

PART III
HUMAN RESOURCES

CHAPTER 5

GOVERNANCE

Board of Trustees

Joliet Junior College is governed by a seven member Board of Trustees who are elected to six-year staggered terms through district-wide voting. In addition, one non-voting student trustee, elected by the students, sits with the Board for a one-year term. The elected board generally has no more than three seats available during any election. The Board functions as the Illinois Community Board's recognized governance entity for District 525.

The Board of Trustees governs the college through policies which are periodically reviewed and updated (See Exhibits). The Board has three officers (president, vice president, and secretary) elected on an annual basis with reorganization occurring at the December Board meeting.

Each office performs specific functions which are listed in Appendix B.

The Board usually meets on the second Tuesday of each month for official business, conducts emergency meetings upon need, and holds periodic informational meetings to acquaint itself with the college's status. The meeting dates are posted internally and externally and the public and media are invited to all public meetings.

Administration

The *president* is the chief executive officer of the college. He is appointed by the Board of Trustees to oversee the administration of the institution. The president recommends policy to the Board and carries out all procedures in relationship to Board Policy. He is responsible for fulfilling the Mission and Goals Statement as professed by the Board.

Several positions report directly to the president. They include the Director of Institutional Advancement, the Director of Institutional Research and Planning, the Director of Community Relations, the Director of Human Resources, the Chief of Campus Police, the Director of Data Processing Center, the Vice President for Academic Affairs, the Vice President for Student Affairs, and the Vice President for Business and Financial Affairs. The three vice presidents and the president constitute the president's cabinet and are the administrative officers of the institution.

The President's Office is responsible for planning and includes the Five-Year Comprehensive Plan, a state mandated planning model called PLANSIM, a Resource Allocation Management Plan (RAMP), and the Buildings and Grounds Five-Year Plan.

The present structure which reports directly to the president is an outgrowth of the recommendations from the 1983 North Central Association visit and the desires of the present president to provide greater focus on student affairs. The position of Vice President for Student Affairs was created in 1986 when the position was split off from the Academic Affairs unit. During the last several years, the position of Director of Institutional Research and Planning has been instituted and this position reports directly to the president. A Director of Institutional Advancement position was restructured to include responsibilities for institutional advancement as well as grants. Appendix C provides an Organizational Chart. Appendix D defines duties of the administrative offices.

The Vice President for Academic Affairs is responsible for all credit and non-credit programming for both main campus and all off-campus sites. The Vice President for Academic Affairs has responsibility for the Dean of Career and Instructional Services and the Dean of Community Services and Continuing Education as well as the ten academic instructional departments. The ten academic instructional departments include: Agriculture, Business Education, Culinary Arts, English/Foreign Languages, Fine Arts, Mathematics and Computer Information Systems, Natural Sciences and Physical Education, Nursing, Social and Behavioral Sciences, and Technical.

The present ten departments resulted from a Board of Trustees approved reorganization in 1990 which consolidated the Biological and Physical Sciences into Natural Sciences; consolidated the Social Sciences and Public Service Departments into a Social and Behavioral Sciences Department; and moved Computer Information Systems from the Business Education Department to Mathematics and Computer Information Systems Department. These ten departments are supervised by a chairperson who is elected bi-annually by the faculty within the department. The Vice President for Academic Affairs meets with the deans and the chairs of the departments on a bi-weekly basis in a formal setting as well as on an individual basis as needed.

The Dean of Career and Instructional Services is responsible for the Academic Skills Center, the Learning Resources Center, the Evening Program, as well as various grant programs including Special Needs and Project Advance. Additionally, the Dean of Career and Instructional Services is liaison to the college's Tech-Prep Program.

The Dean of Community Services and Continuing Education is responsible for off-campus programming and the Institute of Economic Technology as well as the Center for Adult Basic Education Literacy.

The Vice President for Student Affairs is responsible for Enrollment Management, Student Services, Health Services, Career and Alumni Services, Athletics, and the Registration, Records, and Counseling Program.

The Vice President for Business and Financial Affairs is responsible for Administrative Services, Food Services, all financial and budgeting reviews, the Physical Plant, and the operations of the Louis Joliet Renaissance Center.

Morale

Institutional Climate

The Joliet Junior College Task Force on Professional Resources and Development state that "having a competent, committed faculty and staff is of utmost importance in being able to meet the educational needs of students and citizens of the district. High morale and a positive working relationship are absolutely essential if administration, faculty, board, and staff are to work together to achieve these goals."

In an attempt to assess the levels of morale, a questionnaire was distributed to members of the faculty, staff, and administration (See Appendix E). The number of respondents was consistent with that in past surveys (82 faculty, 54 staff, and 18 administration). It is possible that attitudes among the large number of non-respondents are significantly different from those tabulated in the results of the Institutional Effectiveness Survey. The results of the survey suggest the following patterns:

Strengths:

1. The faculty, staff, and administration consistently stated that they felt the college is meeting its stated goals. In almost every case, at least 75% of each group stated that the college is meeting each goal enumerated. (The only exceptions were 29% and 35% "inadequate" responses by the administration pertaining to developmental courses and public service activities respectively.)
2. The response to "My morale and sense of job satisfaction" was relatively favorable (at least "adequate" for 78% of the faculty, 76% of the staff, and 69% of the administration).
3. College standing committees were rated at least "adequate" by a large proportion of each group (84% of faculty, 83% of staff, and 87% of administration).
4. Accessibility of supervisory personnel is rated highly by all groups (at least "adequate" by 76% of faculty, 86% of staff, and 89% of administration).
5. The quality of instruction provided by full-time faculty is rated very highly (at least "good" by 88% of faculty, 50% of staff, and 75% of administration), with the ratings only marginally lower for part-time faculty.
6. There is a general desire by all groups to become involved in the life of the college. Evidence for this is provided by many written comments which clarify the strong ratings of inadequacy of social activities and facilities for faculty and staff gatherings.
7. There is strong evidence that faculty and staff care strongly about the college and wish to be part of the decision-making process. (75% of faculty and 58% of staff want to be more involved in the decision-making process.)

Concerns:

1. Communication, administrative leadership, resolution of misunderstandings, and teamwork almost uniformly have ratings of "inadequate" by a majority of respondents (the exception being 28% "inadequate" for "leadership" and 29% "resolution of misunderstandings" by administration respondents).
2. More than 44% of respondents in each group feel that team and individual effort, success, and service are not adequately recognized.
3. Trust is overwhelmingly deemed "inadequate" by all groups (62% of faculty, 70% of staff, and 83% of administration).
4. In contrast to other groups, administration respondents felt inadequate flexibility in hours and inadequate balance between workload and leisure.
5. Morale among faculty and staff (in contrast to the individual's morale) is rated "inadequate" by 72% of faculty and 70% of staff. This is a radically different perception from that of the administration's. They state that only 29% of faculty and staff morale was "inadequate".

Recommendations:

Despite serious, longstanding problems with morale, there is a broad foundation upon which constructive change can be built. The general recognition of all groups of the existence of a problem and the desire to overcome it are the basis for hope. Only by making morale one of the highest priorities, will any progress in this area be made. Among specific recommendations explicitly and implicitly expressed on the survey are the following:

1. Administrative leadership must convince the faculty and staff that their input is a major factor in the decision-making process. Standing committees are widely respected. Participation on them should be encouraged by demonstrating to members that their contributions make a significant difference. The establishment of a faculty senate should be considered as a means toward assuring that continual communication occurs on questions of concern to the entire college.
2. Greater social interaction would promote greater understanding. A lounge for the use of all faculty, staff, and administration members should be given the highest priority. College-wide social activities of a variety of types should be established. An all-faculty/staff/ administration retreat as well as departmental retreats should be considered.

CHAPTER 6

COMMITTEES

Staff Advisory Committees

The Board of Trustees has a policy of using staff advisory committees in the interest of creating a broad base of input for important policy decisions affecting the College (See Faculty Handbook in Exhibits).

To facilitate staff involvement in reviewing and recommending policies and procedural improvements, the following staff advisory committees are utilized: Scholastic Standards, Curriculum, Learning Resources Center, Student Life, Campus Use, Campus Safety, Enrollment Management Steering and Faculty Handbook. The elected committees are Final Course Grade Review, Judicial, Sabbatical Leave, and Tenure.

Scholastic Standards Committee

The function of the Scholastic Standards Committee is to evaluate collegiate scholastic standards and recommend modifications.

Committee membership:

1. Ten faculty members -- one from each department selected at a department meeting by April 1 of each year and confirmed/appointed by the President by May 1.
2. One faculty member from Counseling.
3. Two students -- appointments made through the Student Government Association under the direction of the Vice President for Student Affairs. (Votes are advisory)
4. Ex-officio members: Vice President for Student Affairs, Director of Registration Records & Counseling. (Non-voting)
5. Administrative Coordinators: Vice President for Student Affairs.

The Scholastic Standards Committee elects a chair who develops an agenda for each meeting. The committee meets at least once a month during scheduled meeting hours. Results of the committee recommendations are forwarded to the Vice President for Student Affairs for appropriate review and action. The Vice President for Student Affairs generally sits as administrative liaison to the Scholastic Standards Committee.

Curriculum Committee

The functions of the Curriculum Committee are:

1. To review all new curricula and courses to be offered by Illinois Community College District 525, evaluate the needs, objectives, content, instructional format, and compatibility with the philosophy of District 525.
2. To evaluate the total educational program for comprehensiveness, effectiveness and efficiency, and to make recommendations for additions, deletions, and modifications.
3. To determine whether the instructional resources, such as availability of qualified faculty and instructional materials, are adequate for the effective execution of the proposed program or course.
4. Evaluate the need for prerequisites, admission requirements, and graduation requirements.
5. To review and recommend funding allocations from the President's Grant Fund.

Committee membership:

1. Ten faculty members -- one from each department selected at a department meeting by April 1 of each year, and confirmed/appointed by the President by May 1.
2. One faculty member from Counseling.
3. Two students -- appointments made through the Student Government Association under the direction of the Vice President for Student Affairs. (Votes are advisory)
4. Ex-officio members: Dean of Community Services and Continuing Education, and Dean of Career and Instructional Services. (Non-voting)
5. Administrative Coordinator: Vice President for Academic Affairs

The Curriculum Committee elects a member to serve as chair of the committee. The chair schedules monthly meetings in conjunction with the office of the Vice President for Academic Affairs. Actions of the Curriculum Committee are forwarded to the Vice President for Academic Affairs for review and consideration. The Vice President for Academic Affairs is the administrative liaison to the group.

NOTE: Appointments to the first six committees listed below are normally made after a survey of the staff to identify individuals interested in service on the committees. The President will also consult with the leadership of appropriate staff employee groups (consistent with Article Eleven, Section 11.3.5 of the Faculty Union/Board Master Agreement) prior to making appointments of individuals to committees. The last five committees meet as needed.

Learning Resources Center Committee

The function of the "LCR" Committee is to review and recommend policies and procedures of the Learning Resources Center.

Committee membership:

1. Ten faculty members.
2. Two students - appointments made through the Student Government Association under the direction of the Vice President for Student Affairs. (Votes are advisory)
3. Library Supervisor
4. Ex-officio members: Dean of Career and Instructional Services.
5. Administrative Coordinator: Dean of Career and Instructional Services.

The Learning Resources Center Committee meets on a monthly basis. The Dean of Career and Instructional Services serves as chair of the committee.

Student Life Committee

The function of the Student Life Committee is to consider the appropriateness of disciplinary action when individuals fail to comply with the Standard of Conduct. Each student is responsible for knowledge of and compliance with this standard which is available to each student through the Office of Student Services and Activities.

Committee membership:

1. Two faculty members.
2. Two students - appointments made through the Student Government Association under the direction of the Vice President for Student Affairs.
3. Ex-officio member: President (Non-voting)
4. Administrative Coordinator: Vice President for Student Affairs.

Campus Use Committee

The functions of the Campus Use Committee are:

1. To assist in the development and implementation of campus utilization plans.
2. To promote among the faculty, students, and community an awareness, appreciation, and utilization of conservation and the natural environment.

Committee membership:

1. Six faculty members, including one representative from the following areas: Natural Sciences/Physical Education, Agriculture, and Fine Arts.
2. One staff member from Buildings and Grounds.
3. Two students.
4. Ex-officio members: Director of Physical Plant, Chief of Campus Police.
5. Administrative Coordinator: Vice President for Business and Financial Affairs.

Campus Safety Committee

The function of the Campus Safety Committee is to review and recommend policies and procedures for the campus police. Safety hazards, workmen's compensation claims, parking regulations and problems, etc. are also addressed.

Committee membership:

1. Four faculty members, including one of the Law Enforcement instructors.
2. Two students.
3. Ex-officio members: Chief of Campus Police, Safety Officers, Director of Health Services, Director of Physical Plant.
4. Administrative Coordinator: Vice President for Business and Financial Affairs.

Enrollment Management Steering Committee

The Enrollment Management Steering Committee coordinates the following functions: Recruitment, Admissions, Marketing, Research, and Retention. Strategies affecting the enrollment of various target groups are developed, implemented, and evaluated to establish the most effective enrollment mix to maintain institutional vitality.

Committee membership:

1. Director of Enrollment Management (Chair, Recruitment Subcommittee).
2. Director, Registration, Records and Counseling (Chair, Admissions Subcommittee).
3. Director of Community Relations (Chair, Marketing Subcommittee).
4. Director of Institutional Research and Planning
5. Dean of Career and Instructional Services (Chair, Retention Subcommittee).
6. Extension Center Developer
7. Vice President for Student Affairs (Administrative Coordinator).

Faculty Handbook Committee

The Faculty Handbook Committee recommends content for the Faculty Handbook, which includes the regulations and procedures of the college.

Committees Elected by General Faculty at Fall Opening Session

Final Course Grade Review Committee

The Final Course Grade Review Committee shall be composed of five tenured faculty members elected at the first faculty meeting of the school year.

Judicial Committee

The Judicial Committee shall be an elected committee of five tenured faculty members, not to include members of the ad-hoc Hearing Committee. The committee shall be elected by the faculty at the first regular faculty meeting in each academic year. The committee shall elect its own chairperson.

Sabbatical Leave Committee

The Sabbatical Leave Committee shall be composed of two administrators and four elected, tenured faculty members, elected at the first faculty meeting of the academic year. This committee will review all applicants and make a committee recommendation to the President.

Tenure Committee

The Tenure Committee shall be composed of five tenured faculty members elected at the first faculty meeting of the academic year. It shall be the duty of the Tenure Committee to process the recommendations of the appropriate dean or his/her designated representative as to whether a faculty member should be given tenure at the end of the three (3) years of service or to recommend a fourth (4th) year of service before granting tenure. These recommendations should reach the Tenure Committee by January 15.

Ad hoc Committees

Communications Committee

The Communications Committee was originally organized in the mid 1970's to provide a vehicle for all constituencies of the college to share information and minimize rumor and confusion. The committee met once a month and invited interested parties to submit

concerns for discussion. Only collective bargaining was restricted from discussion. The committee met through 1990 with mixed results.

The Communications Committee was reorganized in Fall 1991 to include a representative of the Board of Trustees, administration, faculty, clerical staff, support staff, and buildings and grounds staff, or designated representatives. Alternates were provided to insure full representation. It is hoped that the new structure will provide a better vehicle for internal communication.

Team Building Committee

The Team Building Committee, formed in the summer of 1990, originally focused upon concerns raised at a seminar for administrative staff. The concerns addressed a lack of communication and interaction between various administrative units.

Team Building activities include small group meetings, social events, i.e., campus-wide pot luck, Halloween open house, lunches with new employees, etc., in-service, special recognition days, and JJC Spirit days.

The Team Building Committee is currently expanding its representation base by soliciting members from all aspects of college personnel. This broader representation should facilitate increased "esprit de corps" among all college units.

CHAPTER 7

FACULTY

Joliet Junior College prides itself on the quality of instruction that is delivered to the members of its district. The quality of instruction in the college is only as strong as the faculty's job qualifications, working conditions, and opportunities for professional development permit. Strengths and concerns in these areas are reflected in data related to the following topics: institutional policy concerning academic credentials required for the discipline taught and the level of instruction; faculty distribution by education and years of teaching; percentage of full-time to part-time instructors; employment process; evaluation process, criteria for contract renewal, tenure, and promotion; teaching load; and overload. This data is revealing when compared to the 1983 self-study, taking into consideration changes in enrollment since 1983 and trends that appear to be emerging.

Policy Concerning Academic Credentials

In general, the master's degree is required for a faculty position. However, in certain career areas, relevant work experience is considered. Appropriate initial placement on the salary schedule for full-time faculty is determined by educational degrees and certificates from accredited institutions, as well as experience.

Faculty Distribution by Education and Years of Teaching Experience

A comparison of faculty distribution by education and years of teaching experience as compiled in 1990 data and compared to 1984 data included in the last self-study shows a decided shift to fewer years of service (Tables 7.1 and 7.2). Of a total of 162 faculty members in 1984, 39 had 10 years of experience or less, and 123 had over 10 years; of a total of 150 faculty in Fall, 1990, 42 had 10 years or less, and 100 had over 10 years. After 16 new appointments, in February, 1991, these figures totaled 58 with 10 years or less and 100 over 10. After 15 faculty members retired in May, 1991, the faculty is now almost evenly divided between those with 10 years' experience or less and those with more than 10 years.

**Table 7.1
Distribution of Full-time Faculty by
Education in 1984 and 1990**

| | Diploma | AS | BS | MS | D | Total |
|------|---------|----|----|-----|----|-------|
| 1984 | 0 | 0 | 10 | 132 | 20 | 162* |
| 1990 | 5 | 2 | 12 | 107 | 16 | 142 |

**Table 7.2
Distribution of Full-time Faculty
by Years of Service in 1984 and 1990**

| | 1-5 Years | 6-10 Years | Over Ten | Total |
|------|-----------|------------|----------|-------|
| 1984 | 4 | 35 | 123 | 162 |
| 1990 | 30 | 12 | 100 | 142 |

*Includes eleven grant-funded faculty members employed in the Inmate Training Program, dissolved in 1985.

Percentage of Full-time to Part-time Instructors

A comparison of data in Table 7.3 shows a small decrease in the number of part-time to full-time instructional personnel from 1987 to 1990: 286 part-time to 137 full-time teaching faculty in Fall, 1987, compared with 273 part-time to 143 full-time teaching faculty in Fall, 1990. Fall tenth-day enrollments for these years were as follows: In 1987, full-time enrollment on-campus, 3906, off-campus, 857; 1990, full-time enrollment on-campus, 4181, off-campus, 898. In 1984, the latest data available from the last self-study, 144 full-time faculty taught 4818 F.T.E. students as compared with 1990, when 143 full-time teaching faculty taught 5079 F.T.E. students. Three librarians and five full-time counselors brought this number to 151. By Fall, 1991, the number of full-time faculty had increased to 157. The number of part-time instructors fluctuates frequently; in February, 1991, this number was 280.

Table 7.3
Comparison of Full-time to Part-time
Instructors from 1987 to 1990

| Department | Full-time | | | | Part-time | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | <u>1987</u> | <u>1988</u> | <u>1989</u> | <u>1990</u> | <u>1987</u> | <u>1988</u> | <u>1989</u> | <u>1990</u> |
| Acad. Skills Ctr. | 0 | 1 | 1 | 1 | | | | |
| Agriculture | 11 | 11 | 12 | 12 | 8 | 6 | 1 | 2 |
| Business Education | 15 | 16 | 16 | 16 | 74 | 69 | 60 | 51 |
| Culinary Arts | 9 | 9 | 9 | 8 | 6 | 5 | 3 | 3 |
| Eng/For Lang | 13 | 14 | 14 | 15 | 36 | 31 | 36 | 36 |
| Fine Arts | 13 | 12 | 13 | 13 | 25 | 26 | 24 | 19 |
| Math/CIS | 15 | 17 | 17 | 16 | 54 | 53 | 57 | 62 |
| Nat. Sci./PE | 19 | 18 | 17 | 18 | 18 | 20 | 20 | 24 |
| Nursing | 14 | 15 | 15 | 15 | 0 | 0 | 0 | 2 |
| Social Sciences | 14 | 16 | 14 | 13 | 44 | 45 | 39 | 49 |
| Technical | 14 | 14 | 15 | 15 | 21 | 27 | 27 | 25 |
| All Dept. Totals | 137 | 142 | 143 | 142 | 286 | 282 | 267 | 273 |

Employment Process

Faculty vacancies to be filled are publicized in The Chronicle of Higher Education, newspapers, minority publications, professional newsletters and journals, and with placement offices at colleges and universities. A faculty appointment involves the following steps:

1. The candidate submits an application and relevant supporting data.
2. The department chairman and a committee of faculty members screen the applications and interview selected applicants who must present a teaching session.
3. The Vice-President for Academic Affairs interviews the final candidates.
4. The president conducts final interviews.
5. The College Board makes the final appointment.

Evaluation Process

Tenured-Faculty

All tenured faculty are encouraged to participate in voluntary formative evaluation activity each Fall semester. The purpose of this self-initiated, faculty controlled process is the improvement of teaching effectiveness at Joliet Junior College. The following procedure has been suggested by the Formative Evaluation Committee:

1. The faculty member selects a colleague to assist in the evaluation.
2. The faculty member selects a valuable method of evaluation. (The Formative Evaluation Committee provides samples of student evaluation forms, but any technique may be used including videotaping)
3. After the evaluation is completed, the results are discussed with the chosen colleague and areas needing help are identified. Help may be secured internally within a department, from colleagues, the Employee Assistance Program or the Staff Development Committee. Assistance may also be secured externally by attending classes, conferences, workshops or other professional activities.
4. The colleague who assists in the evaluation notifies the department chair of the completion of the evaluation and is paid for his or her services.

During the 1990-91 academic year, 38 faculty completed the formative evaluation process. According to a survey completed last spring, 75% felt the formative evaluation process was a worthwhile activity which contributed to improvement in their teaching performance.

Non-tenured Full-time Faculty

In keeping with Board policy and contractual agreement, all non-tenured, full-time faculty are evaluated over a three-year period, after which a new faculty member with satisfactory performance is recommended for tenure status. Applications for tenure are reviewed by the Tenure Committee which consists of tenured faculty members, and by the administrative staff. This procedure is intended to be followed for the evaluation of all non-tenured full-time faculty members. This procedure has been adapted in an effort to standardize the evaluation practices and to ensure that such evaluations will be conducted in an open and positive manner and in the best interest of all concerned.

An outline of the non-tenured evaluation process can be found in the faculty handbook. Appendix F contains faculty evaluation forms.

Part-time Faculty

Instructional supervisors evaluate all part-time teachers. The supervisors are instructors from their respective departments recommended by their department chairpersons. These supervisors report directly to the chairmen of their departments. Each supervisor is limited to the supervision of not more than 25 part-time teachers.

Joliet Junior College also has a procedure for student evaluation of all part-time instructors. By mid-semester, an instructor evaluation form is given to each student in the class to appraise the instructor. This evaluation must take place only once a year for instructors teaching both semesters. Results of the evaluation are sent to department heads with copies for the teacher, the dean or the director, as appropriate, and the instructional supervisor.

Advisors/Counselors

Two methods by which students may evaluate advisors and counselors are currently in use. Annually, a random sample of each advisor's students is mailed a questionnaire seeking students' opinions toward 4 statements regarding their advisors' availability, knowledge, ability to communicate and the degree of compatibility between them.

In addition, each counselor is evaluated over a three-week period every semester. Students who visit a counselor for goal planning or career counseling during this period are asked to complete an on-the-spot questionnaire. The questionnaire identifies the counselor by name and asks the student to indicate his level of agreement with 9 statements pertaining to the counseling skills exhibited in the session.

Each method of evaluation points out strengths and weaknesses. The information gathered is utilized in a personal growth conference between the supervisor and each advisor or counselor. A composite report of student responses is distributed to all of the faculty advisors, counselors and administrators.

Criteria for Contract Renewal, Tenure, and Promotion

Personnel policies such as termination, due process, academic freedom, promotions, contract renewal, evaluation process, and tenure are presented in detail in the faculty union agreement and/or the Faculty Handbook (See Exhibits). A voluntary program of formative evaluation has recently been adopted to encourage faculty to engage in self-evaluation and peer review. During the 1990-1991 Academic Year, 38 faculty used this program.

Teaching Load

Teaching load is also established in the faculty union agreement. As indicated in response to Question 4, Page 6, of the Institutional Effectiveness Survey (Appendix F), 33.8 of the faculty believe that the match between teaching load at the college and that suggested

by professional organizations in the various disciplines is inadequate, 41.9 percent believe it is adequate, 21.6 percent consider it good, and 2.7 percent consider it excellent. No breakdown by discipline is available. The indication of faculty satisfaction is prompted to some extent by the fact that a bargaining agreement, several years ago, removed the restrictions on the number of overload hours which faculty could teach. As a result, several faculty have opted to teach several hours over what some faculty consider to be maximum.

Overload

No limit on the amount of faculty overload is established in the faculty contract. Table 7.4 presents data on instructors' overloads and credit hours for 1990-1991 by department. The maximum number of overload contact hours taught by one instructor was 27.50 in Fall, 1990 and 32.20 in Spring, 1991. The average number of overload hours for instructors with overloads was 6.43 for Fall and 6.60 for Spring.

**Table 7.4
Overload Hours and Teaching Overload for
Fall 1990 and Spring 1991 by Department**

| Department | Number Overload Hours | | Instructors Teaching Overloads | |
|---------------|-----------------------|---------------|--------------------------------|------------|
| | Fall '90 | Spring '91 | Fall '90 | Spring '91 |
| Agriculture | 28 | 10 | 6 | 4 |
| Bus. Educ. | 27 | 30 | 9 | 7 |
| Culinary Arts | 35 | 26 | 7 | 7 |
| Eng/For Lang | 59 | 25 | 10 | 6 |
| Fine Arts | 20 | 23 | 6 | 6 |
| Math/CIS | 50 | 46 | 11 | 11 |
| Nat Sci/PE | 129 | 103.4 | 17 | 16 |
| Nursing | 29.57 | 29.23 | 10 | 13 |
| Soc Sciences | 48 | 48 | 10 | 9 |
| Technical | 262.10 | 293.10 | 17 | 17 |
| Totals | 687.67 | 633.73 | 107 | 96 |

Institutional Survey Results

Strengths:

1. Faculty is well-qualified in both education and experience.
2. The change in age and experience level of faculty caused by large numbers of retirements and the hiring of replacements is bringing in new ideas and fresh outlooks.
3. The formative evaluation process encourages professional growth in a constructive, supportive manner.
4. Faculty vacancies are well-publicized and described, and faculty within the department involved participate in the selection process.

Concerns:

1. Large numbers of retirements are depleting the number of faculty knowledgeable about ongoing programs.
2. The quality of part-time instruction remains a concern.
3. Inequities in teaching load between departments are a continuing problem.
4. Some faculty may be undertaking too many overload assignments.

Recommendations:

1. An advisory committee of retired faculty should be established to provide continuity of perspective on college programs.
2. A study of the faculty overload situation should be made to address perceived inequities in pay and feasibility of setting overload limits.
3. More pay should be given for part-time and overload assignments to help with the problem of assuring quality part-time instruction. Consideration should also be given to providing department coordinators for part-time instruction to provide guidance and supervision.
4. A study should be made of teaching load based on recommendations by professional organizations in the various disciplines.
5. The institution should review tuition reimbursement based upon the present policy and perhaps broaden the interpretation based upon the present contract language.
6. In view of inflation, travel allotments should be increased.

CHAPTER 8

STAFF

Office Staff

Support Staff

The majority of support staff positions require an associates degree in a related field. There are a few positions that were "grandfathered" in which require only a high school diploma. The minimum experience required is over one year related; however, most positions require two or more years related experience.

The post-secondary education requirement for the support staff position is indicative of the position responsibilities. Technical assistants serve individual academic departments and do coordinate the work of others, usually students. Other support staff positions may involve confidentiality or supervisory functions such as Media Supervisor, Child Care Supervisor, and the college nurse.

Currently, we have 56 full-time and 67 part-time positions.

Clerical

In general, most clerical positions require a high school diploma or equivalent, plus some additional training, and one year related clerical experience. There are a few clerical positions which may require only 6 months experience.

Currently, we have 61 full-time and 73 part-time clerical positions.

Physical Plant and Grounds

The Physical Plant at Joliet Junior College is composed of 42 full-time and 3 part-time staff persons, whose qualifications and experience levels range up to 20 years of service. Custodial staffing patterns are presented in Appendices G, H, I, and J.

Maintenance personnel are required to possess a high school diploma, GED, or equivalent work experience. They are qualified in the field of mechanics with three or more years of experience. Special maintenance personnel, such as those who work with refrigeration and food service equipment, have also completed technical school programs. Custodial employees are also high school graduates and are required to have previous work-related experience.

Groundskeepers are required to have a high school diploma or equivalent. It is also desirable that these employees possess an associate degree in Ornamental Horticulture/Turf Management. They must have a current State of Illinois Pesticide Operator's License for Landscape and Turf. They must hold a valid Class "C" or "D" Illinois Driver's License. These individuals also have previous work related experiences in farming, landscape or groundskeeping.

Maintenance personnel, custodial service employees, and groundskeepers all must have mechanical ability in equipment repair. They must be in good health and able to pass a physical examination.

The Physical Plant operation is primarily a service department, charged with the responsibilities of facility upkeep for students and staff. Required tasks involve routine maintenance, completion of special work orders, major setups (for banquets, opening ceremonies, etc.), and renovation.

Future considerations for the Building and Grounds Department focus upon increased staffing needs, development of a recycling program, and creation of alternate sources of energy, such as co-generation of electricity. Additionally, the college plans to construct a Business and Technical Building, which will require further support from the Physical Plant Department.

Survey Results

Strengths:

The Department's strengths center around being basically amenable to special projects, usually involving maintenance, and being able to meet most requests. In addition, tools and various pieces of equipment are usually obtainable. Its weaknesses primarily lie with the time factor to complete requests, adequate staffing, and lack of institutional storage.

The results of surveying faculty, staff, and students concerning the physical plant operations correlated with the Institutional Effectiveness Survey. Custodial services and grounds maintenance were felt to be good or average. Strengths seemed to be the general appearance of the college, landscaping, and cleanliness.

Concerns:

Weaknesses concern such matters as problems with lighting, sounds, and temperature. There is also a concern about the length of time maintenance jobs take to get started or be completed.

In general, faculty, staff and students appear pleased with the appearance of the college and the service provided by the Physical Plant.

CHAPTER 9
STUDENTS

Student Profile

One out of every 20 District 525 residents will attend Joliet Junior College during the year (unduplicated headcount). Table 9.1 compares the 1982 student and the 1990 student.

| Table 9.1 Comparison of "Typical Student" in 1982 and 1990 | | |
|-----------------------------------------------------------------------------|--------------|--------------|
| | 1982 Student | 1990 Student |
| Female | 52% | 58% |
| In-District | 90% | 96% |
| Freshman | 68% | 71% |
| Main Campus | 66% | 75% |
| Part-Time | 80% | 69% |
| Single | 67% | 59% |
| Under 21 | 40% | 34% |
| Returning | 58% | 56% |
| Baccalaureate | 53% | 51% |
| Caucasian | 81% | 86% |

The JJC student body composition from 1977 to 1982 shifted from more male, occupational, married students to more female, baccalaureate-oriented, and single students. An enrollment analysis of student data shows that the composition of the student body has not changed significantly since 1982.

JJC has seen a slightly-increased enrollment in the past seven years. Little variation has occurred in 10-day head counts. Yet figures point to moderate but consistent increases in the percentage of full-time students (12 or more credit hours). 1990 data points out that part-time students account for 69% of the JJC population. The figure is down from 80% part-time students in 1982. Table 9.2 reveals fall enrollment figures since 1984.

| Table 9.2 Fall Enrollment Data | | | | | | |
|-----------------------------------|------|------|------|------|------|------|
| | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 |
| Headcount | 9845 | 9924 | 9303 | 9440 | 9454 | 9567 |
| FTE | 4818 | 4897 | 4572 | 4763 | 4884 | 4991 |
| Full-Time | 2641 | 2780 | 2538 | 2767 | 2876 | 2989 |
| Part-time | 7204 | 7144 | 6765 | 6673 | 6578 | 6578 |

Women continue to enroll at JJC in higher numbers than men. The gap between numbers of women and men enrolled has also widened. In 1982, 52% of the student population was women; in 1990 fifty-eight percent was women. (Men: 4089; Women: 5556)

In 1990 Caucasians make up 86% of total enrollment. This is a 5% increase from 1982. Ethnic background is further defined in Table 9.3.

| Table 9.3 Ethnic Background | | | | | | |
|--------------------------------|------|------|------|------|------|------|
| | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 |
| American Indian | 16 | 23 | 32 | 18 | 12 | 28 |
| Black | 857 | 951 | 740 | 783 | 711 | 820 |
| Hispanic | 310 | 326 | 325 | 447 | 350 | 399 |
| Oriental | 84 | 92 | 104 | 112 | 110 | 108 |
| White | 8642 | 7992 | 8231 | 8074 | 8363 | 8276 |
| Other | 15 | 19 | 8 | 19 | 21 | 14 |

In 1990 the average age of a JJC student was 28.8. Those over 30 account for 40% of enrollees. Thirty-four percent of the students were under 21 years old.

A vast majority of JJC students are in-district residents (96%). But a significant change can be found in the data of specific residence reported by students.

| Table 9.4 Percentage of Joliet Residents at JJC' | | | |
|-------------------------------------------------------------|-------------|-------------|-------------|
| | 1977 | 1982 | 1990 |
| Joliet Residents | 43% | 37% | 32% |

The redistribution in student residence has not affected total enrollment. This would suggest that other communities have contributed higher percentage of students. Table 9.5 indicated student residence by community.

Table 9.5
Joliet Junior College
Selected Demographic Data for Selected Communities

| Community | On-Campus Enrollments | Off-Campus Enrollments |
|-------------|-----------------------|------------------------|
| Bolingbrook | 820 | 519 |
| Channahon | 142 | 10 |
| Coal City | 161 | 53 |
| Dwight | 97 | 39 |
| Elwood | 103 | 9 |
| Frankfort | 349 | 101 |
| Gardner | 55 | 12 |
| Joliet | 2898 | 383 |
| Crest Hill | 268 | 25 |
| Rockdale | 40 | 8 |
| Shorewood | 244 | 7 |
| Lemont | 168 | 76 |
| Lockport | 732 | 236 |
| Manhattan | 139 | 37 |
| Mazon | 27 | 7 |
| Minooka | 169 | 13 |
| Mokena | 291 | 113 |
| Morris | 484 | 127 |
| New Lenox | 610 | 192 |
| Odell | 22 | 4 |
| Peotone | 83 | 31 |
| Plainfield | 389 | 33 |
| Pontiac | 20 | 5 |
| Romeoville | 369 | 205 |
| Wilmington | 263 | 57 |

Total headcount has seen limited variations over the past decade. Credit hours generated (tenth day enrollment), too, have been stable. Table 9.6 shows minimal changes in the college enrollment.

| Table 9.6 Fall Tenth Day Enrollments Headcount, Credit Hours, FTE | | | | | | | |
|-------------------------------------------------------------------------|-------|-------|-------|-------|-------|-------|------------------|
| | 1983 | 1986 | 1987 | 1988 | 1989 | 1990 | % Chnge 89-90 |
| Headcount | 10236 | 9303 | 9440 | 9454 | 9567 | 9645 | 0.8 |
| Credit Hours | 81360 | 68574 | 71452 | 73266 | 74868 | 76179 | 1.8 |
| FTE | 5424 | 4572 | 4763 | 4884 | 4991 | 5079 | 1.8 |
| On-Campus | 4075 | 3796 | 3906 | 4027 | 4181 | 4181 | 1.7 |
| Off-Campus | 1349 | 776 | 857 | 857 | 898 | 898 | 2.0 |

An examination of the academic choices of students is seen in Tables 9.7 and 9.8. Table 9.7 identifies the majors selected by students at JJC from 1986 to 1990. Table 9.8 reviews the total number of credit hours generated by each department from 1987 to 1990. Figures are for Fall terms.

| Table 9.7 Student Majors by Department | | | | | |
|-------------------------------------------|------|------|------|------|------|
| Department | 1986 | 1987 | 1988 | 1989 | 1990 |
| Agriculture | 196 | 203 | 221 | 210 | 193 |
| Business Education | 1358 | 1709 | 1454 | 1383 | 1125 |
| Culinary Arts | 256 | 305 | 288 | 258 | 212 |
| English/Foreign Lang. | 39 | 35 | 65 | 64 | 55 |
| Fine Arts | 199 | 228 | 219 | 224 | 189 |
| Math/CIS | 178 | 131 | 193 | 343 | 312 |
| Natural Sciences/PE | 388 | 356 | 346 | 344 | 297 |
| Nursing | 405 | 424 | 464 | 557 | 609 |
| Social Sciences | 614 | 748 | 652 | 656 | 610 |
| Technical | 570 | 740 | 690 | 688 | 593 |

Table 9.8
Tenth Day Enrollments by Departments

| Department | 1987 | 1988 | 1989 | 1990 |
|----------------------------------|-------------|-------------|-------------|-------------|
| Agriculture | 2491 | 2675 | 2567 | 2404 |
| Business Education | 11875 | 11658 | 11404 | 10476 |
| Culinary Arts | 2845 | 2701 | 2486 | 2078 |
| English/Foreign Languages | 7487 | 8005 | 9031 | 9247 |
| Fine Arts | 4963 | 4920 | 4954 | 4750 |
| Math/CIS | 12166 | 12343 | 13649 | 14932 |
| Natural Sciences/PE | 7850 | 8380 | 8553 | 9544 |
| Nursing | 1503 | 1519 | 1542 | 1667 |
| Nursing Retotal | 433 | 540 | 499 | 536 |
| Social Sciences | 10942 | 11290 | 11749 | 12089 |
| Technical | 4684 | 5444 | 5086 | 4988 |
| Other | --- | --- | --- | --- |
| Community Service ABE/ESL/GED | 252 4921 | 240 3869 | 161 2984 | 154 3452 |
| Institutional Total | 71452 | 73266 | 74868 | 76179 |

Non-credit course enrollments continue to play a significant role at JJC. A headcount (Table 9.9) reveals a distribution of those students.

| Table 9.9 Headcount by Division of Non-Credit Enrollments | | |
|--------------------------------------------------------------|-------------|-------------|
| Division | Fall 1989 | Spring 1990 |
| Adult Basic Education | 38 | 22 |
| Business Asst. Trng. Center | 894 | 951 |
| Business Education | 146 | 117 |
| Community Service | 951 | 1258 |
| Health Care | 127 | 96 |
| Fitness Center | 102 | 132 |
| Nursing | 28 | 0 |
| Total | 2286 | 2576 |

The Student Goals/Characteristics survey data (Fall 1989, Spring 1989) provide important information regarding the attitudes, beliefs and expectations of typical JJC students. See JJC Student Profile Survey for Spring and Fall 1989 (See Appendix K). Six characteristics emerging from this survey were as follows:

1. Politically the students were "middle of the road."
2. Volunteerism was high.
3. Transferring to another institution was the most frequently selected educational goal.
4. Enjoying the company of other students was the most frequently selected social goal.
5. Becoming more independent was the most frequently selected personal developmental goal.
6. The top four factors influencing the attendance at JJC were: cost, location, parents, and need to make a significant change.

In addition to the attitudinal data the SG/C survey provides information that relates to instruction and instructional delivery.

JJC students learning style preferences were lecture and hands-on experience. The results of the survey indicate that a majority of full-time students (62.5%, Fall 89 and 75.7%, Spring 89) studied on the average of ten hours or less per week. A significant percentage of the students were employed on a half-time or greater basis (20 hours plus). A practical concern of faculty is the amount of time that students devote to their courses.

Student educational viewpoint showed a preference for education as a lifelong activity or as useful for getting a job. Students, however, did not view education as useful for attaining understanding of oneself, the community, or the world.

Survey Results

Strengths:

1. The socio-economic climate of Will County has changed significantly since the mid 70's; however, JJC enrollment has remained relatively stable.
2. Students identify cost, location, parents, and need to make a significant change as the four top factors influencing their selection of JJC.
3. JJC provides students with programs and services which are geared toward academic success. These programs and services include but are not limited to ASSET testing, Project Advance, Special Need Services, Academic Advising, Admissions Counseling, College Orientation, Success 101, Personal Counseling and Guidance Testing.

Concerns:

1. Minorities are not enrolled at JJC in the same percentage as represented by the district social composition.
2. A majority of students do not indicate high school counseling, college recruiters, or reputation as factors which influence attendance at JJC.
3. The Office of Institutional Research indicates that approximately 84% of JJC students who intend to complete a degree or certificate need remediation.
4. A significant percentage of JJC students who are enrolled full-time (12 hours plus) work 20 hours or more per week.

Recommendations:

1. JJC should continue an aggressive recruitment program paying close attention to community image.
2. Continued curriculum development in the areas of reading, writing, and math is necessary in order to meet the needs of the JJC student population.
3. A course such as Success 101 should be required of all students. The course could be a one-credit-hour course that would emphasize such topics as time management and learning strategies.