

AGENDA

SAUK VALLEY COLLEGE BOARD OF TRUSTEES MEETING Conference Room, Third Floor, 3L14 May 10, 1976 8:00 P.M.

A. Call to order

B. Roll call

C. Communication from visitors

D. Recommended actions

1. Approval of minutes as submitted
2. Personnel matters
3. Approval of Building Utilization request
4. Appointment of ICCTA Director
5. Approval of Cooperative Agreement with Highland Community College
6. Approval of contract with Sterling School of Beauty Culture
7. Approval of Illinois Valley Community College Cooperative Agreement
8. Approval of administrative reorganization
9. Other items

E. Old Business

1. Report on collective bargaining
2. Other items

F. New Business

1. Report on status of LPN Program
2. Other items

G. President's Report

1. Report from student trustee member
2. Minutes of SVC committee meetings
3. Other items

H. Time of next meeting

I. Adjournment

5-5-76 bg

MINUTES OF THE SAUK VALLEY COLLEGE BOARD OF TRUSTEES MEETING

May 10, 1976

The Board of Trustees of Sauk Valley College met in regular meeting at 8:00 p.m. on May 10, 1976 in the Board Room of Sauk Valley College, Rural Route #1, Dixon, Illinois.

Call to Order: Chairman Coplan called the meeting to order at 8:02 p.m. and the following members answered roll call:

Arman Gaulrapp, Lorna Keefer, Oscar Koenig, Juanita Prescott, William Reigle, Ty Simmons, Robert Wolf, Ronald Coplan.

Communications from Visitors: Chairman Coplan noted that the communications from visitors all had to do with Item D-8 and would be discussed at that time.

Minutes: It was moved by Member Reigle and seconded by Member Prescott that the minutes of the April 26 meeting be approved as presented. Motion voted and carried.

Building Utilization Request: Mr. Coplan introduced Larry Johnson from the Sterling Rock Falls J.C.'s who appeared before the Board to request the use of the college parking lots for their go-kart races to be held on May 29 and May 30, 1976. Mr. Johnson explained the event to the Board and answered questions accordingly. It was then moved by Member Simmons (Gaulrapp) and seconded by Member Keefer that the Board approve the request from this organization to use the Sauk Valley College parking lots for go-kart races on May 29 and May 30, 1976. Motion voted and carried.

Full-time Position: It was moved by Member Reigle and seconded by Member Gaulrapp that the Board of Trustees create a full-time 10-month librarian position. This person will have the responsibility of working 37 hours per week and will be allowed to accumulate two vacation days for each month of work and be permitted all of the legal holidays defined in the administrative calendar. In a roll call vote the following was recorded: Ayes: Members Gaulrapp, Keefer, Koenig, Prescott, Reigle, Simmons, Wolf, and Coplan. Motion carried.

Duane Paulsen: It was moved by Member Gaulrapp and seconded by Member Koenig that the Board approve the reassignment of Duane Paulsen and that he be placed at Step V on the Associate Professor level which according to the present salary schedule is \$15,900 for a 10-month contract, this recommendation to be effective the 1976-77 academic year. In a roll call vote the following was recorded: Ayes Members Gaulrapp, Keefer, Koenig, Prescott, Reigle, Simmons, Wolf, and Coplan. Nays-0. Motion carried.

Robert Thomas: It was moved by Member Reigle and seconded by Member Simmons (Gaulrapp) that the contract of Robert Thomas be rewritten to define his position as a 10-month employee with the responsibility of working 37 hours per week, accumulate two vacation days for each month of work and be permitted all of the legal holidays defined in the administrative

calendar. In a roll call vote the following was recorded: Ayes: Members Gaulrapp, Keefer, Koenig, Prescott, Reigle, Simmons, Wolf, and Coplan. Nays-0. Motion carried.

David Zindel: It was moved by Member Keefer and seconded by Member Reigle that David Zindel's contract be rewritten as a 10-month contract with the responsibility of working 37 hours per week and accumulate two vacation days for each month of work and be permitted all of the legal holidays defined in the administrative calendar. In a roll call vote the following was recorded: Ayes Members Gaulrapp, Keefer, Reigle, Wolf, and Coplan. Abstain-Prescott Nays-Koenig and Simmons. Motion carried.

Medical Lab Part-time Employee: It was moved by Member Reigle and seconded by Member Koenig that the Board approve the employment of a part-time staff member, Peggy White, in the Medical Laboratory Technology Program at a salary of \$5,800 (to be paid out of the part-time and overload budget) for the 1976-77 fiscal year. In a roll call vote the following was recorded: Ayes Members Gaulrapp, Keefer, Koenig, Prescott, Reigle, Simmons, Wolf, and Coplan. Nays-0. Motion carried.

Intern: The item of an administrative intern was tabled for the present time.

Resignation: It was moved by Member Gaulrapp and seconded by Member Koenig that the Board accept with regret the resignation of Sherryl Henkel of the secretarial science laboratory. Motion voted and carried.

Cooperative Agreement: It was moved by Member Gaulrapp and seconded by Member Koenig that the Board approve the attached cooperative agreement with Highland Community College in regard to clinical facilities, etc. Motion voted and carried.

Cosmetology Program: It was moved by Member Reigle and seconded by Member Gaulrapp that the attached contract be approved with the Sterling School of Beauty Culture with the following change noted on Page #4, Item 6, Par. a. The wording as presented was: "provide a marriage record if female, a divorce decree if divorced." This wording is now changed to:

the applicant must certify her/his marital status in keeping with the regulations of the Department of Registration and Education.

Motion voted and carried.

Cooperative Agreement Illinois Valley: It was moved by Member Koenig and seconded by Member Gaulrapp that the Board approve the attached cooperative agreement with Illinois Valley College in the area of Agricultural Supplies and Service. Motion voted and carried.

Administrative Reorganization: Chairman Coplan noted that many communications had been received in regard to the Board's request for input from students, faculty, and the community in regard to the proposed administrative reorganization at Sauk Valley College. He said that as these communications were received, he had forwarded them to the other Board members.

Discussion then followed on the proposal. It was moved by Member Gaulrapp and seconded by Member Reigle that the Board approve the attached administrative reorganization as proposed to include the creation of an Asst. Dean of Arts and Sciences; Asst. Dean of Business and Technology; Asst. Dean of Learning Skills & Resources; Director of Public Safety; and Director of Public Services. Before the vote was taken Chairman Coplan made the following statement:

Chairman Coplan's Statement:

I assume that most of the people who are here tonight are interested in what's going to happen to this recommendation for administrative reorganization, otherwise I have got to assume that you are here for the other dull stuff and maybe we should consider having our board meetings down in the small dining room on the second floor so we don't have people who have to sit on the floor, stand up, or what not.

I received a number of communications regarding the recommendation for administrative reorganization. Most of the communications were from within the institution, either students or members of the staff. I had one communication from a person who had no connection with the college. That was the extent of it. I had personal visits with different people. I was, I think by and large, pleased by the responses or information that I received. All of it was bundled up and mailed out to board members last week and the package should have been received, I guess, about Thursday. I had discussions with quite a number of people. Lots of things were knocked around and I knocked around things with Dr. Cole at some length one morning. I tried to get to the root of some of the objections or criticisms...tried to understand what some of these objections and criticisms were so that we could respond accordingly. I appreciated the time and effort that everybody went to with regard to this matter, including Dr. Cole's efforts, not only personally with me, but his efforts in writing up a response or release to the press. It was printed in at least one paper that I read.

Again, as I mentioned earlier, I think that this is an area where regardless of what the board does or doesn't do, somebody is going to be unhappy and I think that is unfortunate, but that just may be the ballgame too. The board has been the recipient of a lot of information. Most of it, I think, was well thought out and reflected a perspective from the person or persons, the group that wrote it and presented it. Those perspectives are not always as broad as the board's perspective must necessarily be. Everything that I received, as I said, was transmitted to the board members and Dr. Cole, and I am sure has been considered by each and every member at some length. I trust that the board will do what I like to think the board has done for as long as I can remember...and that is make a decision based on the merits and based on the facts as they have been presented.

I think there unfortunately has been a certain amount of distortion. I think unfortunately there has been a lot of fears which I believe are unjustified. There have been some pressures applied, and I think we have to understand these and deal with them the best we can knowing that somebody is not going to be happy with whatever we do. I would at this time, I guess, entertain any comments or questions that any board member has regarding information that has been distributed.

If you would permit me the latitude before we vote on this, I would like to address myself to a couple of things that have come to my attention during the processing of this recommendation.

All of you board members have in your packet copies of the information submitted by the group that called themselves "Concerned community and students at Sauk Valley College". A number of questionnaires were submitted to me and were represented to be a cross section of the sampling of the student body. They were not all of them, but they were a cross section. I think that from reading them you surely get the impression that there is a very good cross section presenting some pros and cons.

I became very, very, concerned about some of the comments made and some of the concerns. One is about the availability of classes. This is an occupational hazard and I am sure that we shall continue to try to do what can be done to offer courses so that people who need courses or wish courses can have them. This has been the thrust, I think, for a long time. The other side of the coin is that we still have to pay our own way here and we cannot continue to teach courses with very low enrollments, particularly where you have one Instructor teaching two or more of his (or her) courses on low enrollment basis. You can't justify that. There are alternatives and answers and we will try to deal with them.

There's a concern here that touches on the nursing program. This is a concern that the administration and board have addressed themselves to repeatedly and we are hampered. Saturday morning at 7:15 I got a call from a mother who was madder than "blue blazes" about the treatment that his daughter had been accorded out here, and it was most unfortunate. It was not good and I will see Dr. Williams afterwards and maybe we can get some answers for the man. He was mad. Now if what he says is correct, then he's probably got a reason to be mad. Those things happen and we try to rectify them. We have got a long ways to go in the nursing program. This is recognized and we are trying to do something about it. We do not have enough clinical stations; we don't have enough of things that are needed to meet the demands. We have got, as I understand it, 62 qualified applicants for the LPN program that are not going to be admitted because we can't take them. Now that's the hard part. It is hard on the students, and it is hard on the institution, because we would like to meet those needs.

We also have a number of comments that relate to those courses traditionally taught in the Humanities... traditional transfer-liberal arts courses, if you would. I am very unhappy at what some of these comments say. I hope that some of these things just simply aren't so. I hope they aren't.

I also see some anger that I think is misplaced because I think it misreads the intent of this institution, this board, and this administration. A very angry comment says that..."The administration seems to be getting rid of these courses." I simply do not agree with that statement. It may be a difference of perspective. I am afraid that it isn't. I am afraid that it is a misunderstanding. I am informed that certain things have happened in the institution and in the community. Point: That the theatre students at Dixon High School were told..."Don't bother to come to Sauk Valley College next year: we are not going to have a theatre program." That statement was made by one or more members of our faculty. I am told that certain members of the institution have used their position in the classroom to assail the administrative reorganization and to say that if this recommendation is approved, that it sounds a death knell for the Humanities Division. And I will say to you right now that this shows a lack of intellectual integrity. That is not the case and as long as I sit here "By God", it won't be the case.

Three years ago, when I ran for reelection, one of the rumors that were circulated was that if I was reelected the technical - vocational part of this institution would "go down the tube". I think that that rumor has been refuted by now. It was unfortunate that that rumor circulated by members of the staff during classroom time to students. I had students come to me and say, "What the hell are you doing? We deserve better than that. What is the truth of this matter?"

There is no impetus from this board or this administration to do any damage to any aspect of this institution. The only thrust is to offer a good, comprehensive, education to the residents of this district, and in spite of things... that's what is going to happen if I have anything to do with it. And that means a good theatre program. We have had one and we will continue to have one. That means a good Humanities Department offering those things that people need to go on and get their academic careers in order to get their bachelor's degrees, and get their classical education. It appears as though we are going to have to drag some people through the knothole to get there but that's about what's going to happen.

I would ask only that you judge my statement by what happens from now on. If you have a problem about a course then the thing to do is to see the appropriate dean about it. It can be worked out. It will be worked out. We have offered more and different courses in the past three years in this institution than you can count. We have tried like mad to respond to the needs of the students and citizens in the district. There have been new programs initiated and there have been recruiting efforts undertaken to bring these people who maybe usually aren't found in this setting, into the setting. I don't know what more you can ask.

Now that I have got that off my chest, there is a recommendation or a motion on the floor. Does anybody have any other comments that they wish to make? Any comments regarding what I have had to say or any questions?

Vote: In a roll call vote on the motion to adopt the administrative organization as presented, the following was recorded: Ayes Members Gaulrapp, Keefer, Koenig, Prescott, Reigle, Simmons, Wolf and Coplan. Nays-0. Motion carried.

Transfer of Funds: It was moved by Member Koenig and seconded by Member Simmons (Gaulrapp) that the Board approve the transfer of \$500 from 120-000-544-3 Xerox supplies to 120-000-530 Library Contractual to facilitate the repair of audio-visual equipment. In a roll call vote the following was recorded: Ayes Members Gaulrapp, Keefer, Koenig, Prescott, Reigle, Simmons, Wolf and Coplan. Nays-0. Motion carried.

ICCTA Director: It was the consensus of the Board that all trustee members should act as ICCTA Directors and attend meetings when possible.

President Cole also informed the trustees of an appreciation dinner for Dr. David Shapiro to be held on May 24, 1976 before the Board meeting. This dinner will be attended by all area trustees and administrators.

Donovan Case: Robert Castendyck informed the Board that the Donovan case is scheduled to commence on May 19, 1976 and Mr. Miller had requested a representative of the college be present and that this representative will be Robert Edison.

LPN Program: Dean Williams reported that the LPN program had 62 qualified applicants beyond the maximum number of enrollees for the next year's class. He advised against taking more applicants due to the lack of clinical spaces available, the quality of instruction, and the probability of creating problems in the ADN program (due to the Ladder concept).

Student Trustee Report: Ty Simmons reported on the ASB election and noted the following people elected:

President	Loren Eatman
Vice-President	Lois Schumaker
Treasurer	Mary Foss
Secretary	Dave Hooks

Mr. Simmons then introduced Laura Thompson who will be the new student representative on the Board.

Member Simmons also brought up the matter of evaluation of tenured faculty to the Board.

President's Report: Dr. Cole presented reports on Sauk Valley committee meetings, administrative salaries for the various community colleges, Dialetic 6, registration for summer which now totals 395 students and 515 students pre-registered for Fall. He also noted that Faculty Association Officers for the 1976-77 academic year will be as follows:

President	Don Burton
Vice President	Robert Thomas
Secretary	Fred Nesbit
Treasurer	Lauren Frederick

Adjournment: Since there was no further business, it was moved by Member Reigle and seconded by Member Simmons (Gaulrapp) that the Board adjourn. The next regular meeting will be 8:00 p.m. on Monday, May 24, 1976. In a roll call vote the following was recorded: Ayes Members Gaulrapp, Keefer, Koenig, Prescott, Reigle, Simmons, Wolf, and Coplan. Nays – 0. Motion Carried.

The meeting adjourned at 10:00 p.m.

Respectfully submitted,

Arman Gaulrapp, Secretary

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 5, 1976

MORANDUM

SVC Board of Trustees

DM: Dr. George E. Cole
President

RE: AGENDA ITEM #D-2a - PERSONNEL MATTERS

The following recommendations are offered for the Learning Resource Center for 1976-77:

RECOMMENDATION #1:

The President recommends that the SVC Board of Trustees create a full-time 10-month librarian position. This person will have the responsibility of working 37 hours a week and will be allowed to accumulate two vacation days for each month of work and be permitted all of the legal holidays defined in the administrative calendar.

RECOMMENDATION #2:

The President recommends the reassignment of Mr. Duane Paulsen.

RECOMMENDATION #3:

The President recommends that the contract of Mr. Robert Thomas be rewritten to define his position as a 10-month employee with the responsibility of working 37 hours a week and that he be allowed to accumulate two vacation days for each month of work and be permitted all of the legal holidays defined in the administrative calendar.

RECOMMENDATION #4:

The President recommends that Mr. David Zindel's contract be rewritten as a 10-month contract with the responsibility of working 37 hours a week and that he be allowed to accumulate two vacation days for each month of work and be permitted all of the legal holidays defined in the administrative calendar.

GEC/bg

#D-2a

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 10, 1976

MEMORANDUM

SVC Board of Trustees

#D-3a

TO: Dr. George E. Cole
President

RE: AGENDA ITEM #D-2a - PERSONNEL MATTERS

Following discussions with Ron Coplan and detailed analysis of the experiences and graduate training of Mr. Duane Paulsen, as reflected on the attached detailed sheet, it is my opinion that even though Mr. Paulsen has never been promoted to the rank of Associate Professor, his years of experience and graduate training place him above Mr. Thomas.

As you can see, Mr. Paulsen has 9 years of high school experience, 8 years at Sauk and a Master's Degree plus 38 graduate hours beyond his Masters.

I feel he would be most appropriately placed at Associate Professor, Step V, which according to our present salary schedule is \$15,900 for a 10 month contract. This appointment will be effective the 1976-77 academic year. He would, of course, receive the normal percentage increase which the faculty gain through the bargaining process.

RECOMMENDATION:

The President recommends that Mr. Duane Paulsen be placed at Step V, on the Associate Professor level, which according to our present salary schedule is \$15,900 for a 10 month contract. He further recommends that this appointment be effective the 1976-77 academic year.

GEC/bg
Enc.

SAUK VALLEY COLLEGE
LEARNING RESOURCE CENTER STAFF
COMPARATIVE INFORMATION

E	EXPERIENCE	ACADEMIC PREPARATION	SALARY	
			10 MO.	12 Mo.
DEL, DAVE* Asst. Professor)	3 yrs., H.S. 6 yrs., Sauk	MA + 21	13,425	16,110
MAS, ROBERT** Assoc. Professor)	5 yrs., H.S. 6 yrs., Sauk	MA + 36 2/3 Semester Hours	14,825	17,790
LSEN, DUANE Director, LRC)	9 yrs., H.S. 8 yrs., Sauk	MA + 38	18,166	21,800

urrently on 12 month contract

urrently on 10 month contract

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE 5-7-76

#J-2a

MEMORANDUM

Dr. Cole, Members of the Sauk Valley College Board of Trustees

FROM: Learning Resource Center Professional Staff
Duane Paulsen
Robert Thomas
David Zindel

The three of us met with Dr. Cole this morning. At that time he told us that he was proposing to the Board that the three of us be placed on ten month contracts. We have never been asked for our input concerning the LRC as it fits into the proposed college administrative reorganization. It is questionable that a decision with such a long range effect on the total college can be made by administrators outside of the LRC without involving the professionals who work in the area and know its strengths and problems. The following questions are being raised and offered in the hope that changes, if any are made, will be based on sound reasoning rather than the expediency of the moment. We are not fully aware of the reorganizational structure as it now stands--whether it will be an assistant dean over both LRC and the Academic Skills area, a director of the LRC (essentially the same position currently held by Mr. Paulsen), or an assistant dean in charge of several academic departments including the LRC. If it is to be an assistant dean, it is doubtful that this person would have the background in library or audio visual--or would be able to devote enough time to daily operations to be of benefit to the LRC staff or the college.

- 1) There is no logical relationship between the LRC and the Academic Skills area. They are even physically far removed from one another, therefore no benefit of a pooled staff. Is the proposed dean over these areas merely an attempt to make do? If library of AV oriented, how would this dean alleviate the staff shortage in the Academic Skills area? If the background is in reading, remedial education, etc., how would this benefit library of AV? We would still end up running things, but for ten-month schedules and salaries.
- 2) A professional should be on duty on a twelve month basis in both audio visual and library. This is necessary to maintain the orderly and continuous flow of orders, materials selection, audio visual production, etc.
- 3) With the LRC professionals all on a ten month basis, there would be gaps in coverage of library and AV. There is sufficient difference between the two areas so that none of us would have time to cover both areas. The result would be minimal service in the area outside our given area of training. One of our goals has always been the best possible service. This approach would seem to be contrary to this goal.

- 4) It might be practical to split audio visual and library into two separate entities. Each would report directly to the assistant dean. Budgets and all other administrative details would be separated. The library would continue to buy and maintain commercial audio visual software.
- 5) Evaluation and assignments of professional staff could be administered directly by the assistant dean.
- 6) From the LRC view, an assistant dean would add administrative cost, but provide little direct service benefit to students and faculty. On the other hand, the LRC staff, on twelve month contracts, could adequately operate the LRC and report to an assistant dean of Arts and Sciences, responsible for the instructional departments, academic skills area, and the LRC.

jh

cc: Dean Bunch

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 5, 1976

ORANDUM

SVC Board of Trustees

49-5

1: Dr. George E. Cole
President

RE: AGENDA ITEM #D-5 - APPROVAL OF COOPERATIVE AGREEMENT
WITH HIGHLAND COMMUNITY COLLEGE

The attached draft of a cooperative agreement with Highland Community College is self-explanatory. In essence, it allows us to use clinical facilities in their district and permits their students to attend our Medical Laboratory Technology Program instruction without charge-back.

We have had very good experiences in working with Highland and I would recommend that this cooperative agreement be approved.

GEC/bg
Enc.

AUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE April 30, 1976

MEMORANDUM

Dr. Cole

Dr. Williams

Once again, we are arranging a Cooperative Agreement with Highland Community College. In this case, it covers our Med Lab Technology Program.

As with our previous Agreements, this allows us to use clinical facilities in their district and permits their students to attend our institution's program in Med Lab Technology without charge-back.

I would appreciate your taking this Agreement to the Board at its next regularly scheduled meeting.

lm
enc

A JOINT EDUCATION AGREEMENT
BETWEEN
HIGHLAND COMMUNITY COLLEGE AND SAUK VALLEY COLLEGE

THIS AGREEMENT is entered into this 3rd day of May 1976,

by and between the BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT 519,
HIGHLAND COMMUNITY COLLEGE, a body politic and corporate, hereinafter referred
to as the "Sending" college, and the BOARD OF TRUSTEES OF COMMUNITY COLLEGE
DISTRICT NO. 506, SAUK VALLEY COLLEGE, a body politic and corporate, hereinafter
referred to as the "Receiving" college, for the expressed purpose of providing
additional education to the students of HIGHLAND COMMUNITY COLLEGE, specifically,
the program in Medical Laboratory Technology, currently approved and offered by
SAUK VALLEY COLLEGE.

WITNESSETH:

WHEREAS, it is the desire of the parties hereto to expand educational
services to the greatest number of students in each district served by the parties,
and,

WHEREAS, the parties hereto believe this agreement should be one of the
means of implementing the State of Illinois Master Plan - Phase III in accomplishing
a viable method of cooperation between the Parties, hereto, and

WHEREAS, by means of this Agreement, the Parties hereto desire to share
programs of each institution and thereby maximize the utilization of the finances,
facilities, equipment and personnel of each institution, and by so doing, provide
educational services that might otherwise be impracticable for either of the
parties individually; and

WHEREAS, the Parties hereto believe that implementation of this Agreement
holds great promise for further development of higher education in Illinois;

NOW, THEREFORE, in consideration of the mutual covenants hereinafter
contained, the Parties hereto agree as follows:

1. INSTITUTIONAL IDENTIFICATION

For the purposes of the Agreement, the college district sending the students to another college will be referred to as the "Sending College", and the college receiving students from another college district will be referred to as the "Receiving College".

2. TERMS OF AGREEMENT

Any educational program offered by the parties to this agreement shall be an approved program by the Illinois Community College Board at the "Receiving" college.

3. DURATION OF AGREEMENT

The administration of each of the parties hereto shall confer and agree upon an educational program to be subject to the terms of this Agreement prior to the beginning of such an instructional offering, and such initial Agreement shall be in force for a one year period. It shall be renewable upon written consent of all parties, with such notification affirmed at least Thirty (30) days prior to the termination date.

4. AMENDMENTS TO AGREEMENT

Amendments and/or revisions to this Agreement may be made at any time by mutual consent of all parties in writing. Such amendments and/or revisions shall be prepared in the form of an addendum agreement. The procedure for approval of such addenda and/or revisions shall follow the same procedure employed in securing approval by all parties in the original cooperative agreement.

5. TERMINATION OF AGREEMENT

In the event of termination, students who have entered an educational program shall be allowed to complete the program under the terms of this agreement.

6. CLASS SCHEDULES

Schedules of classes will be exchanged by the two colleges.

7. REGISTRATION

Students shall register at the "Receiving" college and shall be considered members of that district for the terms of their enrollments. A student is normally expected to take all courses at the "Receiving" college; however, at the student's request one or more courses may be taken at the "Sending" college. Upon successful completion courses taken at the "Sending" college would be acceptable for transfer to the "Receiving" college for completion of the program.

8. ADDITIONAL EDUCATIONAL SERVICES

The "Receiving" college shall provide access to its Learning Resources Center and other Instructional resources for students from the "Sending" college, equal to those provided for any other student at its campus.

The "Receiving" college shall also provide counseling-guidances and other services that will facilitate the learning process. Courses, seminars, workshops and in-service programs related to any educational program bound by this Agreement may be offered within the district confines of any "Receiving" or "Sending" college with the consent of that district. Said programs may be carried on singly by the "Sending" institution or jointly by both "Sending" and "Receiving" colleges.

9. STUDENT-RECOGNITION OF COMPLETION

The "Receiving" college shall maintain all admission records, transcripts, and issue any and all degrees or certificates to the students completing the educational program.

10. SCHOLARSHIPS AND STUDENT ACTIVITIES

The "Receiving" college shall be considered the home district for athletic eligibility and/or any other activity where the student officially represents an institution as well as for military and Illinois State Commission Scholarships.

11. RECORDS

The "Receiving" college shall maintain appropriate records for students from the "Sending" college in accordance with standard procedures while that student is in attendance in the "Receiving" college and will provide copies of said records to the "Sending" college at the request of the student concerned.

12. PUBLICITY

Any educational program offered through this Agreement shall be duly publicized in the participating district catalog and other information brochures consistent with institutional policy or all other similar publicity.

13. IDENTIFICATION OF CONDITIONS OF AGREEMENT TO STUDENTS

It shall be the responsibility of the "Sending" college to identify the terms of this Agreement to their students going to a "Receiving" college. Said students shall be responsible for all normal operating rules and conditions of the campus he is on at any given time.

14. REIMBURSEMENT

The "Receiving" college shall be eligible to file all claims for reimbursement for any student enrolled in their classes from a "Sending" college.

15. INSURANCE

Students at the "Receiving" college shall be covered by the terms of their liability insurance while on the premises of the "Receiving" college.

16. EMERGENCIES

In the event of an emergency:

(a) proper first aid practices should be employed by the "Receiving" college, and

(b) next-of-kin or designated individual shall be notified.

17. TRANSPORTATION

Students shall be responsible and liable for their own transportation to and from both "Sending" and Receiving" colleges.

18. EDUCATIONAL CHARGES FOR SERVICES RENDERED

There will be no "charge back" to the "Sending" college. The college teaching a particular course shall count all student enrolled in that course as part of its own enrollment FTE for purpose of construction space support.

19. TUITION

All students enrolled under this agreement will pay tuition based on "in district" rates.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in two (2) counterparts, each of which shall be deemed an original, as of the date and year first above written.

BOARD OF TRUSTEES OF
COMMUNITY COLLEGE DISTRICT NO. 519

BY: _____
Chairman of the Board

BY: _____
President, Highland Community College

ATTEST: _____
Secretary of the Board

BOARD OF TRUSTEES OF
COMMUNITY COLLEGE DISTRICT NO. 506

BY: _____
Chairman of the Board

BY: _____
President, Sauk Valley College

ATTEST: _____
Secretary of the Board

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 5, 1976

MEMORANDUM

SVC Board of Trustees

49-6

TO: Dr. George E. Cole
President

RE: AGENDA ITEM #D-6 - APPROVAL OF CONTRACT WITH
STERLING SCHOOL OF BEAUTY CULTURE

You will recall at our last Board meeting we deferred action on our cooperative agreement pending the preparation of the cooperative agreement involving Highland Community College and the Sterling School of Beauty Culture.

Through sharing this agreement with Highland we will be providing Mr. Renner with a 12% increase in reimbursement for the 1976-77 year as opposed to the 20% increase which he originally requested.

As you can see from the attached, the institution will earn approximately \$12,000 more through this program than is being expended for the 1976-77 academic year.

It is my opinion that this cooperative agreement with the Sterling School of Beauty Culture has functioned very smoothly and has been a profitable arrangement for Sauk Valley College as well as for the many students who have benefited from their training and found employment.

RECOMMENDATION:

The President recommends that the Board approve the new contract between the Sterling School of Beauty Culture and Sauk Valley College for the 1976-77 academic year.

GEC/bg
Enc.

AUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 3, 1976

RANDUM

Dr. Cole

Dr. Williams

Some weeks ago, I met with Mr. Keith Renner, concerning a proposal of his to increase the amount of money paid by Sauk Valley College to the Sterling School of Beauty Culture, for the operation of our Cosmetology Program. At that time, Mr. Renner proposed a 20% increase. Following discussions, that increase was reduced to 15%. Later in the week, Mr. Renner had occasion to meet with Dean David Emerson at Highland Community College and the result of that meeting was an agreement by Highland to participate with the Sterling School of Beauty Culture. At that point, I re-entered the negotiations and the result has been a decrease in the proposed reimbursement to the Sterling School of Beauty Culture for the coming year. The finalized figures represent approximately a 12% increase in reimbursement for the 1976-77 academic year.

We have been reimbursing the Sterling School at the rate of \$22.08 per credit hour. The increase would raise that reimbursement to \$25.00 per credit hour. It should be pointed out that this program is one that, in the past, has been a very excellent revenue generator for the College and, even with the increase, will continue to be so. Our estimation is that our revenue generated from Cosmetology for the period covered by the contract will be at the rate of \$34.35 per credit hour and I am estimating 1,000 credit hours for the ensuing year.

I, therefore, recommend your taking this matter to the Board of Trustees at their next regularly scheduled meeting with the hope that they will approve the new contract.

I will be available, of course, for any questions prior to, or during the meeting on this matter.

lm
enc



Sterling School of Beauty Culture, Inc.



PHONE 625-0247

April 20, 1976

Dr. Ronald Williams
Dean of Career Education
Sauk Valley College
RR #1
Dixon, IL 61021

Dear Dr. Williams:

In all fairness I have only one tuition rate for everyone.

Highland Community College has offered to participate in a contract with the Sterling Beauty School. The proposed contract is basically the same as ours, with the exception of three course sections and a total cost of \$900. At this time, it would be easier for everyone involved if I were to decrease the tuition at Sauk Valley by \$14.25 per student to be on a standard with Highland.

My proposal for the 1976-77 school year is as follows:

AMENDED		PROPOSED @ 15%
Cos. #101	\$204	\$203.17
Cos. #102	102	101.58
Cos. #103	297	304.75
Cos. #104	<u>297</u>	<u>304.75</u>
	\$900	\$914.25

Sincerely,

Keith Renner
Owner-Manager

KR/bam

Enc.

AGREEMENT FOR COSMETOLOGY TRAINING BETWEEN
COMMUNITY COLLEGE DISTRICT NUMBER 506 AND THE STERLING SCHOOL OF BEAUTY CULTURE, INC.

THIS AGREEMENT, made this 1st day of July, 1976, between this BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NUMBER 506, an Illinois Community College organized and existing under the laws of the State of Illinois (hereinafter referred to as the "District"), with its principal office located at Route 1, Dixon, Illinois and the STERLING SCHOOL OF BEAUTY CULTURE, INC., an Illinois Corporation, which is presently located at 211 East Third Street, Sterling, Illinois, (hereinafter referred to as the "Beauty School").

WHEREAS, the District, wishes to provide cosmetology training for those of its students desiring it, and the Beauty School is licensed by the Illinois Department of Registration and Education to furnish instruction and clinical training to students in cosmetology and is willing to furnish such instruction and clinical training to students of the District enrolled with the Beauty School for the program on a contracted basis for a set fee per student as hereinafter provided.

NOW, THEREFORE, in consideration of the mutual promises of the parties, each bargained for and given in exchange for the other, it is hereby mutually agreed as follows:

1. STUDENT ENROLLMENT. The District may enroll with the Beauty School students who meet R & E requirements and admission standards of the District as prescribed in the current college catalog for instruction and clinical training in cosmetology as set forth herein, the exact number of students not to exceed 90 for any particular school term. The final date for enrollment for any particular term shall be determined by the Beauty School with a schedule agreed upon by the college in conjunction with the Registrar and the Dean of Career Education.

2. INSTRUCTION, RECORDS, ETC. The Beauty School shall provide the

necessary instructors who shall be employees of said School and under its complete control and jurisdiction. Said instructor shall not be considered as members of the faculty of Sauk Valley College and shall not be entitled to membership in the Sauk Valley College Faculty Association. The college shall maintain credentials on these faculty members for the purpose of review by accrediting agencies. The Beauty School shall be solely responsible for all Workmen's Compensation Insurance, Unemployment Insurance, and payrolls of persons it hires or uses for instruction of the courses provided for herein. The Beauty School will provide instruction and clinical training to students as prescribed by the Department of Registration and Education of the State of Illinois, the District, and the Illinois Community College Board. The Beauty School shall maintain records of attendance, grades, and hours of instruction and these shall be communicated to the college's registrar office. The normal college admission procedures will require that the college admissions office collect certain documents as specified in the admissions area of the college catalog. The Beauty School shall submit to the District Registrar at the conclusion of each course, evaluation reports of each student by grade. The district shall conduct annual follow-studies of Cosmetology graduates. The overall administrative supervision of the program lies with the college. Representatives of the District may make periodic calls at the Beauty School for the purpose of observing and assessing the progress of the students and the evaluation of the instructional process and make these evaluations known to the director of the Beauty School.

3. COURSES AND FEES. The courses to be offered by the Beauty School shall be designated Cosmetology 101, 102, 103, 104; the content of which courses shall consist of the items contained in the descriptions thereof attached hereto and made a part hereof by reference. The college shall maintain course outlines and revise these as program changes warrant. The District shall collect tuition and pay the Beauty School the following fee for each student enrolled at the midpoint in the following courses:

<u>COURSE NAME</u>	<u>Cr.Hrs.</u>	<u>AMOUNT OF FEE</u>
Cosmetology 101*	8	\$204.00
Cosmetology 102	4	102.00
Cosmetology 103	12	297.00
Cosmetology 104	12	297.00

The student will be enrolled in only one (1) course at any period of time. *The fee for this course includes special supplies, materials, and reference books needed by the student to begin the study of Cosmetology.

4. PAYMENT SCHEDULE. The District agrees to pay the Beauty School the amount specified in accordance with the foregoing schedule per student per course contingent upon the student's good standing and attendance (student must be in attendance) at the established mid-term date based upon the course starting date as determined by the academic calendar of the Beauty School developed in conjunction with the college. Said calendar, shall prevail with reference to the determination of the mid-term date. The invoice shall include the student's name, social security number, starting date and ending date of the course, together with the amount due.

5. CLASSES AND HOURS. The Beauty School is located at 211 East Third Street, Sterling, Illinois. The hours of classes shall be 8:30 A.M. to 5:00 P.M., Tuesday through Friday, 8:00 A.M. to 4:30 P.M. Saturday, except legal holidays. The academic calendar of the Beauty School will be in effect, not the calendar of the District.

6. REGISTRATION AND QUALIFICATION OF STUDENTS. Each student and his/her parent or guardian, if he/she is a minor, shall execute and file a Registration and Matriculation Application with the Beauty School before the beginning date of class for submission to the Department of Registration and Education of the State of Illinois, in addition to regulations of college. The form of Registration and Matriculation Application shall be prescribed by the School and shall show or be accompanied by the following requirements of the Illinois Beauty Culture Act and the Rules and Regulations for the Administration of the Illinois Beauty Culture Act and the Department of Registration and Education before a student may be permitted to attend or participate in Cosmetology training.

- (a) Proof that the student is a graduate of at least the eighth grade or equivalent, provide transcripts of high school course work, a marriage record if female, a divorce decree, if divorced.
- (b) That the student is a citizen or has filed a Declaration of Intent (as defined in the Beauty Culture Act of 1967, Section 5, Par.F)
- (c) An executed form of the modified Registration contract delivered to the Beauty School.

Students shall also be required to complete registration with the District in accordance with its rules and regulations, as specified in the college catalog.

7. RESPONSIBILITIES OF STUDENTS.

In addition to any and all other duties as set forth herein and as required by the rules, regulations and policies of the District, each student shall purchase at his or her own expense and perform the following:

- (a) Supply his or her own white professional uniforms and shoes and transportation to and from the Beauty School and any other supplies and expenses needed.
- (b) Adhere to the rules and regulations of the Beauty School which are attached hereto and made a part hereof by reference, it being understood that the Beauty School shall not be responsible for any acts of the students while not in attendance at the school.

8. PRIVILEGES OF THE BEAUTY SCHOOL.

As an independent contractor, it is understood and agreed that the Beauty School, in cooperation with the District, shall have the right to request the withdrawal of any student in keeping with the college's enrollment withdrawal and disciplinary procedures as specified in the college catalog. Any tuition refunds to the students shall be in accordance with the prevailing District policy. Such withdrawal requests should be made to the Dean of Career Education.

It is understood that the District is a public institution and the Beauty School agrees to indemnify and hold harmless the said District, its Board of Trustees and employees from any loss or damage, and any attorneys fees, court costs, and expenses incurred as a result of any claim or wrongful dismissal or any claim of deprivation of any instructional or legal right, regardless of whether such claims are groundless in fact.

In the event the Beauty School closes or ceases doing business for any reason whatsoever, it shall refund fees to the District, on a pro rata basis, based upon the actual hours of instruction given the students. The Beauty School further agrees to indemnify and hold the District, its Board of Trustees and Staff harmless from any and all expense, claim or loss, including reasonable attorneys' fees, which may result from said closing or cessation of business.

9. PRIVILEGES OF DISTRICT AND STUDENTS. The District for an individual student or any individual student shall have the right at his discretion to withdraw from or cancel the cosmetology instruction and clinical training afforded by the Beauty School by forwarding to said School a written notice containing, but not limited to, the reason for the discontinuance or disconnection and the date it is to be effective. In the event of withdrawal or cancellation, the student shall be entitled to a tuition refund in accordance with the then current policy of the District as stated in the District catalog.

Should the District cancel its program in cosmetology or not enroll new students, students enrolled in the program will be allowed to finish their education through continued enrollment in the remaining courses at the Beauty School upon payment of the Beauty School's required fees. Time for completion of this sequence cannot exceed three calendar years from the date of enrollment in the first course. Students participating in this program are eligible for all auxiliary services of the college and shall be encouraged in every way to participate in the student activities normally provided for students of other programs.

10. NO REFUNDS FOR SUPPLIES. There shall be no refunds or credits given by the Beauty School and/or the District for "School Kits" or any other equipment or supplies purchased by the student or District under any circumstances.

11. ADVISORY COMMITTEE. An Advisory Committee shall be formulated to work with the college and the School of Beauty for improvement of the program. This advisory committee shall be representative of the District at large.

12. LIABILITY INSURANCE, ETC. Beauty School shall, during the duration of this agreement, maintain in force comprehensive general liability insurance in companies suitable to and approved by District and naming District as an additional insured, protecting District from any loss, claim or demand which may arise in any manner from the conduct of instruction as provided for herein, including without limitation, any and all liability to third person, students, or agents, or servants of Beauty School for personal injury or property damage. It is understood and agreed that Beauty School shall not be required to insure nor be responsible for any claims or occurrences which may arise off the premises and surroundings of Beauty School, or out of operation of motor vehicle by any student for the purpose of attending instruction at Beauty School. Limits of liability under such policy shall be as follows:

\$100,000.00 for individual
300,000.00 for accident
5,000.00 per property damage;
and excess liability of \$1,000,000.00

13. NOTICES AND DEMANDS. All notices and demands herein shall be in writing. The mailing of notices or any other instrument shall be sufficiently served hereunder if duly sent by registered or certified mail (return receipt requested), addressed to the respective addresses as stated above, subject to the right of any party to designate by notice in writing a new address to which notice must be sent.

14. AMENDMENTS. This agreement may from time to time be altered, amended or cancelled in whole or in part, subject, however, to the express condition precedent that such alteration, amendment or cancellation shall be in writing and signed by the parties; and the same shall not be invalid because of the lack of consideration, but shall have the same force and effect as though originally embodied herein.

15. PRIOR AGREEMENTS, ETC. This agreement supersedes and takes the place of any and all prior agreements, representations and negotiations, and said prior agreements, representations and negotiations are hereby released and terminated.

16. CAPTIONS. The captions at the beginning of each paragraph shall not be construed to limit or restrict the language contained therein; it being the intention of the parties that said captions are employed simply as a convenient index.

17. BENEFIT. This agreement shall be binding upon and shall inure to the benefit of the parties, their successors and assigns. No assignment by the Beauty School shall be made without the prior written agreement of the District.

18. DURATION OF AGREEMENT. This contract between the District and the Beauty School shall be continuous from this date. Both the District and the Beauty School shall, however, have the right to terminate this contract upon giving written notice to the other at least ninety (90) days before the date

upon which either District or Beauty School desires to terminate this contract.

Notwithstanding the foregoing, in case of termination as above stated, the Beauty School shall continue its obligation to those students already enrolled, until those students have completed their training and are qualified to take State examinations. The District will pay the Beauty School for such students as hereinbefore provided.

19. ENTIRE AGREEMENT. This agreement contains all of the terms, covenants, and conditions between the parties and no modifications, additions, waivers or alterations shall be binding unless in writing and signed by the party against whom the same is sought to be enforced.

This entire agreement shall be subject to the approval of the District's program in Cosmetology by the Illinois Community College Board, the Illinois Board of Vocational Education and Rehabilitation, the Illinois Board of Higher Education and the Illinois Department of Registration and Education and Beauty School shall at all times comply with applicable law, statutes, and regulations and keep in force required licenses as provided by the Illinois Department of Registration and Education.

IN WITNESS WHEREOF, the parties have hereunto set their hands and
seals the day and year first above written.

THE STERLING SCHOOL OF BEAUTY
CULTURE, INC., AN ILLINOIS CORPORATION

BOARD OF TRUSTEES OF
COMMUNITY COLLEGE DISTRICT NUMBER 506

BY _____
President

BY _____
President

ATTEST:

Secretary

ATTEST:

Secretary

(SEAL)

(SEAL)

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 5, 1976

MEMORANDUM

SVC Board of Trustees

#D-7

TO: Dr. George E. Cole
President

RE: AGENDA ITEM #D-7 - APPROVAL OF COOPERATIVE AGREEMENT
WITH ILLINOIS VALLEY COMMUNITY COLLEGE

As the attached supporting material indicates, Illinois Valley Community College desires a cooperative agreement with Sauk Valley College in the area of Agricultural Supply & Service.

Realizing that we are adding another full-time instructor in the area of agriculture and that apparently Illinois Valley has reduced its instructional offerings in this area, I feel it would be to the advantage of both community colleges for this cooperative agreement to be implemented.

RECOMMENDATION:

The President recommends that the Board approval the cooperative agreement with Illinois Valley Community College in the area of Agricultural Supply & Service.

GEC/bg
Enc.

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 4, 1976

MEMORANDUM

Dr. Cole

Dr. Williams

Enclosed is a request for approval of the Cooperative Agreement between Sauk Valley College and Illinois Valley Community College, in the Agricultural Supply and Service Program.

Illinois Valley Community College has recently disbanded their program and due to our ongoing relationship in the Health Programs, they have come to us for this program.

I, therefore, am requesting that you take this Agreement to the Board of Trustees at its next regularly scheduled meeting for the purpose of approval.

lm
enc



Illinois Valley COMMUNITY COLLEGE

RURAL ROUTE ONE OGLESBY, ILLINOIS 61348
TELEPHONE 815-224-6011

April 12, 1976

RECEIVED
APR 13 1976
Off of Dean of Career Education

Mr. Ron Williams
Dean of Career Education
Sauk Valley College
Dixon, Illinois 61021

Dear Ron:

Per our conversation of Friday, April 9, I am transmitting three (3) copies of a cooperative agreement covering your program in Agricultural Supply and Service. Would you institute action by your administration and board for approval of this agreement at your next board meeting? Upon approval of your administration--board, we will seek approval of our administration--board. Please return the signed three (3) copies.

Many thanks for your assistance in this matter.

Sincerely yours,

Robert G. Backstrom
Associate Dean of
Career Education

RGB/mv

Encls: (3) Ag. Supply Agreements

cc: Dr. Wisgoski
Dr. Alston
Mr. Borio

BETWEEN

ILLINOIS VALLEY COMMUNITY COLLEGE AND SAUK VALLEY COLLEGE

This Agreement supercedes the previous Agreement executed on the _____ day of _____, 197 ____.

Any previous agreements and/or amendments are terminated as of the effective date of this agreement.

THIS AGREEMENT is entered into this 10th day of May, 197 6, by and between the BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 513, ILLINOIS VALLEY COMMUNITY COLLEGE, a body politic and corporate, hereinafter referred to as the "Sending" college, and the BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 506, SAUK VALLEY COLLEGE, a body politic and corporate, hereinafter referred to as the "Receiving" college, for the expressed purpose of providing additional education to the students of ILLINOIS VALLEY COMMUNITY COLLEGE, specifically, the program in Agricultural Supply & Service, currently approved and offered by SAUK VALLEY COLLEGE.

WITNESSETH:

WHEREAS, it is the desire to the parties hereto to expand educational services to the greatest number of students in each district served by the parties, and

WHEREAS the parties hereto believe this agreement should be one of the means of implementing the State of Illinois Master Plan - Phase III in accomplishing a viable method of cooperation between the Parties, hereto, and

WHEREAS, by means of this Agreement, the Parties hereto desire to share programs of each institution and thereby maximize the utilization of the finances, facilities, equipment and personnel of each institution, and by so doing, provide educational services that might otherwise be impracticable for either of the parties individually; and

WHEREAS, the Parties hereto believe that implementation of this Agreement holds great promise for further development of higher education in Illinois;

NOW, THEREFORE, in consideration of the mutual covenants hereinafter contained, the Parties hereto agree as follows:

1. INSTITUTIONAL IDENTIFICATION

For the purposes of the Agreement, the college district sending the students to another college will be referred to as the "Sending College", and the college receiving students from another college district will be referred to as the "Receiving College".

2. TERMS OF AGREEMENT

Any educational program offered by the parties to this agreement shall be an approved program by the Illinois Community College Board at the "Receiving" college.

3. DURATION OF AGREEMENT

The administration of each of the parties hereto shall confer and agree upon an educational program to be subject to the terms of this Agreement prior to the beginning of such an instructional offering, and such initial Agreement shall be in force for a one year period. It shall be renewable upon written consent of all parties, with such notification affirmed at least Thirty (30) days prior to the termination date.

4. AMENDMENTS TO AGREEMENT

Amendments and/or revisions to this Agreement may be made at any time by mutual consent of all parties in writing. Such amendments and/or revisions shall be prepared in the form of an addendum agreement. The procedure for approval of such addenda and/or revisions shall follow the same procedure employed in securing approval by all parties in the original cooperative agreement.

5. TERMINATION OF AGREEMENT

In the event of termination, students who have entered an educational program shall be allowed to complete the program under the terms of this agreement.

6. CLASS SCHEDULES

Schedules of classes will be exchanged by the two colleges.

7. REGISTRATION

Students shall register at the "Receiving" college and shall be considered members of that district for the terms of their enrollments. A student is normally expected to take all courses at the "Receiving" college; however, at the student's request one or more courses may be taken at the "Sending" college. Upon successful completion courses taken at the "Sending" college would be acceptable for transfer to the "Receiving" college for completion of the program.

8. ADDITIONAL EDUCATIONAL SERVICES

The "Receiving" college shall provide access to its Learning Resources Center and other Instructional resources for students from the "Sending" college, equal to those provided for any other student at its campus.

The "Receiving" college shall also provide counseling-guidances and other services that will facilitate the learning process. Courses, seminars, workshops and in-service programs related to any educational program bound by this Agreement may be offered within the district confines of any "Receiving" or "Sending" college with the consent of that district. Said programs may be carried on singly by the "Sending" institution or jointly by both "Sending" and "Receiving" colleges.

9. STUDENT-RECOGNITION OF COMPLETION

The "Receiving" college shall maintain all admission records, transcripts, and issue any and all degrees or certificates to the students completing the educational program.

10. SCHOLARSHIPS AND STUDENT ACTIVITIES

The "Receiving" college shall be considered the home district for athletic eligibility and/or any other activity where the student officially represents an institution as well as for military and Illinois State Commission Scholarships.

11. RECORDS

The "Receiving" college shall maintain appropriate records for students from the "Sending" college in accordance with standard procedures while that student is in attendance in the "Receiving" college and will provide copies of said records to the "Sending" college at the request of the student concerned.

12. PUBLICITY

Any educational program offered through this Agreement shall be duly publicized in the participating district catalog and other information brochures consistent with institutional policy or all other similar publicity.

13. IDENTIFICATION OF CONDITIONS OF AGREEMENT TO STUDENTS

It shall be the responsibility of the "Sending" college to identify the terms of this Agreement to their students going to a "Receiving" college. Said students shall be responsible for all normal operating rules and conditions of the campus he is on at any given time.

14. REIMBURSEMENT

The "Receiving" college shall be eligible to file all claims for reimbursement for any student enrolled in their classes from a "Sending" college.

15. INSURANCE

Students at the "Receiving" college shall be covered by the terms of their liability insurance while on the premises of the "Receiving" college.

16. EMERGENCIES

In the event of an emergency:

(a) proper first aid practices should be employed by the "Receiving" college, and

(b) next-of-kin or designated individual shall be notified.

17. TRANSPORTATION

Students shall be responsible and liable for their own transportation to and from both "Sending" and "Receiving" colleges.

18. EDUCATIONAL CHARGES FOR SERVICES RENDERED

There will be no "charge back" to the "sending" college. The college teaching a particular course shall count all students enrolled in that course as part of its own enrollment FTE for purpose of construction space support.

19. Tuition

All students enrolled under this agreement will pay tuition based on "in district" rates.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in two (2) counterparts, each of which shall be deemed an original, as of the date and year first above written.

BOARD OF TRUSTEES OF COMMUNITY COLLEGE
DISTRICT NO. 513

By: _____
Chairman of the Board

By: _____
President, Illinois Valley Community College

Attest: _____
Secretary for the Board

BOARD OF TRUSTEES OF COMMUNITY COLLEGE
DISTRICT NO. 506

By: _____
Chairman of the Board

By: _____
President, Sauk Valley College

Attest: _____
Secretary for the Board

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 5, 1976

MEMORANDUM

SVC Board of Trustees

Dr. George E. Cole
President

G.E.C

#D-8

RE: ADMINISTRATIVE REORGANIZATION - AGENDA ITEM #D-8

Attached are some revised organizational charts which indicate graphically the placement of the proposed assistant deans. We are proposing that three assistant deans be hired along with two directors. One of these positions would be a replacement of the existing Learning Resource Center Director's position, with added responsibilities.

Two would be new administrative positions currently not existing within the institution and the two directors positions would be the upgrading of two individuals on our instructional staff. The two directors would be 2/5's released time for administration and would have 12 month responsibilities and would not be eligible for Faculty Association membership.

I am in the process of computing the cost of this proposal and will have detailed figures available at our Board meeting of Monday, May 10. I would be more than happy to answer any questions of Board members between now and that time if they feel it appropriate.

To avoid confusion and unnecessary misinformation I am limiting the distribution of this recommendation along with the organizational charts to the Board of Trustees only.

I am of the opinion that after reviewing the various kinds of input that was received by both Mr. Coplan and myself that these charts are going to make some people upset and that there is no way a set of charts could be prepared which would make everyone happy. I have discussed these charts with each of the deans that are affected and we feel it is a workable configuration of administrators and responsibilities.

RECOMMENDATION:

The President recommends the Board approve the creation of three assistant dean positions and two directors positions in accordance with the attached organizational chart.

GEC/bg
Enc.

DEAN OF
ARTS & SCIENCES

ASSISTANT DEAN OF
ARTS & SCIENCES

Department of
Humanities

Art
English, Literature,
Journalism
Humanities
Language
Music
Philosophy
Speech, Drawing

Department of
Natural Science

Biology
Chemistry
Earth Science
Physics
Mathematics

Department of
Physical Education

Men's P.E.
Women's P.E.

Department of
Social Science

Economics
Geography
History
Political Science
Psychology
Sociology, Social Science,
Anthropology

DEAN OF
CAREER EDUCATION

Assistant Dean of
Business & Public Services

Assistant Dean for Adult
& Continuing Education

Director of
Public Safety

Director of Public
Services

Business
Department

Fire Control

Radiology

Human Services

Instructional Center
Coordinators

Agriculture
Department

Criminal
Justice

Medical Laboratory
Technology

Food Services

Cooperative Extension with 4-year
Colleges & Univ.

Industrial & Tech
Department

LPN Program

Library Tech

Community Outreach
Faculty

ADN Program

DEAN OF
STUDENT SERVICES

Assistant Dean of Learning
Skills & Resources

Learning Resource
Center

Audio-Visual

Academic Skills
Center

Director of Admissions
and Recruitment

Admissions & Recruitment

College Relations

Director of Counseling

Counseling Program

Testing Program

Director of Financial Aids

Financial Aids
Staff

VCIP Staff

Auxiliary Services

Child Care Center

Food Services

Health Services

Student Activities
Coordinator

Placement Coordinator

ADJ VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 4, 1976

RANDUM

SVC Board of Trustees

Ronald Coplan, Chairman

RE: ADMINISTRATIVE REORGANIZATION

Enclosed please find comments that were received from the public
in regard to administrative reorganization.

RC/bg

April 27, 1976

V. C. Board of Trustees
R. Coplan, Chairman
2 North Genesee
Marion, Illinois 61270

Marion Sauk Valley College Board of Trustees:

reviewing some of the present situations occurring regarding the objectives of the school, there seem to be divergences from the original philosophies. The college was originally established (1965) with the promise of providing students with the first two years of higher education so they would not have to leave the area but could still receive higher quality instruction at a rather inexpensive fee. Unfortunately, it is coming big business and emphasis is being placed on technical education rather than educationally oriented individuals. There is a need and desire for both and neither is to suffer for the advancement of the other.

is the general consensus of the concerned students and citizens that by the proposed action there is the possibility that direct contacts between the administration and school members will be lost and that there will be a possible cut in class schedule therefore handicapping the students in obtaining their educational goals. This would also lead to possible elimination of departments due to the fact that boundaries will disintegrate. If scheduling changes occur and it's to the degree of certain basic courses being offered occasionally due to class size, it will be a deterrent to future students. This may cause them to enroll elsewhere and further undermine the expectations of the board, faculty, alumni and students.

is the opinion of the concerned students and citizens that according to the memos from the department chairmen sent in response to Dr. Cole's administrative reorganization proposal there are more stable disadvantages listed than sound advantages.

faculty chairmen are maintained much positive input can be provided in personnel matters concerning fellow staff members. The new administrative dean may be too distant from the situation to relate to it effectively.

faculty chairmen are retained a suggestion which may assist in efficient operations is to allow the chairmen to hold the position for more than one year. One year may only enable them to acclimate themselves to the proper procedures and expected duties.

have attached to this letter, pertaining to the proposed administrative reorganization, some of our advantages and disadvantages as we see them.

THE NECESSITY OF ADMINISTRATION REORGANIZATION PROPOSAL

I. Advantages:

- a) The only advantage is administrative control.

(Comment - The position would lend itself to a more objective evaluation if the Assistant Dean had the qualifications to encompass all the educational backgrounds of the many departments of his control.)

II. Disadvantages:

- a) Extra financial burden.

(Comment - One factor which failed to be mentioned to our knowledge is additional secretarial services, office space, and office supplies needed for the Assistant Deans.)

- b) Unnecessary additional administrators.

- c) Complication of a sufficiently structured system.

(Comment - The Assistant Deans will only compound the inefficient communications.)

- d) The voice of the students will only have another barrier to overcome in order to achieve their educational goals in the case of unforeseen problems.

- e) It now appears that administrators would have a business viewpoint whereas faculty department chairmen would have educational and student oriented concerns.

- f) It would be a very difficult task to acquire an individual qualified in all the varied areas involved.

(Comment - The proposed salary is not justifiable to the amount of work demanded of the position)

- g) Another channel for relayed information to become misconstrued.

- h) Prolonged waiting period of solutions from the administration to the source.

- i) The list of duties appear to be the duties of the dean. If more specifics were known it may not insinuate the dean will be inoperable.

(Comment - It has been stated that there are many advantages to excepting the proposal, but there has not been any explanation why or how.)

in analyzing this letter we would like to ask permission to be placed on the agenda of the meeting of May 10, 1976. If names of the concerned students are needed those also attached to this letter.

would like to thank you for the opportunity to express our views and present feelings to the board. It has been a learning experience for all of us to be able to communicate with you and become earnestly involved in a project so basically important to our future community.

It is always difficult to reach a solution which is satisfactory to everyone. The most we can ask is that you have reviewed our material as well as the others and that you act with your true convictions in mind and do what you feel is best for the future of the students of S.V.C. past, present and those to come.

Thank-you for your time.

Concerned Community
Students of Sauk
County College.

CCSSVC

Grid Niederer
Fred W. Black

Ray & Bauer
E. Morris

Annora Crabtree

[Signature]

Anna Lu Thompson

Anna Ann Mackey

Elmer A. Leese

Melie Liffelman

Samuel Murphy

Carol Morgan
Barbara H. Niedell

Timothy W. Lyon

Susan V. Larson

Carol L. Miller

[Signature]
[Signature]

David George
Carla Geary

Gail E. Francis

Ursula E. Frederick

Bob Smith

Mary Foss

Minger M. Smith

QUESTIONNAIRE

- . How long have you attended SVC? And, what area are you studying?
- . What was the initial reason you came to SVC?
- . Did you come to SVC with the intention of going on with further education?
- . Did Sauk Valley influence your decision in your field?
- . Are you satisfied with the education you've received at SVC?
- . Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?
- . Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
- . Have you been informed about the administrative reorganization proposal?
- . If so, do you see any advantages or disadvantages to this proposal?
- . Are you having any problems with class scheduling due to cuts in class offerings?
- . Please specify what course.

Signature (Optional)

April 29, 1976

ar Sauk Valley College Board of Trustees:

e concerned community and students were uncertain as to how many students
ew about the administrative reorganization and what their opinions are
the matter. It was decided that the best way to obtain this informa-
on would be through a questionnaire. The following is the tally of the
0 questionnaires received to date.

Question #1; Part 2:

Area of Study	Number of Students
Agriculture	1
Business	16
Child Care	4
Criminal Justice	5
Elementary Ed.	4
General Ed.	3
Human Services	1
Humanities	22
Industrial Arts	5
Nursing Programs & Medical Tech.	13
Photography	1
Political Science	2
Physical Ed.	4
Natural Sciences	5
Secondary Ed.	1
Social Sciences	13
Special Ed.	2
Undecided	9

(This also includes double majors)

Question #2:

Reason for Attending S. V. C.	Number of Students
1. Location	22
2. Financial Reasons	36
3. Further Education	41
4. ADN Program	4
5. Theatre and Speech	4
6. Convenient	1
7. Music	4
8. Parental Influence	2
9. Career	8
10. Auto Technition	1
11. Carpentry	1
12. Veteran's Benefits	1
13. Draftsmen	1
14. Criminal Justice	1
15. MLT Program	4

(Question #2 Cont.)

16. Child Care	1
17. Good Curriculum and Good Reputation	3
18. Preference	3
19. Human Services	1
20. Small Classes and Individual Attention	1
21. Secretarial Science	1
22. Undecided	4

Question #3:

Yes - 78	No - 27	Undecided - 9
----------	---------	---------------

Question #4:

Yes - 53	No - 57	Undecided - 2
----------	---------	---------------

Question #5:

Yes - 79	No - 21	Undecided - 14
----------	---------	----------------

Question #6; Part 1:

Yes - 36	No - 70
----------	---------

Question 6; Part 2:

Favorable Results - 26	Unfavorable Results - 5
------------------------	-------------------------

Question #7; Part 1:

Yes - 21	No - 83
----------	---------

Question #7; Part 2:

Favorable Results - 12	Unfavorable Results - 15
------------------------	--------------------------

Question #8:

Yes - 49	No - 62
----------	---------

Question #9:

Advantages

Number of Students

1. Using present personnel who are familiar with current policies.

1

2. Delegation of current deans' authority and responsibility.

1

3. Less work for Dean Williams.

1

Disadvantages

1. Financial Burden

12

2. Lack of communication in the system.

20

3. New deans not familiar with various departments.

3

4. More power to administration.

5

5. Proposal nonsupportive of students and faculty

1

Question #10:

Yes - 37

No - 65

Undecided - 5

Question #11:

Name Of Course

Number of Students

Science Courses & Labs
GOV 164
BUS Lab
PSY Courses
Human Services
Lack of PED Courses
Humanities
SOC 117
MUS Courses
Chemistry Lab
Shorthand

1
2
1
2
2
1
3
1
2
1
1

(Question #11 Cont.)

English Courses	8
Art History	1
Speech Courses	2
Biology Course	1
SPE 131 (Time)	1
ECO 140	1
BUS 214	1
Economics Course	1
ENG 200 and 300	
Courses	1
SPE 161	1
MET 205	1
Building Construction	
Courses	1
BUS Corrispondense	1
History before 1877	1
Intro to Anthropology	1
SPE 240	3
Nursing Field Training	2
BUS Statistics	1
Theatre Courses	1

Signatures (Optional):

Signed - 51

No Signature - 60

attached to this tally is a questionnaire and 11 questionnaires that have been chosen to present to you as some examples of both disadvantages and advantages of the students, along with other statements pertaining to the administrative reorganization. The final pole will be presented to the board on May 10, 1976. because we are still submitting questionnaires.

Thank-you,

Concerned Community and Students
Sauk Valley College

m/CCSSVC

QUESTIONNAIRE

How long have you attended SVC? And, what area are you studying?

2 years - (4 semesters) - Nursing

What was the initial reason you came to SVC?

Close to home - Time factor

Did you come to SVC with the intention of going on with further education?

yes

Did Sauk Valley influence your decision in your field?

until recently yes

Are you satisfied with the education you've received at SVC?

So far - but is in danger of decline with this proposed reorganization

Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?

open, honest help from Mrs. Apple

A genuine concern was demonstrated

Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?

yes - I was lied to

Have you been informed about the administrative reorganization proposal?

yes

If so, do you see any advantages or disadvantages to this proposal?

only disadvantages - The deans we have now know little about their departments, the department heads do know what's going on in their educational department.

Are you having any problems with class scheduling due to cuts in class offerings?

yes - or with timing of classes.

Please specify what course.

~~_____~~
~~_____~~
~~_____~~

Ruth A. Schell
Signature (Optional)

QUESTIONNAIRE

. How long have you attended SVC? And, what area are you studying?

EMOS

Sec Science

What was the initial reason you came to SVC?

to work as staff member

Did you come to SVC with the intention of going on with further education?

yes

Did Sauk Valley influence your decision in your field?

yes

. Are you satisfied with the education you've received at SVC?

yes

. Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?

yes - excellent results

. Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?

yes - excellent results

. Have you been informed about the administrative reorganization proposal?

yes

. If so, do you see any advantages or disadvantages to this proposal?

Disadvantages - I feel that in certain areas or depts. an Asst. Dean is not needed. Such as Humanities. There ->

. Are you having any problems with class scheduling due to cuts in class offerings?

no

. Please specify what course.

Signature (Optional)

Instructors have enough time to double as instructor and dept head. Whereas, in the Ind. Tech. Sch. the instructors have a full load as it is, and consequently have little or no time to do dept. head work.

Advantage - Will relieve some of the workload from Dean Williams

QUESTIONNAIRE

- How long have you attended SVC? And, what area are you studying?
Part time since Sept 1971 - Full time - Sept 75 - Nursing
- What was the initial reason you came to SVC? - *Easily available & fit with my income. Also program offered - ADN.*
- Did you come to SVC with the intention of going on with further education?
Yes.
- Did Sauk Valley influence your decision in your field?
No
- Are you satisfied with the education you've received at SVC?
Yes
- Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results? *Yes. I receive complete & courteous attention & the problem with her help was worked out to my satisfaction*
- Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
No. Any problem with the Department Head so there was no need to go to the Dean. Besides most dept heads would not get upset enough to confront a student approaching the Dean as they do.
- Have you been informed about the administrative reorganization proposal?
Yes.
- If so, do you see any advantages or disadvantages to this proposal?
Disadvantage: Department heads are on a personal basis with their students, knowing each one as a person & his problems. The Dean can no way know all students in this respect & they will simply become numbers instead of student. They have been informed by the ADN students & admin.
- Are you having any problems with class scheduling due to cuts in class offerings? *Yes. One published in the Summer Schedule for nursing students. Now we are informed it may not be offered*
- Please specify what course. - *Nursing field program - to be offered this summer. Now we are informed that they aren't sure if it will be offered because the Dean hadn't approved it yet.*

Marcia D. Miller
Signature (Optional)

about our feeling of the reorganization, as it has been
expressed.

QUESTIONNAIRE

How long have you attended SVC? And, what area are you studying?

2 yrs. PART TIME STUDENT.

ADN PROGRAM.

What was the initial reason you came to SVC?

ADN PROGRAM.

Did you come to SVC with the intention of going on with further education?

Did Sauk Valley influence your decision in your field?

*I had 2 1/2 yrs. training at Swedish
No. America. I left Sept. 90, Nursing.*

Are you satisfied with the education you've received at SVC?

YES - TO CLASSROOM WORK. NO - TO CLINICAL EXPERIENCE.

Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?

*Yes! Very satisfactory results resulting
from interested personal attention.*

Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?

*No! There was no need. Any problems
were solved at the Department Head level.*

Have you been informed about the administrative reorganization proposal?

yes.

If so, do you see any advantages or disadvantages to this proposal?

*Disadvantage. You have already been
informed of the feelings of most ADN students on this
matter. You are doing us a great disservice!*

Are you having any problems with class scheduling due to cuts in class offerings?

*No, except that we desperately want
the Nursing Field Training program being
considered. We really need more clinical experience.*

Please specify what course.

-Dover

Margaret Beattie
Signature (Optional)

by I had not had my previous clinical experience
behind me I would feel I was desperately lacking
in this area since I am at beginning
2nd year ~~the~~ level. Maybe because I do have
the experience, I can see how lacking the
students are who do not have my background.

QUESTIONNAIRE

How long have you attended SVC? And, what area are you studying?

My 4th Semester

What was the initial reason you came to SVC?

To acquire as much background in the Theatre and Oral Interpretation realm as possible before selected transfer

Did you come to SVC with the intention of going on with further education?

Yes

Did Sauk Valley influence your decision in your field? *Very much so, it definitely decided me to focus on the Theatre Arts rather than several other selections which I was undecided about.*

Are you satisfied with the education you've received at SVC?

Overwhelmed

Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?

None. Mainly because I kept constant contact with the Dept. Head and we managed to avoid any problems, which to me was ideal. We have the Dept. Head's attention.

Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?

The Deans have other things to do.

Ship the close.

Have you been informed about the administrative reorganization proposal?

Unfortunately it was by accident.

If so, do you see any advantages or disadvantages to this proposal?

I would be open to hear sound advantages but haven't heard any sound ones yet. I think the major disadvantages would be overall increase in S.V.C. spending for this proposal is unnecessary. The communication between student & dept. head would be a critical loss to the quality of education.

Are you having any problems with class scheduling due to cuts in class offerings?

My schedule planning has been distorted by these cuts, and example would be

Elements of Play Production, SPE 240

Please specify what course.

Education receive by students

Robert Black

Signature (Optional)

QUESTIONNAIRE

How long have you attended SVC? And, what area are you studying?

2 yrs. Criminal Justice, Sociology

What was the initial reason you came to SVC? *to further my education and to prepare for employment.*

Did you come to SVC with the intention of going on with further education?

yes.

Did Sauk Valley influence your decision in your field? *A specific*

instructor yes. The college in general NO.

Are you satisfied with the education you've received at SVC? *in some*

areas however there is much to be improved in the area of instructors in my field of criminal justice.

Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results? *yes I have gone to a department head and*

have found him to be helpful and interested.

Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results? *yes.*

on two occasions and the problem was solved. The Dean was courteous and prompt in his attention.

Have you been informed about the administrative reorganization proposal?

yes.

If so, do you see any advantages or disadvantages to this proposal?

I feel the administration set up is working okay now and that the only result in the change would be higher costs in salaries and less communication between the administration.

Are you having any problems with class scheduling due to cuts in class offerings? *not at this time.*

Please specify what course.

Carol (Mason)
Signature (Optional)

QUESTIONNAIRE

- How long have you attended SVC? And, what area are you studying?
2 yrs. SPEECH & THEATRE
- What was the initial reason you came to SVC?
Its convenient
- Did you come to SVC with the intention of going on with further education?
YES
- Did Sauk Valley influence your decision in your field?
NO
- Are you satisfied with the education you've received at SVC?
NO
- Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?
Yes. He was very helpful and willing to do anything he could to help.
- Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
Yes, one time they were very helpful and the other time I got the Dean's record.
- Have you been informed about the administrative reorganization proposal?
Yes, through searching, not from the administration.
- If so, do you see any advantages or disadvantages to this proposal?
I really see no advantages - I think it'll be very expensive in the long run, and in the gap between departments 3rd floor on back.
- Are you having any problems with class scheduling due to cuts in class offerings?
Yes!! I think the summer class scheduling is very poor and has few classes offered in the evening.
- Please specify what course.
History before 1877
Intro to Anthro

Shirley M. Smith
Signature (Optional)

I agree fully with the views of
"Concerned Students and Citizens of
Oak Valley College" in the letter
they sent to the Board concerning
an Administrative Reorganization.

QUESTIONNAIRE

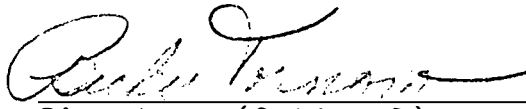
- . How long have you attended SVC? And, what area are you studying?
4 semesters - Nursing
- . What was the initial reason you came to SVC?
ADN Program
- . Did you come to SVC with the intention of going on with further education?
Yes
- . Did Sauk Valley influence your decision in your field?
Yes.
- . Are you satisfied with the education you've received at SVC?
Up until lately
- . Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?
Yes Mrs. Apple. Some interest, satisfactory results. Honest answers to questions. Mr. Youker. Always available for help.
- . Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
Yes. Very unsatisfactory. Was told to come prepared.
- . Have you been informed about the administrative reorganization proposal?
No
- . If so, do you see any advantages or disadvantages to this proposal?
I see this as a danger. Not only in possible loss of good advisors but in putting another step between students and top administration
- . Are you having any problems with class scheduling due to cuts in class offerings? *No*
- . Please specify what course.

Karen M. ...

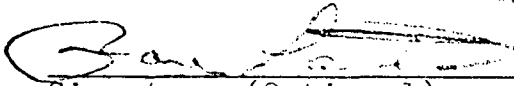
Signature (Optional)

QUESTIONNAIRE

- How long have you attended SVC? And, what area are you studying?
Since Fall 73 Business
- What was the initial reason you came to SVC?
To begin work on a BA And satisfy the achievement of a longtime goal
- Did you come to SVC with the intention of going on with further education?
Yes
- Did Sauk Valley influence your decision in your field?
Not really
- Are you satisfied with the education you've received at SVC?
Yes
- Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?
Forget it. The present dept chairperson (business) has very little concept of student needs or wishes. Thank God for the reputation of Good Instructors!
- Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
*Dean of Students Superior - concerned, looks for solutions
Dean of Career Excellent - judgmental - objective mostly fair
Dean of Education Poor - wavers, easily influenced*
- Have you been informed about the administrative reorganization proposal?
Yes
- If so, do you see any advantages or disadvantages to this proposal?
*Adv. Using present personnel who are familiar with current policies
Dis- eventual loss of communication between administrative faculty and students
Delegation of Current Deans Authority and Responsibility. Non-support of proposal by faculty or student (apparent non-support)
Power Struggles among deans detrimental to faculty-student relationship*
- Are you having any problems with class scheduling due to cuts in class offerings?
*Yes - Bus 214 - Rescheduling was accomplished
Otherwise no problems in my three years here.*
- Please specify what course.


Signature (Optional)

QUESTIONNAIRE

- . How long have you attended SVC? And, what area are you studying?
2 years music
- . What was the initial reason you came to SVC?
couldn't afford 4 year institution.
- . Did you come to SVC with the intention of going on with further education?
yes
- . Did Sauk Valley influence your decision in your field?
yes
- . Are you satisfied with the education you've received at SVC?
yes, but I feel that too many unnecessary courses were required
- . Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?
yes, to get course schedule that counselors screwed up
- . Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
no
- . Have you been informed about the administrative reorganization proposal?
yes
- . If so, do you see any advantages or disadvantages to this proposal?
Disadvantages — cost too much money for more administrators and departments need more attention and attention for their fields' needs instead of neglecting the hard working people.
- . Are you having any problems with class scheduling due to cuts in class offerings?
Yes, I feel that I would never have come here if classes would have been cut earlier. Class cuts affect the area studying, 4 year institutions.
- . Please specify what course.
courses in English, requirements, and extra unnecessary work involved at other institutions, therefore making Sauk an invalid school which is unnecessary.
- and schedules, time
rules in music, had
of other classes, etc.,*
- 
Signature (Optional)

QUESTIONNAIRE

- How long have you attended SVC? And, what area are you studying?
2 yrs. Music
- What was the initial reason you came to SVC?
to study Music
- Did you come to SVC with the intention of going on with further education?
Yes
- Did Sauk Valley influence your decision in your field?
Yes
- Are you satisfied with the education you've received at SVC?
Yes
- Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?
No
- Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
No
- Have you been informed about the administrative reorganization proposal?
Yes
- If so, do you see any advantages or disadvantages to this proposal?
disadvantages - dept. head would not really know what was going on in the Music Dept.
- Are you having any problems with class scheduling due to cuts in class offerings? I will not be here next year, but do not want any humanities to be dropped. Humanities
- Please specify what course.
are just as important as science or math, even though not as many people have talent in these areas. Anyone can memorize facts, but not very many people have Sheri M. Saunders.
Musical talent.
- 28-76
Music majors should not be deprived because of this.

Signature (Optional)

QUESTIONNAIRE

- . How long have you attended SVC? And, what area are you studying?
5 Semesters / Theatre / History
- . What was the initial reason you came to SVC?
To study Theatre Arts
- . Did you come to SVC with the intention of going on with further education?
Yes
- . Did Sauk Valley influence your decision in your field?
Yes
- . Are you satisfied with the education you've received at SVC?
No / I felt as though I wasn't getting the serious attention that I need in my field of Studies
- . Have you ever had a problem that you have taken to a Department Head and if so, what sort of attention did you receive and what were the results?
- . Have you ever had a problem that you have taken to a Dean and if so, what sort of attention did you receive and what were the results?
I went to a dean to try and get a waiver for natural science. All I got was a run around in all areas except from my depart head. The Dean I saw was Head of Arts →
- . Have you been informed about the administrative reorganization proposal?
Yes I just found out
- . If so, do you see any advantages or disadvantages to this proposal?
I see this new proposal as a way of phasing out the Humanities department. I also see this as a way to turn Sauk Valley College into a Voc/Tech School. In this way you are depriving many students of a →
- . Are you having any problems with class scheduling due to cuts in class offerings? Yes — and I am so damn mad that I refuse to come back and graduate with an A.A. in 3 years. I can go somewhere else & get my B.A. in 3 years!
- . Please specify what course. Theatre and music courses that the administration seems to be trying to get rid of! *
- Colleen Mc Ladden
Signature (Optional)

* This is my opinion from observation through frustration

and am flunking my science course.

chance to further themselves of a "well rounded" education. Many students studying in the field of Humanities are being cheated because of the way classes are scheduled and cancelled due to pre-registration. Many students are cheated out of taking classes that are required for their college degree. Also I have had people ~~tell~~ ^(* counselors) tell me that now students are graduating in 3rd years instead of two. That is not helping the student achieve their original goal that the "two year institution" has set up for them. Also the closing of classes after pre-registration because of lack of students is legally known as False Advertising. Some institutions and businesses are sued because of false advertising. Now assistant Deans will also take away Counselor jobs — but that doesn't make much difference anyway because the counselors don't make appointments. They are too busy doing surveys or they cancel appointments that have already been made (I can name names.) Low registration ~~in~~ ⁱⁿ Humanities are threatened with cancellation because they "make no money unless there is a large enrollment." These low registration classes are usually specialty areas where the student is required to have an innate natural talent. Therefore class enrollment is bound to be smaller than in classes such as English, Comp., Biology, or Sociology. In these smaller classes learning situation is ideal especially with student who has a special talent to develop.

4-29-76

Dear Sir,

Department heads with ample secretarial use and designated time for that duty rigidly adhered to would free them, I feel, for teaching and only teaching when that is what they are to do. And, it would be less expensive.

If you hire assistant deans at a higher price, won't you also hire secretaries for these deans? As it is your deans are often in meetings at least when I have been to see them. And would these assistant deans know enough. I have been told one of your deans didn't know enough about libraries.

From my experience in my last years of teaching the more administrators a school has the less they do.

Our administrator was nearly always at a meeting when I wanted something. Usually I was told he would be gone all morning.

A secretary when asked what they did admitted they often talked about baseball for one thing.

I felt our secretary knew more and did more of the administrator's job than

He did.

You may need more secretaries
and fewer administrators.

Sincerely,

Kabel Johnston

Graduate of the
University of Ill. with
a major in Math.

Teacher for 37 yrs.
usually in 3rd grade

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

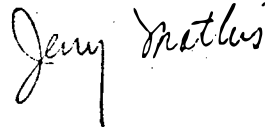
DIXON, ILLINOIS 61021

DATE April 30, 1976

MORANDUM

Ron Coplan, Chairman, SVC Board of Trustees

FROM: Jerry Mathis, Humanities Department Chairperson



Enclosed is the copy of the Humanities Department response to the dean's request for our opinions on the proposed administrative reorganization. It was not included in the packet you previously received, because we had received the request only two days before we were to leave campus for spring vacation. The department was unable to arrange a meeting in that time to consider the proposal, and we had to wait till we all returned from vacation in order to hold the meeting. (This was the first that any details of the proposal had been presented to us or our opinions had been solicited on the matter.)

We hope that these few brief comments can be helpful in evaluating the proposed reorganization.

jb

PRESENT DEPARTMENTAL ADMINISTRATION ORGANIZATION

Advantages:

There is more chance that the administration will draw upon the expertise of the faculty when making decisions about academic programs, etc., than there is with the proposed organization.

Disadvantages:

Elected chairmen do not have support of administration. Their positions are disregarded because they are "teachers," even though it would seem that their professional expertise would make their viewpoints particularly valuable in making decisions on academic questions.

Deans assign chairmen duties, such as planning scheduling, and after the job has been done the dean rearranges the schedules, duplicating the effort and confusing the programs that have been worked out by the chairman with the members of the academic area.

The deans are not able to complete a thorough evaluation of the staff.

It is said that chairman are not on hand over vacations to make decisions. Is it advisable or appropriate to make such decisions during vacations when all the staff expertise is away from campus? Scheduling is planned during the regular semesters, when chairmen are on campus; department chairmen are always present at registrations.

PROPOSED DEPARTMENTAL ADMINISTRATION ORGANIZATION

Advantages:

Would it be possible to establish a policy that tenured faculty need only be evaluated by the dean once every three years? Then he would have to evaluate only 1/3 of his staff each year, thus making his task more manageable. This would be a more efficient use of his time.

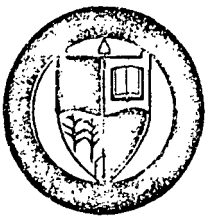
Disadvantages:

There would be an even greater chasm between administration and faculty. The chances would be even greater than at present that the academic expertise of the faculty would be disregarded in matters of educational policy. The tendency could well be that decisions would be made on the basis of administrative convenience rather than of the value for the students.

The role of the "Assistant Deans" is not clarified and limited sufficiently. Merely to assist the dean in all his responsibilities does not seem the most efficient use of administrative time and effort.

There is no security for Assistant Deans, so that they could make independent decisions. If their positions on a question disagreed with their superiors', they could be dismissed from their jobs on the basis of opinions that might ultimately prove to be correct.

The proposed plan would add more administration to the institution; these staff members are "unproductive."



SAUK VALLEY COLLEGE

R. R. 1 Dixon, Illinois 61021 / Area 815 284-7711

April 27, 1976

Ronald Coplan, President
SVC Board of Trustees

Dear Mr. Coplan:

I understand that you have requested that written comments and questions regarding the proposed administrative reorganization be directed to you. Since I am the Chairman-elect of the Social Science Department for the forthcoming year I have decided to make some comments regarding this proposal.

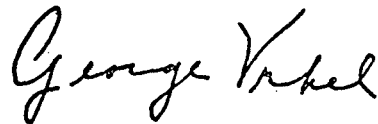
I have been unable to find job descriptions for the positions being proposed. Perhaps such descriptions have been provided to the Board, but the current department chairmen, to the best of my knowledge, have not seen them. Consequently, comments by current chairmen regarding this proposal are somewhat speculative and it is difficult for me to make substantive comments in this area. How is it possible to evaluate the merits of this proposal without a clear understanding of what the people occupying new administrative positions will be expected to do? I am also unable to find specific Board authorization for the fourteen Department Chairman positions that we currently have. I would, however, like to comment regarding the assumed financial savings to the institution and the implications for faculty evaluation resulting from this proposal. I will limit my remarks to the Social Science Department.

I feel that the projected dollar savings indicated in this proposal is inaccurate in the case of the Social Science Department. In my case, I would be doing my duties as Department Chairman for overload pay or 1/5 released time per semester. Since I am the only sociology teacher at SVC I will be teaching all sociology students in either case. That is, the number of sections of sociology I teach is irrelevant in terms of credit hours generated. If I teach 200 students per semester, it makes little difference whether they are taught in four or five sections. If I am not a chairman I will teach an extra section of sociology, but will teach no more students than if I taught only four sections. The critical issue in terms of revenue generated by teachers is credit hours taught, not sections taught. If there is a 10% increase in students next year I will probably teach 10% more students but I will still be teaching only five sections per semester. Even if I take overload pay rather than released time, which is what I propose to do, the cost to the institution amounts to only \$675 per semester. I would be teaching no fewer students. I consider the current system in the Social Science Department to be a bargain for the institution. I am not certain whether a similar situation exists in other departments in the Arts & Sciences area, but I suspect this to be the case in at least some departments. In any event, this should be investigated before the current proposal is approved.

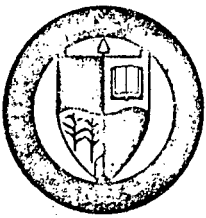
In regard to evaluation, it is my belief that the Social Science Department has an excellent faculty and that annual evaluation by the administration is a waste of time and money. We have all been at SVC for a number of years and the chances of high turnover is minimal. Why not design an evaluation system which focuses on the problems that exist rather than evaluating everyone in the same way and to the same degree? For example, I suggest that tenured faculty be evaluated every third year. This step alone would reduce the Dean's workload regarding evaluation by two-thirds with no financial cost to the institution. The extra time created could be used by the Dean in doing a really thorough job of evaluating non-tenured faculty and those few tenured faculty for whom problems of performance may have developed.

Thank you for providing an opportunity to communicate on this matter. Good luck with your deliberations.

Sincerely,

A handwritten signature in cursive script that reads "George Vrhel". The signature is fluid and written in dark ink.

George Vrhel
Assistant Professor of Sociology



SAUK VALLEY COLLEGE

R. R. 1 Dixon, Illinois / 61021 Area 815 288-5511

OFFICE OF BUSINESS SERVICES

April 29, 1976

Mr. Ronald Coplan
307 S. Clinton
Morrison, IL 61270

Dear Ron:

Re: Administrative Reorganization

Since you extended an open invitation for comments relative to the administrative reorganization I feel that I would be remiss in my responsibilities to submit nothing in reference thereto. Though the circumstances of this situation might defy accurate analyses and projections which would require more hours than are available, I do feel that many things can be learned from the past. I concede that the past should not necessarily dictate decisions for the future, and that in order to be a progressive community college one must look to the future, but also should learn from both the past and the present.

I would like to indicate that there are only limited hours in a day and certain functions must be performed within an organization, and that if needs dictate the addition of staff, it stands to reason that staff should be added where necessary in order for the institution to function effectively and efficiently, and I believe this to be true whether that staff be clerical, custodial, faculty or administrative.

In returning to the past I would like to return to the 1972-73 fiscal year in reference to administrative, clerical, faculty, and building staff, and refer to you the trauma and upheaval which occurred in all segments of the college in reference to staff reductions and budgeted dollars. Politically speaking I also want to indicate that as of this date, all reductions have been restored and increased, with the exception of the reductions in the business and building operations.

In direct relationship to the administrative reorganization I would simply like to express the following concerns and observations as representative of my opinion and possibly to help offset some comments by others which I feel have been based on invalid suppositions leading to questionable conclusions.

1) It frequently has been indicated that staff evaluation creates and involves substantial amounts of time requirements. Indeed staff evaluation does require time. It also appears to me that the issue of staff evaluation was grossly exaggerated last spring in reference to student evaluation

of faculty and yet it appears to me that the Instructional Standards Committee was cooperative and diligently attempted to work out a reasonable solution to this problem. Most certainly the full administrative evaluation of the tenured full time faculty is neither necessary nor desirable on an annual basis since many staff members have many years of service prior to Sauk Valley College and many years of service with Sauk Valley College. I am aware of no college that grossly emphasizes full annual evaluations for all its faculty. Most suffice with periodic evaluations but place much greater stress on untenured faculty and faculty where reports from various sources indicate a problem.

2) I have also heard it stated that the students would gain from this reorganization since the department heads that are the best teachers would be returned to the classroom. I seriously question the legitimacy of this claim since many department heads have been rotated on an annual or a bi-annual basis during the past three years, and it seems inconceivable that this is the year we have landed on the best teachers to be our department heads, or that the department heads were necessarily the best teachers during the years when the positions have been filled by different persons.

3) In the letter presented by the Faculty Association a reference was made to the content of the last North Central report (Exhibit A), which indicated that we would administer the instructional program with two deans, seven department heads at one-fifth released time, and one nursing coordinator, at a cost approximating \$89,000. The most recent report submitted in justification of the reorganization has indicated that we are operating with two deans, one assistant dean, one nursing coordinator, and thirteen department heads employed on a 12-month basis at a cost in excess of \$140,000. Any implication of not having grossly increased instructional administration, particularly in terms of time availability, is clearly refuted by the foregoing comparisons. It has also been indicated that additional staff would be made available at less expensive dollars were they to be on a part-time basis. Dependent upon who was employed and whether or not our current full time staff, including department heads, would be less expensive or more expensive, would be highly questionable, since our overload pay for our full time staff is identical to the salaries paid for our part-time staff, dependent only upon rank and qualifications. Many of our full time staff members will have received overload or tutoring pay during the current fiscal year approximating \$28,000.

4) The dollar figures for the historical classifications at Sauk Valley College, as well as the number of personnel in those classifications, were previously submitted with other data related to the reorganization. I think it important to indicate that I feel some explanation on the number of administrative positions (Exhibit B) would help to clarify the comparisons of previous years with the current request. If I were to read the reorganization report without this data I believe I would reach the conclusion that the number of administrators in the past years were no greater than the current request.

Mr. Ronald Coplan

Page #3

April 29, 1976

I also feel, quite naturally, that my greatest concern revolves around fund availability to Sauk Valley College. We have now absorbed into our operating budget \$100,000,000 in assessed valuation and have increased tuition twice (\$1.00 per hour each time) during the past three years. In my opinion we are faced with uncertainty in both the areas of enrollment and State Aid, and were either of these factors known it conceivably might adjust a sincere hesitancy to substantially increase fixed costs of an unproductive nature in a controllable category of expenditure. Are the increases projected really there in veterans and in the number of high school graduates?

Very truly yours,



Robert Edison
Dean of Business Services

RE:fsb

Encls.

total hours produced (\$55,353 by 81 = 683), we emerge with a class credit hour cost of \$683 or a cost of \$2049 to teach a three-credit course compared to an average cost of \$675 for a part-time teacher of about \$1300 for a full-time teacher. In my opinion the utilization of highly paid administrative personnel to teach on a shared-time basis is a false economy.

The cost of the proposed reorganization could be computed as follows:

Two deans at about \$22,000 each =	\$ 44,000
7 department heads @ 1/5 released time or overload plus summer overload =	25,000
Nursing coordinator	<u>20,000</u>
	\$ 89,000
Present cost	\$ 161,700
Less released time teaching	<u>30,565</u>
	\$ 131,135
Projected cost:	<u>89,000</u>
Net decrease in administrative cost:	\$ 42,135

This proposed reorganization would eliminate one layer in our existing organizational structure. Most administrative theorists feel that fewer layers facilitate communication and decrease the probability of goal distortion. This proposed structure would permit faculty to communicate directly with deans on a one-to-one basis. Major decisions affecting each departmental area such as budgets, schedules and staff utilization would be heavily dependent upon consensus recommendations made by the department to the dean.

The proposed reorganization would accomplish an improved coherence among the administration and college. The president and all other administrators would be evaluated in terms of college objectives. Their job descriptions would be based on college objectives. Although these clearly stated objectives must be from the Board, it is assumed that the College Council and the various departments and administrators will have input in their creation through the president. In the new structure, all faculty would be evaluated by their dean. Evaluation would be based on individual teacher, course, departmental and college objectives.

A word of explanation should be offered about the proposed Dean of Community Services. Although this is described as a new position, it should be remembered that this activity involved more than 600 off-campus students this year and employed about 30 part-time and overload teachers. Growth in this area has and will continue to be explosive. The value of this activity will be greatly enhanced by the annexation of more territory to the Sauk Valley College District. We should be prepared to offer courses in Thomson, Fulton or Oregon.

SAUK VALLEY COLLEGE

		1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76 (As of 3-22-76)
FULL-TIME TEACHERS	DOLLARS NUMBER	20	317,532.42 44	516,913.24 58	560,719.12 56	580,660.87 53	615,939.44 53	603,681.15 50	721,451.43 55½	762,234.54 54½	922,778 63
COUNSELORS & LIBRARIANS	DOLLARS NUMBER	1	20,457.22 2	47,504.00 5	56,801.01 5	71,160.78 6	71,608.18 6	78,231.42 6	86,730.12 6	89,880.90 6	104,575 6
ADMINISTRATORS	DOLLARS NUMBERS	16	278,697.64 23	334,452.42 25	389,649.56 25	395,103.17 23	394,350.25 22	350,275.91 20	291,724.85 16	349,134.19 18	364,690 18
CLERICAL	DOLLARS NUMBERS		86,433.65 19	95,044.51 20	133,459.34 30	152,672.48 32	156,928.93 32	150,257.18 29	170,574.29 29	164,000.88 28	196,218 28
BUILDING	DOLLARS NUMBERS		31,205.32 6	34,672.69 6	61,086.96 10	102,659.48 32	193,473.66 32	185,275.31 29	209,903.28 29	230,561.37 29	262,120 29
PART-TIME & OVERLOAD	DOLLARS NUMBERS	24,790.00	33,925.00	32,789.99	30,435.00	40,525.00	37,050.00	81,791.50	127,739.11	143,974.35	204,500
SUPPER	DOLLARS		9,705.56	20,054.98	35,113.87	36,568.96	44,239.03	39,211.04	60,591.84	70,325.00	100,000
WORK STUDY	DOLLARS		45,586.42	94,722.80	79,587.11	109,696.34	99,356.77	92,500.81	72,513.35	107,314.17	178,847
TOTAL SALARY DOLLARS			823,623.24	1,176,154.63	1,346,851.97	1,558,647.08	1,612,946.26	1,591,224.42	1,741,224.25	1,917,425.40	2,333,368

Total Student
Credit Hours

12,359 25,378 28,228 33,286 34,492 36,141

37,598

39,993

46,073

62,100

Bunch
Burton
Horton
Nesbit
Palumbo
Rice

6

None

None

None

4-5-76
bg

In 1972-73 the listed department chairmen were labeled as administrators with each having twelve month contracts except Mr. Palumbo. It was understood that these personnel were to teach 1/2 time or more during the fiscal year.

Exhibit "B"

SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE May 10, 1976

MORANDUM

Juanita Prescott

M: Dr. George E. Cole
President

Thank you for taking the time to express your concern about the administrative reorganization. I am taking a few minutes this afternoon to answer as many of your questions as I can.

QUESTION A:

First of all we do not anticipate adding additional secretaries for the proposed assistant deans. It is our feeling that there are already adequate clerical staff available. It might be primarily a matter of reorganizing their assignments.

Since my arrival at Sauk, people have always complained about inadequate office space. According to the architects who designed this building, it is still less than three-fourths occupied. I do not anticipate office space being a problem.

The relationship of released time to overload pay is somewhat confusing, so allow me to explain the difference. Under normal circumstances an instructor teaches 10 classes for a full load for one academic year. If we release him from his regular instructional duties for the administrative function, we compute the value of that released time at approximately one-tenth of that individual's ten month salary. This would mean that our average faculty salary is approximately \$15,000. Releasing an individual on a one-fifth time basis for an entire academic year would have the value of approximately \$3,000.

If, on the other hand, the individual faculty person chooses to teach a full load and to do the administrative function on an overload basis, their average rate of pay for teaching an overload class is about \$675.00 per semester. This would cost us approximately \$1,350 per year. When the administrative reorganization of three years ago was proposed, it was assumed that most of this administrative function would be done on an overload basis. There has been a growing trend, however, for most department heads to request released time. This has made it very difficult to cover some of our daytime classes. At Sauk Valley we tend to have a surplus of part-time teachers available in the evening, but experience an acute shortage of personnel during the daytime. The granting of released time has often made it difficult to offer some needed daytime classes.

If we were to grant released time on a 2/5 basis for department heads, it would nearly double the cost which we are now experiencing for the department head function. The fact that many department heads felt they were given insufficient released time to perform these duties is one of the reasons we are proposing the administrative reorganization.

QUESTION B:

At the present time the instructional deans are expected to make annual recommendations about all professional staff at the college. It has been our traditional response that deans should visit each instructor's class at least once and have an annual evaluation session with this person before making an annual recommendation. The Board, of course, has the authority to deviate from this practice. Changing our pattern, however, would probably cause many tenured faculty to be upset. Many of our senior faculty view evaluation as a constructive, positive experience where they are given the opportunity to demonstrate to the instructional dean what progress they are making and what new things they are trying out. It often becomes necessary for a dean to also make recommendations about which individuals should be promoted and which should not. It is my opinion that to stop the evaluating of tenured staff would be to create a set of circumstances where individuals would expect automatic promotion and would be entirely on their own for self-improvement and professional growth and development.

It is my understanding that most community colleges conduct an annual evaluation of all full-time professional staff. The practice of evaluation in universities is considerably different and I am not familiar with all of them.

Another and somewhat more serious reason for evaluation is that if it ever becomes necessary to retrench professional staff, the institution at that time is called upon to make judgements about those individuals which are making the greatest contribution to the college. At that time it would be necessary to have annual reviews to use as the basis for making some of these very hard judgements.

QUESTION B-4:

When we recommended the present administrative model it was assumed that there would be a dimensional evaluation system at Sauk Valley College. This would involve self-evaluation, peer group evaluation, student evaluations, instructional dean evaluation and last of all a quantitative evaluation from the computer. Since that time, however, peer evaluation, student evaluation and self-evaluation have been called into question in terms of legality as well as to the correctness of one member of the Faculty Association having the authority to evaluate another. The problem with evaluation has been one of the primary reasons for recommending administrative reorganization.

QUESTION C:

Regarding the suggestion that the reorganization is a means for increased power, I would make the following comments.

The greatest balancing factor within the institution is the collective bargaining unit which negotiates with the Board. The content of this negotiation includes wages, hours, and working conditions and the contract which is negotiated in these sessions becomes the labor agreement through which faculty and administrative interact. Many of our faculty apparently also desire the traditional shared governance relationship which involves committee structures and informal sessions between faculty members and administrators. It has been my impression, however, that the faculty as a group are divided on the most desirable model (collective bargaining or shared governance) and as a result we have lived with a dual system which has continued to cause some tension within our college.

I do not know what you mean by QUESTION C-2. It should be remembered, however, that no administrator at this college has ever been given the authority to make a totally independent decision. The deans make recommendations to the President, the President makes recommendations to the Board, and the Board in the end is entrusted with final authority to make decisions with regard to personnel.

QUESTION C-3:

With regard to ratio of administration to faculty I assume you mean academic administration as related to faculty. I did a quick survey on that from Kishwaukee, Highland, Rock Valley and Illinois Valley and I am willing to offer the following summaries:

KISHWAUKEE:

Kishwaukee has a President and one academic dean who is the executive academic dean. This dean in turn has five associate deans: an associate dean of vocational education, an associate dean of liberal arts, an associate dean of community services, an associate dean of students, and an associate dean for adult & continuing education. There are then seven department heads reporting to these instructional deans. Each of these department heads is on one-fifth released time. These individuals are selected by the administration and have the option of belonging or not belonging to the union. They are expected to perform evaluation functions and are responsible for scheduling and other administrative duties within their respective departments. The Dean of Students has five individuals reporting to him who share administrative responsibility and the Dean of Continuing Education has three coordinators reporting to him. At the present time, Kishwaukee has approximately 60 full-time faculty and more than 100 part-time faculty.

Memo to: Juanita Prescott
May 10, 1976
Page #4

ILLINOIS VALLEY COMMUNITY COLLEGE:

Illinois Valley Community College has one Dean of Instruction and this dean has three associate deans reporting to him -- one in the area of student services, one in the area of vocational programs, and one in the area of liberal arts-transfer. These instructional deans are supported by six department heads each of whom has either 2/5 or 3/5 released time. At the time that I talked to the President he said that five of them had 3/5's released time and one of them has 1/5 released time. These individuals are selected by the administration and are classified as administrators and are not eligible for membership in the Association. They are charged with all the administrative responsibility of their division, including recommendations for hiring, firing, promotions, etc.

ROCK VALLEY COMMUNITY COLLEGE

At the present time Rock Valley does not have an organized labor union. Department heads are elected by the faculty and have between 1/5 and 2/5 released time with special summer assignments to perform the department chairman function. Rock Valley has a Dean of Students, a Dean of Arts & Sciences, a Dean of Career Programs, and it is my understanding that most of these deans have associates or assistants. The Dean of Career Programs, for example, has one associate and two assistants. I wasn't able to get all the details on Rock Valley, but it should be noted that their faculty productivity is one of the highest in the state. At a meeting earlier this spring, the vice-president informed myself and several other individuals from different colleges that the ratio of full-time equated students to teachers at Rock Valley was more than 30 to 1. At the present time, Sauk Valley College has a ratio of about 23 to 1.

HIGHLAND COMMUNITY COLLEGE

Highland has three instructional deans: one in the area of community education, one in the area of vocational programs, and one in the area of liberal arts-transfer. At the present time they have six division heads who are on 50% released time for administration. These individuals are selected by the administration and are not eligible for association membership and are charged with the primary responsibility of administering the faculty in their respective divisions.

I feel these are meaningful comparisons in that they deal with colleges that are in close proximity with Sauk and are comparable in terms of their educational scope and mission. It is my opinion that we are comparable to the colleges in the surrounding area in terms of the ratio of professional staff to administrators and have compared favorably in terms of unit cost analysis (see attached chart).

Memo to: Juanita Prescott
May 10, 1976
Page #5

QUESTION C-4:

It was the intention of the administration that departmental lines not be dissolved by the reorganization, rather it was felt that an assistant dean would have more time to meet with departments on a regular basis.

QUESTION D:

At earlier meetings we did have copies of job descriptions for the assistant deans available. I will provide you with one which may have to be revised.

QUESTION E:

Faculty input, as I mentioned earlier, comes about primarily through the existing college committee structure, through the collective bargaining process, and through individual sessions with faculty and administration relating to a particular problem or a particular task. To the best of my knowledge, the labor contract comments upon some of this. Other procedures are spelled out in the Faculty Handbook and the Deans have had regular departmental meetings with their respective department heads, generally on a weekly basis.

QUESTION F:

On the basis of statistics provided to my office from the Office of Health, Education & Welfare, it is estimated that the number of students enrolled in two-year colleges will increase from 1,922,000 during the fall of 1973 to 2,113,000 by the fall of 1983. This is an increase of approximately 10%. I feel each community college is in the position of limiting its own enrollment as it chooses to do so by placing maximums on class sizes and creating financial situations which are not conducive to starting new programs.

QUESTION F-2:

Last year Sauk Valley College realized an enrollment increase of approximately 40%. We have no way of knowing what the increase will be for the 1976-77 year. In the opinion of the Illinois Community College Board, we are being conservative by suggesting a 10% growth figure. It has generally been the practice at the college to budget on a modest enrollment increase and still maintain a capacity for greater growth if the need is there.

Memo to: Juanita Prescott
May 10, 1976
Page #6

QUESTION F-3:

It is my opinion based on more than ten years of experience in the community college, that it is easier for an administrator to assume teaching duties than it is for a teacher to assume administrative responsibilities. All of the administrators on our college staff have been former teachers and many of them have academic credentials equivalent to or in many instances superior to those held by our teaching faculty.

QUESTION G:

Sauk Valley College has maintained a very good reputation with the four-year colleges in terms of transfer students. We also have maintained a good reputation with our sponsoring industries and the majority of our graduates are employed upon graduation in the technical areas. We have cancelled remarkably small numbers of classes during the past few years and it has been our experience that there is little or no relationship between student success and the quality of education and a particular class size. Class size is usually the function of the particular instructor. We have found that the more popular instructors who are respected by the students generally tend to have large classes. In many instances, students will deliberately drop one section and add that instructor if he has been changed in the schedule.

It might be added that only in the last year have we reached the minimum recommended average class size. The Illinois Community College Board recommends a ratio of 20 to 1 as the ideal class size. Last year was the first year that we went beyond 20.

I have tried to answer your questions as succinctly and directly as possible. I really hope this provides you with more information about the proposal in question.

GEC/bg
Enc.

Rte 3-Hickory Hills
Sterling, Illinois
May 7, 1976

Mr. Ronald Coplan
307 South Clinton
Morrison, Illinois 61270

Dear Ron,

I am anticipating that the administration reorganization proposal will be passed; however, I would like to suggest that it be discussed on May 10, 1976 and if answers can be given before May 24, it is voted on then: Because of my concerns; unanswered questions of students, faculty and taxpayers both written and verbal; and public relations. Although it seems that eliminating department heads in many areas is the trend, trends are not necessarily valid. Once the program is established, it is unlikely that it will be changed because of the nature of management procedure (if you will accept that term). Even accepting the premise that the majority of students are being influenced by the faculty, my telephone questioners have not been--I asked. The following questions and/or comments are taken from the literature that we have received, personal communication and additional reading. They are not meant to be all inclusive or to be taken as primary considerations.

A. It would take more time than available to ascertain if a true savings would be realized using the figures presented. Hidden costs are only one factor. Then, although money is important, it is not the only criteria for determining the value of the reorganization. Some of the immediate questions:

1. Additional office space?
2. Additional secretaries?
3. When it becomes necessary for a department head to teach an additional section for overload pay; (\$675.00, using Mr. Vrhel's figures):
 - a. 25 students @ \$45.00 = \$1,125.00,
 - b. 40 " " = \$1,800.00.

This is not to suggest that teacher pay is the only cost, however, does this additional amount actually represent expense or income? If expense, how does it compare with salaries for deans?

It has been suggested that 1/5 release time is insufficient; if it were increased to 2/5, how often would it be necessary to pay overload or hire an additional part time teacher since, in some areas, there are not enough sections scheduled to fulfill the thirty two hour obligation?

B. Evaluation seems of primary importance:

1. How inclusive is evaluation?
2. Is it necessary to do yearly for tenured people?
3. What is the practice in other colleges?
4. Could the contract be changed so department heads could at least help with evaluation?

C. Regarding the suggestion that the reorganization is a means for increased power:

1. Is there a balancing factor?
2. Is there a safeguard to insure the deans being able to make independent decisions?
3. What ratios of Administration/Faculty are there in other colleges?
4. Will departmental lines be dissolved?

D. Before accepting a position and a contract being signed, would not a job description be necessary? Is one available?

E. In answer to faculty concerns regarding input, see page 3 of Dr. Cole's new release:

1. Has a formal policy been established?
2. If not, is it possible to formulate a policy that would encourage, allow faculty participation in academic decisions?

F. Increase vs. declining enrollment:

1. The Illinois Trustee estimated that there would be a 46% decrease in enrollment in Community Colleges between 1980 and 1990.

2/ The anticipated 10% increase for the coming year is probably valid. Will this increase continue as veteran benefits decrease or they lose interest, if the outreach program reaches a saturation point and grade and secondary enrollment decreases?

3. Can teachers assume a part of the administration's duties more easily than the administration assume teaching duties?

G. (I am not sure that this really relates to reorganization, but it seems to be a part of the discussion.) Will Sauk maintain its prior reputation of student accomplishment in four year colleges:

1. Classes being dropped because of not enough students;
2. If requirements are decreased because a class is too large?

(In passing, it was suggested that the outreach program was a duplication of services. I answered, possibly in Sterling-Rock Falls. It may be worth a comment sometime.)

It is unfortunate that this comes so late in the year. Hopefully two more weeks will not seriously affect the availability of people. Perhaps it will allow for a more cooperative and gracious effort in the probable reorganization.

I sincerely appreciate your attention--what we all need is more reading--and consideration of waiting for a vote.

Respectfully submitted,

Juanita Prescott

cc: Dr. George Cole

Table 7

INSTRUCTIONAL COST PER CREDIT HOUR FOR PROGRAMS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES DURING THE FISCAL YEARS 1971 THROUGH 1974

1975 ESTIMATE

State Estimate = \$55.00+

Sauk Average = \$56.00 or less

Dist. No.	District Name	Baccalau- reate	Occupational Business	Occupational Non-Business	General Studies	All Programs FY 74	All Programs 73	All Programs FY 72	All Programs FY 71
501	Kaskaskia	\$49.67	\$47.77	\$59.31	\$40.93	\$50.99	\$53.94	\$51.75	\$60.05
502	DuPage	54.40	51.58	61.03	87.23	56.08	48.21	49.43	44.16
503	Black Hawk	45.22	41.44	60.15	46.83	47.87	46.39	44.45	42.31
504	Triton	46.59	43.45	58.30	51.33	50.12	50.57	45.28	44.69
505	Parkland	44.95	50.99	66.72	53.00	51.54	53.18	51.34	49.58
506	Sauk Valley	52.68	56.89	60.65	55.10	55.27	53.17	55.99	57.91
507	Danville	51.12	62.79	71.87	57.15	57.88	52.33	49.87	46.29
508	Chicago City	55.77	54.03	66.69	41.75	54.11	51.46	48.44	55.91
509	Elgin	57.83	55.62	81.92	54.86	62.67	59.82	53.05	55.72
510	Thornton	51.74	51.21	57.31	40.18	49.93	50.27	49.93	43.93
511	Rock Valley	44.06	46.21	59.53	47.31	47.59	45.14	45.30	42.83
512	Wm. R. Harper	47.46	40.33	61.46	55.29	49.83	50.60	49.32	48.75
513	Illinois Valley	50.63	43.80	60.99	52.10	52.24	52.95	49.24	48.95
514	Illinois Central	49.05	39.75	63.23	46.54	50.77	48.78	42.60	42.33
515	Prairie State	44.37	37.61	59.34	46.60	48.27	45.20	46.08	48.04
516	Waubesaee	43.67	48.09	60.47	38.17	45.96	51.09	49.92	45.82
517	Lake Land	47.72	48.79	58.07	41.42	50.13	46.19	43.21	47.26
518	Carl Sandburg	46.02	51.56	56.80	57.90	51.07	47.42	52.94	44.07
519	Highland	59.82	51.58	73.12	47.23	59.51	58.42	64.12	57.21
520	Marquette	43.36	51.19	63.96	43.20	48.25	47.31	44.55	43.51
521	Rand Lake	51.59	63.50	59.93	40.27	52.96	54.13	47.45	44.28
522	Belleville	38.96	40.10	62.22	42.26	43.89	41.96	39.16	38.93
523	Kishwaukee	41.92	42.07	58.91	42.99	46.99	46.60	43.47	44.10
524	Moraine Valley	53.26	56.42	78.47	45.33	56.82	58.08	53.67	40.68
525	Joliet	47.14	43.29	51.73	41.67	47.22	51.47	43.96	43.54
526	Lincoln Land	52.26	51.70	74.81	56.34	56.39	51.94	48.33	41.37
527	Morton	65.83	59.95	69.32	60.15	65.16	64.09	60.31	61.76
528	McHenry	56.14	52.11	72.94	62.14	59.10	63.06	58.17	53.28
529	Illinois Eastern	37.45	38.05	50.51	32.64	39.30	40.04	37.02	38.42
530	John A. Logan	43.87	52.24	57.08	47.44	46.84	40.92	39.14	44.90
531	Shawnee	38.78	48.96	43.04	49.68	41.93	44.07	53.22	67.90
532	Lake County	49.08	45.77	59.39	59.17	51.58	48.06	46.42	49.23
533	Southeastern	48.22	44.19	58.15	38.19	49.12	49.60	42.95	33.55
534	Spoon River	62.38	59.94	75.81	66.48	66.96	63.34	57.66	58.41
535	Oakton	49.41	67.62	85.14	73.12	58.11	53.00	46.94	84.56
536	Lewis & Clark	52.76	49.71	71.13	55.86	56.58	54.26	73.92	--
537	Decatur	53.32	65.27	66.98	54.06	55.25	73.72	--	--
601	SCC E. St. Louis	50.86	54.60	67.50	51.23	54.43	50.72	--	--
Statewide Averages		\$50.61	\$49.50	\$63.25	\$45.55	\$52.25	\$50.61	\$48.07	\$48.82

Source of Data: Fiscal year 1974 Unit Cost Study

Difference Between Sauk Average & State Average = 3.02 2.56 7.92 9.09

Comparison of Operating Budgeted Revenues and Expenditures

Fiscal Year 1975-76

	Total Operating Percent			
	<u>HCC</u>	<u>Illinois Valley</u>	<u>Rock Valley</u>	<u>Sauk Valley</u>
<u>Operating Revenues by Source</u>				
Local Government	43.7%	45.7%	28.5%	27.6%
State Government	38.4	41.1	36.7	41.8
Federal Government	0	0	.1	3.4
Student Tuition and Fees	16.2	10.7	30.7	26.7
Other Sources	1.7	2.5	4.0	.5
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0</u>
<u>Operating Expenditures by Program</u>				
Instruction	45.7%	56.0%	49.4%	48.4%
Academic Support	5.2	5.3	4.3	4.2
Student Services	8.3	6.5	6.4	9.1
Public Services	5.1	1.3	3.1	.1
Organized Research	0	0	0	0
Independent Operations	0	0	1.0	0
Operation & Maintenance of Plant	15.4	17.8	16.7	19.2
General Administration	8.5	3.6	8.5	7.6
Institutional Support	11.8	9.5	10.6	11.4
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
<u>Operating Expenditures by Object</u>				
Salaries	72.4%	74.2%	65.9%	73.0%
Employee Benefits	3.2	2.0	2.9	1.0
Contractual Services	2.3	1.9	6.3	3.4
General Materials & Supplies	7.3	5.7	7.8	7.6
Conference & Meeting Expense	1.7	1.2	.9	1.0
Fixed Charges	3.7	3.4	3.3	.6
Utilities	5.5	5.6	5.9	6.0
Capital Outlay	.9	0	2.4	2.7
Other	1.6	4.6	4.6	3.4
Provision for Contingency	1.4	1.4	0	1.3
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

SAUK VALLEY COLLEGE
ILLINOIS COMMUNITY COLLEGE DISTRICT 506

VACANCY ANNOUNCEMENT - ADMINISTRATIVE POSITION

POSITION - Ass't. Dean of Arts and Sciences

DUTIES AND RESPONSIBILITIES:

1. To assist the Dean of Arts and Sciences in the coordination and evaluation of all full and part-time faculty.
2. To coordinate all instruction in the departments of English and Humanities, Natural Sciences, Physical Education, Academic Skills Center, and Social Sciences.
3. To assist the Dean of Arts and Sciences in developing an instructional schedule for each semester.
4. To assist in making faculty teaching assignments.
5. To assist the Dean of Arts and Sciences in coordinating necessary curriculum development, revisions and deletions.
6. To assist in preparing a proposed operational budget for the departments in his area of responsibility.
7. To complete all forms and other necessary reports for the departments responsible to his office.
8. To coordinate necessary college catalog revisions and college bulletins for the departments in his area of responsibilities.
9. To direct the maintaining of inventories, reordering and maintenance of instructional supplies and equipment in the departments of English and Humanities, Natural Sciences, Physical Education, Academic Skills Center, and Social Sciences.
10. To assist in the completion of all forms and other necessary state reports.
11. To assist the Dean of Arts and Sciences in experimenting with and implementing non-traditional models for the improvement of instruction.
12. Maintain a record of all staff absences, and report all absences to the Business Office and the Dean of Arts and Sciences on the attendance report.
13. To conduct departmental meetings on a monthly basis to assist in coordinating instructional programs.
14. To complete other tasks which may be required by the office of the Dean of Arts and Sciences.

QUALIFICATIONS:

1. Experience in curriculum development, faculty evaluation models, and college teaching.
2. Administrative experience preferred.
3. Master's Degree, Doctorate preferred.
4. Community college experience desirable.

EFFECTIVE DATE OF EMPLOYMENT: July 1, 1976.

TERM OF EMPLOYMENT: Administrative position - 12 month contract.

Position: Ass't. Dean of Arts and Sciences (Cont'd)

SALARY RANGE: \$15,000. to \$20,000.

APPLICATION DEADLINE: May 1, 1976.

APPLICATION PROCEDURE: Indicate by letter your interest in being considered for the position and detail your experience, background and education appropriate to the position. All materials (resume, transcripts and references) must be complete and on file for the candidate to receive consideration.

Applications and inquiries should be directed to: Noah A. Bunch
Dean of Arts and
Sciences
Sauk Valley College
Route One
Dixon, Il 61021
815-288-5511, Ext. 240

"EQUAL OPPORTUNITY EMPLOYER"

SAUK VALLEY COLLEGE
ILLINOIS COMMUNITY COLLEGE DISTRICT 506

VACANCY ANNOUNCEMENT - ADMINISTRATIVE POSITION

POSITION - Ass't. Dean of Learning Resource Center

DUTIES AND RESPONSIBILITIES:

1. Develop and formulate policy and procedures for the operation and maintenance of the Learning Resource Center.
2. Establish policy and procedures for personnel operation in this area.
3. Prepare and execute the budget for this area.
4. Plan and develop courses for training students in the Library Technical program.
5. Compile public information for the area of the Learning Resource Center.
6. Supervise all personnel and operations in the Learning Resource Center.
7. Supervise all personnel and operations in the Academic Skills Center.
8. Supervise all personnel and operations in the Audio-Visual Department.
9. Keeping faculty and administration informed of current materials available in their particular field of instruction.
10. Technical processes, including original cataloging.

QUALIFICATIONS:

1. Experience in Learning Resource Centers required; satisfactory experience with the operation of a library, audio-visual, and Academic Skills (developmental) Center.
2. Learning Resource Center experience preferred.
3. Master's Degree, Doctorate preferred.
4. Community college experience preferred.

EFFECTIVE DATE OF EMPLOYMENT: July 1, 1976

TERM OF EMPLOYMENT: Administrative position - 12 month contract

SALARY RANGE: \$15,000. to \$20,000.

APPLICATION DEADLINE: May 1, 1976.

APPLICATION PROCEDURE: Indicate by letter your interest in being considered for the position and detail your experience, background and education appropriate to the position. All materials (resume, transcripts and references) must be complete and on file for the candidate to receive consideration.

Applications and inquiries should be directed to: Noah A. Bunch
Dean of Arts and Sciences
Sauk Valley College
Route One
Dixon, IL 61021
815-288-5511, Ext. 240

"EQUAL OPPORTUNITY EMPLOYER"

**DUTIES AND RESPONSIBILITIES
OF
ASSISTANT DEAN FOR BUSINESS AND TECHNOLOGY**

1. To conduct all student evaluations of full-time and part-time faculty within the departments of his/her supervision, and to further assist the Dean in conducting classroom visitation evaluations.
2. To prepare a recommended instructional schedule each semester. This schedule will be recommended to the Dean.
3. To assist the Dean in making faculty teaching assignments.
4. To assist the Dean in coordinating all necessary curriculum development, revisions, and deletions.
5. To act as a direct liaison between specific areas of instruction and local high schools.
6. To prepare annual budget for his/her area of supervision to be recommended to the Dean.
7. To make recommendations regarding catalog revisions and necessary changes in college bulletins and other printed material.
8. To assist the Dean in experimenting with and implementing non-traditional methods of instruction.
9. To maintain a record of all staff absences.
10. To conduct departmental meetings on a monthly basis for the purpose of coordinating instructional programs.
11. To be responsible for the coordination of the annual development of the One and Five Year Plan for the entire college.
12. To complete other tasks which may be assigned by the Office of the Dean of Career Education.

DUTIES AND RESPONSIBILITIES
OF
ASSISTANT DEAN FOR ALLIED HEALTH

1. To conduct all student evaluations for both full-time and part-time instructors and to assist the Dean in making classroom visitation evaluations.
2. To prepare an instructional schedule for his/her area of supervision based upon the recommendations of the program coordinators of the Allied Health area. This schedule is recommended to the Dean.
3. To assist the Dean in making specific faculty teaching assignments.
4. To assist the Dean in coordinating necessary curriculum development, revisions, and deletions.
5. To prepare annually, an operational budget for his/her area of supervision and make a recommendation to the Dean in this regard.
6. To coordinate necessary catalog revisions, and revisions of college bulletins and other necessary printed material.
7. To act as liaison between the Allied Health instructional programs and area counselors and teachers at the high schools.
8. To assist the Dean in experimenting with, and implementing non-traditional methods of instruction.
9. To maintain a record of all staff absences.
10. To conduct departmental meetings on a monthly basis, to assist in coordinating instructional programs within his/her area of supervision.
11. To coordinate all Allied Health accrediting agencies' requests and deal with all evaluations of our programs by such agencies.
12. To complete other tasks which may be assigned by the Office of the Dean of Career Education.