

CATEGORY 4: VALUING PEOPLE

INTRODUCTION

The College’s processes for recruiting (4P3), establishing credentials and qualifications (4P1), and hiring (4P2) are generally “systematic to aligned.” These procedures are clearly established in Board Policy and consistently applied by members of the College. To ensure consistency, employees involved in the hiring process must complete an online training program designed and monitored by staff in the Human Resources office. Additionally, the College’s job description questionnaire (JDQ) process, conducted by an outside consultant, incorporates benchmarking many of LLCC’s non-faculty salaries with those provided in the public and private industry.

Planning for changes in personnel (4P5) is “reactionary to systematic” and this remains a preference. Turnover at LLCC has been low, and the President’s Cabinet prefers to deal with personnel changes in this manner because of the flexibility it provides. LLCC’s employee training (4P9) and employee recognition program (4P11) are mostly systematic while the personnel evaluation system (4P10) is integrated. The College’s performance evaluation instrument incorporates goal setting for the

upcoming year. These individual goals are expected to align with departmental goals and support advancement of the College’s strategic goals and mission.

Currently, LLCC uses a locally designed climate survey, and it has served the College well for several years. The information obtained informs the President’s Cabinet of issues related to employee motivation (4P12), employee satisfaction (4P6), and employee health, safety, and well-being (4P13). From this respect, these Valuing People processes are mostly systematic. However, the College has not been able to benchmark its performance because the climate survey is locally designed, administered, and scored. In response to this limitation, the President’s Cabinet selected a commercially designed climate survey at the May 2013 retreat. As a result, national comparisons will be possible with the next administration in 2014.

In general, LLCC employs many sophisticated processes in this category. The College welcomes feedback on how to move Valuing People processes towards an “aligned and integrated” level of maturity.

Reader’s Note for Process Questions: The College’s responses to the Criteria for Accreditation are denoted by a notation that references a specific core component subcategory. For example, [crit.1A3] alerts the reader that the preceding text is included in the Systems Portfolio in response to Criteria One, Core Component 1A, Subcategory 3.

CATEGORY 4: VALUING PEOPLE

Valuing People explores LLCC's institutional commitment to the development of faculty, staff, and administrators.

PROCESSES

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff and administrators?

Faculty credentials are established in Section 14.1 of the Collective Bargaining Agreement. These faculty qualifications adhere to the minimum [guidelines](#) outlined in Title 23 of the Illinois Administrative Code, Section 1030.30. Required as well as desired qualifications for administrative, professional, and classified staff are commensurate with the level of the position, responsibility, and norms for institutions of higher education. For example, appropriate qualifications in Student Service positions are determined through consideration of three areas: the combination of education and experience recommended by the Council for the Advancement of Standards (CAS) in Higher Education; standards set forth by professional organizations such as the National Academic Advising Association (NACADA) or the National Association of Student Financial Aid Administrators (NASFAA); and constrictions imposed by the higher education labor market and institutional budget.

All non-faculty positions, with the exception of executive level and those under collective bargaining agreements, have a job description questionnaire (JDQ) which documents the credentials and skills needed for that particular position. The JDQ is developed through a job evaluation, a process used to establish internal equity among positions as a foundation for the development of an overall classification hierarchy. The job evaluation is an attempt to measure “the job” rather than the performance of an individual doing the job. The process has evolved from basic job slotting to a more refined and systematic application of compensable factors to positions being evaluated. The starting point for all job evaluations is job documentation and job analysis. Once the immediate supervisor completes the job documentation, a point-factor job methodology is applied. The system creates a total point profile for each position based on the required breadth and depth of the factors of formal preparation and experience, decision making, thinking challenges and problem solving, interactions and communications, and work

environment. This process is administered by Carlson Dettmann Associates, an outside consultant.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

The College uses standardized hiring guidelines with a specific process for hiring all employees. The staff in Human Resources creates all vacancy announcements using the job description. This ensures that any vacancy announcement accurately reflects the required education, experience, skills, knowledge, and attributes for the position. Applications are then reviewed by a screening committee according to the minimum and preferred qualifications in the vacancy announcement. Committees may not interview any candidate that does not meet the minimum requirements for education and/or experience. In some instances, the candidates selected for an interview undergo skills testing (i.e. software knowledge, keyboarding speed) to demonstrate they can perform the essential job functions. [crit.3C6]

Screening committees are used for all vacant positions unless otherwise designated by the President. The supervisor typically serves as chair of the search committee but may designate another appropriate individual to serve as chair with the approval of the appropriate Vice President and/or President. For faculty vacancies, the Academic Dean notifies all full-time departmental faculty in the appropriate disciplines that a screening committee is being formed. The screening committee, to the extent possible, should consist of a minimum of four full-time, tenured faculty (if available); a tenured or non-tenured faculty from a discipline unrelated to the vacancy; an adjunct faculty (if appropriate); and a member from the professional or classified staff. The size of the screening committee for non-faculty positions will vary depending on the position, but in no case shall it be fewer than three including the chair. Committee members must have previously completed Screening and Interviewing Guidelines Training within the last 12 months of serving on a committee.

As noted in 4P1, faculty credentials are established in the Collective Bargaining Agreement and adhere to the

minimum guidelines outlined in Title 23 of the Illinois Administrative Code, Section 1030.30. Prospective faculty granted interviews for transfer discipline positions must meet two criteria: (1) an earned master's or doctoral degree in any discipline and at least 18 hours of graduate credit in the discipline for which the faculty member wishes to be employed; and (2) the ability to teach a substantive range of courses in the discipline. In the career-technical disciplines, faculty must meet three criteria: (1) at least 2,000 hours of work experience in a field related to the discipline; (2) additional qualifications as required by any law, rule, or regulation; and (3) the ability to teach a substantive range of courses in the discipline. Any deviation from these standards is documented through memoranda placed in Human Resource personnel files. [crit.3C2]

In addition to prospective faculty meeting the minimum academic credentials, faculty accessibility is valued and considered during the hiring process. The Collective Bargaining Agreement (Section 15.6) stipulates that faculty routinely work at least 40 hours a week to adequately perform their professional duties. For full-time teaching faculty, the negotiated work week includes minimally 26 hours of professional duties and maintaining a physical presence on campus at least four days each week (unless teaching online courses). This negotiated work week includes office hours during which faculty are available for student interaction and questions. [crit.3C5]

Full-time faculty teaching a full load must hold a minimum of six scheduled office hours each week. These face-to-face office hours are reduced by one hour for every three hour credit hours of online instruction taught, provided that face-to-face office hours never drop below three hours per week (Collective Bargaining Agreement, Section 8.3). Additionally, full-time faculty in English and Humanities collectively contract to provide at least 30 student contact hours a week in the Writing Center (Section 15.4) during the regular academic term. For librarians, the negotiated work week includes 40 hours for assisting students with research and inquiry. [crit.3C5]

The College employed 130 full-time and 245 adjunct (FTE of 127) faculty members in fiscal year 2012. This staffing level produced a faculty to student ratio of 1:18. The College regularly reviews full-time to part-time (FT/PT) contact hour ratios, especially during annual Academic Program Review. Ideally, the College strives

to keep the FT/PT ratio from falling below 60% full time. The College has been able to achieve a 60/40 ratio using the instructional contact hours. However, some programs/disciplines are higher than this ratio while others are lower. If the ratio falls below 50% full-time faculty for a specific program/discipline, the Vice President of Academic Services and the appropriate Dean review the effect on the program/discipline. This discussion may include the College's ability to staff classes offered in the program/discipline, maintain currency with the curriculum, recruit and hire qualified adjuncts, and maintain long-term viability. [crit.3C1]

When the FT/PT ratio raises concerns in these areas, the program/discipline is considered as a higher priority when filling vacant faculty positions. If the ratio does not heighten concern, then the situation is monitored. Conversely, if the FT/PT ratio is more than 70% full-time faculty, the Vice President of Academic Services and appropriate Academic Dean discuss whether or not that level of full-time staffing is necessary. If not, future full-time vacancies in the program/discipline will typically be shifted to a program/discipline with higher need. Using this process of regular review, the number of full-time faculty has increased over the past 10 years by 8. It is a process that allows Academic Services to fill both classroom and non-classroom faculty roles. [crit.3C1]

The Academic Deans work closely with faculty in filling supplemental assignments such as adjunct coordinators, dual-credit coordinators, course coordinators, and assessment coordinators. Other non-classroom faculty roles include leadership or representation within the College's Shared Governance structure. Each Shared Governance team has faculty representation. In some instances, the teams are composed primarily of faculty and chaired by a faculty member elected at large. For example, faculty members occupy 12 of the 16 positions on the Academic Assessment team as well as 11 of 18 positions on both the Curriculum team and Academic and Admissions Standards team. [crit.3C1]

Faculty participation in regular professional development is also an expectation of employment at LLCC. Consequently, professional development is addressed in the Collective Bargaining Agreement (Section 8.1) as an essential function of full-time faculty. Faculty members can access professional development funds through multiple processes. First, all full-time faculty are allotted \$350 annually (Collective Bargaining

Agreement, Section 11.1), an amount that can accumulate over the life of the Collective Bargaining Agreement. Second, the Faculty Senate has a Professional Development Committee that reviews and awards institutional funding on a case by case basis. Third, each academic department and the Vice President of Academic Services office have supplemental funds that faculty can access. Finally, full-time faculty members can request a paid semester-long or year-long sabbatical leave after six years of continuous service to the College (Collective Bargaining Agreement, Section 11.4). Such leaves are granted for resident study, travel, research, writing and other activities related to the faculty member's professional development or program development. [crit.3C4]

The College maintains a Center for Excellence in Learning and Teaching (CELT) which is staffed by one full-time faculty member. Additionally, the College incorporates two Professional Development Days into the academic calendar. On these days, classes are not held so that faculty can engage in the scheduled on-campus professional development activities or off-campus activities related to their specific discipline. [crit.3C4]

LLCC also supports professional development for the non-faculty staff in two ways. At the institutional level, the College's tuition and textbook reimbursement program supports pursuit of additional formal education. At the department level, institutional funding is allotted for staff to stay current in their respective fields of employment. For example, the financial aid advising staff regularly participates in professional development provided by the Illinois Student Assistance Commission, the Veterans Administration, the Department of Education, and NASFAA. In addition, the College is closed on the two previously-mentioned Professional Development Days so that all staff, not only faculty, can engage in scheduled professional development activities. [crit.3C6]

4P3. How do you recruit, hire, and retain employees?

The College participates in many local, regional, and national job fairs to recruit and hire potential employees. Vacancies are advertised with local and regional newspapers, academic journals, various websites, direct community mailings, and listservs. Vacancies are also posted outside the Human Resources department and communicated to current staff and faculty via internal means.

A 14-step process is followed to fill vacancies (Board Policy 8.2). The process begins with determining what skill set is needed and whether the position needs to be filled. Upon securing approval to fill the vacancy, a screening committee is created and the position is advertised appropriately. The supervisor over the vacant position chairs the screening committee, and he/she selects the other members of the committee. The committee develops a resume rating tool, interview questions, and candidate expectations. Every application is reviewed by the committee and rated using the pre-developed rating tool. Candidates who are rated the highest are offered interviews. During the interviews, the committee members observe how well the candidate meets the pre-determined expectations and whether or not the candidate would be a good fit for the department and LLCC. After the interviews, the committee chair recommends to the appropriate Vice President or other Cabinet-level administrator a candidate to hire.

As part of the College's employee retention efforts, the Campus Climate survey is administered every three years. The President's Cabinet and Human Resources department reviews the findings of each administration. The feedback provides both President's Cabinet and Human Resources the employees' perception of LLCC in five areas: job satisfaction, cooperation and communication, personal and professional development, compensation and benefits, and working conditions. Monitoring trends over several administrations as well as examining feedback at the question level informs improvements to current services or spurs the implementation of new initiatives.

Retention of employees is also enhanced with a competitive salary and generous benefits package. Through use of the Fiscal Year Salary Report for Illinois Community Colleges, the President's Cabinet understands how the College's compensation compares with peer institutions in the state (see Figure 4.5, Figure 4.6, and Figure 4.7 under 4R2). Compensation information is compiled for faculty and staff in all employee classifications. Employee feedback on the College's compensation and benefits system is also collected in the Climate Survey. Those results are depicted in Figure 4.3 under 4R2.

The College's benefits package includes medical, dental, life and long-term disability insurance; paid holidays; vacation, personal and sick time; professional development opportunities; employee recognition; and

annual performance feedback. In addition, faculty members and administrators can request sabbatical leaves to complete work on a graduate degree or other projects that will, in turn, benefit the work they do at the College.

Exit interviews are held with employees leaving LLCC. This information helps the College identify and address employment-related trends that contributed to their departure.

4P4. How do you orient all employees to your organization’s history, mission and values?

Staff members new to LLCC complete a two-day orientation within the first six months of employment. At the orientation, new employees are welcomed by the President and hear presentations from representative staff members. A member of the President’s Cabinet presents the College’s history, mission, and core values on the second day of new employee orientation. New faculty undergo a similar process of orientation each August. The history, mission, and core values of the College are highlighted during their review of the LLCC catalog.

4P5. How do you plan for changes in personnel?

The College’s turnover rate has been very low, but Illinois’ pension reform efforts are beginning to shift this trend. Several strategies are utilized to ensure continuity of service when employees leave. Divisions are urged to have departmental procedures documented in up-to-date procedural manuals. Cross-training of departmental staff members also ensures that departmental functions continue during transition periods. If appropriate and feasible, the outgoing employee assists the department in preparing for the transition. At other times, a current employee may assume all or part of the duties on an interim basis. The President’s Cabinet has been anticipating these vacancies and restructuring divisions as warranted. To ensure strategic alignment during these transitions, changes in job descriptions are now a part of the strategic planning process.

External conditions (i.e. economic conditions, state or federal mandates, a new program) can sometimes alter the work load of a department. In such circumstances, requests for additional employees are routed through the annual planning and budgeting process. The President’s Cabinet determines which staffing requests will be approved based on the College’s strategic priorities for that particular year.

4P6. How do you design your work processes and activities so they contribute to both organizational productivity and employee satisfaction?

College processes are designed using input and feedback from all affected employees. Productivity expectations are communicated and discussed at department-level planning meetings. Employees are given opportunities at that time to make comments and provide input. This workgroup approach allows everyone to be involved and have ownership of the processes. This results in increased productivity and employee satisfaction with the process.

4P7. How do you ensure the ethical practices of all your employees?

Integrity is one of LLCC’s core values. One way in which LLCC demonstrates integrity in its operations is through established policy and procedure. Board policies ensure that College practice follows fair and ethical processes. Standards are established in the first chapter of the manual that includes general policies. For example, Board Policy 1.3 calls for the Board and College staff to (a) perform their duties in a proper and ethical manner and (b) avoid even the appearance of impropriety. Additional Board Policy addresses expectations related to harassment and discrimination (1.10), fraternization (1.12), nepotism (1.13), academic freedom (1.17), sexual harassment (1.7), and non-discrimination (1.6). [crit.2A]

Chapters 4 through 12 define Board Policy by division: Instruction, Student Affairs, Finance, Facilities, Human Resources, Foundation, Information Technology, Research Planning and Institutional Improvement, and Public Relations and Marketing. It is the division-specific policy and procedure that embed integrity in the everyday operations of the College’s financial, academic, personnel, and auxiliary functions. For example, Board Policy 6.7 addresses the College’s accounting procedures. Specifically, the College’s accounting policies conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities, as well as those prescribed by the Illinois Community College Board (ICCB). Alignment of everyday practice to state and national standards contributes to fair and ethical practice at the College. [crit.2A]

Board Policy 8.2 details the policy and procedure related to filling vacancies at LLCC. Here, 14 steps comprise a process that begins with articulating the goal of the

hiring process and ends with notification of unsuccessful candidates. This process includes mandatory training for anyone serving on a screening committee. During this training, the College communicates (a) the confidential nature of the screening and interviewing process, (b) the consequences of breaching confidentiality, (c) its nondiscrimination policy and potential pitfalls, and (d) discriminatory practices to avoid during the screening and interviewing process. This training ensures a fair and consistent process across all screening committees. [crit.2A]

Students are also afforded ethical and fair treatment. As described in 1P11, Board Policy 4.13 and the Student [Code of Conduct](#), overseen by the Director of Student Rights and Responsibilities, establishes integrity and honesty as a behavioral expectation of LLCC students ([Catalog](#), p. 66). [crit.2E3] Board Policy 4.14 details the review process available to students who feel a final grade has been unfairly or inappropriately assigned. Board Policy 5.40 outlines the grievance and appeals process available to students for other circumstances. This student appeals process is communicated to students in the [Catalog](#) (p. 67), the student handbook, and on the College's website. [crit.2A]

Essentially, LLCC policy and procedure are found in the detail of the College catalog, collective bargaining agreements, handbooks, training programs, forms, job descriptions, and department-specific brochures. This inclusion pushes policy into everyday practice at the division level. And it is this level of integration that leads to integrity in the everyday operation of the College. [crit.2A]

4P8. How do you determine training needs? How do you align employee training with short and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Training needs are determined in a variety of ways. Individual employees may step forward and request specific training. Supervisors may identify a need for their direct staff. Employee surveys help determine the training offered. At other times, the President's Cabinet identifies training needs based on the strategic direction of the College. Decision-making at this level facilitates alignment of large-scale employee training with the strategic plan.

Training needs that are specific to an individual or one position at the College typically arise during the annual performance review process. Large scale training needs that are applicable to all employees or large groups of employees independent of employees' specific jobs are more typically identified at the administrative level. Staff members from Human Resources, Information Technology, Instructional Technology and Distance Education (ITDE), Center for Excellence in Learning and Teaching (CELT) and/or other areas are often involved in identifying such needs and in leading efforts to fulfill such needs. Training needs specific to faculty development are administered by the CELT and ITDE departments in conjunction with input from the Academic Deans.

Surveys or needs assessments are used to identify both staff and faculty needs. Employees suggest topics for future training when completing their evaluations of Professional Development Day sessions. CELT [surveys](#) both full-time and adjunct faculty annually to determine topics of interest or need. Survey results are then reviewed by the Professional Development Team, a team under the College's Shared Governance Council. This team exists to (a) identify needs and make recommendations for ongoing employee professional development and (b) develop strategies for on-going professional development at the College. Survey feedback from Professional Development Day sessions suggests that the College's instructional and non-instructional programs are strengthened by the training provided.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

Training goals are developed for all employees in conjunction with annual performance reviews. LLCC supports professional development for the non-faculty staff in two ways. At the institutional level, the College's educational assistance program supports individual pursuit of additional formal education. At the department level, institutional funding is allotted for staff to stay current in their respective fields of employment. There are two days each academic year devoted to professional development for faculty and staff. In addition, each faculty member who meets the professional support standard is allocated professional development funds during each year of the Collective Bargaining Agreement.

Sabbatical leaves are available to administrators (Board Policy 8.22) and full-time faculty (Section 11.4, Collective Bargaining Agreement) after six years of full time, continuous service at LLCC. Upon return from leave, faculty members submit a report to the Vice President of Academic Services identifying the relationship between the faculty member's professional development activities and program development.

The College is also committed to two formal training programs: Leadership Springfield, a nine-month local program, and the Chair Academy for Leadership and Development, a two-year national program. Employees are nominated for participation in these leadership programs by members of the President's Cabinet. Participation in these programs by employees outside President's Cabinet (e.g., faculty, professional staff, and mid-level administrators) supports the institutional philosophy of "leading from your position within the College."

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

The full-time faculty evaluation process was developed as part of the Collective Bargaining Agreement in accordance with 110 ILCS 805/3B. The process is detailed under Article 9. Evaluation for full-time non-tenured faculty members annually includes at least one written evaluation by the Vice President of Academic Services and the division Dean, student evaluation in each course taught, and self-evaluation. Full-time tenured faculty members receive a written evaluation by the division Dean at least once every three years and student evaluations each semester. In each instance, the evaluation instrument used is mutually agreed upon and included in the Collective Bargaining Agreement. [crit.3C3]

Adjunct faculty members are evaluated by the Academic Dean or the Academic Program Coordinator during the initial semester of employment. Subsequent written evaluations take place once during every 30 contact hours of instructional services at the College. How often students evaluate adjunct faculty member is determined by the respective Academic Dean. The evaluation instruments used by the administration and students are mutually agreed upon and included in the Collective Bargaining Agreement. [crit.3C3]

Staff members are evaluated on an annual basis. The performance evaluation instrument was developed by the Human Resources department in conjunction with feedback from the President's Cabinet and representative employee groups. Supervisors use the instrument to evaluate employee job performance and accomplishment of stated goals during the previous year. The instrument involves four sections: reviewing the current job description; rating the employee's performance in clearly defined areas; reviewing progress with the previous year's goals and objectives; and establishing goals for the upcoming year. When establishing the upcoming year's goals, the performance review instrument notes that each should (a) align with department goals and (b) support advancement of the College's strategic goals.

The College's performance evaluation system also includes a 180 degree feedback process for supervisors. Through the 180 degree feedback survey instrument, direct reports have the opportunity to provide feedback on the management skills of their supervisors. The direct report's participation is voluntary and anonymous, and the results are shared only with the supervisor evaluated. This process exists to assist administrators in their leadership role.

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Faculty and staff efforts to advance the College's mission are acknowledged at the annual Employee Recognition program (e.g., Distinguished Service Awards for each constituency group, the Pearson Master Teacher).

The recognition and reward process is overseen by the Employee Recognition Committee. This group, comprised of faculty and staff that cross all employee groups, plans the annual Employee Recognition ceremony. At this event, the President recognizes faculty and staff celebrating 5, 10, 15, 20, 25, 30, 35, and 40 years of service to LLCC. In addition to recognizing longevity, the College awards Distinguished Service recognition to one classified, one professional, and one administrative staff member as well as one full-time and one adjunct faculty member. These Distinguished Service awards recognize exemplary leadership, promoting a learner-centered environment, and service to the college community. In addition, a Master Teacher award is presented to a tenured faculty member based on

commitment to teaching excellence, classroom effectiveness and professionalism, with primary consideration given to a professor who has had a significant impact on LLCC students because of his/her commitment to students and learning.

The Employee Recognition Committee also selects the College's NISOD recipient. As a member institution of the National Institute for Staff and Organizational Development (NISOD), LLCC recognizes employees who are innovative in teaching and learning with the NISOD Excellence Award.

LLCC's compensation and benefit systems are structured to attract and retain qualified personnel. An outside consultant, Carlson Dettmann Associates, is used to evaluate each staff and administrative position for proper placement based on the job description (JDQ). The JDQ is developed by the immediate supervisor with input from the employee. The salary structure is built on grades or levels of responsibility. A sufficient number of levels has been established to recognize relative but important differences in position responsibilities and requirements, from the lowest to the highest-level position in the structure. Assignment of positions to grades is accomplished through the evaluation of each position and the matching of certain positions to applicable employment markets. Each grade is assigned a salary range, based upon market salary data for the positions in that grade. Salary surveys are used to ensure the College's salary levels compare favorably with salaries paid by other employers in LLCC's employment area, for positions of similar responsibility.

Faculty salary schedules are based on educational attainment and years of experience. The steps within the schedule have been negotiated through the Collective Bargaining Agreement between the Faculty Union and the Board of Trustees.

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

The College periodically holds open forums to solicit feedback from the college community on important issues affecting all faculty and staff. Additionally, the Climate Survey is administered every three years by the Human Resources office to gather feedback regarding employees' concerns around areas such as working conditions, employee job satisfaction, communication

and cooperation, and characteristics of the College's work atmosphere (see Figure 4.1). The Climate Survey's summary data are then reviewed by the President's Cabinet. Any needed courses of action based on the survey results are identified and determined by that group.

The College's hourly or classified staff and professional level employees are represented by the Classified Personnel Advisory Committee (CPAC) and the Professional Advisory Committee (PAC). All administrators are part of the Administrators group. Upon request, these groups meet with the President to discuss concerns of their membership. The Faculty Senate represents faculty on matters related to academic issues, and the Senate President meets regularly with the President to discuss concerns from the faculty perspective.

The College's Shared Governance Council (SGC) serves as a communication conduit allowing college community input into decisions, policies, and procedures affecting the college as a whole. SGC is comprised of representatives from all employee classifications – classified, professional, administrative, and faculty. The SGC reports issues to the President through the assigned Cabinet-level liaison.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

Employee satisfaction results from a variety of factors and institutional characteristics: the specific job in the institution, communication practices, level of perceived cooperation or teamwork, the training or professional development provided, decision-making practices, achievement and recognition, as well as promotion and hiring practices. To better understand job satisfaction at LLCC, the Human Resources department administers the Climate Survey. Employees rate statement such as "I find my job challenging;" "My work makes me feel important;" "My work is satisfying/interesting to me;" "I feel my efforts are appreciated," and "I am able to use my skill and abilities in work responsibilities."

Aggregate results for job satisfaction are depicted in Figure 4.2. Data are also compiled for professional opportunities and development (Figure 4.4) and working conditions (Figure 4.8) and cooperation/communication (Figure 4.8).

Safety and security at the College are supported by the LLCC Police Department, which is led by a Police

Chief. One Police Sergeant, seven armed Police Officers, and eight Community Service Officers provide employees with a safe and secure campus environment. To coordinate safety efforts, the LLCC Police Department designed an Emergency Quick Reference Guide that is widely distributed throughout the College and at all sites. Safety and security measures are evaluated through regular drills such as fire, shelter in place, and response to the College’s alert notification system. Additionally, the College maintains a Behavioral Intervention Team (BIT) for response to student behavioral concerns. The BIT is an interdisciplinary group with representation from Advising and Counseling, Disability Services, LLCC Police, and Office of Student Rights and Responsibilities. The group meets regularly to assess and implement an intervention plan for students deemed to be socially, mentally, and/or physically at risk to themselves or others.

The College promotes the well-being of its employees through its Employee Assistance Program (EAP), an on-campus fitness center, and a wellness program. The College’s EAP program provides both counseling and referral services to assist employees and their dependents with a wide range of personal concerns. The fitness center is available for employees for a minimal fee each semester. The Human Resources office arranges annual on-campus health and wellness screenings. The screening cost is covered by the College’s health insurance plan, with the aggregate results used to determine appropriate and targeted wellness programs. Initiatives such as the Walking Challenge have emerged from aggregate analysis of the employee health and wellness screenings.

RESULTS

4R1. What measures of valuing people do you collect and analyze regularly?

The College created a Climate Survey which is administered every three years via Survey Monkey. Questions are clustered in seven areas: job satisfaction; working conditions; personal/professional opportunities and development; cooperation/communication; compensation and benefits; the College in general; and characteristics of atmosphere. The results are summarized by the Institutional Research office.

Employee feedback regarding professional development needs is also sought on a regular basis. Faculty and adjunct faculty are surveyed through CELT. Staff needs

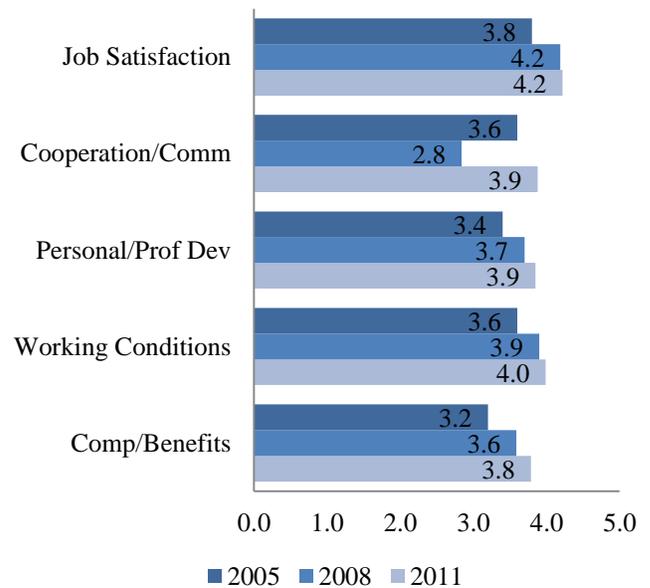
are collected during the performance evaluation process and Professional Development Day session evaluations.

Compensation data of Illinois community college faculty and staff is compiled annually at the College level and published in the ICCB’s [Fiscal Year Salary Report](#). This report allows for comparison of salaries across peer institutions in Illinois. Salary data is reported by employee group (e.g., faculty, administrators) as well as specific job title (e.g., president, chief finance officer, or director of admissions and records). Monitoring salary by peer group promotes understanding regarding whether the College’s compensation and benefits package is competitive. Maintaining a competitive compensation and benefits package facilitates recruiting, hiring, and retaining a highly qualified faculty and staff.

4R2. What are your performance results in valuing people?

Aggregate results from the College’s Climate Survey are provided in Figure 4.1 for five areas: job satisfaction, compensation and benefits, personal/professional opportunities and development, cooperation and communication, and working conditions. Data are analyzed by employee classification, gender, and age but not reported here. Rather, the mean scores of agreement for all employees are listed inside each data bar.

Figure 4.1 –Campus Climate by Category



Source: LLCC Climate Survey
 Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

Job satisfaction has consistently represented the strongest area as scored by the College’s employees. Mean scores over the six-year period show an increase or steady performance for all areas except Cooperation and Communication. Aggregate results are also provided for select questions within job satisfaction (Figure 4.2), compensation and benefits (Figure 4.3), and personal/professional opportunities and development (Figure 4.4).

Figure 4.2 – Select Questions in Job Satisfaction

Question	2005	2008	2011
My work is satisfying/ interesting to me.	4.40	4.61	4.59
I feel a part of LLCC.	3.80	4.17	4.23
My work makes me feel important.	3.70	3.89	3.92
I find my job challenging.	4.10	4.34	4.43
I feel my efforts are appreciated.	3.60	3.92	3.94
I am able to use my skills and abilities in work responsibilities.	3.90	4.28	4.30
I have sufficient authority to do my job.	4.20	4.33	4.30
I am free to try new ideas and techniques in my work.	3.90	4.20	4.19
I understand how my work fits into mission of the College.	4.10	4.17	4.43
I feel morale within the College is generally high.	3.00	3.48	3.60
I feel optimistic about my future at LLCC.	3.70	4.20	4.31

Source: LLCC Climate Survey

Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

Figure 4.3 – Select Questions in Compensation and Benefits

Question	2005	2008	2011
I am paid fairly for the work I do.	3.50	3.84	4.09
I feel my pay is adequate in comparison with people in similar jobs at other colleges.	3.20	3.49	3.75
I feel my pay is adequate in comparison with people in similar jobs at LLCC.	3.20	3.43	3.68
I feel the benefits are fair and competitive at LLCC.	3.40	3.78	3.95

Source: LLCC Climate Survey

Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree

Figure 4.4 – Select Questions in Personal/Professional Opportunities and Development

Question	2005	2008	2011
I am given opportunities to pursue outside professional development.	3.40	4.00	4.12
LLCC provides an adequate amount of internal professional development.	3.40	3.49	3.67
I get the training I need to do my job effectively.	3.60	3.95	4.11
LLCC provides opportunities for career development and progression.	3.70	3.54	3.74
LLCC does an effective job of orienting and training new employees.	3.10	3.64	3.77

Source: LLCC Climate Survey

Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree

LLCC employee compensation is compiled by the College’s Institutional Research office and submitted annually to the Illinois Community College Board (ICCB). Salary compensation figures are monitored to ensure the College is able to attract, hire, and retain a highly qualified faculty and staff. Aggregate data are shown for three LLCC employee groups: faculty (Figure 4.5), professional staff (Figure 4.6) and administrative staff (Figure 4.7).

Figure 4.5 –Salary Schedule, Full-Time Faculty

College	Base Salary			Highest
	Master’s 0 hours 0 yrs exp	Master’s 0 hours 5 yrs exp	Master’s Max hrs 5 yrs exp	Doctorate Max hrs Max exp
Institution A	39,500	44,009	49,033	83,551
Institution B	40,136	44,936	44,936	70,622
Lincoln Land	40,003	46,596	95,250	100,013
Institution C	38,293	46,623	50,129	89,499
Institution D	35,945	38,505	49,572	85,069
Institution E	40,002	47,002	57,022	100,955
Institution F	45,679	51,157	55,367	91,068

Source: Fiscal Year 2012 Salary Report, ICCB

Figure 4.6 – Contractual Base, Professional Staff

College	Range of Salaries			
	Low	Median	High	Average*
Institution A	25,108	49,580	103,000	51,740
Institution B	29,400	39,588	70,000	40,482
Lincoln Land	28,704	44,540	90,646	46,647
Institution C	27,428	48,049	66,480	48,299
Institution D	17,533	50,090	96,093	53,445
Institution E	23,587	37,734	109,295	41,601
Institution F	27,040	48,500	84,782	50,402
Institution A	30,701	57,995	144,488	62,121

Source: Fiscal Year 2012 Salary Report, ICCB

* Weighted

Figure 4.7 – Contractual Base, Administrative Staff

College	Range of Salaries			
	Low	Median	High	Average*
Institution A	81,781	113,753	175,000	116,853
Institution B	44,800	61,147	181,125	71,760
Lincoln Land	54,922	90,974	227,300	96,162
Institution C	54,000	78,641	212,400	85,104
Institution D	47,662	82,653	205,186	86,087
Institution E	36,335	61,807	194,900	69,200
Institution F	46,336	78,018	177,521	85,538
Institution A	67,043	96,244	156,000	101,943

Source: Fiscal Year 2012 Salary Report, ICCB

* Weighted

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The College measures productivity by whether or not it achieves its strategic goals. However, select questions of the Climate Survey demonstrate the employees’ perceived ability to be productive in their job. Those statements and the aggregate response over a three-year period are reported in Figure 4.8.

Figure 4.8 – Select Questions from Working Conditions and Cooperation/Communication

Question	2005	2008	2011
I have the tools and resources to do my job effectively.	3.70	4.07	4.14
The workload is manageable for employees in my work unit.	3.70	3.95	3.95
The workload is fairly distributed among the employees in my work unit.	3.50	3.64	3.80
The College has an adequate number of policies and procedures to follow.	3.80	4.13	4.23
Policies and procedures are consistently applied to all employees in my work unit.	3.50	3.73	3.76
I am held accountable for my performance.	4.20	4.50	4.55
All employees in my department are held accountable for their performance.	3.60	3.69	3.69
I receive adequate feedback on my performance.	3.80	3.98	4.15

Source: LLCC Climate Survey

Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

4R4. How do your results for the performance of your processes for Valuing People compare with the

performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Results from the Climate Survey cannot be compared to other institutions or organizations outside of higher education because LLCC uses a locally developed instrument.

The College’s JDQ process sets or readjusts the salaries for non-faculty positions at market value. This benchmarking process ensures that LLCC’s salaries are comparable with those in other employment markets such as private- and public-sector industries. Since this process is completed by an outside consultant (i.e., Carlson Dettmann Associates), the benchmarking data are not shared with the College and therefore unavailable for inclusion.

While the JDQ process benchmarks non-faculty salaries using other employment markets, the [Fiscal Year Salary Report](#) allows compensation comparisons with peer institutions in Illinois. Compensation data are available by employee group (e.g., faculty, administrators) or specific job title for the administrative group (e.g., president, chief finance officer, or director of admissions and records). Figures 4.5 (faculty), 4.6 (professional) and 4.7 (administrative) in 4R2 demonstrate that LLCC is highly competitive with Illinois peer institutions for each employee group. Peer institutions in Illinois are determined by the Illinois Community College Board based on college enrollment per semester, geographic location, and financial data.

IMPROVEMENTS

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Recent improvements in valuing people include:

- The President’s Cabinet selected the Personal Assessment of the College Environment (PACE) instrument to measure faculty and staff perceptions of LLCC’s climate. This will position the College to begin benchmarking its performance in Valuing People processes with the initial administration in 2014.
- Information Technology and the LLCC Police Department implemented an alert notification system for employees, students, and other College stakeholders.

- Human Resources initiated free, on-campus health and wellness screenings for employees (and their dependents) who participate in the College's insurance plan.
- Human Resources implemented an electronic application process. Screening of applications is no longer place- and time-bound.
- The Human Resources department has designed and implemented wellness initiatives for LLCC employees.
- The process for joining the College's fitness center was restructured to make obtaining employee membership less cumbersome.

The College has an opportunity to become more systematic and comprehensive in its performance results for Valuing People processes.

4I2. How does your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The College's Strategic Planning and Key Performance Indicators Dashboard is organized according to the College's six goals. Aspects of Valuing People are part of the performance indicators under Goal 6 – Operational Strength. The College's overall performance in Operational Strength is derived through five areas. Three of these areas – Employee Satisfaction, Professional Development, and Safety – involve processes that fall under Valuing People. Consequently, the performance results from the Climate Survey's employee satisfaction area are captured in this performance indicator.

In addition, the President's Cabinet reviews the Climate Survey results when developing the College's strategic goals for the next fiscal year. Strategic goals are shared with the College community during Convocation. Subsequently, division, department-level, and individual goals are developed during Institutional Improvement Day activities and individual performance evaluations to support achievement of the broader strategic goals.