local government, and as such, any contract for public works is subject to the Illinois Prevailing Wage Act. The Prevailing Wage Act regulates wages of laborers, mechanics, and other workers employed under contract for public work. It is the bidder's responsibility to bid all work pursuant to laws and regulations outlined in the Illinois Prevailing Wage Act.

With each Application for Payment the Contractor shall submit certified payrolls for the period covered by the present Application for Payment to the Owner to demonstrate prevailing wage payrolls for each worker that works on this project.

SHIPPING & HANDLING

All freight and delivery must be included in bid.

SPECIAL PROVISIONS

Nondiscrimination: There will be no discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin by the owner or contractor.

Certification of Eligibility: Prior to contract award, all bidders must certify that neither it nor any person or firm that has an interest in the bidder's firm is a person or firm ineligible to be awarded Government contracts by virtue of section 3(a) of the Davis-Bacon Act of 29 CFR 5.12(a)(1).

No subcontracts shall be made to any person or firm ineligible to be awarded Government contracts by virtue of section 3(a) of the Davis-Bacon Act of 29 CFR 5.12(a)(1).

The penalty for making false statement is prescribed in the U.S. Criminal Code, 18 U.S.C. 1001.

Debarment, Suspension, Ineligibility, and Voluntary Exclusions: No contract will be awarded to a bidder, nor its principals, that is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

Illinois Eastern Community Colleges has an aspirational goal that **20%** of this project's material and/or labor will involve small, minority-owned, veteran-owned, and/or women-owned businesses in the procurement process. Prime contractors that do not meet the eligibility criteria as a Business Enterprise Program, are encouraged to utilize sub-contractors who do qualify or to utilize material vendors that qualify. To qualify as a Business Enterprise Program entity, prime or subcontractors must be certified by the Department of Central Management Services of the State of Illinois as BEP vendors prior to contract award. Go to (<http://www2.illinois.gov/cms/business/sell2/bep/Pages/default.aspx>) for complete requirements for BEP certification.

Bids submitted with small, minority-owned, veteran-owned, and/or women-owned (BEP) business participation; whether as primary contractor, sub-contractor, material vendor, etc.; should indicate the percentage of work associated with the BEP businesses.

BID FORM

Following Board approval, bids will be awarded on May 22, 2024.

ALL FREIGHT, SHIPPING, DELIVERY, AND HANDLING CHARGES ARE TO BE INCLUDED IN BID TOTAL AND DELIVERED TO OLNEY CENTRAL COLLEGE, 305 NORTH WEST STREET, OLNEY, ILLINOIS 62450. THE QUOTATION, AS SUBMITTED ON THIS FORM, WILL REMAIN FIRM FOR 30 DAYS FROM THE DATE QUOTATION IS RECEIVED BY ILLINOIS EASTERN COMMUNITY COLLEGES.

BASE BID MATERIALS \$ _____

BASE BID LABOR \$ _____

TOTAL BASE BID \$ _____

(MATERIALS AND LABOR)

ESTIMATED TIME TO COMPLETE IN DAYS _____

ESTIMATED START DATE IF AWARDED ON OR ABOUT MAY 22, 2024 _____

ACKNOWLEDGEMENT OF ADDENDUM RECEIVED _____

(IF APPLICABLE)

SIGNATURE _____

PRINT NAME _____

COMPANY _____

ADDRESS _____

TELEPHONE _____

FAX _____

DATE _____

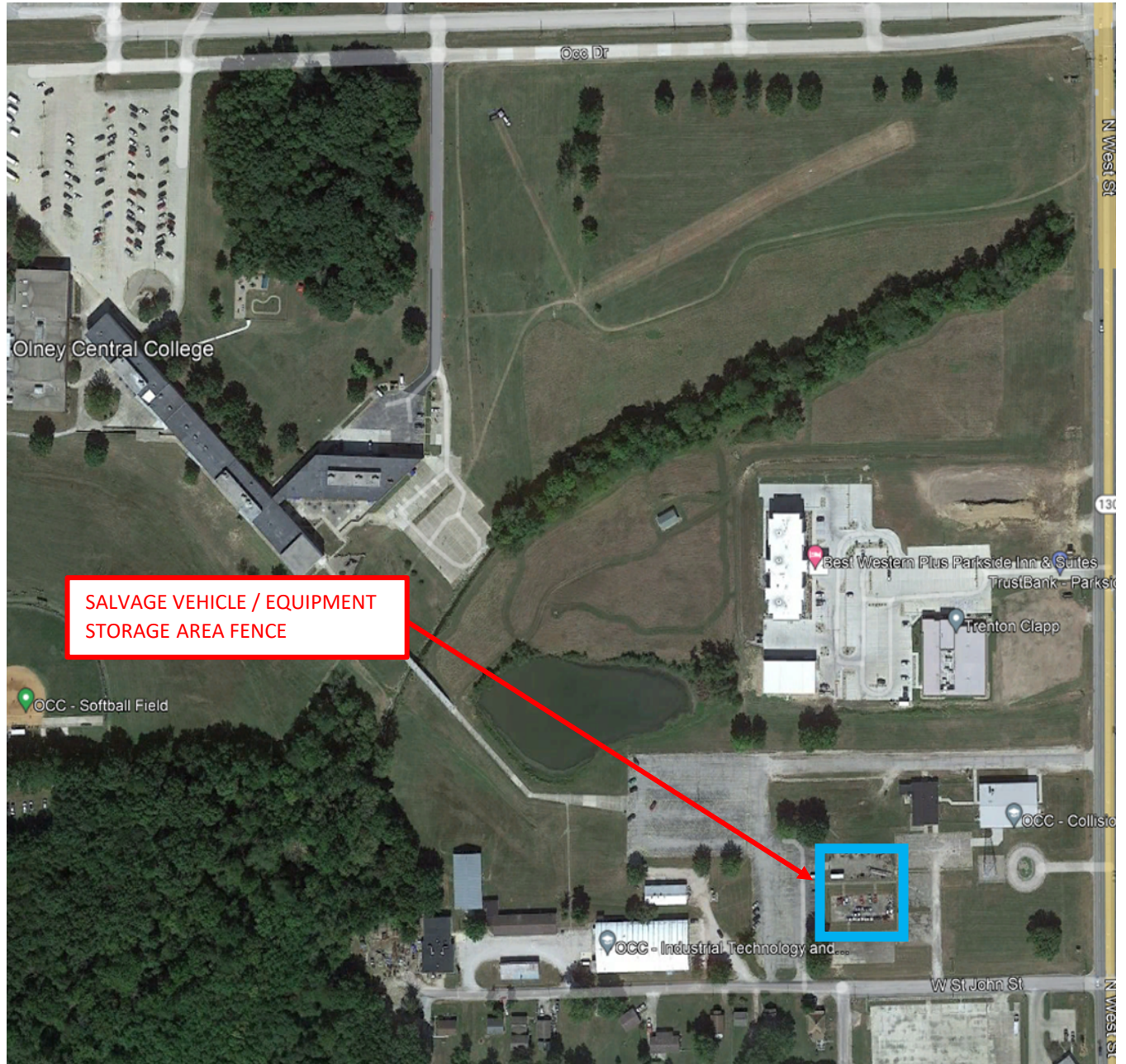
Any Certified Vendor (Primary Contractor, Sub-Contractors, or Procurement/Material Vendors) in accordance with the Business Enterprise Program (BEP) for Minorities, Females, and Persons with Disabilities Act:

Yes No If yes, you must attach a copy of the current letter of certification.

Percentage of overall work (material and/or labor) being provided by BEP Certified Vendor(s)
% _____.

Illinois Eastern Community Colleges
Olney Central College
Salvage Vehicle Storage Area Fence

Campus Project Location



**Illinois Eastern Community Colleges
Olney Central College
Salvage Vehicle Storage Area Fence**

Scope Narrative

1. **Demolition Work:** Contractor shall remove approximately 350' of existing fence system in its entirety; including fencing, gates, poles, secondary supports, foundations, etc.
2. **Execution of Work:** The contractor shall coordinate the performance of all work 10 working days in advance. The contractor shall be responsible for protection of adjacent surfaces and areas not to receive work. The contractor will be responsible for providing and furnishing all equipment needed to perform the work of the project.
3. **Disposal of Materials:** The contractor shall be responsible for disposal of all materials and removal from the property.
4. **Clean-up:** The contractor shall keep worksite clear of debris and/or material during the work and shall accomplish clean-up of the worksite at the end of each day. Materials removed or demolished shall not be allowed to accumulate on the jobsite.
5. **Standard of Workmanship:** The contractor shall perform all work in accordance with applicable codes and manufacturers' recommendations. Contractor is responsible for any/all permits required. Contact City of Olney for local license and permit requirements. Workmanship shall be of the highest grade throughout this project. Any adjacent pavement surface or grade damage, due to the contractor's operations and failure to adequately protect the area, shall be corrected to its original condition by the contractor at no cost to IECC.
6. **Safety:** All work shall comply with all applicable Federal, State, and local codes. All work shall be accomplished in strict compliance with OSHA Safety Standards. The contractor shall provide all safeguards, safety devices, protective equipment, and shall take any other actions reasonably necessary to protect the life and health of persons working at the site of the project, the safety of the public, and to protect property in connection with the performance of the work covered by the contract. Please note that the existing parking lots and drive exits shall remain open throughout the project.
7. **Point of Contact:** Nicholas Knapp, Illinois Eastern Community Colleges, Construction Project Manager.
8. **Measurements:** It shall be the responsibility of the contractor to field-verify measurements and necessary material quantities prior to bid of this project. The scheduled new fence system shall be installed around the perimeter of existing concrete slabs and is approximately 128' north-south x 122' east-west (500' perimeter). See drawings for additional information.
9. **Basis of Design:** See Specifications.

**Illinois Eastern Community Colleges
Olney Central College
Salvage Vehicle Storage Area Fence**

Pictures of Existing Conditions

Southwest Corner of Project Site looking northeast



Southwest Corner of Project Site looking north



Northeast Corner of Project Site looking southwest



Northwest Corner of Project Site looking southeast



NEW 8' TALL CHAIN LINK FENCE SYSTEM SHALL BE INSTALLED IN APPROXIMATELY SAME LOCATION AS EXISTING FENCE SYSTEM REMOVED

SECTION 32 31 13
CHAIN LINK FENCES AND GATES

PART 1 GENERAL

1.1. SECTION INCLUDES

- A. Galvanized (zinc) coated chain link fabric with galvanized steel framework and accessories for commercial or industrial applications.

1.2. SUBMITTALS

- A. Shop drawings: Layout of fences and gates with dimensions, details, and finishes of components, accessories, and post foundations.
- B. Product data: Manufacturer's catalog cuts indicating material compliance and specified options.
- C. Samples: If requested, samples of materials (e.g., fabric, wires, and accessories).

1.3. QUALITY ASSURANCE

- A. Manufacturer: Company having manufacturing facilities in the United States with a minimum 5 years' experience specializing in manufacturing of chain link fence products.
- B. Fence contractor: Contractor having 5 years' experience installing similar projects in accordance with ASTM F567.
- C. Tolerances: ASTM current specification and tolerances apply and supersede any conflicting tolerance.
- D. Substitutions: Alternate chain link products may be acceptable by the owner as equal if approved in writing seven days prior to bidding provided that the items submitted meet the specifications contained in this document.
- E. Single source: To ensure system integrity obtain the chain link system, framework, fabric, fittings, gates and accessories from a single source.

1.4. DELIVERY, STORAGE, AND HANDLING

- A. Store and handle in strict compliance with manufacturer's written instructions and recommendations.

1.5. WARRANTY

- A. Manufacturer's Warranty: Galvanized chain-link fence system and gates are warranted against defects in materials and workmanship for ten (10) years from date of installation.

PART 2 PRODUCTS

2.1 MANUFACTURERS

- A. Basis of Design: Master Halco Inc.
3010 Lyndon B. Johnson Freeway
Dallas, TX 75234
Phone (800) 883-8384 Fax (714) 385-0107
www.masterhalco.com E-mail: spec@fenceonline.com

B. Substitutions:

1. Requests for substitutions may be submitted in writing no later than seven (7) days prior to bid date. With each substitution request provide adequate information comparing substitution request product to basis of design product for Owner to determine acceptability of proposed products. Requests without sufficient information will be rejected without review. Approved substitutions will be identified by addenda.

2.2 CHAIN LINK FENCE FABRIC

- A. Galvanized (zinc) coated steel chain link fabric per ASTM A392 Class 1 weight of zinc coating 1.2 oz/ft².
- B. Size and Height: Chain link fabric 2 in. mesh, 9-gauge, .148 in. diameter wire having a break load of 1290 lbf, mesh height 96 in.
- C. Selvage of fabric knuckled at top and knuckled at bottom.

2.3 STEEL FENCE FRAMEWORK

- A. Steel pipe Type II: Cold formed electric resistance welded steel pipe complying with ASTM F1043 Group IC having minimum steel yield strength of 50,000 psi (344 MPa). External protective coating F1043 Type B, 0.9 oz/ft² (270 g/m²) minimum hot-dip zinc coating plus a chromate conversion and a clear polymer coating. Internal coating F1043 Type D, 81% nominal zinc pigmented coating minimum 3 mils (0.0076 mm) thick or Type B, minimum 0.9 oz/ft² (275 g/m²) zinc.
- B. Pipe DQ-40 End, Gate and Corner Post 2 7/8" OD, 4.84 lbs/ft.
- C. Pipe DQ-40 Line Post 2 7/8" OD, 4.84 lbs/ft.
- D. Swedged CQ-20 Pipe Top rail, Mid Rail/Braces, 1.660 in. OD 1.46lbs/ft.

2.4 FITTINGS

- A. Post caps: ASTM F626 galvanized pressed steel, malleable iron, or aluminum alloy weather tight closure cap for tubular posts. Provide one cap for each post. When top rail is specified provide line post loop tops to secure top rail.
- B. Rail ends: Galvanized pressed steel per ASTM F626, for connection of rails to post using a brace band.
- C. Wire ties: 9 gauge (0.148") (3.76 mm) galvanized steel OR aluminum wire for attachment of fabric to line posts and rails. Pre-formed hog ring ties to be 9 gauge (0.148") (3.76 mm) galvanized steel or aluminum for attachment of fabric to tension wire. Tie wire and hog rings per ASTM F626.
- D. Brace and tension (stretcher bar) bands: ASTM F626 galvanized 12 gauge (0.105") (2.67mm) pressed steel by 3/4" (19mm) formed to a minimum 300 degree profile curvature for post attachment. Secure bands using minimum 5/16" (7.94 mm) galvanized carriage bolt and nut.

- E. Tension (stretcher) bars: Galvanized steel one piece length equal to 2 inches (50 mm) less than full height of fabric with a minimum cross-section of 3/16" x 3/4" (4.76 mm x 19 mm) per ASTM F626. Provide tension (stretcher) bars where chain link fabric is secured to the terminal post.
- F. Truss rod assembly: Galvanized steel minimum 5/16" (7.9mm) diameter truss rod with pressed steel tightener, in accordance with ASTM F626.
- G. Carriage bolts and nuts: Galvanized of commercial quality.
- H. Center Rail: Same material as top rail.

2.5 TENSION WIRE

- A. Tension wire: ASTM A824 Type II, zinc coated (galvanized) steel wire, 7-gauge, (0.177") (4.50 mm) diameter wire having a tensile strength of 75,000 psi.

2.6 CHAIN LINK SWING GATE

- A. Swing gates 6'W double leaf & 3'W single leaf opening by 8' high. Fabricate chain link swing gates in accordance with ASTM F900. Gate frame to be of welded construction. Weld areas to be protected with zinc-rich paint per ASTM A780. The gate frame members are to be spaced no greater than 8' 0" (2.44 m) apart horizontally or vertically. Exterior members to be 1.66" OD pipe, interior members when required shall be 1.660" OD pipe. Pipe to be Grade 2 ASTM F1043 Group IC per section 2.03. Chain link fabric to match specification of fence system. Fabric to be stretched tightly and secured to vertical outer frame members using tension bar and tension bands spaced 12" (304.8 mm) on center and tied to the horizontal and interior members 12" (304.8 mm) on center using 9-gauge galvanized steel ties per section 2.04.
- B. Hinges, hot dip galvanized pressed steel or malleable iron, structurally capable of supporting gate leaf and allow opening and closing without binding. Non-lift-off type hinge design shall permit gate to swing 180° (3.14 rad).
- C. Latch: Galvanized forked type capable of retaining gate in closed position and have provision for padlock. Latch shall permit operation from either side of gate.
- D. Double gates: Provide galvanized drop rod with center gate stop pipe or receiver to secure inactive leaf in the closed position. Provide galvanized pressed steel locking latch, requiring one padlock for locking both gate leaves, accessible from either side.
- E. Gate holdback: Provide galvanized gate hold back keeper for each gate leaf over 5' (1524 mm) wide. Gate keeper shall consist of mechanical device for securing free end of gate when in full open position.
- F. Gate posts: Grade 2 pipe ASTM F1043 Group IC per section 2.03, 2 7/8" OD

| | |
|---|----------------------|
| Gate fabric height up to and including 6 ft. (1.2m) | |
| Gate leaf width | Outside Diameter |
| up to 4 ft. (1.2 m) | 2.375 in. (60.3 mm) |
| over 4 ft. to 10 ft. (1.2 to 3.05 m) | 2.875 in. (73.0 mm) |
| over 10 ft. to 18 ft. (3.05 to 5.5 m) | 4.000 in. (101.6 mm) |

| | |
|---|----------------------|
| Gate fabric height over 6 ft. to 12 ft. (1.2 to 2.4m) | |
| Gate leaf width | |
| up to 6 ft. (1.8 m) | 2.875 in. (73.0 mm) |
| over 6 ft. to 12 ft. (1.8 to 3.7 m) | 4.000 in. (101.6 mm) |
| over 12 ft. to 18 ft. (2.4 to 5.5 m) | 6.625 in. (168.3 mm) |
| over 18 ft. to 24 ft. (5.5 to 7.3 m) | 8.625 in. (219.1 mm) |

- G. Single gates shall be supplied with a galvanized steel latch mechanism capable of securing the gate with a padlock accessible from either side. Double gates to have galvanized drop rod to hold inactive leaf and a latch mechanism capable of securing the gate with a padlock accessible from either side. Provide drop rod receiver to engage center drop rod.

2.7. POST SETTING MATERIALS

- A. Concrete: Minimum 28-day compressive strength of 3,000 psi (20 MPa).

PART 3 EXECUTION

3.1. SITE EXAMINATION

- A. Ensure property lines and legal boundaries of work are clearly established.
- B. Survey of fence location to be provided by fence contractor.
- C. Verify areas to receive fencing are completed to final grade.

3.2. CHAIN LINK FRAMEWORK INSTALLATION

- A. Install chain link fence system in accordance with ASTM F567 and manufacturer's instructions.
- B. Locate terminal post at each fence termination and change in horizontal or vertical direction of 30° or more.
- C. Space line posts uniformly 8' maximum on center as determined by wind load post selection calculations, due to proposed windscreen installation at a future date.
- D. Concrete set posts: Excavate holes in firm, undisturbed or compacted soil. Holes shall have diameter 4 times greater than outside dimension of post, and depths approximately 6" (152 mm) deeper than post bottom. Excavate deeper as required for adequate support in soft and loose soils, and for posts with heavy lateral loads. Set post bottom 36" (914 mm) below surface when in firm, undisturbed soil. Place concrete around posts in a continuous pour. Trowel finish around post and slope to direct water away from posts.
- E. Check each post for vertical and top alignment and maintain in position during placement and finishing operations.
- F. Bracing: Install horizontal brace and truss assembly at mid-height or above for fences 6' (1829 mm) and over at each fabric connection to the terminal post. The diagonal truss rod is installed at the point where the brace rail is attached to the terminal post and diagonally down to the bottom of the adjacent line post. Place the truss rod in tension by adjusting the turnbuckle.

- G. Tension wire: Install tension wires so that it will be located 4" (101.6 mm) up from bottom the fabric. If top rail is not specified, install the tension wire so that it will be located 4" (101.6 mm) down from the top of the fabric. Stretch and install tension wire before installing the chain link fabric and attach it to each post using wire ties.
- H. Top rail: Install in lengths of 21'. Connecting swedged ends to plain ends of toprail.
- I. Center Rails: Install mid rails between line posts and attach to post using rail end or line rail clamps.

3.3. CHAIN LINK FABRIC INSTALLATION

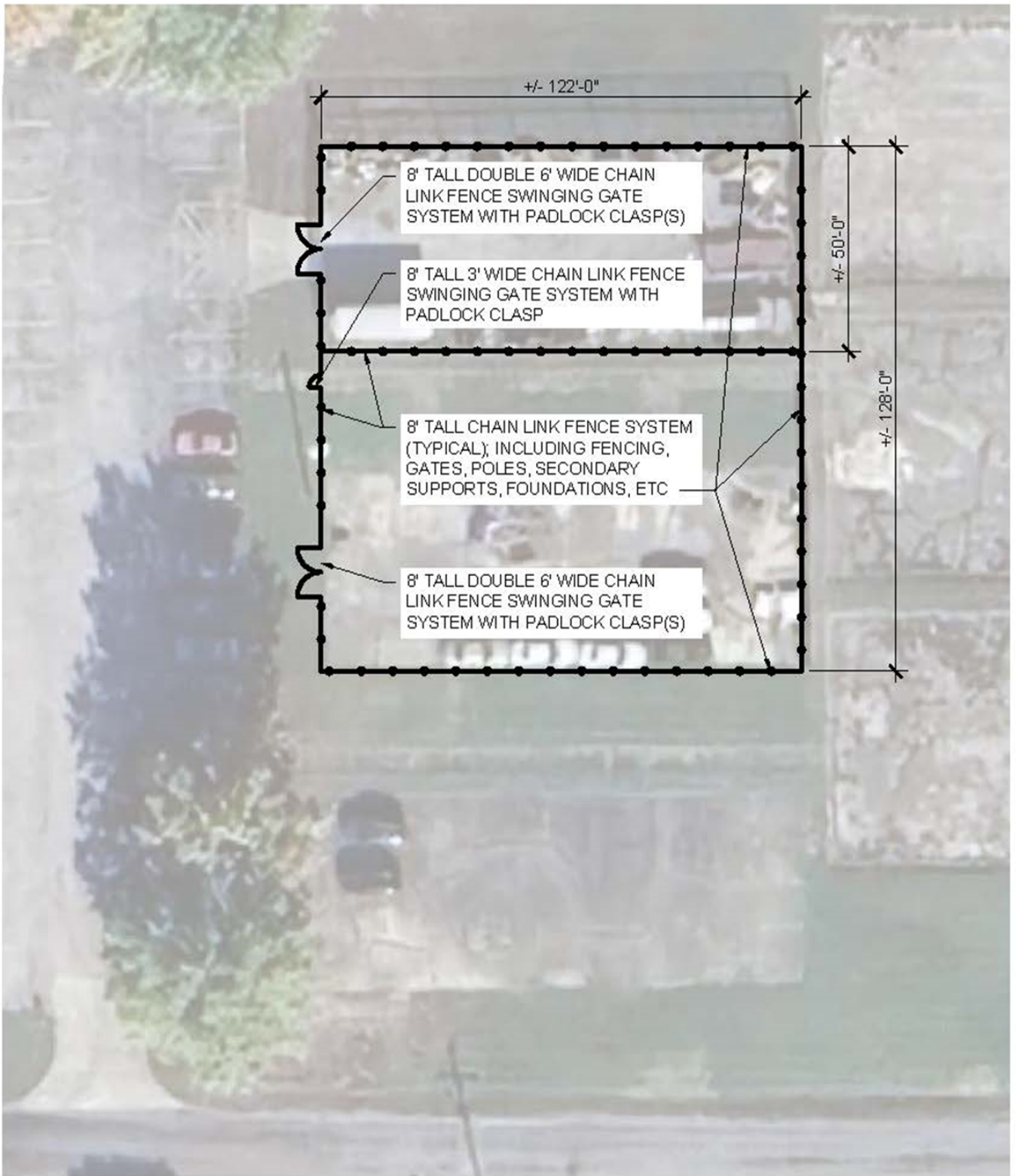
- A. Fabric: install fabric on security side, pull fabric taut; thread the tension bar through fabric and attach to terminal posts with tension bands spaced maximum of 15" (381 mm) on center and attach so that fabric remains in tension after pulling force is released. Install fabric so that it is 2" (50 mm) +/- 1" (25 mm) above finish grade.
- B. Secure fabric using wire ties to line posts at 15" (381 mm) on center and to rails and braces 24" (610 mm) on center, and to the tension wire using hog rings 24" (610 mm) on center. Tie wire shall be secured to the fabric by wrapping it two 360 degree turns around the chain link wire pickets. Cut off any excess wire and bend back so as not to protrude so as to avoid injury if a pedestrian may come in contact with the fence.

3.4. CHAIN LINK GATE INSTALLATION

- A. Swing gates: Installation of swing gates and gate posts shall be per ASTM F567. Direction of swing shall be [inward] [outward] [as shown on drawings] Gates shall be hung plumb in the closed position with minimal space from grade to bottom of gate leaf. Double gate drop bar receiver shall be set in a minimum concrete footing 6" (152 mm) diameter by 24" (610 mm) deep. Gate leaf holdbacks shall be installed on all double gates and all gate leafs greater than 5' (1524 mm) in width. [Electrically operated gates shall comply with ASTM F2200 and UL 325].

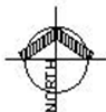
3.5. SITE CLEAN UP

- A. Clean up area adjacent to fence line from debris and unused material created by fence installation.



OLNEY CENTRAL COLLEGE

SALVAGE VEHICLE STORAGE AREA FENCE
 NEW SITE PLAN
 SCALE: 1/32" = 1'-0"



APRIL 19, 2024



ILLINOIS EASTERN COMMUNITY COLLEGES

233 East Chestnut Street Olney, Illinois 62450 618-393-2982 FAX 618-392-481

ADDENDUM #1

DATE: May 6, 2024

RE: Bidding – Olney Central College Salvage Vehicle Storage Area Fence

- A. This Addendum shall be considered part of the bid documents for the above-mentioned project, issued to bid April 19, 2024, as though it had been issued at the same time and shall be incorporated integrally therewith. Where provisions of the following supplementary data differ from those of the original bid documents, this Amendment shall govern and take precedence. **BIDDERS MUST SIGN THE ADDENDUM AND SUBMIT IT AS AN ATTACHMENT WITH THEIR BID FORM.**
- B. Bidders are hereby notified that they shall make any necessary adjustments in their estimates as a result of this Addendum. It will be construed that each bidder's proposal is submitted with full knowledge of all modifications and supplemental data specified herein.
- C. Except as described below, the original bid document remains unchanged. The bid documents are modified and/or clarified, as follows:

RFI #1: Q: What, if any, scope is associated with the voids/holes created by removing the existing fence system posts and associated concrete foundations scheduled to be removed?

A: All voids (+/- 25 locations) created by removal of the existing fence system concrete foundations shall be filled with CA7 stone and compacted.

BIDDER MUST ACKNOWLEDGE THIS ADDENDUM BY SIGNING BELOW AND ATTACHING THE SIGNED ADDENDUM TO THE BID FORM:

Company Name _____

Contact Person _____

Signature _____

Date _____

End of ADDENDUM #1

Thank you,
Nicholas Knapp
Construction Project Manager
Illinois Eastern Community Colleges

Attachments: N/A

**ILLINOIS EASTERN COMMUNITY COLLEGES
DISTRICT #529**

**TREASURER'S REPORT
April 30, 2024**

| FUND | BALANCE |
|---------------------------------------|--------------------------------|
| Educational | \$ 7,149,963.33 |
| Operations & Maintenance | 1,232,065.18 |
| Operations & Maintenance (Restricted) | 2,972,248.86 |
| Bond & Interest | 373,677.30 |
| Auxiliary | 809,561.45 |
| Restricted Purposes | (126,131.84) |
| Working Cash | 39,910.86 |
| Trust & Agency | 557,928.81 |
| Audit | 15,266.54 |
| Liability, Protection & Settlement | <u>668,386.59</u> |
| | |
| TOTAL ALL FUNDS | <u>\$ 13,692,877.08</u> |

Respectfully submitted,

Ryan Hawkins, Treasurer

Illinois Eastern Community Colleges
Balance Sheets - All Funds (Unaudited)
April 30, 2024

| | Educational Fund | Operations & Maintenance Fund | Operations & Maintenance (Restricted) Fund | Bond & Interest Fund | Auxiliaries Fund | Restricted Purposes Fund |
|-------------------------------------|----------------------|-------------------------------------|--|-------------------------|---------------------|-----------------------------|
| ASSETS | | | | | | |
| Cash | \$ 7,176,263 | \$ 1,232,065 | \$ 2,972,249 | \$ 373,677 | \$ 830,061 | \$ (126,132) |
| Investments | 8,512,328 | 2,758,109 | 10,041,226 | - | 3,406,249 | - |
| Accounts Receivable | 2,248,176 | 250,534 | - | - | 233,140 | - |
| Other Receivables | 920,055 | - | 3,500 | - | 1,885 | 32,612 |
| Restricted Cash | - | - | 3,973,434 | - | - | - |
| Inventory | - | - | - | - | 571,230 | - |
| Other Assets | 8,391 | - | - | - | - | 458,357 |
| Due From Other Funds | - | - | - | - | - | - |
| Total Assets | <u>\$ 18,865,213</u> | <u>\$ 4,240,708</u> | <u>\$ 16,990,409</u> | <u>\$ 373,677</u> | <u>\$ 5,042,565</u> | <u>\$ 364,837</u> |
| LIABILITIES | | | | | | |
| Accounts Payable | \$ 320,800 | \$ 39,267 | \$ - | \$ - | \$ (3,335) | \$ 125,182 |
| Accrued Payroll Liabilities | 4,182 | - | - | - | - | - |
| Other Accrued Liabilities | 2,922,391 | 196,873 | 29,331 | - | 40,538 | (80,100) |
| Due to Other Funds | - | - | - | - | - | - |
| Total Liabilities | <u>3,247,373</u> | <u>236,140</u> | <u>29,331</u> | <u>-</u> | <u>37,203</u> | <u>45,082</u> |
| FUND BALANCES | | | | | | |
| Non-Spendable | - | - | - | - | 571,230 | - |
| Restricted | | | | | | |
| Board Designated | 10,673,916 | 1,302,852 | - | - | - | - |
| Other Purposes | - | 2,178,729 | 13,553,487 | 373,677 | - | - |
| Encumbered | 4,121,252 | 522,987 | 3,407,591 | - | 950,525 | 600,789 |
| Unassigned | 822,672 | - | - | - | 3,483,607 | (281,034) |
| Total Fund Balances | <u>15,617,840</u> | <u>4,004,568</u> | <u>16,961,078</u> | <u>373,677</u> | <u>5,005,362</u> | <u>319,755</u> |
| Total Liabilities and Fund Balances | <u>\$ 18,865,213</u> | <u>\$ 4,240,708</u> | <u>\$ 16,990,409</u> | <u>\$ 373,677</u> | <u>\$ 5,042,565</u> | <u>\$ 364,837</u> |

Illinois Eastern Community Colleges
Balance Sheets - All Funds (Unaudited)
April 30, 2024

| | Working Cash Fund | Trust & Agency Fund | Audit Fund | Liability, Protection and Settlement Fund | Total Funds |
|-------------------------------------|----------------------|------------------------|------------------|---|----------------------|
| ASSETS | | | | | |
| Cash | \$ 39,911 | \$ 557,929 | \$ 15,267 | \$ 668,387 | \$ 13,739,677 |
| Investments | 6,307,099 | - | - | - | 31,025,011 |
| Accounts Receivable | - | - | - | - | 2,731,850 |
| Other Receivables | 36,088 | 21,136 | - | - | 1,015,276 |
| Restricted Cash | - | - | - | - | 3,973,434 |
| Inventory | - | - | - | - | 571,230 |
| Other Assets | - | - | - | - | 466,748 |
| Due From Other Funds | - | - | - | - | - |
| Total Assets | <u>\$ 6,383,098</u> | <u>\$ 579,065</u> | <u>\$ 15,267</u> | <u>\$ 668,387</u> | <u>\$ 53,523,226</u> |
| LIABILITIES | | | | | |
| Accounts Payable | \$ - | \$ - | \$ - | \$ - | \$ 481,914 |
| Accrued Payroll Liabilities | - | - | - | - | 4,182 |
| Other Accrued Liabilities | - | - | - | - | 3,109,033 |
| Due to Other Funds | - | - | - | - | - |
| Total Liabilities | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>3,595,129</u> |
| FUND BALANCES | | | | | |
| Non-Spendable | 6,315,000 | - | - | - | 6,886,230 |
| Restricted | | | | | |
| Board Designated | - | - | - | - | 11,976,768 |
| Other Purposes | 68,098 | 564,070 | (59,633) | 496,197 | 17,174,625 |
| Encumbered | - | 14,995 | 74,900 | 172,190 | 9,865,229 |
| Unassigned | - | - | - | - | 4,025,245 |
| Total Fund Balances | <u>6,383,098</u> | <u>579,065</u> | <u>15,267</u> | <u>668,387</u> | <u>49,928,097</u> |
| Total Liabilities and Fund Balances | <u>\$ 6,383,098</u> | <u>\$ 579,065</u> | <u>\$ 15,267</u> | <u>\$ 668,387</u> | <u>\$ 53,523,226</u> |

Illinois Eastern Community Colleges
 Statements of Revenues, Expenditures, and Changes in Fund Balance - All Funds (Unaudited)
 For the Period Ended April 30, 2024

| | Educational Fund | Operations & Maintenance Fund | Operations & Maintenance (Restricted) Fund | Bond & Interest Fund | Auxiliaries Fund | Restricted Purposes Fund |
|--|----------------------|-------------------------------------|--|-------------------------|---------------------|-----------------------------|
| REVENUES | | | | | | |
| Property Taxes | \$ 3,423,650 | \$ 1,535,954 | \$ 204,952 | \$ 1,922,130 | \$ - | \$ - |
| Replacement Taxes | 437,559 | 437,559 | - | - | - | - |
| ICCB Grants | 12,088,113 | - | 775,097 | - | - | 1,259,330 |
| Federal Grants | - | - | - | - | - | 7,747,921 |
| Tuition & Fees | 11,882,767 | 1,018,043 | - | - | 336,011 | - |
| Charges for Services | 49,488 | 88,298 | - | - | 2,173,760 | 107 |
| Interest | 405,709 | 103,532 | 292,499 | 17,448 | 118,692 | 14,339 |
| Other Revenues | 127,043 | 106,041 | 14,392,975 | - | 134,456 | 165,300 |
| Total Revenues | <u>28,414,329</u> | <u>3,289,427</u> | <u>15,665,523</u> | <u>1,939,578</u> | <u>2,762,919</u> | <u>9,186,997</u> |
| EXPENDITURES | | | | | | |
| Payroll | 13,530,307 | 991,074 | - | - | 1,804,181 | 1,613,229 |
| Benefits | 2,393,632 | 247,345 | - | - | 213,615 | 364,214 |
| Contractual Services | 1,908,998 | 572,868 | 704,435 | - | 306,686 | 543,308 |
| Supplies | 1,404,290 | 348,999 | 38,322 | - | 1,804,798 | 273,482 |
| Travel | 203,788 | 296 | 334 | - | 412,577 | 78,596 |
| Fixed | 43,388 | 373 | 6,141,058 | 1,875,994 | 154,063 | 6,160 |
| Utilities | 46,300 | 1,129,431 | - | - | 325 | - |
| Capital Outlay | 645,394 | 84,682 | 2,930,001 | - | 24,609 | 696,566 |
| Other | 238,054 | 268 | 118,114 | - | 124,034 | 1,465,938 |
| Scholarships, Student Grants, & Waivers | 5,431,722 | - | - | - | 365,076 | 4,485,726 |
| Total Expenditures | <u>25,845,873</u> | <u>3,375,336</u> | <u>9,932,264</u> | <u>1,875,994</u> | <u>5,209,964</u> | <u>9,527,219</u> |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | <u>2,568,456</u> | <u>(85,909)</u> | <u>5,733,259</u> | <u>63,584</u> | <u>(2,447,045)</u> | <u>(340,222)</u> |
| TRANSFERS | | | | | | |
| Net Transfers | (2,202,656) | 58,041 | 1,450,000 | - | 694,615 | - |
| Total Transfers | <u>(2,202,656)</u> | <u>58,041</u> | <u>1,450,000</u> | <u>-</u> | <u>694,615</u> | <u>-</u> |
| Net Change in Fund Balance | <u>365,800</u> | <u>(27,868)</u> | <u>7,183,259</u> | <u>63,584</u> | <u>(1,752,430)</u> | <u>(340,222)</u> |
| Fund Balance - Beginning | 15,252,040 | 4,032,436 | 9,777,819 | 310,093 | 6,757,792 | 659,977 |
| Fund Balance - Ending | <u>\$ 15,617,840</u> | <u>\$ 4,004,568</u> | <u>\$ 16,961,078</u> | <u>\$ 373,677</u> | <u>\$ 5,005,362</u> | <u>\$ 319,755</u> |

Illinois Eastern Community Colleges
 Statements of Revenues, Expenditures, and Changes in Fund Balance - All Funds (Unaudited)
 For the Period Ended April 30, 2024

| | Working Cash Fund | Trust & Agency Fund | Audit Fund | Liability, Protection and Settlement Fund | Total Funds |
|--|----------------------|------------------------|------------------|---|----------------------|
| REVENUES | | | | | |
| Property Taxes | \$ - | \$ - | \$ 52,060 | \$ 1,150,770 | \$ 8,289,516 |
| Replacement Taxes | - | - | - | - | 875,118 |
| ICCB Grants | - | - | - | - | 14,122,540 |
| Federal Grants | - | - | - | - | 7,747,921 |
| Tuition & Fees | - | - | - | - | 13,236,821 |
| Charges for Services | - | 31,566 | - | - | 2,343,219 |
| Interest | 74,398 | 16,973 | 488 | 18,864 | 1,062,942 |
| Other Revenues | - | 464,305 | - | 253,170 | 15,643,290 |
| Total Revenues | <u>74,398</u> | <u>512,844</u> | <u>52,548</u> | <u>1,422,804</u> | <u>63,321,367</u> |
| EXPENDITURES | | | | | |
| Payroll | - | - | - | - | 17,938,791 |
| Benefits | - | - | - | 99,145 | 3,317,951 |
| Contractual Services | - | 171 | 64,525 | 326,422 | 4,427,413 |
| Supplies | - | 44,175 | - | 95,401 | 4,009,467 |
| Travel | - | 16,584 | - | - | 712,175 |
| Fixed | - | - | - | 456,970 | 8,678,006 |
| Utilities | - | - | - | - | 1,176,056 |
| Capital Outlay | - | - | - | 83,499 | 4,464,751 |
| Other | - | (2,017) | - | - | 1,944,391 |
| Scholarships, Student Grants, & Waivers | - | 404,386 | - | - | 10,686,910 |
| Total Expenditures | <u>-</u> | <u>463,299</u> | <u>64,525</u> | <u>1,061,437</u> | <u>57,355,911</u> |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | <u>74,398</u> | <u>49,545</u> | <u>(11,977)</u> | <u>361,367</u> | <u>5,965,456</u> |
| TRANSFERS | | | | | |
| Net Transfers | - | - | - | - | - |
| Total Transfers | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Net Change in Fund Balance | <u>74,398</u> | <u>49,545</u> | <u>(11,977)</u> | <u>361,367</u> | <u>5,965,456</u> |
| Fund Balance - Beginning | 6,308,700 | 529,520 | 27,244 | 307,020 | 43,962,641 |
| Fund Balance - Ending | <u>\$ 6,383,098</u> | <u>\$ 579,065</u> | <u>\$ 15,267</u> | <u>\$ 668,387</u> | <u>\$ 49,928,097</u> |

ILLINOIS EASTERN COMMUNITY COLLEGES
Comparative Combined Balance Sheets - All Funds
April 30, 2024

| | ALL FUNDS | |
|--|----------------------|----------------------|
| | Fiscal | Fiscal |
| | Year | Year |
| | 2024 | 2023 |
| ASSETS: | | |
| CASH | \$ 13,692,877 | \$ 15,867,101 |
| IMPREST FUND | 21,300 | 21,300 |
| CHECK CLEARING | 25,500 | 14,500 |
| CDB PROJECT TRUST | 3,973,434 | 3,876,650 |
| PREPAID EXPENSES | 8,391 | - |
| INVESTMENTS | 31,025,012 | 20,155,561 |
| RECEIVABLES | 3,754,334 | 3,900,830 |
| ACCRUED REVENUE | 45,095 | - |
| INTERFUND RECEIVABLES | - | - |
| INVENTORY | 571,230 | 610,360 |
| OTHER ASSETS | 458,357 | 437,696 |
| FIXED ASSETS (Net of Depr) | 26,223,981 | 20,827,931 |
| TOTAL ASSETS AND OTHER DEBITS: | \$ 79,799,511 | \$ 65,711,929 |
| LIABILITIES: | | |
| PAYROLL DEDUCTIONS PAYABLE | \$ 4,182 | \$ 5,010 |
| ACCOUNTS PAYABLE | 450,575 | 466,970 |
| ACCRUED EXPENSES | - | - |
| INTERFUND PAYABLES | - | - |
| DEFERRED REVENUE | 2,830,929 | 2,734,225 |
| L-T DEBT GROUP (FUND 9) | 8,600,237 | 4,073,092 |
| OPEB (Prior Year Restated for GASB 75 Implementation) | 5,856,409 | 13,963,316 |
| OTHER LIABILITIES | 375,857 | 392,859 |
| TOTAL LIABILITIES: | 18,118,189 | 21,635,472 |
| FUND BALANCES: | | |
| FUND BALANCE | 40,048,758 | 32,167,862 |
| INVESTMENT IN PLANT (Net of Depr) | 26,223,981 | 20,827,931 |
| OTHER FUND BALANCES RECOGNIZED AS A LIABILITY (FUND 9) | (14,456,646) | (18,036,408) |
| RESERVE FOR ENCUMBRANCES | 9,865,229 | 9,117,072 |
| TOTAL EQUITY AND OTHER CREDITS | 61,681,322 | 44,076,457 |
| TOTAL LIABILITIES, EQUITY, AND OTHER CREDITS | \$ 79,799,511 | \$ 65,711,929 |

**ILLINOIS EASTERN COMMUNITY COLLEGES
OPERATING FUNDS ONLY
COMPARISON TO BUDGET REPORT FOR FISCAL YEARS 2022-2024**

| College | Category | FISCAL YEAR 2022 | | | FISCAL YEAR 2023 | | | FISCAL YEAR 2024 | | | |
|---------------------|----------|----------------------|----------------------|----------------|----------------------|----------------------|-------------|----------------------|----------------------|----------------|--------------|
| | | Budget | Spent Thru April | % of Budget | Budget | Spent Thru April | % of Budget | Tentative Budget | Spent Thru April | % of Budget | % of Year |
| Frontier | Bills | | \$ 516,516 | | | \$ 754,459 | | | \$ 647,729 | | |
| | Payroll | | 1,644,980 | | | 1,928,323 | | | 1,922,234 | | |
| | Waivers | | 654,336 | | | 671,703 | | | 659,098 | | |
| | Totals | \$ 3,688,586 | 2,815,832 | 76% | \$ 3,873,183 | 3,354,485 | 64% | \$ 3,936,161 | 3,229,061 | 82% | 75% |
| Lincoln Trail | Bills | | \$ 970,137 | | | \$ 980,179 | | | \$ 1,017,255 | | |
| | Payroll | | 2,059,999 | | | 2,076,428 | | | 1,954,405 | | |
| | Waivers | | 758,427 | | | 783,567 | | | 880,514 | | |
| | Totals | \$ 4,977,953 | 3,788,563 | 76% | \$ 4,727,391 | 3,840,174 | 62% | \$ 4,542,114 | 3,852,174 | 85% | 75% |
| Olney Central | Bills | | \$ 1,299,766 | | | \$ 1,605,405 | | | \$ 1,716,611 | | |
| | Payroll | | 3,835,167 | | | 4,114,514 | | | 3,879,787 | | |
| | Waivers | | 613,290 | | | 633,972 | | | 686,998 | | |
| | Totals | \$ 7,367,058 | 5,748,223 | 78% | \$ 7,402,072 | 6,353,891 | 64% | \$ 7,643,937 | 6,283,396 | 82% | 75% |
| Wabash Valley | Bills | | \$ 1,070,771 | | | \$ 1,137,642 | | | \$ 1,307,475 | | |
| | Payroll | | 2,737,376 | | | 2,816,089 | | | 2,601,729 | | |
| | Waivers | | 1,218,177 | | | 1,161,744 | | | 1,195,544 | | |
| | Totals | \$ 5,775,220 | 5,026,324 | 87% | \$ 6,271,689 | 5,115,475 | 64% | \$ 5,915,330 | 5,104,748 | 86% | 75% |
| Workforce Educ. | Bills | | \$ 184,437 | | | \$ 166,593 | | | \$ 180,639 | | |
| | Payroll | | 661,497 | | | 571,724 | | | 638,219 | | |
| | Waivers | | 1,489,293 | | | 1,598,774 | | | 1,728,869 | | |
| | Totals | \$ 3,378,641 | 2,335,227 | 69% | \$ 2,761,446 | 2,337,091 | 58% | \$ 2,619,370 | 2,547,727 | 97% | 75% |
| District Office | Bills | | \$ 466,624 | | | \$ 641,088 | | | \$ 716,435 | | |
| | Payroll | | 1,103,637 | | | 1,221,382 | | | 1,568,195 | | |
| | Waivers | | - | | | - | | | - | | |
| | Totals | \$ 1,991,105 | 1,570,261 | 79% | \$ 2,334,026 | 1,862,470 | 61% | \$ 2,741,040 | 2,284,630 | 83% | 75% |
| District Wide | Bills | | \$ 2,909,257 | | | \$ 3,102,947 | | | \$ 3,681,963 | | |
| | Payroll | | 1,128,071 | | | 1,613,728 | | | 1,956,812 | | |
| | Waivers | | 152,775 | | | 61,316 | | | 280,698 | | |
| | Totals | \$ 7,148,722 | 4,190,103 | 59% | \$ 7,711,317 | 4,777,991 | 50% | \$ 7,083,719 | 5,919,473 | 84% | 75% |
| GRAND TOTALS | | \$ 34,327,285 | \$ 25,474,533 | 74% | \$ 35,081,124 | \$ 27,641,577 | 79% | \$ 34,481,671 | \$ 29,221,209 | 85% | 75% |

ILLINOIS EASTERN COMMUNITY COLLEGES
Operating Funds Revenues & Expenditures Report
For the Period Ended April 30, 2024

Unaudited

| | FY 2024 | | FY 2023 | | Increase (Decrease) | |
|----------------------|----------------------|----------------|----------------------|----------------|------------------------|---------------|
| | Amount | % of Total | Amount | % of Total | \$ | % |
| | Property Taxes | \$ 4,959,604 | 15.64% | \$ 4,643,468 | 15.44% | \$ 316,136 |
| Replacement Taxes | 875,117 | 2.76% | 1,465,677 | 4.87% | (590,560) | -40.293% |
| ICCB Grants | 12,088,113 | 38.13% | 11,360,159 | 37.78% | 727,954 | 6.408% |
| Tuition & Fees | 12,900,810 | 40.69% | 12,037,310 | 40.03% | 863,500 | 7.174% |
| Charges for Services | 137,785 | 0.43% | 72,727 | 0.24% | 65,058 | 89.455% |
| Interest | 509,241 | 1.61% | 275,855 | 0.92% | 233,386 | 84.605% |
| Other Revenues | 233,086 | 0.74% | 216,804 | 0.72% | 16,282 | 7.510% |
| | <u>\$ 31,703,756</u> | <u>100.00%</u> | <u>\$ 30,072,000</u> | <u>100.00%</u> | <u>\$ 1,631,756</u> | <u>5.426%</u> |

| | FY 2024 | | FY 2023 | | Increase (Decrease) | |
|----------------------------|----------------------|----------------|----------------------|----------------|------------------------|---------------|
| | Amount | % of Total | Amount | % of Total | \$ | % |
| | Salaries | \$ 14,521,381 | 49.69% | \$ 14,342,188 | 51.89% | \$ 179,193 |
| Employee Benefits | 2,640,977 | 9.04% | 2,314,819 | 8.37% | 326,158 | 14.090% |
| Contractual Services | 2,481,866 | 8.49% | 1,975,090 | 7.15% | 506,776 | 25.658% |
| Materials | 1,753,289 | 6.00% | 1,732,375 | 6.27% | 20,914 | 1.207% |
| Travel & Staff Development | 204,084 | 0.70% | 196,770 | 0.71% | 7,314 | 3.717% |
| Fixed Charges | 43,761 | 0.15% | 28,924 | 0.10% | 14,837 | 51.297% |
| Utilities | 1,175,731 | 4.02% | 1,157,397 | 4.19% | 18,334 | 1.584% |
| Capital Outlay | 730,076 | 2.50% | 804,671 | 2.91% | (74,595) | -9.270% |
| Other | 5,670,044 | 19.40% | 5,089,343 | 18.41% | 580,701 | 11.410% |
| | <u>\$ 29,221,209</u> | <u>100.00%</u> | <u>\$ 27,641,577</u> | <u>100.00%</u> | <u>\$ 1,579,632</u> | <u>5.715%</u> |

**Locally Funded, CDB, & PHS Projects
Projects Schedule**

| | Funding Source | Estimated Budget | | | | | | | | | | |
|---|--|---------------------|-----------------------|---------------------------|------------------|---------------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|--|
| Center for Technology - LTC | CDB | \$11,160,000 | [Progress bar: ~25%] | | | | | | | | | |
| Applied Technology Center - OCC | CDB | \$3,076,400 | [Progress bar: ~25%] | | | | | | | | | |
| Power Hub - WVC | CDB | \$300,000 | [Progress bar: ~50%] | | | | | | | | | |
| Parking Lot Resurfacing | CDB | \$918,392 | [Progress bar: ~85%] | | | | | | | | | |
| LTC - Crawford County Recreational Center | Local | \$4,779,011 | [Progress bar: ~0%] | | | | | | | | | |
| WVC - Main Hall Roof Replacement | PHS | \$253,800 | [Progress bar: ~95%] | | | | | | | | | |
| WVC - Science Building East Canopy | Local | \$58,041 | [Progress bar: ~50%] | | | | | | | | | |
| LTC - Athletic Facility | 2023 Debt Certificates | \$2,400,300 | [Progress bar: ~65%] | | | | | | | | | |
| OCC - 370 kW Solar Array | 2023 Debt Certificates | \$1,472,990 | [Progress bar: ~25%] | | | | | | | | | |
| FCC - Rotary Plaza Pavilion | Beautification Funds | \$79,750 | [Progress bar: ~25%] | | | | | | | | | |
| OCC - Theater Storage Building | Theater Aux., Fundraising., Beautification | \$148,500 | [Progress bar: ~25%] | | | | | | | | | |
| GRAND TOTAL | | \$24,647,184 | Board Approval | Preliminary Design | Materials | Begin Construction | 30% Completed | 60% Completed | 80% Completed | 100% Completed | Fully Accepted | |

4/30/2024

MEMORANDUM

TO: Board of Trustees
FROM: Ryan Gower
DATE: May 21, 2024
RE: Personnel Report

Mr. Chairman, I recommend that the Board of Trustees approve the May Personnel Report. Additional information for items 400.1, 400.2, 400.3, & 400.4 have been sent under separate confidential cover.

INDEX

- 400.1. Employment of Personnel**
- 400.2. Approval of Contracts for College Presidents/Vice Chancellors**
- 400.3. Position Title Change**
- 400.4. Retirement Ratification**

PERSONNEL REPORT

400.1 Employment of Personnel

A. Faculty

1. Brittany Rose, Nursing Instructor, FCC effective August 7, 2024
2. Brooke Bower, Nursing Instructor, LTC effective August 7, 2024

B. Professional, Non-Faculty, Exempt

1. Jackson Hemrich, Temporary Full-time Welding Specialist, LTC effective May 22, 2024
2. Levi Johnson, Program Director of the International Student Program, DO effective July 1, 2024

400.2 Approval of Contracts for College Presidents/Vice Chancellors

400.3 Position Title Change

A. Professional, Non-Faculty, Exempt

1. Erin Volk, Director of Instructional Services to Director of Dual Credit effective July 1, 2024
2. Megan Black, Director of Instructional Services to Director of Dual Credit effective July 1, 2024

400.4 Retirement Ratification

- #### **A.**
1. Karen Marks, Nursing Instructor, FCC effective August 6, 2024