

2023-2024 Successor Contract Negotiations IECCEA and IECC Board

*ILLINOIS EASTERN COMMUNITY COLLEGE EDUCATION
ASSOCIATION, IEA/NEA
2023 SUCCESSOR NEGOTIATIONS*

**IECCEA Counter proposals 10252024 to
IECC proposals and counters**

2023-2024 Bargaining Background
HyFlex Teaching
Online/Virtual Teaching and workload
Dual Credit workload
Job Descriptions

2023-24 Bargaining Background

On June 8, 2023, the Association initially proposed the following concerning HyFlex, Online, DC, and Distance Learning Courses:

Section 9.12 Hybrid-Flexible (HyFlex), Online Dual-Credit Courses, and Distance Learning Courses

The Association proposes that the following information be provided with respect to these courses:

- A definition for both types of courses.
- The number of courses that are being taught by full-time faculty.
- The criteria for teaching these courses.
- The number of students participating in these courses.

Once we are provided with this information, we will be able to better formulate proposed contract language.

On July 28, 2023, IECC proposed the following language item in regard to positions held by members of the Association:

The Board team proposes the following amendments to Section 1.0 Recognition.

Current Language:

Section 1.0 Recognition.

The Board recognizes the Association as the exclusive bargaining representative for the bargaining unit described as follows:

Included are all full-time faculty including Lead Instructors. Excluded are faculty in Workforce Education, Radio Station Manager and Engineer, and all other employees of Illinois Eastern Community Colleges, District No. 529.

A “temporary full-time faculty member” is defined as someone employed by the Board to teach fifteen (15) credit hours or more, but not for more than two (2) consecutive regular academic semesters, with no assurance of continued employment, and who is specifically informed by the Board, in writing, that their employment relationship is temporary in nature. Nothing in this section shall be used to replace a full-time faculty position by hiring a series of temporary full-time faculty members. Such persons shall not be deemed members of the bargaining unit represented by the Association.

Proposed Changes:

Section 1.0 Recognition. The Board recognizes the Association as the exclusive bargaining representative for the bargaining unit described as follows: Included are all full-time faculty including ~~Lead Instructors.~~ those who may receive a stipend or release time for additional duties. Excluded are ~~faculty instructors in the Business & Industry Division~~ (formerly Workforce Education), Radio Station Manager and Engineer, and all other employees of Illinois Eastern Community Colleges, District No. 529. A “temporary full-time faculty member” is defined as someone employed by the Board to teach fifteen (15) credit hours or more, but not for more than two (2) consecutive regular academic semesters, with no assurance of continued employment, and who is specifically informed by the Board, in writing, that their employment relationship is temporary in nature. Nothing in this section shall be used to replace a full-time faculty position by hiring a series of temporary full-time faculty members. Such persons shall not be deemed members of the bargaining unit represented by the Association.

On September 22, 2023, the Board accepted the Association’s counterproposal to maintain current contract and signed the Tentative Agreement.

On August 22, 2023, the Association issued a Cease-and-Desist letter to Ryan Gower to cease and desist any and all changes to job descriptions regarding faculty bargaining unit positions and covered work in response to the IECC administration actions to meet with faculty to change job descriptions, duties and work as presented in a PowerPoint presentation to faculty at the summer 2022 faculty meeting and published on the IECC website in the Chancellor's restructure plan.

On February 5, 2024, the Association issued a Cease-and-Desist notice via email to Andrea McDowell, Jay Edgren, and Ryan Gower stating the following in regard to Hyflex, DC, Online, & Distance Learning Instruction and Job Descriptions:

"As such, the Association requires the Board to cease and desist any further scheduling, implementation, continuation and/or expansion of said matter including but not limited to **the "hyflex and distance learning instruction" programs, changing current job descriptions and duties of bargaining unit positions and work contrary to the contract and ILERB.**

We now ask for IECC to cease-and-desist the development of courses and scheduling of courses that involve hyflex instruction, distance learning/synchronous lecture hall, and distance learning w/ high schools. We have asserted our right to bargain these modalities and demand to continue with this process."
(email attached)

The Association proposes the following language items:

The impact of the COVID Pandemic caused IECC and IECCEA to agree on providing instruction to the students through a variety of means which include but are not limited to the online and virtual instruction. This instruction was delivered, maintained, and utilized not only by IECC but also its employees (i.e.-full-time faculty and adjunct). Please be advised that IECCEA asserts our rights that our audio and electronic images and videos are the sole property of individual faculty members. IECC does not have the right to reproduce, share, distribute, or archive this unique data, audio, and images for the purpose of distributing it to other faculty or adjuncts, or for posting the material as a course to be used online, without the consent of the faculty member of record.

Section 9.13 HyFlex, Hybrid, online DC Courses, Distance Learning Courses

General Definitions

IECC Faculty recognize that the majority of the classes and instruction is provided as in-person/in-class instruction including hybrid classes where students attend in-person class sessions and complete assignments through online resources at all IECC locations. The use of technology in this collective bargaining agreement allows for the development of technologically innovative methods of instruction, which require increased time.

The delivery methods of instruction described by the terms "Distance Education", "Interactive Instructional Television/Distance Learning", "Synchronous Lecture Halls", Hybrid, and/or "Hybrid-Flexible", "HyFlex" as used herein refer to the type of instruction in which the teacher and the student/s may be separated geographically as well as in-person in which face-to-face instruction and interaction may be absent; communication is accomplished instead by one or more technological media. This mode of instruction consists of live or live-recorded or pre-recorded audio/visual lectures, presentations, lessons, assignments, and other materials using direct signal or cable, transmission by telephone line, fiber-optic line, digital and/or analog videotape, audiotape, CD-ROM, computer or internet technology, email or other electronic means, now known or hereafter developed, utilized to teach any course originating from or sponsored by IECC.

Course: In higher education, a "course" refers to a unit of teaching offered for credit or otherwise required for a degree that typically lasts one academic term, is led by one or more instructors, and has a fixed roster of students. Courses are designed to cover specific subject matter and may include lectures, discussions, assignments, projects, assessments, etc. Upon successful completion, students earn academic credit which counts towards the requirements for a degree or certificate. Courses can be offered in various formats, including in-person, online, or hybrid, and can range from introductory to advanced levels. "Labs" and "clinicals" refer to hands-on training and applications, and as such are not included as a part of the virtual classroom setting; these specialized classes will be offered in-person whether in the classroom setting, an outside agency, or in the student's home with "kitchen labs". To ensure student comprehension and application of IECC course standards and the delivery of quality instruction, these activities within courses are conducted in-person only.

HyFlex/Hybrid-Flexible Course: In higher education, a “HyFlex course” (Hybrid-Flexible course) is a type of course design that provides students (dual credit and/or college) with the flexibility to choose between different modes of participation. In a HyFlex course, students can opt to attend classes in person (face-to-face sessions) at the faculty’s assigned college or another IECC college or high school, participate online synchronously (in real-time), or engage asynchronously (at their own pace). Flexible participation allows students to choose their mode of attendance based on their needs and preferences from day to day.

Hybrid Course: In a hybrid course, students meet in a traditional in-person classroom setting and instruction also occurs online through the learning management system. Required in-person class session days and dates are identified in the course schedule and syllabus. The proportion of online instruction can range from 20% to 80% as the faculty member determines appropriate.

Distance Learning Course: The terms “Distance Learning” and “Synchronous Lecture Hall” are synonymous. This type of instructional setting allows for lectures and classroom activities to occur in real-time with students participating and interacting with other students and the faculty simultaneously at different locations through technology. This setup allows students to attend live lectures, engage in discussions, ask questions, and interact with the instructor and classmates as if they were in a physical lecture hall. These types of courses may utilize video conferencing tools (i.e.-two-way video/two-way audio compressed video telecommunications technology, one-way video/two-way audio) and/or other online communication platforms to facilitate these real-time interactions, providing a dynamic and interactive learning experience. (aligns with SU/SR Item 29 Code 2)

Broadcast Television/Audio Course: A Broadcast Television/Audio Course is a type of educational course in which instructional content is delivered to students through television broadcasts or audio transmissions. These courses utilize broadcast media to reach students who may not have access to traditional in-person or online classes. Key features of such courses include Television Broadcasts, Audio Transmissions, Scheduled Programming, Supplementary Materials, and Interaction Opportunities. The television broadcast feature includes lectures and educational content which are broadcast over television channels at scheduled times, allowing students to watch and learn from home or other locations. The audio transmissions feature includes instructional material that is delivered through radio or other audio formats, providing an auditory learning experience for students. The scheduled programming feature is where content is often delivered at specific times, requiring students to tune in at those times to participate in the course. The supplementary materials feature includes any additional materials, such as textbooks, worksheets, and online resources, that may be provided to complement the broadcast content. The interaction opportunities feature includes providing students with occasions to ask questions or participate in discussions through phone-ins, email, or online forums. when real-time interaction may be limited. Broadcast Television/Audio Courses are designed to provide flexible learning options for students who may not have reliable internet access or prefer learning through traditional broadcast media.

Internet-Based Courses in Higher Education: Internet-Based Courses, also known as online courses or e-learning courses, are educational programs offered through internet technologies. These courses are designed to deliver instruction and facilitate learning entirely or primarily over the internet. Key characteristics of Internet-Based Courses include remote access, multimedia content, communication tools, assessment methods, and instructor interaction. Through remote access, students can access course materials, lectures, assignments, and assessments from anywhere with an internet connection, offering flexibility in learning schedules and locations. Through multimedia content, courses typically incorporate a variety of multimedia elements such as videos, interactive simulations, audio recordings, and digital texts to enhance learning experiences. Communication tools in online courses, such as email, discussion forums, chat rooms, and video conferencing tools, help to facilitate communication and collaboration among students and instructors. Assessment methods in internet-based courses may include quizzes, exams, essays, projects, and peer-reviewed assignments, often administered, and submitted online. While some courses may be self-paced, many may include scheduled instructor-led sessions or office hours for direct instructor interaction, feedback, and support. Internet-Based Courses cater to a diverse range of students, offering convenience, accessibility, and flexibility in pursuit of higher education without the need for physical presence on campus.

Lab Course in Higher Education: A lab course provides students with hands-on, practical experience in a controlled environment. These courses complement theoretical instruction by allowing students to apply concepts from lectures to real-world experiments and activities. Students engage in experiments, exercises, and projects to reinforce and expand upon their knowledge. Labs require direct manipulation of materials, equipment, and techniques relevant to the field of study. Instructors guide students in developing technical skills, analytical thinking, and problem-solving abilities using tools, materials, and methods relevant to the field. Evaluation of student work may include lab reports, practical exams, lab quizzes, observations, and successful completion of experiments and projects.

Clinical Course in Higher Education: A clinical course is a supervised practical experience in a healthcare setting where students apply academic knowledge and develop professional skills. It integrates theoretical instruction with hands-on clinical practice, covering patient care, assessment, diagnostic procedures, and treatment planning. Students participate in supervised rotations, working with experienced practitioners and instructors, and are assessed through various methods. These courses emphasize professional and ethical standards and occur in diverse healthcare environments, preparing students for careers in health professions.

Academic Freedom

Academic freedom applies to both distance education and traditional classroom instruction.

Faculty members engaged in distance education shall have academic freedom as teachers and will design curriculum appropriate to the modality of instruction, level of instruction, and content of the course being taught. Methods of presentation and course materials are

to be under the control of the faculty member assigned to develop and/or teach the distance education course. To ensure academic rigor, course curriculum may be evaluated by a peer faculty member in the department.

Academic freedom for instructors in higher education refers to the principle that educators have the right to freely pursue and disseminate knowledge, research, and ideas without undue interference or censorship. It encompasses several key elements:

1. Freedom of Inquiry: Instructors have the autonomy to conduct research, explore topics of interest, and formulate conclusions based on scholarly evidence and expertise.

2. Freedom of Teaching: Educators have the freedom to design and deliver their courses, select instructional materials, and employ teaching methods that they believe best promote learning and critical thinking among students.

3. Freedom of Expression: Instructors are entitled to express their views, opinions, and findings openly, both within the academic community and in public discourse, without fear of reprisal or constraint.

4. Freedom in Publishing and Disseminating Research: Faculty members have the right to publish their research findings, present at conferences, and share their scholarly work with the academic community and the public.

5. Protection Against Retaliation: Academic freedom includes safeguards against disciplinary action, dismissal, or other forms of retaliation for exercising these rights, except in cases where there is a clear violation of professional ethics or institutional policies.

Academic freedom is essential for fostering intellectual diversity, advancing knowledge, and maintaining the integrity and quality of IECC institutions. It ensures that educators can contribute to the academic community and society at large through rigorous scholarship, critical inquiry, and open debate.

IECC Academic Freedom Policy 800.6:

Illinois Eastern Community Colleges recognizes the principles of academic freedom and is committed to freedom of expression and the pursuit of truth in teaching and learning. In the development of knowledge, research endeavors, and creative activities, Illinois Eastern Community Colleges faculty, students, and staff are free to cultivate a spirit of inquiry and scholarly criticism. IECC shall likewise require the exercise of responsible judgment on the part of the District's faculty and staff as they exercise academic freedom in accomplishing the mission of Illinois Eastern Community Colleges. Faculty are entitled to freedom in the classroom in discussing their subjects, and faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible

citizens in community affairs. Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled, and are evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to established academic criteria and standards.

Selection of Materials

Individual faculty members shall have the same opportunity and responsibility for selecting and presenting materials in distance learning courses as they have in courses offered in traditional classroom settings.

Quality Control of the Curriculum

The same procedures are used for faculty oversight in distance education courses as in any other course.

Distance education courses (or modifications thereto) shall comply with all the standard practices, procedures, and criteria applicable to traditional classroom courses. This includes, but is not limited to, faculty involvement in course development and approval, selection of qualified faculty to teach the course, pedagogical decisions regarding appropriate class size, and oversight of all final course offerings by the appropriate faculty committee to ensure adherence to established standards of course quality and relevance to programs.

Working Conditions

Workload/Teaching Responsibility. Faculty will not be required to convert an existing course taught in one modality to a different modality. Faculty will not develop or teach HyFlex courses that allow students to voluntarily attend class in person, asynchronously, and/or synchronously without prior notification to faculty as defined above. If a student is currently enrolled in a program and is attending in-person, but then requires special accommodations, such as synchronous access to lectures and/or in-class activities due to extenuating circumstances preventing in-person attendance, faculty may allow the student to participate in this manner. Faculty must approve these accommodations and student absences before they are needed. Faculty will be provided with equipment and training to accomplish the accommodation and will be compensated at \$50 per hour for the time required for training and preparation for the special accommodations for the student/s as they are additional duties.

Development of Distance Learning and Hybrid Courses. Faculty may agree to but shall not be required to develop and teach a Distance Learning or Hybrid course (excluding HyFlex). If faculty agree to develop a Distance Learning or Hybrid course, they will be paid a one-time stipend of \$875 per credit

hour in addition to the faculty member's regular salary, upon mutual agreement of the faculty member and the Board designee that the course is fully developed. This development stipend is retroactive to the first day of this Successor Agreement (September 1, 2023) and any Distance Learning Courses included in the pilot Spring 2023 semester. This includes when a student currently enrolled in a program and attending in person requires special accommodations, such as synchronous access to lectures and/or in-class activities due to extenuating circumstances preventing in-person attendance.

Technology. Faculty will be provided with a complete set of necessary district-owned devices to perform Distance Learning in the designated classroom where the Distance Learning class is held. This includes when a student currently enrolled in a program and attending in person requires special accommodations, such as synchronous access to lectures and/or in-class activities due to extenuating circumstances preventing in-person attendance.

Enrollment. Class size for a Distance Learning course (excluding HyFlex) will be determined at 6 students per location involved in Distance Learning. For example, if four locations are included, a total of 24 students will be allowed in the course section. If an exception on enrollment has already been made for certain courses based on their workload, including but not limited to ENG 1100 (12 students), ENG 1111 (20 students), ENG 1121 (20 students), SPE 1101 (20 students), then the lower enrollment cap will be enforced also with Distance Learning courses. This is not an exhaustive list. A maximum of 24 students (OR fewer depending on existing enrollment caps in courses) will be allowed in each Distance Learning course section. If a faculty member agrees to larger class sizes, they will be compensated with an additional load assignment at the rate of one credit hour for each additional one to six students (or fewer, depending on existing enrollment caps) for the semester in which the course is taught.

Preparation Time. Faculty who teaches Distance Learning Courses (excluding Hyflex) require more time to prepare as in-class activities must be modified to include off-campus students. Faculty will be given double the credit hours in the form of release time compared to the time allotted for the same course taught in-person. For example, if ENG 1121 is a 3 credit-hour course, the faculty member will be given release time of 3 additional credit hours for preparation. Faculty will be compensated for preparation time at the same rate as for all other credit hours taught. This includes when a student currently enrolled in a program and attending in person requires special accommodations, such as synchronous access to lectures and/or in-class activities due to extenuating circumstances preventing in-person attendance. A prorated credit hour load will be added to the current credit hour load being taught.

Compensation.

Faculty will be compensated for each unique CRN/section of a Distance Learning Course just as in-person, online, etc. courses that they are teaching. (e.g.--If there are 2 different locations/2 unique CRNs for the course being taught, the faculty member will be compensated for the full course credit-hour load for each location/CRN. In this case, if the course is a 3-credit hour course and is being taught at 2 locations, they will be compensated for 6 credit hours toward their regular load, overload, or

combination of both.)

Distance Learning Courses and Distance Learning preparation time.

Preparation time for a Distance Learning Course will be included as part of the faculty member's regular load or may constitute overload, or a combination of both. The teaching responsibilities as they relate to assignments, scheduling, syllabi, papers, and tests, shall be no different from those of corresponding traditional course sections. Grades will be issued using the normal IECC procedures. This includes when a student currently enrolled in a program and attending in person requires special accommodations, such as synchronous access to lectures and/or in-class activities due to extenuating circumstances preventing in-person attendance.

Travel to off-campus sites. Faculty members shall not be required to travel to distance education off-campus sites. If the faculty member deems it appropriate to visit an off-campus site, they will receive reimbursement for travel at the IRS rates or they may reserve a college vehicle if available. In addition, they will be paid for travel time from their primary work site to the off-campus location and back to the primary work site at a rate of \$30 per hour.

Modifications to courses. If the institution makes any modifications to the distance learning course(s) and/or delivery systems that increase or substantially alter the faculty member's workload, the institution shall notify the union at least forty-five (45) days prior to the effective date of the modifications, in order to negotiate with the union over increased workload and compensation.

Online Office Hours

Faculty members teaching a distance education course shall conduct the normally expected total number of office hours per the Faculty Agreement.

Teaching Appointments

Teaching Distance Learning Courses will be voluntary, not mandatory. The use of distance learning technology shall not be used to reduce, eliminate, or consolidate full-time faculty positions at IECC. There will be no reduction in the number of full-time teaching positions as a result of distance-learning classes being added to the class schedule. No prerecorded form of instruction shall be employed by the institution for the purpose of replacing faculty members, in whole or in part, regardless of the technology utilized.

Technology/Technical Assistance

IECC is responsible for the technological delivery of Distance Learning Courses. IECC will ensure that the necessary technology and equipment are identified and in place. IECC shall provide appropriate training for faculty members and ensure that faculty members have access to adequate technical support personnel.

Compensation for Training. Any faculty member teaching a Distance Learning course for the first time will receive training for which they will receive a one-time payment of \$50 per hour of training. If new equipment or technologies are added, further training will be offered, and the faculty member will be compensated at the same hourly rate. If the necessary training is not available on the faculty member's assigned campus, IECC shall arrange for and cover the costs of any special training required by the faculty member including travel and accommodations. This includes training for faculty each time a student currently enrolled in a program and attending in person requires special accommodations, such as synchronous access to lectures and/or in-class activities due to extenuating circumstances preventing in-person attendance.

Availability of Assistance. Prior to Distance Learning courses, appropriate forms of assistance should be made available to the faculty member and the students. IECC will provide adequate support services at both the sending and receiving sites for all Distance Learning classes. Provisions will be made for clerical, technical, and library support as needed. Assistance will be provided by IECC, to develop study guides, teaching aids, and other course materials, and in clearing copyrights for use of material in the course. This includes training for faculty each time a student currently enrolled in a program and attending in person requires special accommodations, such as synchronous access to lectures and/or in-class activities due to extenuating circumstances preventing in-person attendance.

Intellectual Property

All audio, electronic images, and videos of the faculty members who provide the Distance Learning/Online/Synchronous Lecture Hall Courses are sole property of the faculty members. IECC does not have any rights or authority to reproduce, share, distribute, or store faculty members' electronic audio/images/video. Lessons provided online are to be used only for that course in that semester by the faculty member who developed those items. The institution does not have the purview to distribute those materials to another faculty member or adjunct for use in another course.

Ownership of Materials. Materials created by faculty members for Distance Learning courses will be treated in the same fashion as materials created by faculty members for traditional courses according to the Faculty Agreement.

Changing and Updating Materials & Re-transmission of Courses. The faculty member will not be recorded by anyone including administration, staff, or students without their prior knowledge and consent. Recordings of course material are academic documents, and as with other works of scholarship, should cite the author or creator accordingly. Courses and course presentations shall not be recorded without prior knowledge and consent of the faculty member. Such recordings are not to be reused or revised without the written consent of the faculty member.

Copyright of recordings of courses and course presentations shall be owned by the faculty member(s) as in the case of traditional course materials. The faculty member who creates the course (or adapts a pre-existing course) for use in Distance Learning shall exercise control over the future use, modification, and distribution of recorded instructional material and shall

determine whether the material should be revised or withdrawn from use. Additional compensation may be negotiated for faculty members involved in extensive revision and modifications of courses they developed.

Online/Virtual Teaching

Course enrollment

Caps for all online classes will be limited to 24 students, except for certain courses that have lower enrollment caps due to their workload. Courses with lower enrollment caps include but are not limited to ENG 1100 (12 students), ENG 1111 (20 students), ENG 1121 (20 students), and SPE 1101 (20 students). This is not an exhaustive list. If the number of students registered for the online course exceeds its assigned cap, a new section with a unique CRN number will be assigned to that faculty member; the enrollment cap on the new section will remain the same as the original section (generally, 24 students unless prior exceptions have been made).

Minimum class size

Class size can be as low as two (2) students. The following exceptions/guidelines for minimum class sizes will be considered for courses listed on the published course schedule for a specific semester:

- The section(s) are at maximum capacity, and one additional section is needed to serve students (i.e.--minimum class size will not apply to the additional section(s).)
- Second year with high attrition (attrition and controlling it should be addressed by the program lead and evidence shown)
- Only section of that course
- The course is a requirement to graduate or is a prerequisite to other courses.
- Other sections of that specific course are available in a different modality, but the student cannot or chooses not to enroll in that class due to its different modality.
- Courses not offered yearly.

In response to IECC unilateral actions of altering, modifying or changing IECCEA Faculty wages, hours, terms, and conditions of employment to circumvent its required obligation, contractually and statutorily, to bargain these mandatory subjects including but not limited to interpretations and applications of the terms and negotiated provisions and practices of the Agreement during successor negotiations, we assert our legal and contractual rights and to bargain said matters including but not limited to the terms and conditions of employment changes (e.g., unilateral changes of instructional modality, etc.) to bargaining unit positions and respective job duties and descriptions, faculty compensation – teaching load, teaching load formula, overload, and summer school, etc.

The Association proposes the following attached job descriptions and duties for the respective positions and any other job descriptions for bargaining unit positions that was not provided as requested on or about August 23, 2023.

**ILLINOIS EASTERN COMMUNITY COLLEGES
JOB DESCRIPTION**

Position Title: Clinical Coordinator, Physical Therapy Assistant Program

Department: Physical Therapy Assistant

Reports to: Dean of Instruction

Position Summary: Responsible for the development of the clinical education component and clinical experiences for the Physical Therapy Assistant Program and integrating clinical activities with didactic education.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Implement clinical education components and appropriate assessment of the number, variety, length, and placement of clinical education within the curriculum.
- Act as liaison between clinical instructors, agency staff, and students.
- Demonstrate clinical competence and assist students in technical aspects of PTA.
- Provide input to ensure integration between clinical education component and didactic coursework that includes both integrated and full-time terminal experiences.
- Consult with PTA Director regarding student performance and appropriate clinical activity to ensure students achieve entry-level performance prior to graduation.
- Supervise clinical education placements of PTA Program students to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as PTAs.
- Evaluate student clinical performance and coursework and provide documentation related to the accreditation of the PTA Program.
- Advise students regarding clinical and didactic course performance.
- Develop and evaluate clinical aspects of PTA Program, making recommendations to the Director.
- Teach assigned courses and maintain contemporary clinical expertise.
- Maintain and inventory equipment and supplies.
- Coordinate Advisory Council for PTA Program.

Marginal Functions:

- Monitor all reports of injuries and other incidents involving students and clinical instructors, and work with appropriate staff to avert future incidents.
- Promote self-development through activities such as professional meetings, in-service or academic courses.
- Participate in Advisory Committee
- Contribute to accreditation process as assigned by the Director.
- Perform other duties as assigned.

Supervisory Requirements: May supervise part-time staff. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Education/Experience Requirements: Associate degree required; baccalaureate degree or higher preferred. 3 years of FIT clinical practice must include 2 years of clinical experience as a CCCE or CI, including experience instructing students from the beginning to the end of clinical rotations; OR Minimum of 2 years of full-time experience in teaching, curriculum development & administration in a physical therapy education program.

Licenses, Certifications, etc.: PTA licensure required.

Knowledge, Skills and Abilities: The position requires excellent teaching, administrative, public relations, organization, and interpersonal skills.

Physical Demands: Essential and supplemental functions may require maintaining physical condition necessary for sitting or standing for prolonged periods of time; ability to lift 50 or less pounds on a periodic, but repetitive basis; extensive use of computer keyboard. Individual should be able to work flexible hours as needed.

Work Environment: Office environment; exposure to computer screens. Frequently, position is required to travel to various district locations, and to other locations that requires driving or other forms of transportation.

JOBDESCRIFORM
10-31-08

**ILLINOIS EASTERN COMMUNITY COLLEGES
JOB DESCRIPTION**

Position Title: Clinical Coordinator of Radiography

Department: Allied Health

Reports to: Dean of Allied Health

Position Summary: Responsible for the development of clinical experiences for Radiography Program students and integrating clinical activities with didactic education.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Act as liaison between clinical instructors, agency staff and students.
- Demonstrate and assist student in technical aspects of radiology.
- Provide input to ensure integration between didactic coursework and clinical experiences.
- Consult with Program Director regarding student performance and recommend appropriate clinical activity.
- Solicit student feedback on course content and teaching strategies.
- Supervise clinical practicum of Radiography Program students.
- Evaluate student clinical performance and coursework and provide documentation thereof.
- Counsel students regarding clinical and didactic course performance.
- Implement clinical changes following appropriate approval.
- Review and evaluate clinical aspects of Radiography Program, making recommendations to the Director.
- Teach assigned courses.

Marginal Functions:

- Monitor all reports of injuries and other incidents involving students and clinical instructors, and work with appropriate staff to avert future incidents.
- Promote self-development through activities such as professional meetings, in-service or academic courses.
- Participate in Advisory Committee
- Contribute to accreditation process as assigned by the Director.
- Serve as a member of college/district committees and councils as appropriate;
- Attend a variety of meetings, seminars and in-service training classes, as required;
- Perform other duties as assigned.

Supervisory Requirements: Participates in interviewing, hiring, and training employees; planning, assigning, and directing work; addressing complaints and resolving problems.

Education/Experience Requirements: Baccalaureate degree required; Master's preferred.

Licenses, Certifications, etc.: ARRT Registration and Certification is required. Licensure by IEMA DNS is required.

Knowledge, Skills and Abilities: Knowledge of radiography.

Physical Demands: Essential and marginal functions may require maintaining physical condition necessary for standing for prolonged periods of time.

Work Environment: Classroom environment; exposure to radiation. Travel to various district locations, healthcare facilities and other related sites is required.

JOBDESCRIPFORM 10-31-08

**ILLINOIS EASTERN COMMUNITY COLLEGES
JOB DESCRIPTION**

Position Title: Director of Radiography Program

Department: Allied Health

Reports to: Dean of Allied Health

Position Summary: Responsible for the development, organization and evaluation of the Radiography Program.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Participate in interview and hiring of radiography faculty/support staff.
- Assign the teaching of all courses appropriately.
- Recruit and supervise clinical instructors for Radiography Program.
- Carry out general management of the Radiography Program, including budget and inventory of equipment and program supplies and instructional materials to meet needs of student and staff.
- Counsel and advise prospective and current students.
- Design, develop and teach radiography curriculum consistent with certification requirements.
- Monitor radiation badges to assure proper safety levels of student exposure to radiation.
- Conduct student evaluations of the Radiography Program.
- Assist graduates of the Radiography Program in job placement.
- Evaluate all aspects of the Radiography Program and report findings to the Advisory Committee.
- Plan and conduct a recruitment program for new students.
- Attend scientific and educational meetings and seminars to investigate new imaging techniques and educational strategies to be incorporated into Radiography Program.
- Assure continuing national accreditation for Radiography Program

Marginal Functions:

- Monitor all reports of injuries and other incidents involving student and clinical instructors, and work with appropriate staff to avert future incidents.
- Participate in professional organizations.
- Serve as a member of college/district committees and councils as appropriate;
- Attend a variety of meetings, seminars and in-service training classes, as required;
- Perform other duties as assigned.

Supervisory Requirements: Participates in interviewing, hiring, and training employees; planning, assigning, and directing work; addressing complaints and resolving problems.

Education/Experience Requirements: Master's degree required.

Licenses, Certifications, etc.: ARRT Registration and Certification is required. Licensure by IEMA DNS is required.

Knowledge, Skills and Abilities: Knowledge and work experience in the field of radiography.

Physical Demands: Essential and marginal functions may require maintaining physical condition necessary for standing for prolonged periods of time.

Work Environment: Classroom environment; exposure to radiation. Travel to various district locations, healthcare facilities and other related sites is required

JOBDESCRIFORM

10-31-08

ILLINOIS EASTERN COMMUNITY COLLEGES JOB DESCRIPTION

Position Title: Athletics Compliance Coordinator

Department: Athletics

Reports to: Chief Executive Officer

Position Summary: Develops and oversees a total compliance program that will enable the IECC college athletic programs to operate within the rules, regulations, and procedures of the NJCAA and Great Rivers Athletic Conference (GRAC).

Essential and other important responsibilities and duties may include, but are not limited to the following:

Essential Functions:

- Assist the Athletic Directors of each IECC college in promoting compliance with all IECC, NJCAA, and GRAC policies and regulations.
- Coordinate, monitor, and evaluate the colleges athletic compliance programs within NJCAA and GRAC requirements.
- Conduct educational sessions and interpret NJCAA rules for staff in the athletic departments, financial aid, and admissions.
- Develop and oversee annual student-athlete orientation sessions.
- Oversee and approve various NJCAA compliance reports.
- Ensure the colleges are in full compliance with NJCAA and GRAC regulations.
- Work with the college Athletic Directors to monitor the recruiting process and initial eligibility of athletes being recruited.
- Work with the college Athletic Directors to monitor athletes' eligibility and satisfactory academic progress in their classes.
- Assist with the development of a comprehensive compliance program including rules, education for student-athletes, coaches and administrators.
- Develop a compliance manual and student-athlete handbook and revise as necessary.
- Represent IECC at NJCAA conferences and seminars as necessary and develop a working relationship with NJCAA and GRAC representatives for our local region.
- Report quarterly to CEO on compliance issues and progress.

Marginal Functions:

Supervisory Requirements: None

Education/Experience Requirements: Bachelor's degree preferred.

Licenses, Certifications, etc.: None

Knowledge, Skills and Abilities: Knowledge of NJCAA and GRAC rules and Illinois Community College Board academic and admissions requirements. Must be able to operate NJCAA Compliance Assistance Software; interpret complies rules with many variations and apply them to changing situations; and establish rapport and work with college Athletic Directors.

Physical Demands: Essential and marginal functions may require maintaining physical condition necessary for sitting for prolonged periods of time; extensive use of computer keyboard.

Work Environment: Office environment; exposure to computer screens. Position is required occasionally to travel to various district locations, and to other locations that will require driving or other forms of transportation.

JOBDESCRIPF ORM
10-31-08

ILLINOIS EASTERN COMMUNITY COLLEGES
Job Description

Position Title: Lead Director, c. Small World

Department: Small World

Reports to: President

Position Summary: Under the immediate supervision of the President, the Director works to plan, develop, organize, manage, and coordinate the licensed programs at Small World Developmental Center. This includes teaching and/or supervising children enrolled in the infants, toddlers, preschool, pre-kindergarten, extended-day childcare and summer programs. The Director embraces opportunities to display and witness moral values to the students, parents, school family, and community.

Essential and other important responsibilities and duties may include, but are not limited to the following:

Essential Functions:

1. Advertise, interview, hire, orient and support new staff.
2. Prepare, disseminate, and approve staff handbook and parent handbook.
3. Assist in marketing Small World Developmental Center licensed programs.
4. Act as liaison between staff, parents, administration, faculty and community members.
5. Act as disciplinary advisor and support to staff and director.
6. Guide and approve schedules for effective programs and state-regulated teacher/student ratio.
7. Order, purchase, and pick up school program items.
8. Maintain professional credentials and attend training and educational events.
9. Facilitate credentialing benchmarks and assessments for students and graduates.
10. Oversee decision or discussion of any concern, question, or serious problem.
11. Assist and support directors in Small World duties when other personnel are not available.
12. Offer training and guidance for staff meetings, Small World events, and parent meetings.
13. Open or close facility in case of emergency, absence or need of other staff.
14. Help plan and administer Small World meetings, events, and training.
15. Communicate and maintain documentation required by DCFS and related inspectors.
16. Require and review documentation of all accidents and notify parents in a timely manner.
17. Maintain child safety with policies for child release authorization, etc.
18. Require staff to adhere to health, safety, and emergency-care protocol and sanitation guidelines.
19. Write grants; seek funding and complete required paperwork for center improvement funds.

20. Check and approve staff payroll.
21. Facilitate regular scheduling and practice of emergency and disaster plans.
22. Work with directors and staff to maintain a secure and safe environment for all children/staff.

Responsibilities to Licensed Programs Staff

1. Maintain a cooperative working relationship with each staff member.
2. Oversee plans, provide, schedule, instruct and model techniques for instructors and support staff.
3. Provide, manage, and maintain an educational program compliant with State and local licensing.
4. Evaluate and facilitate instruction and childcare support services as needed.
5. Supervise and evaluate maintenance of accurate, complete, and legible records as required.

Marginal Functions:

1. Provide positive support and uphold the policies and educational philosophy of Small World.
2. Maintain confidentiality about issues regarding faculty members, children, and families served. Be careful never to involve parents or community members in Small World Developmental Center concerns. Refrain from gossip.
3. Model professional work ethic by reporting to work on time, maintaining consistent attendance, and scheduling leave in advance.
4. Establish positive, respectful, and professional relationships with children, parents, colleagues, and community members.
5. Show respect for individual differences, learning styles, cultural differences, points of view, and individual preferences.
6. Demonstrate flexibility and openness to new ideas in childcare practices.
7. Act as an educational and professional resource to staff and parents.
8. Encourage community, faculty and College cooperation within the facility.
9. Greet all visitors and maintain professional demeanor, recruiting and encouraging Small World growth.
10. Communicate information with parents, staff, and community in a professional manner.

Supervisory Requirements: The Lead Director/ECE Instructor of licensed programs may supervise the Director, Assistant Director, classroom teachers, classroom support staff, ECE students, volunteers, and all children enrolled in Small World in cooperation with the Early Childhood Instructor. The Director/ ECE Instructor will also act as lead/team facilitator for WVC Early Childhood Education students in assigned activities and practicum completion.

Education/Experience Requirements: Master's degree in the subject area preferred; Bachelor's degree in Elementary Education, Elementary Administration, or Early Childhood Education required. Early Childhood and Elementary Education teaching experience including computer-assisted, multi-media instruction, and innovative teaching techniques preferred. Copy of official college transcript must be kept on file.

Licenses and Certifications:

1. Ability to meet State background check, fingerprinting, immunization, and health requirements. 2. Current CPR/Basic First Aid card or the ability to obtain one within 30 days of hire.

Knowledge, Skills and Abilities:

1. Knowledge of staff supervision and communication techniques, implementing childcare regulations.
2. Knowledge of developmental stages of children and appropriate expectations of each age.
3. Knowledge of age-appropriate curriculum, encouraging learning through exploration and discovery.
4. Knowledge of instruction and assessment.
5. Knowledge of licensure and related regulatory requirements.
6. Skill in effective oral and written communication.
7. Skill in organization, record keeping, bookkeeping.
8. Skill in establishing and maintaining effective working relationships, guiding staff to cooperate.
9. Skill in computer operations and willing to learn new programs.
10. Ability to be a team-based leader when working to accomplish the task as needed.
11. Ability to supervise/guide effectively in an environment subject to change with frequent interruptions.

Physical Demands: While performing the duties of this job, the Director/EGE Instructor is frequently required to sit and talk or listen; use hands to finger, handle, feel, or operate objects, tools or controls; and reach with hands and arms to model teaching techniques. The Director/EGE Instructor is often required to walk short distances, sometimes over uneven terrain; and must have the ability to easily transition in training staff and working directly with children. All level staff should be able to lift up to 50 pounds on a continuous, repetitive basis in order to assist and care for children of all ages.

Work Environment: Classroom environment including indoor and outdoor supervision of staff and ECE students. Noise level is moderate. Travel and driving required for training and field trip excursions.

JOBDESCRIPFORM 10-31-08

ILLINOISEASTERNCOMMUNITYCOLLEGES
JOB DESCRIPTION

Position Title: Athletic Director

Department: Athletics

Reports to: President

Position Summary:

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Recommend for hire, supervise and evaluate athletic department staff and part-time faculty.
- Develop and administer the athletic budget including auxiliary accounts.
- Develop and maintain all athletic schedules at home and away.
- Determine eligibility of athletes in compliance with National Junior College Athletic Association (NJCAA) and college rules and regulations.
- Arrange for transportation, travel, and lodging of athletic teams.
- Obtain officials for all athletic contests.
- Develop and coordinate college recreational and intramural programs.
- Provide for the care, maintenance and inventory of athletic and fitness center facilities and equipment.
- Represent the department at conferences and meetings.
- Serve as coach or assistant coach of at least one athletic program.
- Coordinate activity between the Booster club and Foundation.

Marginal Functions:

- Serve as a member of college/district committees and councils as appropriate; Attend a variety of meetings, seminars and in-service training classes, as required; Perform other duties as assigned.
- Supervisory Requirements: Supervises all full and part-time coaches and assistant coaches. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and
- directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
-

Education/Experience Requirements: Bachelor's degree required; coaching experience preferred.

Licenses, Certifications, etc.: Not applicable

Knowledge, Skills and Abilities: The position requires excellent public relations, fund raising, organization, and interpersonal skills.

Physical Demands: Essential and supplemental functions may require maintaining physical condition necessary for sitting or standing for prolonged periods of time; ability to lift 50 or more pounds on a periodic, but repetitive basis; extensive use of computer keyboard. Individual should be able to work flexible hours as needed.

Work Environment: Office environment; exposure to computer screens. Frequently, position is required to travel to various district locations, and to other locations that requires driving or other forms of transportation.

ILLINOIS EASTERN COMMUNITY COLLEGES

Job Description

Position Title: Nursing Department Head

Department: Nursing & Allied Health

Reports to: Assoc. Dean, Nursing & Allied Health

Position Summary: The Nursing Department Head manages and maintains the nursing program mission, vision, philosophy, and educational objectives on each college site within the IECC District.

Essential and other important responsibilities and duties may include, but are not limited to the following:

Essential Functions:

- Coordinate nursing program goals with college goals;
- Participate by providing input to Associate Dean of Nursing;
- Assist in evaluating program needs including staffing, teaching materials, and equipment purchases;
- Assist in development and revising the nursing curriculum to maintain and improve the quality of the nursing program at the site;
- Assist in preparing the department budget;
- Conduct and attend meeting related to the nursing program;
- Prepare reports related to the program area;
- Maintain and inventory equipment, supplies; and reference materials;
- Initiate and maintain affiliating agency agreements;
- Orient new faculty to the program and the college;
- Prepare teaching schedules and coordinate nursing class schedules with support classes;
- Review student applications and admit student to the program;
- Coordinate class, lab and observation experiences for students; Coordinate completion of final summaries for each graduate;

Marginal Functions:

- Serve as a member of college/district committees and councils as appropriate;
- Attend a variety of meetings, seminars and in-service training classes, as required;
- Perform other duties as assigned.

Supervisory Requirements:

Participates in interviewing, hiring, and training employees; planning, assigning, and directing work; addressing complaints and resolving problems.

Education/Experience Requirements:

MSN and two years of related experience required.

Licenses, Certifications:

Illinois and Indiana unencumbered Registered Nurse licensure required.

Knowledge, Skills, and Abilities:

- Comply with the following:
- Illinois Nurse Practice Act
- American Nurse Association Scope and Standards for Practice
- American Nurse Association Code of Ethics
- National League for Nursing Nurse Educator Core Competencies:
- Facilitate learning
- Facilitate Learning Development and Socialization
- Use Assessment and Evaluation Strategies
- Participate in Curriculum Design and Evaluation of Program Outcomes Function as a Change Agent and Leader
- Pursue Continuous Quality Improvements in the Nurse Educator Role
- Engage in Scholarship
- Function Within the Educational Environment

Physical Demands:

Essential functions may require maintaining physical condition necessary for sitting or standing for prolonged period of time; extensive use of technology; functioning in the clinical setting.

Work Environment:

Office environment; exposure to computer screens. Position is required on occasion to travel to various district, educational, and clinical locations.

ILLINOISEASTERNCOMMUNITYCOLLEGES
JOB DESCRIPTION

Position Title: Assistant Volleyball Coach

Department: Athletics

Reports to: Head Volleyball Coach/Athletic Director

Position Summary: This position is responsible for assisting the Head Volleyball Coach in creating and maintaining a successful Volleyball program at Wabash Valley College.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Assist in providing for the care, maintenance and inventory of the Volleyball facilities and equipment.
- Teach assigned fundamentals and skills during practice and games.
- Assist in the electronic tracking of the academic progress of players.
- Assist in developing and managing community Volleyball camps.
- Assist with fund raising events.
- Assist in keeping up-to-date statistics and providing them to the area and state media.
- Assist in supervising Volleyball team practices and games in accordance with National Junior College Athletic Association (NJCAA) and college rules and regulations.
- Conduct conditioning and strength training programs for Volleyball players.
- Assist in recruiting deserving student-athletes in accordance with NJCAA and college rules and regulations.
- Assist with promotional and public relations activities for the Volleyball program.
- Assist in maintaining an ethical and moral code of behavior and living that is expected of the players that are residing on or off campus.

Marginal Functions:

- Attend a variety of meetings, seminars and in-service training classes, as required;
- Perform other duties as assigned.

Supervisory Requirements: no staff supervisory requirements

Education/Experience Requirements: Bachelor's degree preferred, with successful collegiate Volleyball coaching and/or recruiting experience strongly preferred; a basic knowledge of weight and conditioning

Physical Demands: Essential and marginal functions may require maintaining physical condition necessary for sitting for prolonged periods of time; extensive use of computer keyboard.

Work Environment: Office environment; exposure to computer screens. Position is required to travel to various district locations, and to other locations that require driving or other forms of transportation.

ILLINOIS EASTERN COMMUNITY COLLEGES JOB DESCRIPTION

Position Title: Director of Online Learning

Department: Online Learning

Reports to: Associate Dean of Academic & Student Support Services/CAO

Position Summary: Oversee the development and maintenance of standards for all online courses offered at Illinois Eastern Community Colleges while ensuring the high academic quality of those courses.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Develop and implement standards for online instruction - Quality Matters, etc.
- Evaluate on-line courses to ensure appropriate academic standards are met
- Evaluate and recommend new online technologies for all IECC online courses
- Work with the Distance Delivery Education Committee to assure the quality of online instruction
- Provide orientation to new full and part-time instructors who develop online courses
- Work with Information Technology department to provide recurring training for online instruction
- Develop plans for the expansion of online learning
- Assist in the review and approval of online courses
- Help maintain state and federal requirements regarding online courses
- Monitor and track State Authorization of Distance Education

Marginal Functions:

- Attend a variety of meetings, seminars and in-service training classes.
- Perform other duties as assigned.

Supervisory Requirements: None

Education/Experience Requirements: Master's degree preferred; bachelor's degree required.

Licenses, Certifications, etc.: n/a

Knowledge, Skills and Abilities: Extensive knowledge of classroom and on-line instruction. Ability to organize and prioritize work and manage multiple projects. Ability to interact effectively with administration, faculty and staff.

Physical Demands: Essential and marginal functions may require maintaining physical condition necessary for sitting for prolonged periods of time; extensive use of computer keyboard.

Work Environment: Office environment; exposure to computer screens. Position is required occasionally to travel to various district locations, and to other locations that will require driving or other forms of transportation.

ILLINOISEASTERN COMMUNITY COLLEGES JOB DESCRIPTION

Position Title: Discipline Facilitator

Department: Faculty/Assessment

Reports to: Dean of Instruction

Position Summary: Facilitates the assessment efforts and other responsibilities as necessary in order to ensure and improve educational quality, stewardship, and accountability for their academic discipline at their respective campus.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Work in collaboration with the Assessment Coordinator and Dean of Instruction at their respective college, and the district's Program Director of Student Learning Assessment.
- Implement the IECC's Students First! Framework of assessing student learning in their discipline including the assessment of institutional learning proficiencies, general education outcomes, and course outcomes.
- Collaborate and communicate with other college faculty within the academic discipline and general education program.
- Ensure results are collected and reported for each course offered by the discipline including courses taught by adjunct faculty and dual credit courses.
- Set the strategy for reporting assessment results in the assessment management system by coordinating the discipline's use of the assessment management system.
- Work with Dean of Instruction to evaluate and improve courses, complete program reviews, and advocate for the use assessment results to inform decision-making.

Marginal Functions:

- Perform other duties as assigned.

Supervisory Requirements: Assist Discipline Facilitators and Lead Instructors at their respective college.

Education/Experience Requirements: Master's degree preferred; bachelor's degree required.

Licenses, Certifications, etc.: n/a

Knowledge, Skills and Abilities: Knowledge of assessment of student learning and effective teaching methods. Ability to organize and prioritize work and manage multiple projects. Ability to interact effectively with administration, faculty and staff.

Physical Demands: Essential and marginal functions may require maintaining physical condition necessary for sitting for prolonged periods of time; extensive use of computer keyboard.

Work Environment: Office environment; exposure to computer screens. Position is required occasionally to travel to various district locations, and to other locations that will require driving or other forms of transportation.

JOBDESCRIFORM
06-11-18

**ILLINOIS EASTERN COMMUNITY COLLEGES
JOB DESCRIPTION**

Position Title: Faculty Coordinator of Student Learning Assessment

Department: Faculty/Assessment

Reports to: Faculty Director of Student Learning Assessment

- Works directly with the Faculty Director of Student Learning Assessment in the planning and coordination of student learning assessment activities.
- Encourages and promotes the development of activities at their college to improve teaching and learning effectiveness and continuous improvement.
- Plans and coordinates assessment strategies and practices that are an integral part of the college's academic programs and processes.
- Submits reports and articles to the Faculty Director of Student Learning Assessment describing student learning assessment activities and assessment results from their colleges.
- Presents information on student learning assessment procedures, data, and recommendations for continuous improvement of teaching and learning to faculty, staff, and administration at their colleges.
- Serves on the Student Learning Outcomes Committee; participates on the General Education Assessment Committee and Institutional Effectiveness Committee.

JOBDESCRIPFORM 10-12-01

**ILLINOISEASTERNCOMMUNITYCOLLEGES
JOB DESCRIPTION**

Position Title: Athletic Director

Department: Athletics

Reports to: President

Position Summary: Responsible for overall supervision, scheduling and budgeting of athletic programs each college.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Recommend for hire, supervise and evaluate athletic department staff and part-time faculty.
- Develop and administer the athletic budget including auxiliary accounts.
- Develop and maintain all athletic schedules at home and away.
- Determine eligibility of athletes in compliance with National Junior College Athletic Association (NJCAA) and college rules and regulations.
- Arrange for transportation, travel, and lodging of athletic teams.
- Obtain officials for all athletic contests.
- Develop and coordinate college recreational and intramural programs.
- Provide for the care, maintenance and inventory of athletic and fitness center facilities and equipment.
- Represent the department at conferences and meetings.
- Serve as coach or assistant coach of at least one athletic program.
- Coordinate activity between the Booster club and Foundation.

Marginal Functions:

Serve as a member of college/district committees and councils as appropriate; Attend a variety of meetings, seminars and in-service training classes, as required; Perform other duties as assigned.

Supervisory Requirements: Supervises all full and part-time coaches and assistant coaches. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Education/Experience Requirements: Bachelor's degree required; coaching experience preferred.

Licenses, Certifications, etc.: Not applicable

Knowledge, Skills and Abilities: The position requires excellent public relations, fund raising, organization, and interpersonal skills

Physical Demands: Essential and supplemental functions may require maintaining physical condition necessary for sitting or standing for prolonged periods of time; ability to lift 50 or more pounds on a periodic, but repetitive basis; extensive use of computer keyboard. Individual should be able to work flexible hours as needed.

Work Environment: Office environment; exposure to computer screens. Frequently, position is required to travel to various district locations, and to other locations that requires driving or other forms of transportation.

**ILLINOIS EASTERN COMMUNITY COLLEGES
JOB DESCRIPTION**

Position Title: Director of Assessment

Department: Academic Affairs

Reports to: Associate Dean of Academic Records

Position Summary: The Director of Assessment coordinates the efforts of assessing student learning to ensure and improve educational quality, stewardship, and accountability throughout the district. This is a stipend paid special assignment.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

- Provide full-time and adjunct faculty leadership for district-wide curricular assessment. This includes being the chair of the IECC Assessment Committee.
- Promote and assist in the planning and coordination of student learning assessment activities.
- Work with the College Faculty Assessment Coordinators to assure district-wide quality engagement of the assessment of student learning.
- Promote and assist faculty development efforts related to assessment and IECC's commitment to enhance and strengthen assessment of student learning.
- Work collaboratively with faculty and their disciplines and programs to develop and implement activities that assess student learning in 100% of IECC programs and use the data to improve student learning and the program annually.
- Document the development of activities that improve teaching and learning effectiveness and the continuous improvement process District-wide.

Marginal Functions:

- Perform other duties as assigned.
- Participate in and attend various District committees and meetings.
- Support and participate in the accreditation process by collecting documentation and supplying narrative as needed.

Supervisory Requirements: None

Education/Experience Requirements: Bachelor's degree required. Master's degree preferred.

Licenses, Certifications, etc.: None required.

Knowledge, Skills and Abilities: Knowledge of assessment, planning, surveying, and analytics. Ability to interact effectively with administration, faculty, staff, and students.

Physical Demands: Essential and marginal functions may require maintaining physical condition necessary for sitting for prolonged periods of time; extensive use of computer keyboard.

Work Environment: Office environment; exposure to computer screens. Position is required to travel to various district locations, and to other locations that require driving or other forms of transportation.

ILLINOISEASTERNCOMMUNITYCOLLEGES
JOB DESCRIPTION

Position Title: Lead Instructor

Department: Academic Affairs

Reports to: Dean of Instruction

Position Summary: Serve as Lead Instructor for the Career and Technical Program they provide instruction for.

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

Recruitment and Advisement

- Lead program recruiting and student advising initiatives
- Assist in program retention efforts, data collection, and monitoring
- Review student applications and admit students to the program.
- Advise students with course scheduling, career and employment coaching, and program related experiences.

Program Coordination

- Assist recruiting and evaluating adjunct faculty members
- Orient new faculty to the program and the college and provide relevant training.
- Prepare teaching schedules and adjunct faculty assignments and coordinate class schedule with support classes.
- Conduct and attend meetings and participate in assigned committees related to the program.
- Prepare reports related to the program area.
- Initiate and maintain affiliating agency agreements.
- Facilitate and coordinate class, lab, and intern experiences for students.
- Coordinate book orders for courses in assigned program areas.
- Plan and conduct advisory committee meetings.
- Assist the Dean of Instruction with long- and short-term planning.

Career Services

- Oversee relationships with employers and with placement.
- Coordinate and align program goals with college goals

Program Budgeting

- Assist in evaluating program needs including staffing, teaching materials, equipment purchases.
- Assist in preparing the department budget
- Maintain and inventory equipment, supplies and reference materials.

Program Assessment and Curriculum Management

- Lead program assessment plan.
- Assist in developing and revising the curriculum to maintain and improve the program.
- Coordinate elements for Program Review
- Facilitate Program advisory committee

Marginal Functions:

- Attend a variety of meetings, seminars and in-service training classes, as required;
- Perform other duties as assigned.

Supervisory Requirements: May have student workers to oversee.

Education/Experience Requirements: As required for their full-time teaching position.

Licenses, Certifications, etc.: As required for their full-time teaching position.

Knowledge, Skills and Abilities: As required for their full-time teaching position.

Physical Demands: As required for their full-time teaching position.

Work Environment: As required for their full-time teaching position.

ILLINOISEASTERNCOMMUNITYCOLLEGES
JOB DESCRIPTION

Position Title: Teaching personnel

Department: Academic Affairs

Reports to: Dean of Instruction, Dean of Allied Health

Design and effectively use learning systems, which include the identification of:

- Student characteristics
- Knowledge essential to the subject being taught
- Skills essential to the processes being taught
- Attitudes required by individuals succeeding in the subject matter being taught
- Instructional objectives and student learning outcomes
- Technology required for effective teaching
- Course content sequence schedules
- Evaluation procedures
- Assessment procedures at classroom, course, program, and institutional level
- Cooperate with program coordinators, directors, deans, and appropriate administrative staff in monitoring curriculum, preparation of course outlines, selection of printed and non-printed instructional materials and development of grant proposals.

Assist students with the educational program by:

- Advising students concerning degree or certificate program requirements
- Maintaining accurate files on advisees as required by Student Services
- Providing advisees with current information concerning educational and occupational opportunities
- Referring students to sources of specialized services available in the college or from community agencies
- Providing extra services to students with special needs
- Sponsoring and attending authorized college activities

Maintain and further develop a high level of professional ethics and actions by contributing positively to the organizational environment and:

- Participating in college staff development activities
- Attending scheduled faculty meetings and serving on college committees as necessary
- Supporting professional organizations associated with content specialty
- Protecting the privacy of students and their records
- Identifying the potential of each student and promoting their success
- Observing scheduled office hours
- Participating in community organizations to improve quality of community life
- Keep course syllabi updated and current.

Provide administrative services by:

- Submitting reports in an accurate and timely fashion
- Assisting with pre-registration procedures
- Observing and enforcing the regulations, policies, and programs of the college
Maintaining an inventory of assigned equipment and supplies
- Assisting with the organization and meetings of advisory committees related to content specialty
- Assisting with the supervision of part-time instructors assigned to teach courses in the content specialty of the instructor
- Participating in student recruitment activities