The Southeastern Illinois College Board of Trustees held its regular meeting on Tuesday, April 19, 2011, at 6:00 p.m. in the Rodney J. Brenner Board Room in Harrisburg, Illinois. On roll call, the following members were present: Ms. JoAnna Lane, Gary Allen, Jim Ellis, Dr. Frank Barbre, Dr. Pat York, and Nicole Trepanier, student trustee. Also present were: Dr. Jonah Rice, Karen Weiss, Brian Surprenant, Dr. Dana Keating, Dr. Sarah Bond, Emily Henson, Greg McCulloch, Kellye Whitler, Matt Lees, Karen Keasler, Alex Watson, Andrea McRoy, Dustin Moore, Valerie Ozment, Amanda Dooley, Keturah Tanner, Bruce Hering, Mack Davis, Caleb Collins, Nolan Carney, Cory Stamper, Kim Lauderdale, Matt Perkins, Riaan Nel, Michael Falco, Shawna Browning, Mrs. Browning, Calista Drone, Tim Walker, and Barbara Potter.

Dr. York welcomed guests and allowed a time for comments from the audience.

The Board recognized various student competitive teams beginning with the MIG team. Mr. Lees noted that the MIG team this year was the freshest and greenest he has worked with during his career but the team saw outstanding results. He said the team was named “Co-Outstanding Large Delegation” the highest honor bestowed on a delegation of 10 or greater. He noted 265 students from 16 colleges and universities participated with Southeastern leading the entire simulation with 13 points. He said this is the fifth time in eight years that Southeastern has won the Outstanding Delegation award. Mr. Lees thanked the administration and the Board for their support and he said it is an honor for work with these students.

The Board welcomed Mrs. Karen Keasler who reported on the Phi Beta Lambda state competition and activities. She noted that Calista Drone, Kristen DePriest, Beth Wead, and Lisa Walters competed at the Phi Beta Lambda State Conference in Effingham, Illinois. She congratulated the students for competing well and she informed the Board that Kristen DePriest qualified to compete at the PBL national competition. She also praised PBL members for their numerous community projects throughout the year such as the Angel Tree Project, the Business Skills Competition, publishing a newsletter for a local nursing home, collecting items to send to soldiers and assisting Student Government in collecting athletic shoes for the recycle drive. Mrs. Keasler thanked the administration and the Board for their support and said it is a real pleasure to be the PBL advisor.

The Board welcomed Mr. Bruce Hering and the Competitive Shooting Team members. Mr. Hering praised the team for their 2011 ACUI/SCTP Division I Collegiate National Shotgun win. Mr. Hering reported that Mack Davis placed fourth in the men’s highest overall score, was the national champion in the American skeet with a 100 out of 100, was the runner-up national champion in the five stand, and secured several other wins and standings. He noted Caleb Collins was the national champion in the sporting clays, the runner-up in the AA honorable mention squad, and the NRA AA honorable mention squad. He praised Kim Lauderdale for receiving the runner-up in both the ladies highest overall score and sporting clays as well as
securing numerous other awards. Mr. Hering thanked the Board for approving the creation of the team and for their support and thanked the administration for their support.

The Board recognized Mr. Paul Cummins and the Forensic Falcons for their successful year and for their fifth place finish in the nation.

Dr. Rice introduced Ms. Shawna Browning of Carmi, Illinois as the 2011-12 student trustee. Dr. Rice asked Ms. Browning to repeat the Oath of Office so that she could officially be seated as a trustee member with her term to begin in July.

Reports

Dr. Barbre reported the next meeting of the Illinois Community College Trustees Association Representatives will be held on May 3 – 4, 2011 in Springfield, Illinois.

Dr. Rice reported on the following:

- RAMP Carmi Meeting
  Dr. Barbre, Dr. Keating, Ms. Weiss, Mr. Surprenant, Mr. Walker and I attended a meeting at the Carmi Center organized by my office to discuss the future vocational building at Carmi. The meeting was well attended and we received very positive feedback. This state-supported project would be a strong addition to our services in White County. At present, SIC’s project is in the top five that are funded by the state. The governor has put our projects in his budget for the past two years. Our annual resubmission of this project will reflect the ideas generated at the meeting as they relate to both the vocational center and the existing building.

- Connect SI Meeting
  The last ConnectSI meeting explored a regional website on economic development through tourism (Escape Locally). Additionally, a youth leadership training report was provided and updates on intergovernmental agreements for broadband expansion within municipalities were given. A new Ag, Energy, and Natural Resources Liaison will be employed soon.

- Peabody Meeting
  A group of us met with officials from Peabody to discuss custom training and future partnerships. The meeting was very productive and we are excited by the possibilities.

- Contacting State Officials and JJ
  I have talked with local legislators and sent correspondence to multiple entities requesting a release of funds for our juvenile justice education programs at the IYC in Harrisburg. The responses from legislators have been very positive and we expect results from our labor soon.

- Destination 13 Meeting
  A new slogan was adopted at the meeting and ongoing discussions about how to market the Route 13 corridor are taking place. The membership has expanded to include more business interests and ConnectSI.
• Meeting with Sup. Smith (HHS)
Dr. Keating and I had a meeting with Mr. Smith to provide information to him about our Early College program and offer other support as requested in our ongoing effort to strengthen partnerships.

• Legislation Update
I will provide the board with our latest legislative update that will most likely be used at lobby day. One new item to consider is the state shifting retirement contributions to individual institutions. This would most likely result in a 7.5% increase of Southeastern’s total payroll.

• Community Leaders’ Breakfast
Mr. Suprenant, Ms. Potter, and I attended a Southern Illinois Community Leaders’ Breakfast at JALC to hear a presentation about national healthcare reform.

• HLC Conference
Dr. Keating, Mr. Lees, Ms. Lewis, and I attended the Higher Learning Commission Annual Conference. We explored the new Pathways of accreditation among other relevant topics for community colleges and higher education.

• ROE # 20 Recognition Dinner
Dr. Fillingim and Mr. Morgan helped arrange for an honor’s dinner for area high school and junior high students. The SIC staff did a good job of arrangements and the dinner seemed to be a success from the feedback I’ve received. We hope to make this an annual event.

• Strategic Planning Process Review Subcommittee
Dr. Keating and I are working on the strategic planning process by forming a subcommittee to review the current process and make any needed adjustments/improvements. The committee will review multiple sample plans and processes and offer suggestions to the entire committee at a later date.

• State Funding
We have lobbied and continue to do so for flat state funding for community colleges for FY 12. Trustees and presidents are called upon to contact elected officials to emphasize the need for flat funding. Governor Quinn has proposed basically a flat budget and speaker Madigan is sponsoring legislation that is similar.

• Simon Visit
Lt. Gov. Sheila Simon will visit campus on May 9th at 10:00. We are drafting an agenda now. Donna Patton and Lori Cox are working on initiations. Barb Potter has helped with arrangements with the Lt. Gov’s. staff. All BOT members are encouraged to attend. Please invite at will.

• Frozen Positions
The Dual Credit Coordinator position was frozen last year, but growth in this area, including early college and continuing work in college and career readiness initiatives from the state, may necessitate us filling this frozen position, with some modifications/additions which will be
presented at the next board meeting in May. This position is a real "point person" for our area high schools and has been farmed out to multiple individuals on campus for the past year at no additional expense. This is separate from the other frozen position of Enrollment Transition Specialist (P-T) in that area.

- SIC Foundation
  New lease for Medicine Shoppe—additional build out
  Quick Books:
  Taxes are complete for Kemper
  New coding is complete
  Reporting is being customized
  Mini Audit will be performed in 3 weeks prior to Quarterly Board Meeting
  Falcon Society:
  Reviewing new giving levels at executive committee meeting on April 7
  Creating Policies and Procedures
  Working on endowment guidelines
  Grants:
  Working on first draft of the TAA SGA grant
  Working with Brian Hester at Integrated Health on possible grant partnerships
  Donor Updates:
  We will recognize the Mings Family and the Diefenbach Family on Honor’s Night for their generous contribution in the development of an endowed scholarship to benefit incoming students in the district. They will be presented with a plaque on April 26.
  Foundation Scholarships:
  Irene Muckley and Marlene Johnson served on the Foundation Scholarship committee with Dawn Money and Tricia Johnson to select recipients based on criteria set by the donors and the applications submitted on March 28
  Ms. Johnson continues to contact donors to confirm terms and conditions of scholarships.
  Award Letters will be mailed on Thursday, April 7 to all SIC recipients and on Monday, April 11 to all incoming students in the high schools.
  Meeting with Alumni and Friends Association:
  Creating newsletter
  Meeting with faculty and staff to gather articles to highlight in their areas
  Working on an appeal
  Proposing new initiatives for association
  Creating certificates for graduation to welcome students into the Alumni Association
  Will speak for a few minutes to introduce the Alumni and Friends Association and begin student philanthropy
  Policies and Procedures:
  Endowment guidelines
  Scholarship agreement
Donor Bill of Rights
Charity Auction guidelines
Gift acceptance policy
Naming policy
In Kind gifts---never place a dollar amount on these items
Stock gifts---always place high, average, and low amount of shares on gift letter from day received

FUNDRAISERS:
Rodney J. Brenner Buddy Bass Tournament
First Light instead of 6am for a start time
Sent out “Save the Date” cards to 900 participants from the past three weeks ago
Sending out Entry Forms and information about Rodney J. Brenner and the intent of raising money for scholarships
Reduced guarantee from $10K to $8K to be able to provide more money for scholarships
Reviewed with committee to eventually move to an 80/20 percentage in the future, we would propose 80% to be used for prize money and 20% to be used for scholarships, this seems to be a trend for many foundations across the country
Speaking with sponsors and securing different sponsorship levels

New Initiatives:
Working on an appeal letter
Alumni newsletter
Pledge letter
Other fundraising ideas
Fantasy Auction with focus on new scholarship, community member who supports SIC, outstanding alumni, etc.
Facebook page for Foundation/Alumni
Great way to market upcoming events, gather stories from alumni, and much more
Sending quarterly report to donors from Raymond James investment funds

WSBDC
Our new Small Business Consultant is on board and will be attending training in May.
Lori Cox and the WISBDC have been selected as the State Coordinator for the Illinois Delta Region Micro-enterprise Development Alliance for the Delta Regional Authority. This will involve hosting a three-day state-wide event for the delta region focusing on micro-enterprise development and pay us $2,500 for our assistance.
Women In the Outdoors is in full swing with recruiting from the SIC district. The event is the weekend of May 13-15 at Camp Ondessonk.
We are working with the USAPL (the drug free Power Lifting group) to host the Illinois competition at SIC on May 20-22.
We are working the Saline County Industrial Development Board on a possible partnership with training from the WISBDC and a micro-loan from the SCIDB.
We are hosting a Medical HazWopper class at the request of Harrisburg Medical Center in May. We will be inviting all area hospitals, doctors’ offices and nursing homes.

Lori Cox is working on a customer service program for the college. The program, call YESIC (YES SIC) will roll out to employees over the summer.

Marketing
Wrote and submitted 9 press releases (Summer High School Program/MIG/ SIC
Wrote and placed 2 display ads (Virgil Motsinger memorial/ Forbidden Broadway)
Wrote and placed 2 classifieds (Marketing coordinator/ Financial Aid Assistant)
Wrote 3 OTHERS—(Allied Health Spotlight Day photos/ regional college cost comparison
study/ distribution of flat funding request to state legislators)

Prep work for the Shirley Oshel Dedication ceremony—purchase of framing
Worked with Kellye Whitler for all the preparations for Vigil Motsinger wake in Gym.
Prepped for 2 receptions (Shooting team and Forensics team) including press releases
Working with faculty and administrators to get the TALON revised and ready to go to press
Working with vendor to get the t-shirt order finalized and ordered prior to my retirement

- Information Technology Updates
Website Project Request for Information (RFI) will be released to 13 vendors later this week. The RFI does not bind the college to take any action. It is a way of fairly paring down the potential vendor list to 3 to 4 vendors for final evaluation. The project is funded through Title III and the tentative go-live is Fall 2012.

We are in the final phases of completing an interface between our Jenzabar Administrative System and our Angel Online Course System. Student registrations and drops will flow seamlessly between the two systems. This will provide significant customer service improvements to online students and save countless hours of manual entry by online support staff. The interface is expected to go-live this Summer 2011. This project is also funded by Title

Dr. Keating reported on the following:
I, along with Brian Surprenant, Allan Kimball and Jack Mummert, attended the ICCB, IBHE and ISBE sponsored regional workshop on the Common Core College Readiness Standards and curriculum alignment throughout Illinois. ICCB is asking that the state’s community colleges now take the leadership role in this initiative by hosting a similar workshop on their campuses with the key personnel from high schools in their districts next fall to begin the process of curriculum alignment.

SIC is participating in a large statewide grant application with numerous community colleges for Federal TAA Community College Job Training Funds. If the grant should be funded, SIC would work with John A. Logan College and Heartland Community College to serve as a “hub” for programming in sustainable energy and renewable energy, utilizing our biofuels courses in these programs. The Illinois Green Economy Network, of which all Illinois Community Colleges are members, is writing and submitting the grant. I attended the IGEN retreat in
Bloomington on March 16 and 17. I have also participated in numerous conference calls with IGEN staff concerning the grant application.

Along with other SIC staff, I attended the luncheon meeting with Carmi area business and education leaders to discuss plans for the RAMP project, should it be funded. This information will be used to update the RAMP application concerning educational program offering needs in the new space.

The Annual Kids Fair, sponsored by the Community Education Department, will be held on April 12. This event brings hundreds of families to SIC’s campus to learn about services available and participate in family-focused activities. Thanks to Donna Hearn and Jane Flannigan for organizing this event.

The Professional Development Committee will be sponsoring an college-wide event in honor of Administrative Professionals Day on April 25. The cosmetology students, under the direction of Wendy Harris, will provide a variety of services to those who attend. Cookies and punch will also be served at the event.

The Professional Development Committee will also be sponsoring the Annual Recognition Event on Friday, May 6, from 11:30 a.m.– 1:30 p.m. in the VPAC Lobby. A picnic style potluck will be held, with the awards ceremony taking place at 12:30 p.m. All faculty, staff, SIC retirees, and Board Members are invited. However, retirees and Board Members do not have to bring “pot luck.” Invitations will be mailed.

The Illinois State Police will be conducting a training session on campus on May 12. Approximately 50 state troopers will be on campus that day.

May 12 is the Shirley Oshel naming ceremony. It will be held at 1:00 in the VPAC, with a reception being held after the ceremony in the nursing complex.

Mr. Surprenant reported on the following:

On March 17, Trudy Jacobs presented a program to Kiwanis. She spoke about some of the programs at the Carmi campus and introduced Keesha Allen, who teaches the new Zumba Dance PE 128 class.

The AARP Defensive Driving class was held on March 30 and 31 at the White County Center as a community service for area citizens.

Brian Surprenant attended the Illinois Community College Chief Academic Officer meeting at Heartland Community College in Bloomington for Dr. Keating on March 31.

Dr. Dana Keating, Brian Surprenant, Allan Kimball and Jack Mummert attended the Common Core College Readiness Standard’s Workshop at John A. Logan College on April 4.
Brian Surprenant attended the IAI Transfer Coordinator spring meeting at Illinois State University at Normal on April 5.

Kitty Vigil attended a Symposium on the Recruitment & Retention of Students of Color on April 4-6. The symposium was sponsored by Noel-Levitz.

Jennifer Roehm took her students on a field trip to Foreign Language Day at SIUC on April 7.

Mr. Walker reported on the following:

MJOCCS Receives Grant – The Mary Jo Oldham Center for Child Study (MJOCCS) has been awarded the Quality Counts Child Care Competitive Option Grant. We applaud the center’s continuing efforts to obtain financial support in this manner.

Critical Roof Issues – We continue to experience significant problems with the roof of the main campus. At this time the most troublesome area is Section A1 (mainly over Library). We are presently working with TREMCO, Inc., one of the nation’s leading commercial roof companies, to develop an approach to address this issue. In a nutshell, the roof obviously had significant problems about ten years ago. The original roof, including all of the problems associated with it, was covered by a white heavy tarp-like material that was sealed at laps and edges of the roof structures. This is simply called a roof overlay. Code will not allow a “double” overlay. The roof needs to be repaired back to the original decking.

Roof Damage Carmi Campus – Earlier this month we sustained notable damage to the roof of the White County Center. A preliminary investigation by our insurance adjuster indicates that we will likely get a total replacement of the existing roof’s shingles. We plan to have final estimates and project plans for presentation at this month’s meeting.

Illinois Public Risk Fund – Our Workers Compensation carrier is through the Illinois Public Risk Fund. They have bought on a new firm as a third party administrator of a specific set of their services. A representative visited the campus on March 29, 2011 and reportedly found things to be in good order. They will continue to provide us with free safety training resources and audit services. We hope to receive roughly $6,200 in safety related grants this year.

Identity Theft Loss Prevention, LLC. – One of the possible dates to start our Identity Theft Loss Prevention project is April 18th. The project consists of two days of intensive review of data loss risks and procedures and policies to provide best practices in managing the part of the college’s business.

Certified Identity Theft Risk Management Specialist – On April 5 I fulfilled the requirements of education, study and examination to become a Certified Identity Theft Risk Management Specialist. This is a national designation managed by the Institute of Consumer Financial Education. This should help mitigate the risk of vicarious liability for the college and Board of Trustees.
Update on Security Installations – Welding and Diesel Shop areas – The installation of overhead doors and security cameras is complete. The installation of the remaining walk through doors will be complete by the April 15th.

Bleacher Replacement Project Update – We are still in the slow moving processes of the Illinois Capital Development Board. It is becoming more urgent to move forward while the funds are available. We will continue to push for better response. Presently the Architectural firm is behind schedule. We have asked the CDB Project Manager to correct the situation.

Illinois Community College Chief Financial Officer Conference – Spring conference will be held April 13-15th at Starved Rock State Park. I will provide update at BOT meeting.
Mrs. Weiss reported on the following:

Title III Grant Update: Kelli (Clark) Lewis, Technical Administrative Assistant, started on April 4, 2011. A recommendation for the Storage Area Network (SAN) is included in this month’s Board packet. Kelly Alongi and I have been working on the Interim Performance Report, which is due April 29, 2011. I, along with Dawn Pool, will be attending a required Title III iDUES Project Director’s meeting April 18 – 21, 2011 in Washington DC.

Perkins Grant Update: I attended an FY12 Perkins Grant application meeting last week on March 30th in Mt. Vernon, IL. ICCB representatives discussed application requirements for FY12 Perkins funding. The FY12 application is due May 27, 2011. SIC hosted a Section 25 FFA Ag Business Competition on Tuesday, March 22nd. We have one more scheduled activity which is the Section 25 FFA Ag Mechanics competition, hosted by SIC, on Thursday, April 21, 2011. We are expecting around 80 participants for the competition, based on participation last Spring.

POS-PTR Grant Update: Clinton Wolff, guidance counselor at CWCHS and member of the PTR grant team, and I attended a required POS-PTR grant workshop in Champaign, IL on March 3 and 4. The grant team continues to meet on a monthly basis and fulfill reporting obligations for the grant award. Through this grant, we have developed a couple of dual credit courses, and, as part of this initiative, been able to purchase computer hardware and software to share with in-district high schools, as part of a recruitment effort for the CIS and IT programs.

Innovation Grant Update: With this grant, we have been able to purchase needed Welding equipment and supplies for both our on-campus Welding program and the dual credit Welding program located at Carmi-White County High School. We have also been able to fund a few student field trips through this grant.

CTE Notes: Fire Training was held April 2, 7, 8, 14, and is scheduled for April 21 and 22. Robbie Lindhorst, Diesel Technology faculty, and I attended a Section 25 FFA Awards ceremony at Benton High School on March 16th to promote our CTE programs.

Spring advisory meetings were held March 18th and 25th as a joint effort with Ohio Wabash Valley Regional Vocational System (OWVRVS). We had good turnouts for both meetings. We hold Advisory meetings twice a year (Fall, Spring). Enclosed is a recommendation to add a few more members to our list of Advisory members in Applied Technology.

I have been working with Division Chairs on FY12 budgets, and have scheduled hearing dates in late April.

I, along with Dr. Rice, Dr. Keating, Tim Walker, and Brian Surprenant, attended the Carmi Town Hall meeting on March 29th at the David L. Stanley Center to discuss the Carmi RAMP project. There were 12 local community members present for the meeting, representing business and industry, news media, secondary education, and state and local government. The participants provided good feedback and insight into opportunities for growth in the Carmi-White County area.
Dr. Bond reported on the following:

On March 2, Ross Hill, Athletic Director, attended the 2011 NJCAA Regional Rules Seminar which was held at Polar Bluff, MO.

March 17-18, the SIC Forensic Team attended the regional tournament in Chicago, IL and achieved a second place win.

Student Government sponsored a Red Cross Blood Drive on March 30, 2011.

The IEA Education Club attended the IEA Student Program 2011 Spring Conference in Countryside, IL, and April 1-April 2.

March 30-April 5, 2011, fourteen SIC Shooting Team members attended the ACUI Collegiate National Shotgun Championship, and attained first place in Division I.

Nichole Trepanier, Andrea McRoy, Maggie Walters, and PTK sponsor, Kellye Whitler, attended the PTK Nationals, April 6 – April 10, in Seattle, Washington.

Nichole Trepanier, Andrea McRoy, Laura Archdale, and PTK sponsor, Kellye Whitler, attended the PTK All-Academic Team Banquet and Lobby Day in Springfield, IL, April 13-April 14, 2011.

The Forensics Team will attend the Speech Team Nationals, April 8-April 18, in Greenwich, CT. Dr. Sarah Bond was invited to present the keynote address at the East Richland High School FFA banquet on April 8th in Olney, Illinois.

The Cultural Arts Series sponsored a performance by “Smith and Fabec” on April 10, 2011.

A production of the theater musical “Forbidden Broadway” was presented April 15-April 17.

Southeastern’s Phi Beta Lambda members attended the PBL State Conference in Effingham, IL, April 8 - April 9.

Student Ambassadors participated in the New Student Orientations held April 5th and April 13th.

**Consent Agenda**

A motion was made by Mr. Ellis and seconded by Dr. Barbre to approve the March 15, 2011 regular and closed session minutes, approve to destroy the closed session tapes of September 2009, to approve the treasurer’s report, and the March 2011 bills in the amount of $1,112,953.64 which included $655,570.27 in payroll. On roll call, the following members voted:

Aye _______________ Nay

Ms. Lane
Mr. Allen  
Mr. Ellis  
Dr. Barbre  
Dr. York  
Ms. Trepanier (advisory vote)

**Action Items**

**WA Policy Revision (Adoption)**

A motion was made by Mr. Allen and seconded by Mr. Ellis to table this item at this time.

All members voted aye. Motion carried.

**Admission of High School Students Policy Revision (Adoption)**

A motion was made by Ms. Lane and seconded by Mr. Allen that the Board of Trustees approve the Admission of High School Students policy that was presented last month for a first reading. Policy attached.

Admission of High School Students 9002.4

Students 16 years of age or older, still enrolled in a high school may be considered for enrollment in college credit courses by meeting specific eligibility requirements. The student must complete the admission process and meet all college requirements for the course(s) in which they enroll. Additionally, if the courses(s) in which the student wishes to enroll are offered during the regular school day established by the secondary school, and not being taken through a dual credit agreement or the Early College Program, prior approval of the chief executive officer of the secondary school must be received. If the student is taking courses through a dual credit agreement or the Early College Program, the policies, procedures and guidelines of those programs would be followed. High school students are required to meet the same standards as any other college student and are given the same credit, which is placed on the student’s permanent academic transcript.

Students under 16 years of age must meet specific eligibility requirements in order to enroll in college credit courses. If the student is taking courses through a dual credit agreement or the Early College Program, the policies, procedures and guidelines of those programs would be followed. Other students under 16 years of age in a gifted or accelerated program may be admitted to college credit classes with written approval of the chief executive officer of the secondary school district, if they meet all other college requirements for the course(s) in which they enroll. A — gifted student is a student who is judged to possess exceptionally high academic ability by both the secondary school in which the student is enrolled and the college district. If the secondary school district does not have a gifted or accelerated program, Southeastern has determined its standard for admittance as a gifted student is a score in the top 5% of the ASSET, COMPASS, PLAN, ACT, SAT or Prairie State Achievement Exam. This score must be achieved in reading and writing tests to enroll in any baccalaureate course. To enroll in a baccalaureate math and/or science course, this score must also be met in the math test (and science if using a PLAN/ ACT/SAT test). Qualifying ASSET and COMPASS scores are listed below:
ASSET COMPASS
Writing Skills 52 (55 possible) 94 (99 possible)
Reading Skills 48 (53 possible) 94 (99 possible)
Numerical Skills 52 (55 possible) 94 (99 possible)

If the above test score requirements are met, written approval must also be provided by the chief executive officer of the secondary school. Students who are pursuing high school-level curriculum through home schooling are eligible to enroll based on the same requirements as students enrolled in district high schools. Appeals for consideration of special circumstances may be made to the Vice President for Academic Affairs.

All members voted aye. Motion carried.

Budget Transfers

A motion was made by Dr. Barbre and seconded by Mr. Allen that the Board of Trustees approve, as per the requirements of the Illinois Public Community College Act, that any budget transfers be noted in board proceedings.

All members voted aye. Motion carried.

Title III SAN-Server Virtualization

A motion was made by Mr. Allen and seconded by Dr. Barbre that the Board of Trustees approve to waive SIC’s bid policy and to approve Novanis IT Solutions, Springfield, Illinois for the project, which includes a maximum contract of $130,000 to be paid from the Title III grant.

All members voted aye. Motion carried.

Lab Fee PE 121 Bowling Recommendation

A motion was made by Mr. Ellis and seconded by Ms. Lane that the Board of Trustees approve a $25 class fee be added for the PE 121 Bowling class effective summer 2011.

All members voted aye. Motion carried.

Health Insurance Premium Amendment for Specific Non-bargaining Employees

A motion was made by Mr. Ellis and seconded by Mr. Allen that the Board of Trustees rescind an action item from the March 15, 2011 board meeting regarding an additional $25.00 per month in health insurance employee contribution. The Board approved that exempt full-time hourly employees and exempt full-time administrative and staff employees who earn less than $33,750 annually be excluded from the additional $25 contribution.

All members voted aye. Motion carried.
Non-Action Items

Standards of Academic Progress for Recipients of Financial Aid (First Reading)

The following Standards of Academic Progress for Recipients of Financial Aid policy was presented for a first reading with adoption at the June meeting. The recommended changes are in green font.
It is expected by the Department of Education (ED), Illinois Student Assistance Commission (ISAC), and Southeastern Illinois College that all financial aid recipients make reasonable academic progress. Students receiving federal, state, and veteran’s educational benefits are required to meet the Financial Aid Standards of Academic Progress Policy as described below. All prior terms at Southeastern, transfer credits, consortium agreement credits, or dual credit classes are considered when evaluating your progress towards your certificate or degree program regardless if the student received financial aid. Satisfactory academic progress standards apply to all students, part-time or full-time, enrolled in both standard and remedial programs.

Satisfactory academic progress is based upon three categories:
1. Overall Grade Point Average (GPA)
2. Completion Rate
3. 150% Maximum Program Completion Time

Failure to meet these requirements results in financial aid warning period. A student may continue to receive financial aid while on warning status. Students have one semester to remediate their progress. Continuation for subsequent aid is contingent upon the warning period. Failure to meet the satisfactory academic progress guidelines during the warning period will result in financial aid suspension and disqualification from financial aid eligibility at Southeastern.

Programs Governed By This Policy
Federal Student Aid Programs:
Federal Pell Grant
Supplemental Educational Opportunity Grant (SEOG)
Program not funded for 2011-2012
Federal Work Study

Illinois Grant Programs:
Monetary Award Program (MAP)
Illinois Veterans Grant (IVG)
Illinois National Guard (ING)
MIA/POW Scholarship

Private (non-federal) Alternative Loan Programs:
Varies by lender

Southeastern Programs:
Varies by division or department

Third Party or Private Donor Programs:
Varies by donor’s requirements

Veterans Benefits:
OVERALL GRADE POINT AVERAGE
The student's cumulative grade point average (GPA) is determined at the end of each semester. The institution's grading policies can be found in the college catalog. Students are expected to maintain a minimum GPA of a 2.0.

Example: During the fall semester, Melissa enrolled in 12 credit hours and earned a GPA of 1.9 during her first semester at Southeastern. The following semester, Melissa is placed on warning status and able to receive financial aid. Melissa attends in the spring and earns an OGPA of 1.9. She would then be placed on suspension and disqualified to receive financial aid.

COMPLETION RATE
Students must progress toward completion of their current academic program at an acceptable rate. Satisfactory academic progress standards require students to successfully complete (pass), with a GPA of 2.0 or better and 67% of attempted semester hours. Students not successfully completing (passing) 67% of semester hours attempted will be placed on suspension status and will not be eligible for financial aid.

Grades of A, B, C, D, or P are considered completed courses. Grades of E, I, W, or WA are not considered complete and are unsatisfactory for maintaining this policy.

Repeats: Southeastern considers the highest grade received to calculate the cumulative grade point average. Each course is included in the cumulative attempted hours calculation.

Withdrawals: Courses dropped with a full refund or grades of "WX" or "WZ" are not counted in the calculation of attempted hours. Courses dropped after the full refund period and grades of “W” or “WA” are calculated in attempted hours.

Pass/Fail: Courses taken on a Pass/Fail basis do count as attempted semester hours.

Incompletes: Incomplete "I" grades are counted as attempted hours, though not calculated in the cumulative grade point average.

Remediation: Non-credit remedial courses are included in a student's program of study and therefore are included in calculation of OGPA and course completion rate.

Academic Amnesty: Academic amnesty or academic forgiveness courses are included in calculation of earned grades and attempted hours.

Transfer Credits: Any transfer of credits from another institution will be calculated in both attempted and completed hours.

Example: Melissa recently completed her first academic year of classes. The first semester she attempted 12 hours and completed 6 hours (6/12 = 50% completion rate). Melissa did not complete the minimum 67% completion rate and therefore would be placed on financial aid.
warning status. She is allowed to receive financial aid for the subsequent semester. The second semester she attempted 15 hours but only completed 9 hours. Her cumulative completion rate would be 14 completed hours (6 from first semester and 9 from second semester) divided by 27 attempted hours (14/27 = 52% completion rate). Melissa would be placed on financial aid suspension for failing to meet the 67% requirement and disqualified from receiving further financial aid.

150% MAXIMUM PROGRAM COMPLETION TIME
Students must complete their current academic program within expected reasonable time. A student may not exceed more than the 1.5 times the number of credit hours required for the degree/program. Changing degree or program major, repeat courses, failing or incomplete grades prolong the total amount of time required to graduate. Students who exceed the maximum program completion time will not qualify for further financial aid. Students may change their major or program of study up to three times during their career at Southeastern.

Southeastern considers students enrolled in the PN and ADN programs have required prerequisites and may exceed the 150% maximum program completion time. A PN student is expected to complete the PN program within 81 credit hours (54 x 1.5). An ADN student is expected to complete the ADN program within 129 credit hours (86 x 1.5).

Example: Melissa is enrolled in an academic program that requires 30 semester hours to complete. The maximum number of semester hours Melissa is allowed to attempt is 45, which is determined by multiplying 1.5 times 30 (1.5 X 30 = 45). If Melissa has already attempted 50 hours and has not yet completed her academic program, she will be placed on financial aid suspension and disqualified from receiving further financial aid.

Hours attempted for courses not acceptable for any certificate or degree of greater than 16 credit hours in length are excluded in this calculation (i.e. CNA, FOS, etc.)

FINANCIAL AID ACADEMIC PROGRESS EVALUATION
Students will be evaluated for compliance with satisfactory academic progress standards at the end of each semester, regardless of major, period of enrollment, or enrollment status (part-time, full-time, etc.) Through this evaluation, students not meeting the satisfactory academic progress standards will be placed on warning status. As stated in the policy, students on warning status are eligible to receive financial aid. Students on warning status who failed to meet satisfactory academic progress at the time of evaluation will be placed on financial aid suspension and not qualify for further financial aid.

APPEAL PROCESS FOR FINANCIAL AID SUSPENSION
Students have the right to appeal suspension status to the Director of Financial Aid. Students who wish to exercise this right are required to complete a Satisfactory Academic Progress Appeal form and follow the formal documentation requirements provided by the college. Students should provide the Director of Financial Aid with specific details that fully explain the extenuating circumstance (ie. Death in the family, illness or injury to the student) cause(s) preventing the student from achieving satisfactory academic progress requirements and complete
an academic plan with an academic advisor. If the appeal is accepted, the student’s financial aid will be reinstated, along with a probationary period, whereby the director will outline specific requirements that will be used to bring the student’s academic progress within standards. If the appeal is denied, students may appeal this decision to the Executive Dean of Student Affairs. Decisions made by the dean are final.

**REGAINING ELIGIBILITY FOR FINANCIAL AID**

If, in a regularly scheduled evaluation, it is determined students once again meets the standards outlined in this policy, students will be placed in good standing. Otherwise, once placed on suspension status, the suspension status remains unless determined otherwise through the appeal process.

**Roof Repair Report**

Mr. Walker presented the Board with information regarding repairing the roof in A Building with action for the June meeting. He specifically addressed the likely choice for repair, the impact of state code, estimated cost per square foot, bidding issues, funding options, and architectural and engineer considerations. He reported the project would involve removing the old roof down to the decking which would be approximately 87,392 square foot of roof to repair for a cost of approximately $1.5 million. He noted he will bring further information as an action item to the June meeting.

**Correspondence**

The following correspondence were shared with the Board:

- Child Care Resource & Referral
- Saline County E-911
- Letter from Shirley Oshel

**Closed Session Requested**

A motion was made by Ms. Lane and seconded by Mr. Allen that the Board convene into closed session as allowed by the Open Meetings Act, 5 ILCS 120/2, Section C, Sub-Section (1) appointment, employment, and compensation of specific employees, (2) negotiations, (5) acquisitions of property, (9) student discipline, and (11) litigation. The Board went into closed session at 7:20 p.m. On roll call, the following members voted:

Aye  
Nay

Ms. Lane  
Mr. Allen  
Mr. Ellis  
Dr. Barbre  
Dr. York  
Ms. Trepanier (advisory vote)
A motion was made by Mr. Ellis and seconded by Mr. Allen to reconvene into open session at 8:14 p.m.

**Personnel**

A motion was made Mr. Allen and seconded by Ms. Lane that the Board approve the following personnel items:

**Resignation of Financial Aid Assistant**

Accepted the resignation of Ms. Kari Hernandez, Financial Aid Assistant, effective April 1, 2011.

**Resignation of Executive Dean of Student Affairs**

Accepted the resignation of Dr. Sarah Bond, Executive Dean of Student Affairs, effective July 5, 2011.

**Resignation of Accounts Receivable Specialist**

Accepted the resignation of Jennifer Scherrer, Accounts Receivable Specialist, effective April 8, 2011.

**Resignation of Pre-K Parent Coordinator**

Accepted the resignation of Paula Walker, Pre-K Parent Coordinator, effective March 24, 2011.

**Resignation of Personnel Assistant**

Accepted the resignation of Ms. Barbara Pruett, Personnel Assistant, effective April 29, 2011.

**Position Description and Title Change Revision: Vice President for Academic and Student Affairs**

Approved revisions and title change for the position of Vice President for Academic and Student Affairs (attached).
Southeastern Illinois College

Vice President for Academic and Student Affairs
(Full-time administrative exempt position)

SALARY: Commensurate with Experience and Education  Division: Office of Student Affairs

SHIFT:
LOCATION: Main Campus
REPORTS: President

BOARD APPROVED:  Date:

SUMMARY: The Vice-President for Academic and Student Affairs reports directly to the President and is a member of the President’s Administrative Cabinet. This position is responsible for the overall administration, development, and maintenance of all college instruction, instructional support, and student service programs. The VPASA is the individual who succeeds the President in his/her absence.

The responsibilities of this position include but are not limited to the following:

Supervise and/or coordinate the employment and evaluation of full and part-time instructors and staff and make recommendations concerning their retention or dismissal, including those employed at the correctional sites;

Foster progressive and collaborative environment with immediate administrators including the Dean for Academic Services, Dean for Career and Technical Education, Dean of Student Affairs, and Associate Dean of Community and Workforce Education.

Initiate and to work cooperatively with the Professional Development planning committee in presenting staff development programs and activities for administrators, faculty, and staff. Lead and integrate academic planning, leadership and operations with systems such as quality processes, strategic planning, and collective bargaining;

Promote leadership and civic engagement opportunities for faculty, staff, and students;

Initiate and oversee the preparation and submission of annual reports including the review of instructional programs, the Accountability/Program Report, and the Resource and Management Planning (RAMP) report;

Responsible for the articulation of all appropriate courses and curricula with other education institutions and the Illinois Community College Board;

Oversee usage of campus facilities for instruction and other purposes;
Ensure compliance with faculty bargaining agreement;

Supervise the development, preparation, and publication of the master class schedule;

Provide administrative leadership for instructional and student service programs and operations, including planning, implementation, and evaluation;

Drive academic assessment;

Write, supervise, and implement grant projects relating to the instructional areas. Secure external funding to support educational infrastructures;

Develop and oversee alternating instructional delivery systems, international exchange programs, and services to special populations such as those in military service, international students and professional development programs;

Maintain instructional program and course approval documents, including course outlines;

Chair the College Curriculum Committee;

Provide leadership to initiatives such as Illinois Articulation Initiative, the Franklin University Alliance, and the Illinois Virtual Campus project;

Lead outreach initiatives to external education, professional, and business communities;

Participate in mediating faculty and student issues grievances and appraisals;

Promote an environment supportive of the college mission, vision, values, goals, student-centered services and teaching excellence;

Assure continuous quality improvement of instruction through data analysis and technology applications;

Perform other duties as may be assigned by the President.

**SUPERVISORY RESPONSIBILITIES**
Responsible for the supervision of the Learning Resource Center/Media Services, Carmi Center, educational programs (baccalaureate, CTE, and community education as well as student service area. and . Carries out supervisory responsibilities in accordance with the organization’s policies and applicable laws.

**QUALIFICATIONS** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
Master’s degree accepted but Doctorate highly preferred with four years related experience and/or training in a college setting. Proficiency with the Windows operating system, word processing, spreadsheet, e-mail, etc. is essential.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common professional and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from students and staff, regulatory agencies, or members of the community. Ability to effectively present information to faculty, staff, administration, public groups. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students or employees of the college.

MATHEMATICAL SKILLS
Ability to work with mathematical concepts and apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATES, LICENSES, REGISTRATIONS
Valid Drivers License

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to stand and sit. The employee is occasionally required to walk; climb or balance; and stoop, kneel, or crouch. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Position Description Revision and Title Change: Associate Dean of Workforce and Community Education

Approved recommended revisions and title change for the position of Associate Dean of Workforce and Community Education (attached).

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Associate Dean of Workforce and Community Education

(Part-time position)

Division: Community Education Department and WISBDC
12-month position

LOCATION: Main Campus
REPORTS: Vice President for Academic Affairs for Instructional Programs
President for Workforce Development Responsibilities

PREPARED: Dr. Dana Keating and Dr. Jonah Rice
BOARD APPROVED: 
REVISED: May 2010; March 2011

POSITION SUMMARY:
The Associate Dean of Workforce and Community Education will act as the Director of the WISBDC and Chamber Director, as well as be responsible for the overall administration, development, and maintenance of the college district-wide continuing education and community service programs, including the ABE/GED program. The Associate Dean will coordinate and expand community education, in particular valuable credit-bearing training and special custom training. Additionally, this person has direct administrative responsibility for all grants acquired and administered through the Community Education Department and the WISBDC. The Associate Dean will report to the President for WISBDC and related areas, and to the Vice President for Academic Affairs for community education, ABE/GED and related instructional areas. Flexibility in work hours is required to meet the responsibilities of the position. More specifically, the responsibilities of this position include, but are not limited to, the following:

ESSENTIAL RESPONSIBILITIES:
1. Supervise the Community Outreach Supervisor and coordinate the delivery of the district-wide continuing and community education/service programs.
2. Create new continuing and community education courses and public service programs as needed to meet needs of the district, and prepare ICCB paperwork for course submission as needed.
3. Coordinate necessary advisory committees to strengthen College/community communications and provide continuous review of the department’s programs.

4. Recruit, interview, and recommend new instructors to the Vice President for Academic Affairs for continuing/community education classes.

5. Prepare budgets for programs within the department.

6. Conduct community surveys as needed to determine changing programmatic needs for all age groups represented in the district, partnering with other entities of the College as needed.

7. Coordinate and supervise the Food Service, and Sanitation courses, and other classes as assigned, ensuring sufficient offerings are available to meet the needs of the district.

8. Coordinates Volunteer efforts.

9. Coordinate and supervise College programs offered at the Golconda Job Corps Center, making visits as needed to the site to maintain communication with both instructors and the Job Corps administration for successful operation of those programs.

10. Coordinate the scheduling of most campus facilities.

11. Initiate, implement and supervise all grant projects acquired and administered through the WISBDC and the Community Education Department.

12. Provide leadership to the ABE/GED Program.

13. Create and coordinate a variety of youth-related programs, such as College for Kids, camps, academies, etc.

14. Coordinate and supervise events/programs such as the annual Heritage Festival, Health Fair, Career Fair, etc.

15. Supervise and evaluate all staff at the WISBDC and in the Community Education Office and its programs.

16. Supervise the CPR training program and program coordinator.

17. Supervise a dynamic, integrated, small business assistance delivery system.

18. Increase the competitiveness, profitability, and growth of Illinois business in a global economy.

19. Maintain and strengthen the partnership involving the U.S. Small Business Administration, the Illinois Department of Commerce and Economic Opportunity, and Southeastern Illinois College as a service to Illinois small businesses.

20. Provide outreach WISBDC service to the counties of Gallatin, Hardin, Pope, Saline, and White and portions of Hamilton, Johnson and Williamson counties.

21. Provide new and existing businesses with one-on-one management counseling and customized training, seminars and workshops Submit reports to the President or Vice President for Academic Affairs as requested.

22. Performs other duties as requested by the President and/or Vice-President for Academic Affairs.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skills, and/or ability required. Strong organizational and administrative skills, as well as excellent written and verbal communication skills are required. Excellent public and customer relations skills are necessary. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION REQUIREMENTS:
Bachelor’s Degree required, Master’s Degree helpful. Three years of experience in the community college setting, in adult and community education, workforce education, or a related is area is preferred.

COMMUNICATIONS SKILLS:
Excellent organizational, written and verbal communications skills; analytical and interpersonal skills; attention to details and deadlines; and, excellent follow-up skills are needed to be successful in this position. The ability to read and interpret budget and financial documents; negotiate contracts and agreements; and, read and implement manuals and procedure documents is required.

REASONING ABILITIES:
Ability to solve practical problems and deal with a variety of concrete variables in situations where standards are required and must be maintained is necessary.

CERTIFICATES, LICENSES:
Valid driver’s license is required.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is required to regularly to stand, walk, and talk or hear. The employee is occasionally required to sit; use hands to handle or feel objects, tools, or controls; reach with hands and arms; climb or balance, stoop, kneel, or crouch.

The employee must occasionally lift and/or remove up to 25 pounds. Specific vision abilities required by this position include distance vision, peripheral vision, and depth perception. The ability to view a computer screen for extended periods of time is necessary.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this position.

Position Description Revision: Dean for Student Services and Enrollment

Approved the recommended position description revision for Dean for Student Services and Enrollment (attached).

Dean for Student Services and Enrollment
(Full-time position)
POSITION SUMMARY:
Southeastern Illinois Colleges seeks an innovative, energetic, team-building dean who subscribes to a student first philosophy. The successful candidate will demonstrate skill in the areas of customer service, retention, and completion. The Dean reports to the Vice-President for Academic and Student Affairs. The Dean is responsible for the college’s enrollment through the effective management of student recruitment, admissions, financial aid, student retention, student records, advisement and counseling, registration, placement testing, placement services, grants (e.g., Trio) and special projects, special support services (ADA), international students, and articulation with high schools and senior institutions. Additional student development responsibilities include student activities, athletics, student health insurance, and student discipline. Flexibility in working hours is required to meet the needs of the position. Specific duties include, but are not limited to:

ESSENTIAL RESPONSIBILITIES:
Specific duties include:
• Prepare, recommend and develop policies and procedures to promote student success.
• Serves as chief student affairs officer for the institution operating under the VPASA.
• Revise and implement an institutional enrollment management plan in alignment with the institutional strategic plan.
• Work collaboratively with campus executive officers and deans.
• Advise campus on retention and completion strategies.
• Develop innovative and successful approaches to enrollment management.
• Implement efficient and effective systems for student success which include, but are not limited to:
  o student outreach and recruitment, admissions, financial aid, and articulation with high schools and colleges;
  o student matriculation, including academic planning, advising, counseling, orientation, and career development;
  o student records, including degree auditing, transcripting of credits, graduation processes and ensuring college compliance with all FERPA, Right to Know, and other state and federal laws that govern student information;
  o initiation and management of related technology systems applications and on-line student services;
  o student involvement including: athletic (NJCAA) and competitive teams, intramurals, student government, Phi Theta Kappa, other student clubs and organizations, and the fitness center (staffing/assignments and hours)
  o student monitoring, including early alert systems, student information systems, student retention, behavioral standards, and student health insurance;
management of grants and special projects.

- Ensure a system of due process for students and facilitate student discipline and grievance procedures.
- Recommend the selection, assignment of work, retention and/or termination of personnel responsible to the Dean of Student Affairs.
- Evaluate staff using the approved college staff evaluation process.
- Direct the strategic planning and assessment processes for all areas of responsibility.
- Plan, prepare, and monitor all budgets for areas of responsibility.
- Prepare and submit reports in a timely manner to appropriate agencies.
- Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, and ethnic backgrounds.
- Direct the preparation and publishing of the annual student handbook.
- Lead threat assessment team and related safety issues.
- Perform other duties as assigned by the college.

QUALIFICATIONS: At least three years of enrollment and/or student service experience. Community college experience preferred.

EDUCATION: Master’s degree required, doctorate accepted.

COMMUNICATIONS SKILLS: Excellent organizational, written and verbal communications, analytical, interpersonal skills, attention to details, and deadlines with excellent follow-up skills are needed to be successful in this position. Ability to read and interpret budget and financial documents, manuals, procedure reports, and/or ability required. Experience in a unionized setting is preferred.

REASONING ABILITIES: Ability to solve practical problems and deal with a variety of concrete variables in situations where standards are required and must be maintained.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid driver’s license.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is regularly required to stand, walk, and talk or hear. The employee is occasionally required to sit; use hands to fingers, handle, or feel objects, tools, or control; reach with hands and arms; climb or balance, stoop, kneel, or crouch.

The employee must occasionally lift and/or remove up to 25 pounds. Specific vision abilities required by this include distance vision, peripheral vision, and depth perception.
WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, fumes or airborne particles and outside weather conditions. The noise level in the work environment is usually moderate to high.

Position Description Revision: TRIO/Student Support Services Director

Approved the recommended position description revisions for the TRIO/Student Support Services Director (attached).

TRIO/Student Support Services Director
(Full-time position)

SALARY: Based on education, experience and grant funding availability

SHIFT: Mainly days; evenings, or weekends as required

LOCATION: Main Campus
REPORTS: Dean of Enrollment Management and Student Development.

BOARD APPROVED Date: August 18, 2009
REVISION: Date:

POSITION SUMMARY:
The TRIO/Student Support Services Director is a full-time, 12 month, federally funded Title IV grant administrative position. This position is also responsible for coordinating and evaluating program initiatives that focus on providing academic support and increasing retention and graduation rates within the TRIO/Student Support Services program.

ESSENTIAL RESPONSIBILITIES:

- Administer, monitor, report, and evaluate all aspects of the Title IV grant.
- Responsible for submitting the Title IV grant application renewal.
- Prepare all necessary federal reports.
- Administer the TRIO/Student Support Services budget.
- Review student applications for selection of the TRIO/Student Support Services program participants.
- Conduct pre- and post-testing of target population according to grant guidelines.
- Assist other personnel in student academic/course placement.
- Monitor the TRIO/SSS Academic Counselor in his/her job responsibility of completing follow-up tracking and academic counseling for the targeted population.
- Monitor the TRIO/SSS Education/Technology Coordinator in his/her job responsibility of the Student Support Services tutoring program and direct instruction.
- Monitor the TRIO/SSS Program Specialist in his/her job responsibility of providing TRIO/Student Support Services supportive services to grant personnel and students.
- Work in concert with all other academic assistance service providers.
- Participate in College-wide committees such as Assessment and Strategic Planning.
- Perform other duties as identified by the Dean of Enrollment Management and Student Development.

ESSENTIAL FUNCTIONS:
- Design and implement a process for maximizing the success and retention of under prepared, non-traditional, and at-risk students, anticipating, and evaluating likely needs and obstacles.
- Develop specific strategies for identifying student difficulties and providing effective intervention to deal with such problems as the student's lack of attendance, financial problems, transportation and childcare needs, low self-esteem, poor time-management and/or study skills, and academic difficulty.
- Develop initial intake, assessment and advisement processes for under prepared, non-traditional and at-risk students, taking into account his/her unique needs and characteristics.
- Inventory institutional and community resources that could be helpful with student needs, develop functional liaisons with those agencies, and initiate referrals.
- Develop, implement, coordinate, and track career and academic advising activities to meet TRIO/Student Support Services project and participant objectives.
- Develop effective methods of maintaining accurate records to track student progress, and collaborate with the necessary individuals to ensure that appropriate data is included in the student data management or tracking system in a timely manner.
- Responsible for updating academic and career objectives in individual participant files.
- Assist participants in career search and interest inventory applications including DISCOVER.
- Plan appropriate site visits to prospective employers and four-year colleges and universities.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Minimum of three years experience in a community or technical college preferred
- Knowledge of federal grant program preferred
• Preference will be given to applicants with a background similar to that of SSS eligible participants
• Minimum 2 years experience in designing, managing, or implementing Student Support Services or similar projects
• Minimum 2 years experience working with students from diverse ethnic, economic, cultural and age backgrounds
• Ability to plan and implement motivational strategies
• Strong managerial abilities, administrative strengths and self motivation
• Thorough understanding of human behavior, able to work with students and staff
• Minimum 2 years experience developing and maintaining budgets
• Prior experience in collecting and maintaining records
• Demonstrate strong personal commitment to SSS Project

EDUCATION REQUIREMENTS:
A Master’s degree is required in education, psychology, human development and family life, social work or other related/relevant areas, with experience working with students from diverse ethnic, economic, cultural and age backgrounds. The ability to assess students needs, devise interventions, set goals, conduct thorough follow-up procedures, and plan, and implement motivational strategies is necessary.

COMMUNICATIONS SKILLS:
Excellent organizational, written and verbal communications, analytical, interpersonal skills, attention to details, and deadlines with excellent follow-up skills are needed to be successful in this position. Ability to read and interpret budget and financial documents, negotiate contracts agreements, manuals procedure reports, and/or ability required. Experience in a unionized setting is preferred. Provide supportive environment that encourages cooperation, creativity, communication, and support among staff and participants in the TRIO/SSS program as evidenced in:

• Demonstrates positive and effective interpersonal skills with all members of the TRIO/SSS team and participants.
• Resolves conflicts and proposes creative solutions.
• Encourages/provides supportive atmosphere for TRIO/SSS team to work cooperatively and respectively.
• Demonstrates consideration, diplomacy, and foresight with the TRIO/SSS team and for the participants.
• Plans, organizes, coordinates and executes large and small student events.
• Coordinates resources for activities to provide recognition and reinforcement for Project participants.

REASONING ABILITIES:
Ability to solve practical problems and deal with a variety of concrete variables in situations where standards are required and must be maintained.
CERTIFICATES, LICENSES:
Valid driver’s license.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is required to regularly to stand, walk, and talk or hear. The employee is occasionally required to sit; use hands to finger, handle, or feel objects, tools, or control; reach with hands and arms; climb or balance, stoop, kneel, or crouch.

The employee must occasionally lift and/or remove up to 25 pounds. Specific vision abilities required by this position include distance vision, peripheral vision, and depth perception.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this position.

Position Description Title Change: CTE Activity Director

Approved the recommended position description title change for the CTE Activity Director (attached).

CTE Activity Coordinator
(part-time, short-term temporary, grant-funded)

SALARY: $18 per hour for up to 20 hours per week For 32 weeks (50% Grant Funded)
Division: Career & Technical Education

SHIFT: Primarily days; however, the hours of work may vary depending on the need of the department. Occasional weekend and evening hours may be required. Flexibility of schedule is required in order to meet the needs of the position and CTE Office.

LOCATION: Main Campus
REPORTS: Dean of Career and Technical Education

PREPARED: Dr. Dana Keating Date:
BOARD APPROVED: Date:
REVISED: Date:
SUMMARY: This is a short-term, temporary, 50% grant-funded position. The purpose of the position is to enhance and improve the college dual credit program by providing a variety of transition activities and assistance to CTE/dual credit high school students. Major functions would include planning and implementing a series of CTE program spotlight days, assisting with high school CTE teacher/program articulation meetings, and assisting with efforts to effectively inform high school students and their parents about the value of CTE programs. Additionally, placement testing for high school CTE/dual credit high school students will be conducted in the high schools. Results of the testing will be used to recommend developmental courses for students. Other activities related to the grants will also be performed as directed by the Dean for Career & Technical Education.

ESSENTIAL RESPONSIBILITIES: To plan and implement CTE and dual credit student transition activities which include, but are not limited to:
- Assist in planning and implementation of a series of CTE program Spotlight Days
- Assist in planning and implementation of a CTE advisory council meetings and high school articulation meetings
- Assist with direct mailings to high school students and parents to inform them of the availability and value of CTE post-secondary programs at SIC
- Conduct ASSET testing in high schools for CTE and dual credit courses, as needed
- Collect identification and transition data on students
- Consult with Student Success Center Coordinator to make recommendations for developmental classes for students
- Provide test results and course recommendations to students and counselors
- Assist with data analysis and reporting
- Assist with other grant-related activities, as directed by Dean for Career & Technical Education
- Keep detailed timesheets to document time spent on grant and related activities
- Assist with completion of state-required reports for grant(s) providing support for this position
- Assist with documentation and maintenance of pre-admission records of CTE related programs, including Nursing and Allied Health applicants.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Bachelor’s degree in education, vocational education or related field. Preferred qualifications include familiarity and/or previous experience working with a community college, familiarity with ASSET/COMPASS testing and other related placement tests which may be required for specific program eligibility, and familiarity with SIC CTE programs.

OTHER SKILLS and ABILITIES: Candidates must possess excellent oral, written and interpersonal communication skills, and have excellent organizational skills including the ability to problem solve, meet deadlines, and be flexible in meeting work obligations. Dependability; tactfulness; neatness; and ability to maintain confidentiality.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Driver's License
PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and talk or hear. The employee frequently is required to sit. The employee is frequently required to stand; walk; and stoop, kneel, crouch, or crawl.

The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in outside weather conditions.

The noise level in the work environment is usually moderate.

Advisory Council Recommendations

Approved the following individuals be added to the Welding Technology and Carpentry Business Advisory Councils, respectively, beginning with the Fall 2011 semester.

Dave Johnson, a former SIC Welding student, is currently employed by Elastec, Inc., Carmi, IL.

Alex Gromada, Coordinator for Southern Illinois Carpenters Joint Apprenticeship Program, Belleville, IL.

Employ Student Support Services Director

Approved the employment of Ms. Lolita Mack as the Student Support Services Director for a salary of $43,000 pending Department Of Education approval.

Employ Part-time Kitchen Substitute

Approved the employment of Cheri Eller-Ferrell as a part-time kitchen substitute on an as needed basis for a salary of $9.00 per hour.

Employ Part-time CSC Substitutes

Approved the following individuals as part-time Child Study Center substitutes for a salary of $8.25 per hour not to exceed 28 hours per week: Amber Hermann, Arleen Propes, Ashley Dunn, Betty Kearns, Courtney Wead, Theresa Hopkins, Jody Moore, Kelly Rogers, and Megan Gulley.
Employment of Adjunct Faculty

Approved the attached listing of adjunct faculty:

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<tr>
<th>Spring 2011</th>
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<td>Ervin, Joshua</td>
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<td>Ahfield, Clayton</td>
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<td>Appel, Jarrod</td>
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**Adjournment**

There being no further business to discuss, a motion was made by Mr. Ellis and seconded by Dr. Barbre to adjourn the meeting. The meeting adjourned at 8:16 p.m.