

Redefining the Community College

Chapter 15: Expanding the Mission

“Sometimes you just have to take a little tougher stand and move on with what you know is right and try to reconcile that with a group that is waiting on the other side,” (1)

Margaret Esposito, Heartland trustee

As the college completed Phase II construction, there was evidence to suggest that Heartland’s mission was undergoing a revision. Opportunities compelled college leaders to open doors to a wider and expansive vision which led to a number of new programs, projects, and partnerships.

Early on, even before ground was broken for a new campus in Normal, college personnel worked with the Illinois Department of Natural Resources to develop a habitat plan that would inform and guide future grounds management. This plan has resulted in prairie restoration, native trees, a 13 acre stocked pond known as Birky Pond, and nearby wetlands that help filter the storm water drainage from campus before it enters the local Sugar Creek waterway. (2) The protection of the environment was a central key to the college’s mission. It is not surprising that once the Workforce Development Center was completed (a certified “green” building), that it was logical to establish The Green Institute in the building along with the Chad Pregracke Center.

The Green Institute was established in 2008. It complements the environmental stewardship characteristic of the Heartland community. “It supports a variety of campus initiatives, educational programs, and community activities related to sustainability, energy conservation, renewable energy, recycling, retro-commissioning and other environmental technologies.” (3)

Within the institute visitors will find the Pregracke Center that showcases the environmental reclamation work of Heartland alum Chad Pregracke through Living Lands and Waters. Pregracke was a former student who attended Heartland in the late 1990’s. He grew up along the banks of the Mississippi River and became deeply devoted to preserve this national environmental treasure that was suffering from neglect and abuse.

As a student at Heartland and under the guidance of instructor Mark Finley, Pregracke set out to independently study mussels in the Illinois River. While at Heartland he established

Living Lands and Waters. He tried to convince companies to sponsor him. He was met with rejection many times, but he persevered to achieve his goal. (4) After 15 years he has cleaned many rivers hauling out tires, washing machines, tractors, hot tubs, refrigerators, and about every other type of trash imaginable. (5)

Renewable Energy

Riding the wave of wind energy, Heartland received permission from the Illinois Community College Board to begin an associate's in applied science degree in renewable energy. The program started in the 2009 fall semester. It fit conveniently into the Green Institute that had established a renewable energy presence in the WDC. With the development of wind farms in McLean County and other central Illinois counties, Heartland officials saw wind energy and solar power as areas of importance to the local economy. (6)

As early as the summer of 2008, Heartland had erected a 165-foot wind tower to collect and measure one year's data of wind speeds on its campus. The college had joined a consortium of Illinois community colleges compiling information for a grant to help develop renewable energy programs. The information gleaned from the tower would be submitted as part of a grant application to construct a wind turbine on the northern edge of the campus. (7)

However, it wasn't until the spring of 2011 that the college's board of trustees really decided to undertake an in-depth study to determine if a 1.65-megawatt turbine would be financially realistic. The board approved seeking a nonbinding bid for the turbine, to come up with a way to finance it and to work with Siemens Industry in Bloomington to develop an energy performance contract.

Research that had been conducted indicated that the turbine could power half of the college's electricity and save \$400,000 a year in energy expenses for the first 15 years and \$600,000 a year thereafter. The college had secured a \$500,000 federal grant for the project. The wind turbine was projected to cost \$4.6 million. (8)

By July 2011 the board made its decision to go ahead with the project. Administrators saw the college becoming a leader in the emerging green economy rather than a follower. Furthermore, the project would serve as a hands-on laboratory for students pursuing degrees or certificates in the growing renewable and alternative energy curriculum. (9)

In an editorial, newspaper editors agreed that this was a far sighted decision. "The wind turbine is the next logical step on a campus that has been a leader on environmental issues.... In addition to its own Green Institute, Heartland was a co-founder of the Illinois Community

College Sustainability Network. The turbine project can serve as a model for other schools and government entities.” (10)

In August the board approved the sale of \$3.3 million in debt certificates to help pay for the \$4.7 million project. Grants would pay for the remainder with money saved from utility bills helping to repay the loan over 15 years. The college received a highly desirable 3.35% interest rate on the debt. (11)

With the purchase of 96 acres adjacent to the campus along its western perimeter, the college’s board heard a proposal to locate the wind turbine on 35 of those acres on the north end on the new property. Why 35 acres? Rules required that a turbine be located far enough away from an interstate highway, parking lots, and nearby buildings to guard against ice thrown by rotating blades.

If the turbine was constructed on the original site, it would be shut down potentially up to 100 days when the temperature dropped to below 36 degrees. Moving it would keep the blades turning all year long regardless of the temperature. Although no structure could be built on those 35 acres, the land still could be used for agricultural purposes. (12)

Anticipation mounted and preparations were made as the day approached for the delivery of the turbine. Parts for the turbine were delivered in two convoys -- the first of 21 semitrailer trucks included the crane used for assembling it, and the second of 9 semis carried the blades and other associated parts. (13)

When the day arrived the crane was assembled on site and workers completed the main part of the job in a matter of days. However, the cost had risen for the project from \$4.7 million to \$5.2 million. Nevertheless, administrators were confident that the additional costs could be handled by savings on future utility bills.

But there was more to the project as a large commercial-grade turbine offered Heartland students an enriched curriculum experience. Not only would it provide electricity for the campus but also offer students practical knowledge of wind energy. Before any students could benefit, the turbine had to be carefully checked out to make sure that everything was working properly. Standing as a prairie landmark, the turbine’s blades measured 131 feet long. From the base to the tip of a vertically positioned blade, the turbine stood an imposing 397 feet. (14)

Unfortunately, before the turbine could start generating electricity, testing revealed a malfunction in the transformer, a key component that allowed power generated by the turbine to be used by the college. A substitute transformer had to be located and wired into the system. (15)

By the middle of June, the problem was rectified as a replacement transformer was installed. Ameren crews checked, monitored, and tested the new transformer. For the first time the wind turbine generated power for the campus. (16)

A Sports Program for Heartland?

Would the time ever be right to introduce a sports program for Heartland students? So much attention had been focused on securing administrators and faculty, hiring support personnel, designing a curriculum, buying property for a campus, and building a permanent home for the college, who could have imagined even a limited athletic program being proposed and implemented? Additionally, there had been open public opposition to the idea just as there had been to the construction of a “bricks and mortar” campus. For a sports program of any kind the timing would have to be just right.

By 2006 events had moved enough to permit college leaders to open a discussion of beginning a limited athletic program. But it would be met with opposition. On the editorial page of The Pantagraph under “Our Views” the editors were very clear in their opinion. They said, “Heartland Community College should stick to its core mission of providing access to higher education and not try to score points by adding intercollegiate athletics.” (17)

Administrators now proposed a sports program with students paying a \$5 per-credit-hour fee to finance it. In January board members met in a day long work session to discuss the proposal. Driving the idea was a trend toward younger, full-time students attending the college. How could the needs of these students be met? One option included offering intercollegiate sports. All Illinois community colleges offered a sport program except for two – Richland in Decatur and Heartland in Normal. (18)

Yet some trustees expressed reservations. Some opposed a fee on students. Others believed the community was already saturated with collegiate sports. (19)

The next month in a close 4 to 3 vote, trustees approved increasing student tuition by \$4 per-credit-hour from \$63 to \$67. Additionally a \$3 per-credit-hour student activities fee was assessed for the 2006-07 school years and \$5 in 2007-08. The activities fee would not only fund activities but also the campus child care system, student bus service, and student clubs. (20)

By the summer administrators conducted interviews for a director of recruitment, an athletic director, and director of student development to handle non-sports co-curricular programs. (21) The time had come for a sports program at Heartland.

Administrators explained the college's entry into athletics as "part of a larger program at Heartland called student life." (22) Student life would include men's baseball, women's softball, men's soccer, and woman's soccer. On a cold December day new personnel were introduced at a press conference: Nate Metzger, athletics director and baseball coach; Shae Wesley, softball coach; Bodo Fritzen, men's soccer coach; and David Hutchinson, women's soccer coach. Soccer teams used Parkside Junior High field in Normal and the Sale Barn fields in Bloomington. Softball played at Champion Fields in Normal and baseball at PONY Complex southeast of Bloomington. Heartland would compete in the National Junior College Athletic Association (NJCAA) Division II and be a member of the Midwest Athletic Conference. The college also introduced and displayed its new sports logo for the Heartland Hawks. (23)

But not everyone was won over to this expanded vision. In yet another editorial, The Pantagraph –while reluctantly accepting a sports program – urged Heartland to select only local athletes close to home as recruiting athletes from a greater distance would lesson opportunities for in-district athletes and drive up travel costs. (24)

The Heartland Hawks got off to a fast start. On the field, the women's soccer team "in its inaugural contest, opened in historical fashion with a 4-0 victory over Harper College at the Sale Barn Fields." (25) The girl's victory was matched by a men's inaugural victory (2-1) over Southwestern Illinois College. (26) College officials made sure to keep the momentum going by giving its first athletic director an added incentive by extending "the full complement of tuition waivers allowed by the National Junior College Athletic Association (NJCAA) -- 24 each in baseball and softball and 18 each in men's and women's soccer." (27) In addition, the college covered start-up costs including the purchase of nearly \$80,000 in equipment and uniforms. (28)

What about other sports? That was something to at least contemplate with construction planned for the Fitness and Recreation Center that included a gymnasium and weight room in Phase II. Most Midwest Athletic Conference schools offered men's and women's basketball. But the pressure of some public criticism forced Heartland to move slowly, deliberately, and cautiously in offering more athletic team options for students. (29)

The Stadium

In September 2007 some members of the Normal town council approached Heartland with the singular idea of forming a partnership to build a baseball stadium as a way to attract an independent professional baseball team to locate in the Twin Cities. Since Heartland had just launched an athletic program with the plan to build a baseball field, some individuals

thought that the timing was right to create a synergy between Normal, Heartland, and an independently owned professional baseball team. (30)

Talk had been initiated by the Town of Normal with the Frontier League, a 12- team league with three franchises in Illinois and one in suburban St. Louis. But finding a private, primary investor with at least \$2 million to spare would be a financial challenge. (31)

However, that challenge did not stop visionaries from dreaming. Heartland administrators informed Normal council members that it would welcome a minor league baseball stadium to its campus provided it could accommodate the college's sports program. The college had the available land and set aside money for a sports complex. If the college could be convinced that a private investor could be found, Heartland could make land available for a fee and direct some of its money set aside for fields to the stadium. The benefit to the college would be an all-purpose field it could use fall and spring while a professional baseball team could use it during the summer months. (32)

Yet another question surfaced in October. If a baseball team located at a stadium on a college campus, could it be permitted to sell beer? To a few members of Heartland's Board of Trustees, beer and baseball did not mix on a college campus. But trustees did not really want to derail the idea of a stadium with or without beer sales so talks with Normal could continue. (33)

But Heartland officials were taking no chances as nothing had been formally agreed to concerning a stadium. All issues were still in the talking stage. Therefore, the college had approached the Normal Planning Commission with its plan for its own sports complex. Officials had hoped that the plan would be accepted in order for construction work to start by April. The commission rejected the college's plan expressing "concern about the impact noise and the potential of lighting from the complex could have on nearby Northmeadow Village residents." (34) Nevertheless, the Normal city council overruled the commission and approved Heartland's plan.

Where Heartland planned to build its own sports complex was the same site that a stadium could be constructed. Mark Peterson, Normal's city manager, informed council members that if a stadium were to be built, a new plan would have to be submitted before the planning commission and approved by the council. (35)

By April, 2008 it was a race against time. Would the college build and finance its own sports complex or would a stadium be constructed on the campus? President Astroth remained optimistic about Normal's work to bring a professional team to the area. Yet, reality had to be addressed as bids for HCC's own athletic complex had been received and reviewed by trustees. Bids had to be approved soon in order for the sports teams to play in a new complex that would

feature baseball, softball, soccer fields along with a practice soccer field and other amenities in the spring of 2009. A consultant for the town informed the college that five groups were interested in the stadium project. (36)

Negotiations continued with the interested parties. Consultant Mike Thiessen felt confident that an accord could be reached even as he faced a tight timeline. Thiessen expected a couple of groups to drop out of the running. He described negotiations as “non-traditional” because the Town of Normal and Heartland have said the ownership group would have to foot the majority of the expense involved with building a stadium and fielding a team. (37)

As the clock kept running, signs indicated that some type of a deal could be concluded. President Astroth reiterated the need for the baseball and softball teams to play in whatever stadium was built. Meanwhile consultant Mike Thiessen attempted to learn what the potential owners needed from Heartland and what they needed from Normal in terms of providing infrastructure improvements. (38)

Unexpectedly, Heartland officials received an unwanted surprise when bids were received and reviewed. To construct its own sports complex would cost nearly \$5 million not the \$3.3 Heartland had expected. This was an unpleasant dose of reality but the high cost estimate helped make a stadium project look much better. It gave Normal officials some additional time to negotiate and offered the hope for the college that a minor league baseball team could make Heartland’s dollars pay off with a greater return in the long run. Clearly Heartland had a desire to form a partnership with the town of Normal to make minor league baseball and its own sports programs a reality. (39)

The situation remained highly fluid because bids for a minor league stadium came in “right at the sweet spot” according to consultant Mike Thiessen. Comparing bids it appeared that Heartland would receive greater value from a minor league stadium than undertaking its own sports complex. Because of the unexpectedly high bids, the college considered building less of a complex than originally planned. (40)

Reacting to the cost dilemma that trustees faced, The Pantagraph in an editorial on May 19, 2008 encouraged “the college to live within its means and act in the best interests of students and taxpayers.” (41) The newspaper wanted officials “to work out an agreement between the college and a minor league baseball team to share costs, rather than have additional funding funneled to this project.” (42)

By May 20, 2008 the college and the town of Normal had a proposal from an ownership group headed by Mike Veeck to bring a minor league baseball team to the area and build a \$12 million stadium on the Heartland campus. Veeck indicated that he would place a Normal team in the independent Frontier League. (43)

“Heartland would contribute \$3.5 it had planned to spend on its own athletic complex, while the town of Normal would pay for infrastructure improvements adjacent to the stadium site and offer the baseball team sales tax rebates on concessions and souvenirs.” (44) The one question that factored in this arrangement was if the playing field would be synthetic grass or grass. Heartland wanted to use the field for its soccer teams which would require artificial turf. Veeck preferred natural grass, but he did not see this issue as a deal breaker. (45)

By June 2008, the Normal town council had signed onto a binding memorandum of understanding agreement between Heartland and Normal Professional Baseball LLC. Under the terms of the agreement, a stadium would be constructed and a minor league baseball team would be brought in associated with the Frontier League. Play would begin in the 2010 season. Normal was responsible for public improvements including a \$1.5 million, 1,000 space parking lot. Heartland would provide a long-term land lease for \$1 a year and contribute \$3.5 million to the project. The stadium would include playing facilities for the college’s athletic teams. (46)

Soon after Normal’s action, college trustees signed onto the memorandum of understanding. Mike Veeck, leading the ownership group, had agreed to invest \$11.5 million into the project. He told Heartland trustees that “we will build you a palace.” (47) The stadium would feature a minimum of 3,000 chair-back seats with an additional capacity of 2000 people in four picnic areas. There would be at least eight luxury suites with the possibility of up to fifteen. Additionally an onsite classroom was planned that could offer unique learning opportunities for students including internships in food management, crowd control, and sports management. (48)

Progress continued on the stadium plans. Mark Peterson, city manager for Normal, informed the council that a preliminary design would be available for review with construction starting in late summer or early fall. While the stadium would not be completed by next spring, a playable field would be ready for Heartland’s baseball and softball teams in March 2009. (49) The owner group had now selected an architect for the stadium. Spokesman Steve Malliet reiterated the fact that the artificial turf field would be ready for play next spring. The field would be installed before the stadium in order to allow the Heartland Hawks to play ball. (50)

Architectural drawings and site plans were released for public viewing at the end of July 2008. Mike Veeck in presenting the architectural plans called them “riveting.” He went on to say, “If a picture is worth a thousand words and if that’s really true, then what you’re going to see is a ballpark design that is unlike any other one in the country.” (51) The deal was accomplished with amazing rapidity -- four months from the time Veeck first visited Normal to when the architectural drawings were revealed. (52)

However, it became apparent that promises made to build the practice fields could not be kept. Although the ownership group tried to make the fields playable by the spring of 2009, the plans submitted to the Normal city council and Normal Planning Commission were incomplete and had to be withdrawn. Consequently, Heartland's athletic teams had to find other temporary locations. But officials were not too disappointed as they felt that a delay could result in a higher quality product for athletes. The stadium remained on target for a completion date of 2010. (53)

On its opinion page, the editors of The Pantagraph gave their approval to the sports stadium plan because the largest share of the financial risk fell on the private investors. The plan offered residents a singular partnership between private and public interests. Paraphrasing James Earl Jones' character, Terrence Mann, in the motion picture "Field of Dreams", the editors concluded, "This isn't heaven, or even Iowa. But you can see cornfields from here. Play ball." (54)

However, it would be some time before any ball games would be played at a new stadium. But preparations were headed in the right direction. The college staged a groundbreaking ceremony for the proposed athletic stadium on Monday, March 30, 2009 on the south end section of the campus close to Birky Pond. Featured speakers included Normal mayor Chris Koos, Normal Professional Baseball president Steve Malliet and Frontier League commissioner Bill Lee. (55) "From my perspective it's obviously good for the college. It's good for the town and the whole community. This stands to benefit a lot of people in a lot of organizations," commented Heartland's president in remarks at the ceremony. (56)

But not everyone was convinced that the stadium was a good idea. Residents in Northmeadow Village, a mobile home court adjacent to Heartland's campus believed that construction of a stadium would bring noise, trash, and traffic problems. In an appearance before the Normal Planning Commission, residents were outspoken in their concern that the stadium would create problems that would negatively impact their quality of life. Stadium supporters tried to assure residents that these issues were either not of any real concern or that efforts would be undertaken to alleviate any potential problems. The commission voted to recommend the stadium plan to the Normal City Council. (57) On Monday, May 18, 2009 the council approved the stadium plan that would accommodate 4,000 spectators and lawn seating for an additional 3,000 fans. The stadium would be home to the Cornbelters and the Heartland Hawks. (58)

Working against the clock and the weather, construction crews hoped to have the stadium finished for the start of the Hawks baseball season in March. By late January 2010, it was apparent that the goal could not be achieved. Although disappointed, the team had to play its home games at the PONY Complex in Bloomington until the field was ready for use. (59)

By late March work on the stadium -- now known as the Corn Crib -- continued with the expectation that it would be ready on June 1, 2010. In order to accommodate the Hawks, work was focused on the installation of the artificial turf by April 1. (60) But that date slipped as the turf wasn't installed until the end of April. (61)

Finally, on the last day of the regular season, the Hawks took the field and played their first game at their home stadium against Danville. (62) In a close game the Hawks scored a run in the bottom of the seventh inning to defeat Danville by a score of 6 -5 and claim their first victory in the initial game at their new stadium. (63)

In yet another first, the Hawks introduced their new team mascot, Hunter, during the Normal Cornbelters first home game on June 1, 2010. Hunter had appeared in Heartland marketing materials, but now he appeared live making his rounds among the fans in the stands. The college intended to make the mascot a regular at Heartland sporting events. In addition he would appear at alumni, foundation, and community events. (64)

Readiness Center/Armory Locates on Campus

After several months of closed door discussions, trustees approved an intergovernmental agreement to house a National Guard facility on Heartland's campus. The agreement called for a \$16.5 million 50,000 square-foot armory or readiness center to be constructed on 20 acres south of the Astroth Community Center just west of the campus pond. Approximately 12,000 square-feet would be shared with the college (65)

The new headquarters of the 404th Maneuver Enhancement Brigade opened in 2014. It was the first unit to locate on a college campus. College officials perceived the plan as a "win-win" for the National Guard, the community and the college. The site gave the brigade a central location close to three interstate highways -- I-39, I-55 and I-74. Additionally, the unit could use campus facilities including the fitness center, kitchens and classrooms. When the unit was not at the readiness center/armory, Heartland had access to classrooms, some equipment and 200 additional parking spaces. The readiness center/armory was expected to bring in \$2.7 million in federal revenue annually for the local area. It was expected that 20 full-time military staff would be employed and that up to 500 military personnel could be accommodated at any given time. (66)

While giving the decision a vote of confidence, the editors of The Pantagraph, who liked so much about the deal, criticized college officials, trustees, and military leaders for keeping the deal secret until all terms were agreed to. From the newspaper's perspective, it seemed like all

parties to the agreement had something to conceal. Yet in the final analysis the editors agreed that bringing the guard unit to the college was ultimately good for the entire community. (67)

Board members reviewed preliminary drawings of the building's appearance. Architects designed it to carry through on "the Prairie style common to other campus buildings. The red brick building with a pitched roof will be two stories at one end and one on the other and a large, glass lobby will connect the two." (68) Trustees were satisfied that the structure would not have the appearance of a traditional armory style building. Instead the building would blend seamlessly into a natural part of the campus design.

By July 2013 concrete footings were poured, walls erected, and a steel skeleton framework revealed the structure's shape. The goal included having the building enclosed by fall so that interior work could continue during the winter months. Heartland officials explored how the facility could be best utilized for future needs. When the project was announced in 2010, administrators considered using the Readiness Center to provide academic and training programs for emergency medical technicians, firefighters and law enforcement workers when the building was not being used by the National Guard. (69)

Chapter 15

Notes

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Chapter 16: Putting the Community in Community College

“Change is now a way of life and you have some way to keep up with that. There is no better place than your local community college.” (1)

Gary Taylor, Director of Community Education

The term “junior” college has given way to “community college” and for good reason. “Junior”, while aiming to appeal to freshmen and sophomore college students, always suggested a second but negative connotation. Somehow a “junior” college was perceived not to be as good as a “senior” or four year college. However, over time two year colleges have embraced a much larger vision and mission. While only offering transfer credit programs to four year institutions they also provide strong vocational/technical programs and reach out to the wider adult community.

From Heartland’s inception, its educational decision makers saw a need to be more inclusive in reaching out to the residents of District #540. The school districts within the Twin Cities offered residents strong adult education programs. These programs were popular and had a long tradition behind them. Nevertheless, the leadership of District 87 and Unit 5 requested that the administration and fiscal responsibility be transferred to Heartland. College staff had been meeting with the local school boards for over a year to complete details of the transfer. (2) In response the college presented the Board of Bloomington-Normal Adult Education with a proposal and visionary plan in a letter by Vice-President, Jerry Weber in April of 1993.

In that letter Weber agreed that Heartland would assume responsibilities for the entire Bloomington-Normal Adult Education Program providing the following provisions and stipulations would be adhered to:

1. “Transition beginning in the summer with operation completely under Heartland in the fall. John Kleinsteiber, director of Bloomington-Normal Adult Education, will arrange for the fall 1993 classes and will assign instructors to those classes. All arrangements for spring 1994 and beyond will be by Heartland staff. Within Heartland Community College, responsibility for this program will be assigned to the Coordinator of Community Education. The Coordinator of Community Education will also assist with the site supervision of the classes.
2. Heartland Community College would agree to offer the full complement of courses offered in the past with Heartland determining minimum class size. However, through needs assessment and normal programmatic evolution, the College expects that the program will gradually and continually change.
3. Heartland will expand publicity and marketing for these offerings above current practice.
4. Whenever possible, District 87 and Unit 5 will make space available in the evening without charge for fall and spring terms. This space will generally be in rooms such as have been used in the past. Heartland would pay an agreed-upon fee for identifiable costs associated with these non-credit offerings (for example, additional maintenance required to hold a class or special equipment usage for a workshop).

5. Whenever possible, Heartland would offer previous instructors the opportunity to continue. In order to accomplish this, District 87/Bloomington AVC (Area Vocational Center) would make available to Heartland information on past instructors and enrollments.” (3)

The Board agreed to the transfer of the Bloomington-Normal Adult Education Program to Heartland. The transition began during the summer and was completed by the fall semester. (4)

Now that the groundwork had been established, it became quickly apparent that “additional staff may be hired in the community education area to accommodate growth from the result of assuming a portion of the Bloomington High School program.” (5) By October of 1993, “Dr. Jerry Weber introduced Mary Beth Trakinat as the Coordinator of Community Education. A brochure was sent to the Board of Trustees reviewing the courses to be offered to the community in the fall. Plans called for continuing and corporate education as a self-managed unit.” (6)

The McLean County Community News for September 1993 reported that “the transfer of adult education classes previously offered through District 87 and Unit 5 to Heartland Community College is now complete and the College is ready to offer fall classes.” (7) At that time 46 classes covering a wide range of topics began on September 28. Mary Beth Trakinat said that the classes would primarily be held at Bloomington High School during evening hours with costs ranging from no fee to \$80.00 depending on the class. (8) The newspaper went on to report “that the change was pursued by the three institutions when it was agreed that community education is more in line with the mission of a community college and that it was preferable to have one entity oversee the program.” (9)

By January of 1994, the college placed advertisements in local newspapers promoting the new program under the marketing theme “It’s all right here!” The ad read as follows:

“As part of its commitment to provide high quality, affordable educational opportunities to students of all ages, Heartland Community College offers noncredit, evening classes through Community Education. Included in this program are classes formerly offered by District 87’s Adult Education program. Now administered by Heartland, these courses are designed for individuals interested in furthering their education but not necessarily in earning credit or a degree. There are no requirements for enrollment other than a desire to learn. And with a range of course lengths, a Community Education class can fit into your busy schedule.” (10)

Classes began on March 1, 1994 and included: Bridge, Interior Design for the Home, Sign Language, Investments, Backpacking, Interviewing Skills, German, Parent Effectiveness Training, Stained Glass, Keyboarding, How to Buy a Computer, and Creating a Photo Album. (11)

By February 1994, Heartland had formed a successful link with the local and area business community through its emerging Corporate Education program. Bundy Tubing, based in Bloomington, makers of brake lines and other types of tubing contacted the college to see if it could offer training for the firm’s workers. As a result a custom program provided specialized instruction to employees who needed refresher skills to perform their jobs better.

Sylvia Banes, who directed the corporate training program during this time, noted that Heartland had offered blueprint reading at Diamond-Star Motors, welding along with business Spanish at Eureka Company, and materials sciences and physical metallurgy at Caterpillar.” (12)

Much of the training was done on-site with Heartland offering a mobile computer center that provided customized instruction for local classes. The mobile classroom contained 15 laptop computers and was developed to offer more convenient, flexible training for employees who could more quickly return to their work stations. (13)

In an editorial, Pantagraph writers noted that the local Chamber of Commerce and the Economic Development of the Bloomington-Normal area urged more training to improve worker quality. “Heartland Community College could be an excellent resource for this. The college has advisory groups that work with businesses to identify needs. Broadening those links could help.” (14)

Taking that advice to heart, Heartland’s president Jonathon Astroth in an interview with the editor of Business to Business said that the college had the ability to deliver continuing education courses on site, after hours, for credit or non-credit. He wanted business leaders to think of the college mission as serving them. He encouraged those leaders to contact the college staff who would sit down with them to offer specialized training programs. (15)

In a survey conducted by the college in 1997, residents and business leaders alike recognized that Heartland had become an important part of their community. “The survey was conducted by contacting over 500 respondents via a telephone interview....Respondents were asked to answer questions that ranged from very general -- Have you ever heard of HCC? – to more specific – Are you aware that HCC provides customized training for business personnel through the Heartland Corporate Education office?” (16)

By the spring of 1998, more organizations recognized the value that Heartland was adding to District #540. “More and more local companies realize that Heartland is a valuable resource in employee training....For example, the City of Bloomington has worked with Heartland to develop a program of all supervisory staff including police, fire, and parks and recreation. Small firms and agencies and the Job Training Partnership Act have found it cost effective and convenient to contract with Heartland to provide on-site computer training for employees.” (17)

Already large corporations like State Farm saw the value in Heartland’s programs. In an effort to meet the demands of a 1996 law that required continuing education for agents, the company contracted with the college to provide its agents with training in Windows 95, Word (Perfect) and Quicken at a shared cost between State Farm and its agents. (18)

Corporate Education staff reached out to the ends of the district as well to inform and invite local businesses in Pontiac and Lincoln to take advantage of training opportunities. Working cooperatively with the Pontiac Area Chamber of Commerce and the Office of Economic Development for the City of Pontiac, Heartland sponsored a Workforce Training open house on January 30, 2001 at its

Pontiac Center. Linda Oldham, hired as Director of Corporate Education in 1998, and her staff explained the programs available and how state grants could be used to offset business expenses. (19)

Heartland's role in the community continued to expand. The college became a part of the Bloomington-Normal Education Alliance, the Community Advocacy Network, the Heartland Regional Partnership and the Community Compact. As the college added more options to its curriculum, it was able to benefit the community in new ways. (20)

In August 2001 The Pantagraph assessed the college's amazing growth. "While many thought existing institutions met the educational needs of the area, there apparently was a pent-up demand for courses offered in a community college setting, as evidenced by the steady growth in enrollment....Heartland also has embraced its mission to provide workforce training. More than 800 employees of more than 20 small-to- medium size companies received training from Heartland last year with the assistance of a state grant." (21)

The college clearly contributed to the economic strength of the region by providing training to local businesses as part of its core mission. The college did this in four ways: 1) By developing vocational-technical programs specific to the needs of local employers, 2) By its Corporate Education unit that offered training and retraining programs for the short term without a direct connection to a college degree, 3) By offering customized training needs of local employers, and 4) By taking the training directly to the business. (22)

The Nuts and Bolts: An Oral History Interview with Gary Taylor

Oral history provides unique insights that a newspaper article, board minutes, or other written documentation rarely provide. In the remainder of this chapter the story of community/corporate education is told by Gary Taylor who served as a director/administrator for the program.

The narrative will take on a question/answer format. The oral history interview I conducted with Gary occurred in the Workforce Development Center on Friday, October 22, 2010. The questions I asked are in bold face type; Gary's answers are in italics (as has been the case wherever I have used a narrator's words to tell the Heartland story.) I have selectively used parts of the interview.

How did you arrive at Heartland?

I worked at ISU for a few years in the continuing education office. I learned that there was a position available here at Heartland, if I was interested. It sounded interesting...I replaced Mary Beth Trakinat. Sometimes you get lucky and that's exactly what happened. They were looking for somebody to take over as Director of Community Education and to take that program, a very well established program, a very successful program, and to move it forward. I've told people time and time again that this was the job that I was looking for when I got out of college; it just took me a long time to find it.

What would you consider to be your day-to-day activities?

Well, as dean I was in a leadership role, you helped set policy within the department, you looked strategically at areas that you might want to go into as far as programs are concerned. We looked at areas for expansion, areas to cut back, budgeting and that type of thing. We went from a staff of about 3 to 5 people to well over 20 during the nine years that I was here.

What were some of the challenges you faced?

Finding locations. It seems to me that we had as high as 32 -35 different locations where we would hold classes -- in Lincoln, Pontiac, Danvers, Normal Community High School, Bloomington High School, and in some private business locations in the community. We were constantly looking for places to be able to hold classes.

Who helped you find locations?

A lot of time we had suggestions from instructors. Of course, we had contacts at St. John's (Lutheran church) in the early days. We did a lot of programs at St. John's when the college was still located out on Towanda.

How did you go about finding teachers for community education classes?

We constantly advertised for people who had an interest or had a skill that they wanted to share with other people. If they have an educational background that obviously is a plus but it's not a requirement. Sometimes teachers came to me or one of our program managers. They are the people who work directly with the vast majority of our instructors. The managers would help in designing the class and help make sure they covered the material fast enough and had enough material to cover that it was of a general interest to people

Now we have the space, the class, and the instructor. How are you going to promote the class?

The main vehicle to promote classes is the schedule book that community education puts out. We would do one that would go out in late summer, early August. Classes would start shortly after Labor Day and run through December. We would put another one out around the first of January for classes that would start approximately the first of February through the end of May. And then along about April, we would put one out for summer. So we did three....Over the years that has grown significantly to the point where they put out an early fall, a late fall, a winter, a spring, summer kids and a summer adult. We do little fliers and brochures. We do things that go and tack up on bulletin boards. We've used radio. We've used cable TV at times. But the one that remains the most constant is the schedule book.

How do people receive those books?

We had a mailing list of past customers. If you were a customer within the last three years, you were on the list. From that list, we would look at where those customers come from and we would go to specific carrier routes.

How did Heartland service youth?

When I came in 2001, the college had just started the first summer youth classes. We had around 10 classes with 40 to 50 youth from the community. We had made a decision around that time to concentrate on middle school youth as far as our summer programming was concerned. ISU had a very popular program concentrating on the elementary and preschool ages. So Heartland made a conscious effort to concentrate on the middle school youth. Well, that turned out to be a wonderful decision in that we went from 10 classes to nearly 100 classes during my last summer here. We went from 40 students to about 900 students in a summer. We called it the Youth Enrichment Program or YEP.

How are classes and teachers evaluated as to determine to continue a class?

The primary thing is, do people sign up and take the class. If you get good participation then you are going to do it again. But every class we did, we would put evaluations in a packet, the instructor would hand them out and the students that were taking the class would fill out those evaluations and we would get those back. In the early years we tabulated them by hand. We were doing 300-400. Soon we were doing 2000-3000.

Who read all that?

So we went to a Scantron system. Dan Hagberg helped us get all the information off of Scantron and aggregate that into monthly reports. So we had monthly reports and by semester and then look at it by year. On that evaluation, not only did you have questions about the instructor but the instruction and the content but also about the facilities, the location, and about problems or issues if they didn't like the course.

Let me take you on a different direction. All of these classes need money. How did you determine the cost of a class, compensation for the instructor and the overall budget for the schedule books?

...So we had a base rate but then we also had a scale that went as high as we needed to go to pay the instructor that we wanted to get for the instruction. We also worked with people where we would say "okay" you get 50% of any monies that we take in...because we're using your facilities or you're providing more for this than what the standard instructor would do. So we had almost any imaginable way of providing compensation. We did that so that we could get the people that we needed to have to provide the instruction....The marketing and the schedule were expensive...and we would set the classes up on as few people as we needed to break even. And that typically would be in

the neighborhood of 5-7 people. That's how the price would be determined....Every class contributed what we called a marketing fee. This is how we paid for the scheduling book and advertising. Next you would divide by six. Add everything up, divide by six and you get your class cost. So if you had more than six, now you were in the profit side of things....The worst thing you can do to any new class is to cancel it the first time...because that's the kiss of death. So the program manager would come to me and say we had four people. Now we are going to lose money. Nine out of ten times I'd say run it because I know if we think it's a decent class ...we were not going to stop it at that point because then you're cutting off your nose to spite your face...

Could you compare Community Education to Corporate Education?

Corporate education is a lot more cyclical than community education. Corporate education is very dependent on the economy and what's going on. It's directly reflected with that. If the economy was down and businesses were feeling pinched, one of the first things that they cut out was training. So they either cut it down or cut it back. So you can feel that symptom kick in very rapidly in corporate education. It doesn't happen as rapidly or distinctly in community education.

What do you expect or anticipate for the future of Heartland?

I think the college is only going to be limited by its imagination. And by imagination, I mean, there's tremendous need for the things that the college can do. I'm a great believer that not everybody needs a four-year education. Not everybody needs a BS or a BA degree. But everybody needs training and skill development and it's become even more important...as the world changes so fast. There is no better place than your community college to do that. So I think how we go about doing that, the areas that we get into is only as restricted by our own way of thinking and/or curiosity about how to help people down the road.

Chapter 16

Notes

1. Oral history interview with Gary Taylor in the Workforce Development Center on Friday, October 22, 2010, p. 14.
2. From Heartland Board of Trustees minutes, May 18, 1993, p. 14 under "Memorandum of Agreement."
3. *Ibid.* p. 13
4. *Ibid.* p 4.
5. From Heartland Board of Trustees minutes, April 20, 1993, p. 4.
6. From Heartland Board of Trustees minutes, October 19, 1993, p. 4.
7. The McLean County Community News, September 1-7, 1993, p. 2.

8. Ibid.
9. Ibid.
10. The Pantagraph, Thursday, January 20, 1994, p. C3.
11. Ibid.
12. Randy Gleason, "Heartland forms successful link with business," The Pantagraph, Sunday, February 13, 1994, p. E1.
13. "Monday Memos," The Pantagraph, Monday, January 3, 1994, p. A3.
14. "Chamber right group to examine worker quality," The Pantagraph, Tuesday, January 10, 1995.
15. Katy O'Grady-Pyne, "Taking continuing education to heart," Business to Business, April 1996, p. 30.
16. "Heartland succeeding in community role," Twin City Community News Special Supplement, March 26, 1997, p. B-2.
17. "Corporate Education and Industrial Training: Strengthening Business in District 540," Twin City Community News Special Supplement, March 25, 1998, p. B-4.
18. Shannon Henson, "State Farm Agents hit books for computers," The Pantagraph, Tuesday, July 29, 1997.
19. "Heartland Happenings" column, The Normalite, January 25, 2001, p 2.
20. Roger Miller, "Heartland to discuss its role in community," The Pantagraph, Tuesday, January 16, 2001, p. A3.
21. Editorial, Heartland achieved much in first decade of classes," The Pantagraph, August 24, 2001.
22. "Jonathan Astroth," Bloomington-Normal Business Journal, June 2003, p. 27.

Chapter 17: The Formation of the Foundation and the Alumni Association

“We’re very pleased with the quality of people we attracted and who were willing to serve on the Foundation. They are very busy people, but fortunately they had time to serve on the Foundation board.” (1)

Kent Karraker, former Mayor of Normal

During the early days and months of the college, attention was paid to getting the college up and running for prospective students. However, within a relatively short time, attention turned to ways to raise additional funds for Heartland. Trustees learned that a Foundation had been formed and held its first meeting on April 22, 1993. The Foundation board elected Phares O’Daffer as President and Barbara Ostburg as Vice-President. An early fund raising project was a planned golf outing. (2)

The Foundation operated as a separate entity from the college and was recognized as a not-for-profit organization. Kent Karraker, Heartland’s coordinator of community relations, served as the Foundation’s executive director. Twelve members composed the board. All members either attended a community college, had family members who attended or had taught at a community college. Plans called for the foundation to meet four times a year with members serving a three-year term. (3)

Karraker who directed the Foundation as a part-time employee became a full-time employee but later asked the Board of Trustees to reduce his position back to part-time (effective July 1, 1993) to avoid any appearance of a conflict of interest connected with his mayoral duties. (4) But under his guidance the Foundation would evolve into a dynamic fund raising mechanism providing students with numerous educational opportunities.

From the beginning the Foundation received and administered gifts in a variety of forms, including monetary donations, bequests, and real estate. Gifts of all types encouraged the enhancement of student learning, promoted success, and strengthened Heartland’s connection with the community. The importance of donor gifts permitted programs and services, not funded through the college’s regular operating budget, to aid students in many ways. A few examples of assistance include: scholarships, special equipment purchases, professional development activities, campus improvements, and numerous other projects. (5)

In recent years fundraising efforts on the part of all institutions of higher learning have taken on added importance as state support became less reliable. In 2014, Heartland reported that 95 percent of the money raised through the Foundation goes to scholarships. In that same year, the college launched an aggressive campaign with a goal of raising \$7 million. (6) The “American Dreams: Local Results” initiative had four goals: “1) Establish an endowed scholarship fund to support economically disadvantaged students, high school students planning to enroll in high-demand career programs and those who wish to accelerate degree completion by earning college credit while still in high school; 2) Create a “Pathways to Success” fund to support key components of *Heartland GPS: Guided Path to Success* -- a recognized network of internal supports embedded throughout the College; 3) To develop a program growth fund to address the existing and emerging priorities of local businesses in need of a

skilled workers; and 4) To institute a Challenger Learning Center fund to provide additional opportunities for regional elementary school students to improve STEM (science, technology engineering and math) skills while developing talents in critical thinking, communication and collaboration.” (7)

Over the years Heartland has partnered with large corporations like Caterpillar to raise funds for students living in Livingston County. The Pontiac Golf Outing started in 2006, played at the Pontiac Elks Lodge in Pontiac, raised over \$250,000 which provided 65 scholarships to 25 students.(8)

The college developed some highly creative and novel approaches to raise funds. In October 2014 the Foundation sponsored the Heartland Harvest 5K Run/Walk. The course led runners through the HCC campus to the Corn Crib, and finished on the campus quad where participants enjoyed post-race snacks. An Evening of Dreams, now in its 20th year in 2014, has been a very successful fundraiser event. In 2014, the theme was the Grand Prix de Monaco featured interactive car racing. Guests wagered “Heartland Bucks” on four feature races and converted their winnings into raffle tickets for prizes. Money raised was used for student scholarships and the Child Development Lab. Another unique fundraiser is the Employee Campaign where Heartland faculty and staff invested in the students they work with daily. Over a five year period 135 employees pledged over \$150,000 for scholarships. Of course, there is the long running (now 22 years in 2014) Annual Scholarship Scramble. It has become one the larger fundraiser events. (9)

Generous gifts to students in the form of widely available scholarships have paid dividends for the College in a variety of ways. Heartland has provided many opportunities over the years for its student body and in September 2009 created the Alumni Association. “The mission of the association is to establish, maintain, and enhance relationships between Heartland Community College and its alumni and friends.” (10)

Essentially Heartland connected its alumni to see the campus as a post-graduation resource and as a life-long home. The idea was to reconnect students with faculty and staff on campus as a way to further assist former students in search of a job, internship opportunities, or for letters of recommendation. Heartland hosted its first major alumni association event, “Back to the Nest,” a family friendly alumni reunion on May 16, 2009. (11)

In October 2011 Heartland students had a singular opportunity to network with alumni for career exploration on campus during national Career Development Month. Some alumni had gone on to become very successful professionals in a wide range of fields. They returned to campus to offer their insights in a program labeled “Pizza with the Pros”. Current students met with alumni for one-on-one table discussions. Students learned what a typical day was like in a chosen profession, job challenges and rewards, and questions were addressed about specific fields. (12)

From its inception the college has provided alumni with professional development opportunities, personal development seminars and career support. As of 2014 the Association began a new phase by offering alumni members registration to the College’s Fitness and Recreation Center and *Hawk Perks*, a program that provided discounts to restaurants, retailers, hotels and other service

providers. Alumni membership is free and open to anyone who has completed a class at Heartland such as a traditional class, community education, customized training or even traffic school. (13)

Chapter 17

Notes

1. Randy Gleason, "Non-profit foundation board to raise money for Heartland," The Pantagraph, Friday, March 12, 1993, p. D3.
2. From Board of Trustees minutes, June 15, 1993, p. 3. According to a Heartland Community College brochure in 2002, the foundation was established in 1992 as a non-profit 501 (c) (3) corporation to assist the college in its mission and goals.
3. "Non- profit foundation board to raise money," (Short title) The Pantagraph.
4. Gary Mays, "Normal mayor reduces work time at Heartland," The Pantagraph, July 1993. No date or page available.
5. Brochure, Heartland Community College Foundation, 2002.
6. Lenore Sobota, "At public schools, donations proving pivotal." The Pantagraph, Sunday, August 10, 2014, p. A1.
7. Brochure, Heartland Community College Annual Update (2014), p. 15.
8. www.heartland.edu/news "Pontiac Golf Outing Raises \$40K for Scholarships.
9. www.hccfoundation.org 8/26/2014.
10. www.heartland.edu/news
11. Michele Steinbacher, "Heartland's alumni now have place to call home," The Pantagraph, March 3, 2009.
12. "Successful HCC alumni pay it forward with career and life advice," Spectator, October 2011, Vol. 15, Issue 3. p 1.
13. www.heartland.edu/news

Chapter 18: Just between Us: Inter-Connections and Inter-Relationships

“It was very quirky as to who was going to be in your class. Every student had their own story. I loved the students.” (1)

Ed Carroll, Adjunct faculty member

Between Students and Teachers

There is magic in the classroom between teachers and students when everything is working just right. From that opening day of class until today, visitors to Heartland have found magical, wonderful teaching moments when learning comes alive and reinvigorates both students and teachers. Ed Carroll tells of his experiences and memorable moments as an early adjunct faculty member. He describes the general work environment at the college.

“Even in the early days...when we were still under Parkland and ICC, it had its own feel. By late ‘92, early ‘93, there was beginning to come a distinct style around the offices and around campus. While the student population continued to change, it had this core of older learners that you could just always count on. People who didn’t go to college right away after high school, or who went to college and did not have a good experience their freshman year ...they made an interesting group. When you got some of the students who came directly after high school and are 18 years old in a class with an average age around 30, they have a very different experience. It pulled them up to a more mature level. And actually when we started getting more of these 18 year olds, some of the older students started getting scared. Saying, ‘I can’t write as well as these 18 year olds.’ And I said well you’re 40 and when you went to school, they taught writing in a very strong manner. You’re not behind these guys in any way.” (2)

Between Students, College and the Community

Early on, the college attempted to measure the public awareness of its programs. A telephone survey conducted by Dave Bathe, Dean of the Department of Social, Behavioral and Business Sciences, contacted 500 respondents who lived in the Twin Cities, Pontiac, and Lincoln. The results of that survey revealed that HCC accommodated people who had careers and/or children without rearranging their schedules, encouraged people to attend school as a way to experience the college atmosphere, and showed that respondents were impressed by the teaching staff. (3)

During the Spring Semester of 1996, “numbers indicated a dramatic increase in the number of credit hours being taken on an individual basis.” Heartland students were now more likely to be attending three courses per semester instead of the one or two that they had signed up for just one year earlier. Furthermore, students experienced reduced stress from not having to adjust to a totally new environment as they started their college education. Stay-at-home mothers learned new skills to make themselves marketable in the workforce and realized that their age and practical experiences were a valuable asset in the community college environment. (4)

In order to get the word out into the community, Heartland's marketing team developed a logo, a musical jingle, and a slogan – "It's all right here!" These ideas were coupled with the use of testimonials from students; staff and faculty members in print and radio ads. A promotional video was produced and distributed to area high schools, chamber offices, major corporations and public libraries throughout the district. Furthermore, television commercials were created and aired on Fox 43, TeleCable and the Lincoln cable network. The college was now printing a quarterly newsletter distributed across its territory and mailed schedule books to 72,000 households in the district for the fall and spring terms. (5)

Opening Doors to Neighboring Schools and Businesses

Heartland officials opened up as many doors for students as possible. The college finalized an agreement with ISU permitting HCC to begin offering agriculture courses in the spring of 1995 as a pilot project. The agreement allowed the college to offer an associate's degree in agriculture that prepared students to transfer into a four-year program. Heartland students, under the terms of the agreement, could select from six agricultural classes at ISU during the spring semester. ISU agreed to hold five seats for Heartland students in each course. (6)

When one door closed for students at the American College of Technology in Bloomington, another door opened for them when HCC struck a last minute agreement between the two schools. Ironically while it was the growth of Heartland that led to the school's closure, the founder, Fred Clark, expressed his relief to know that the students would be offered viable programs. Heartland's President, Jonathan Astroth, admitted that the rescue would be very complex and final arrangements would take a number of weeks to complete. This is yet another example of how administrators at Heartland were willing to explore as many options as possible to provide a solid education for students within the district. (7)

In an editorial that appeared in The Pantagraph, the newspaper gave credit to Heartland administrators' decision to offer assistance to the technology school. Acknowledging that HCC was under no legal obligation to "bail our ACT", the editors praised the college in "working on arrangements to allow ACT students to finish their studies" as a way "to serve students in its district. Helping students who began their education at ACT is part of that mission." (8)

In reviewing the situation one year later for the 65 ACT students, the overall outcome was essentially positive. "While fifteen students dropped out when ACT announced the closing and Heartland took over...the remaining 50 continued their education." The rescue did come with a \$30,000 cost to Heartland but college officials considered their stake a "good investment in community relations and a way to fulfill Heartland's mission of providing educational opportunities to everyone, whatever their circumstances." (9)

By May 1995, the Board of Trustees officially endorsed the practice of Heartland students attending the Mennonite College of Nursing. HCC students had been attending the school since 1993. In approving an agreement between the two colleges, Heartland became a part of a consortium of

Central Illinois colleges that served as feeder schools to Mennonite, which accepts students after they completed their first two years of undergraduate education. (10)

In September 1996 Heartland officials joined Illinois State University, District 87, and Unit 5 to form a model education alliance. The plan was to “create a long-range strategic plan, establish information and resource sharing systems, establish a forum for technology, staff development and minority initiative issues, and promote efforts of collaboration among the alliance members.” (11) Yet again the college was responsive to work cooperatively with other educational institutions within the community.

It required a full year of planning from 1997 to 1998 for Heartland to offer EMT training classes. The college had been approached to offer training for emergency medical technicians by local hospitals. Consequently, in a collaborative effort between St. Joseph and BroMenn, administrators moved toward a “more common model of training being used throughout the country, to move classroom training to the university or college level.” (12)

Heartland offered the basic eight credit-hour EMT course. Students met four hours a day, twice a week for 16 weeks. Students who finished the course were eligible to take the state exam for state certification. Planning ahead the college developed intermediate and advanced EMT courses. Steve Herald, dean of humanities, fine arts, and human services, noted “that there was a greater movement throughout the state and the country to offer more EMT training through community colleges, rather than hospitals.” (13)

It wasn't long before Heartland ventured into other educational opportunities. Local insurance companies like State Farm and Country Companies indicated a need for more people trained in life and health insurance which provided the college with a reason to offer those classes in the fall semester of 1998. Oftentimes students in these classes were company employees who wanted to change jobs within the firm or had to meet requirements of state licensing or professional societies. It was expected that the college would enroll an initial 36 students in the fall semester with projections calling for 200 enrolled within three years. (14)

In commenting on the addition of these new insurance classes, The Pantagraph in an editorial said, “The addition of courses on life and health insurance at Heartland Community College this fall typifies what most people would consider a central mission of such an institution: meeting community needs without needless duplication to help residents improve themselves....Offering life and health insurance courses through Heartland makes sense. Many of the students are expected to be people already working at insurance companies who want to advance in the business or meet state licensing requirements. This is a good match for Heartland, the districts' employers and its residents.” (15)

In an echo of an earlier decision when the college assumed responsibility for EMT training, by 2009 Heartland assumed sponsorship of the Bloomington-Normal School of Radiography – a 43 year-old program that had been a part of BroMenn Regional Medical Center and OSF St. Joseph Medical Center. Both Lisa Aberle and Patrick Monahan, who were instructors in the hospital's program, moved to Heartland. The transfer of sponsorship had been approved by the Joint Review Committee on Education

in Radiology Technology. Radiology technologists perform imaging exams (chest X-rays and mammography) to aid in diagnosis of injury and/or disease.

Because national standards changed for radiology schools, requiring a minimum of an associate's degree for graduates, a trend developed that led to transfers of sponsorships from hospitals to community colleges. With the transfer to Heartland, the number of students who could enroll grew from 12 per year to 15. Furthermore, students had a wider range of clinical experience options. (16)

Situated as the college is in north Normal on the edge of fields of soybeans and corn, it seemed logical to offer agriculture programs to low-income city residents providing them a hands-on farming experience combined with classroom credit. A unique program started on April 12, 2010 when ten people were accepted into an intensive job training program and provided fellowships to cover costs. It was organized through the college's Green Institute and received \$65,000 in American Recovery and Reinvestment Act money through Bloomington-based Mid-Central Community Action. Students participated in work-study internships with sustainable farm groups in Central Illinois. (17)

Heartland's creative connections were not limited to the Twin Cities. The college connected with the Greater Livingston County Economic Development Council to provide a more well-rounded workforce for local manufacturers. "The program became the largest customized training Heartland ever offered Livingston County and the largest such training driven by the private sector." (18)

Heartland assembled seven different instructors from four institutions: Heartland, Illinois State University, Illinois Valley Community College, and Lakeland Community College. Livingston County provided a \$40,000 grant for the first class. (19)

The college extended the welcome mat to students enrolled in the Heartland Academy for Learning Opportunities (HALO) who became pioneers by earning a Certificate of Achievement in Life Skills Development. The HALO program continues to serve students with intellectual disabilities wanting to continue their education after high school in an environment that can be highly challenging. (20)

In other unique ways Heartland has continued to meet needs of students. For example, students who enrolled after a registration deadline were not required to pay a late fee but instead could enroll in a condensed semester with a later start date. These students were eligible to enroll in a 12-week semester that ended on the same date as regular 16 week classes. This approach to reach out to even more students was part of Heartland's "Guided Path to Success", an attempt to improve student success and retention rates.

This approach does not dilute the course requirements. The identical material is covered in each class but over a shorter period of time. Elaine Johnson, vice president for academic affairs of the Illinois Community College Board, referred to this concept as a "two-tiered semester" that is gaining in acceptance across the nation. (21)

Some students have special needs on campus. The college opened a 21st-century lab called the assistive technology lab, located in the library which offered a centralized location for the school's

advanced technological tools. By placing all of the expensive tools in one central location, special needs students could more easily tap into the “magic” of the tools. (22)

For example, students were provided a pen that reads words aloud and defines words audibly. There is a computer program that “listens” to speech then translates it into the printed words. Other examples include a talking scientific calculator, a portable electronic magnifier able to enlarge the handwriting process, voice command software permitting students to compose a document by dictation rather than typing, Braille translation software and a Braille embosser for printing such documents, etc. The money for all these machines came from the Heartland Foundation. (23)

Recognizing the need to connect and partner with area schools, the college over the years offered high school students opportunities to enroll in dual-credit classes. The Accelerated College Enrollment program (ACE), at first funded by a state grant, encouraged upperclassmen in a good academic standing to enroll in a number of basic classes – English, history, sociology, psychology – to get a head start on college work. Courses were taught by Heartland faculty members oftentimes in the local high school and course credit transferred to Heartland or other colleges across the state. By 2014 this concept was part of the College NOW program. “NOW” stood for “new opportunities waiting” and offered career technical education courses at the Bloomington Area Career Center and Livingston Area Career Center. Secondary students enrolled in these partnerships totaled 573 in 2014. (24)

Between Administrators and Faculty: Labor Growing Pains

In any college environment there is always a complex series of inter-relationships occurring. This is most evident when there is tension between faculty members and administrators. Labor negotiations often accentuate differences in viewpoints, opinions, values, and issues. Heartland managed to avoid deep divisions especially in its beginning years. In part, because the college was the “new kid on the block” -- the last community college to be organized – there was a willingness to experiment with new and different forms of governance and structure.

Ed Carroll remembers his early experience at Heartland. *“At the start of each semester we had a faculty meeting where we got a pep talk from the administration. That was about it, and we went out and did our thing. We had a lot of freedom....At that time the people who had been hired full time were lead faculty. We had one class released, so we taught four and then we spent the other class release visiting classrooms where adjuncts were teaching and holding meetings with them....Turning in grades for classroom classes was very easy because you had all the students’ work that you recorded in your grade book. You could easily just do what you’ve always done and add up the columns and rows and make sure everything balanced out. Open learning classes...were problematic because those were set to run with a new class every two weeks. New people would be enrolled and start in a different spot. So that was always in flux.”* (25)

By 1999 newspaper accounts reported increasing disagreements between Heartland’s administrators and faculty. Again Ed Carroll, who played an active role in the formation of a faculty union recalls early events. *“When I became a full time faculty member, the faculty association, which was made up of full time faculty, was going through a change in leadership. They were very concerned*

because they felt faculty was very seriously underpaid in comparison to other institutions. I asked them what they based that on....I was able to get statistics on Heartland's cohorts, who would be our comparable bodies. Looking at who those were...they came up with better figures for what needed to be done in terms of faculty salaries." (26)

After negotiating for nearly ten months since the faculty formed a union in May 1998, little progress was in evidence according to union officials. However, on the administrative side, the slow pace of progress was typical of first time negotiations following the organization of a union. Issues were not limited to salaries and benefits but rather to a general restructuring of the college. Administrators believed that negotiations were contentious because they involved a new understanding of how the college would be run. Complicating matters was an unfair labor practices suit filed by the union over withholding of a scheduled pay raise for four months. (27)

By November 1999, after 16 months of negotiating, talks were no closer to settlement as both sides dug into hardening positions. The issues included salaries with the union proposing raising the base salary from \$27,500 to \$30,000 (for teacher's with a master's degree but no other experience or graduate credit hours), health insurance (because employees' were paying more premium dollars but receiving less in return), and workload which included duties outside the regular classroom such as committee assignments and program management. Administrators were also facing negotiations with adjunct, or part-time faculty. They were bargaining for a first time contract. (28)

The 47 full-time faculty members were losing patience and were prepping for an upcoming strike vote. To demonstrate their displeasure with the slow pace of negotiations, they staged an informational picket at the Towanda campus in Bloomington. They carried signs showing the issues that remained at the heart of the controversy. However, few members would speculate if a strike would be authorized. (29)

But when the faculty met again, a decision was made to delay the strike vote. The reason for the delay was prompted by seven of the 47 faculty members not being able to attend the meeting. While they could have cast absentee ballots, it was felt that the issue was so important that every person should be present to cast a vote. Preparations to carry out the logistics of a strike continued. (30)

Now by December faculty members had grown increasingly frustrated by the slow pace of negotiations and made the decision to authorize a strike. The faculty voted 26 to 6 in favor of allowing its negotiating team to call a strike. However, this was only a first step in the strike process as state law required additional steps before anyone could walk off the job. According to that law if negotiations collapsed, a call must be issued for a federal mediator or a private mediator to participate. If mediation fails, the union was required to file an intent-to-strike notice ten days before the actual strike begins. At this point in time neither side really wanted a strike and held out hope for a settlement. (31)

A settlement finally was reached in March 2000 and permitted both sides to look forward to a period of cooperation and harmony. The Board of Trustees approved the agreement which marked the union's first contract signaling the end of negotiations after two years of tough bargaining on both sides.

The contract covered a period from July 1, 1999 through June 30, 2002, and it became effective on April 1 with pay and benefits retroactive to the start date. The faculty approved the agreement on a 42-5 vote on March 8, 2000. Its terms covered full-time faculty pay increases, academic rank classifications (previously all faculty were ranked as instructors) designating teachers as instructors, assistant professors, associate professors, and full professors, contract lengths, course load, and curriculum control. (32)

However, Heartland administrators now faced labor negotiations on another front. Adjuncts taught a high percentage of the college's classes. In April 1999 approximately 100 adjuncts unionized and started talks in August 1999 for their first contract. By August, a year later, talks were still on-going. Emotions came to a head at the August 2000 board meeting. During the public comment section of the meeting, adjunct union representatives spoke directly to board members accusing the college of negotiating in bad faith. After the meeting Heartland President Jonathan Astroth suggested to union representatives that they should meet later in August to discuss parameters and various roles the negotiators, administrators and board members should play during the talks. (33)

Perhaps it was the personal touch or some other factor, but whatever it was by October the oftentimes acrimonious contract negotiations between the administration and adjunct faculty had turned a corner as union representatives reported a breakthrough. Heartland's President delivered his own handwritten proposal to the union, a day before union officials had planned to meet with The Pantagraph. Union leaders felt that the college had finally made a viable offer, one that gave them encouragement and changed the mood to cautiously optimistic for the first time since talks started in August 1999. At this point union spokes persons said that the contract was 75 percent settled. (34)

When adjunct faculty voted on the proposed contract, they gave the contract their approval, and part-timers had their first contract. Basic terms called for Tier 1 adjuncts to receive \$530 per credit hour, Tier 2 \$565, and Tier 3 \$600 by the third year. The Tier placement was determined by the length of time adjuncts taught for the college. The contract also provided for: 1) A grievance procedure, 2) Bereavement leave of up to three days for immediate family or one day for other relatives or friends, 3) Sick/personal leave time equal to one class period per course taught per semester, 4) Access to a tax-deferred annuity program, but the college did not contribute to it, and 5) A tuition waiver for taking any Heartland classes. (35)

History Repeats

By the summer of 2002, negotiators for the college and the union (Illinois Federation of Teachers Local 6038) were back at it again. Full-time faculty anticipated starting the fall semester without a contract. The first contract had expired on June 30, 2002. By this time both sides met with a mediator who went between the Heartland bargaining team in one room and the faculty team in another. The mediator took with him proposals and counter-proposals in his attempt to bring both sides to an agreement. There was an air of optimism shared by both sides. (36)

First, the Board of Trustees approved the new contract and that action was quickly followed by a faculty vote also approving the new agreement. Terms of the contract called for faculty to receive

consecutive raises of three percent, four percent, and five percent along with a one percent increase in benefit compensation. The life of the contract covered three years. In the end both sides called the contract a fair compromise that everyone could live with. (37)

And Repeats some More

It was the fall of 2005, the union (now representing 75 full-time members) took the step to call on the services of a mediator to bring the two sides together. The college team did not immediately see the need for a mediator as they had offered to meet every day with the union representatives and neither side felt that they had reached an impasse. Nevertheless, the faculty filed a request for the Illinois Labor Relations Board to send a mediator to speed up the negotiating process. (38)

Frustration with the pace of negotiations (talks had continued for eight months) led the union to approve an intent to strike notice. The notice gave permission for the union to strike and fulfilled the requirements of state law. College officials urged that mediation continue until a settlement was achieved. (39)

In preparation for a possible strike, the college outlined a contingency plan which would notify all faculty of guidelines for participating in a strike. Administrators also said that classes would remain scheduled for all program areas. Students should plan on attending classes as normal. The college also published an ad in the newspaper calling for substitute instructors who “may be requested to teach for foreseen and unforeseen absences due to a labor dispute.” (40)

In a nearly unanimous vote, the faculty approved the contract and now waited for the Board of Trustees to give its stamp of approval to the agreement. (41) The Board approved the agreement in a 5 to 2 vote with some members concerned that the budget would have to absorb state funding reductions. Increasing salaries could eventually financially pinch the Board. Under the terms of the agreement Heartland’s full-time faculty secured a four-year contract that provided instructors with a three percent increase in 2006, 3.75 percent in fiscal 2007, 3.2 percent in 2008, and a 4.4 percent increase in 2009. The three percent raise was retroactive to July 1. The union also secured a “fair share” stipulation that mandated faculty hired after November 15, 2005 must pay union dues, whether or not they decide to join. (42)

In June 2011 and under a new president, administration officials and the faculty union reached an accord that produced a four year contract with incremental raises planned for each year. Both sides had good things to say about the other and the contract. New president Allan Goben said, “I am pleased that our collegial bargaining process resulted in a fiscally responsible outcome that still allows us to support and acknowledge the outstanding work of our team.” Equally positive was a statement made to the press by faculty association president Verona Barr. “This contract provides the assurance of a four-year agreement in which to continue serving our students and the communities’ needs,” said Barr. (43)

Chapter 18

Notes

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Chapter 19: Change at the Top

“A bend in the road is not the end of the road....Unless you fail to make the turn.” (1)

Helen Keller

Nothing stays the same forever. Although Jonathan Astroth, Heartland’s first president, had discussed his retirement plans privately with Board members, his retirement announcement in an e-mail to the college community signaled an end to an important era in the college’s story. Change could be expected following his decision to retire in August 2010.

Astroth’s role and importance to the new college cannot be underestimated. He was hired soon after the college was officially organized in 1990. He left his mark in so many ways. “He helped develop the permanent campus on Raab Road, which opened in 2000. And he oversaw the \$60 million Phase II expansion of that site....He also helped expand student life opportunities and international education at Heartland, establishing partnerships with two Chinese campuses.” (2)

Astroth earned degrees at Illinois State University and Southern Methodist University. Prior to his academic career, he spent four years in professional baseball with a Texas Rangers minor league team. Later, he taught English and next worked as a college administrator at several community colleges. (3)

What were the college’s plans to find a replacement? By October the search for a successor to Heartland’s founding president, Jonathan Astroth, got underway with a trustees’ approval of a profile to be used to determine candidates’ suitability. General traits were listed while avoiding making the list too specific in order to have a wide open field. The profile was posted on the Heartland Web site and forwarded to executive job-search entities. A search committee was formed and agreed to accept applications until mid-January 2010. Under the guidance of Julie Golder-Alion, who specialized in presidential searches for the Washington D. C. based Association of Community College Trustees, letters were sent to thousands of college presidents across the country alerting them to the position. (4)

By February 2010 thirty-five candidates from across the country had applied for the position. That number had been reduced to the final three: Vicky Smith, president of Neosho County Community College in Chanute, Kansas; Doreen Larson, student affairs vice-president, from Holyoke Community College in Holyoke, Massachusetts; and Allen Goben, president of Hazard Community and Technical College in Hazard, Kentucky.

Gregg Chadwick, Heartland board president and chairman of the presidential search committee, said that each finalist would visit the campus and interview with trustees. In addition, a pair of one-hour public forums located in the Workforce Development Center would be scheduled. After those meetings, the board would conduct a series of special meetings to discuss the candidates. (5)

In an editorial, The Pantagraph took note of the process college trustees were using to find a new leader. “The Heartland board should be commended for including public forums during each candidate’s visit to campus....Selecting a president is a major undertaking at any college, one that can

have long-lasting implication and present a challenge for continuity or signal a major change in direction.” In that same editorial, newspaper editors called attention to Astroth’s long connection and importance to the college. “Jon Astroth has been president of Heartland since it was founded in 1991 and held its first classes in rented spaces -- including shopping centers – scattered across McLean, Livingston and Logan counties. Now, as he plans to retire in August, Astroth oversees a 160-acre campus that had an enrollment of 5,200 students taking classes for credit this fall.” (6)

As the college continued to search for a successor, plans were underway to honor Heartland’s first president. One approach to recognize him was the decision to name the newly constructed \$9 million, 29,000-square-foot multipurpose building housing a 425 seat auditorium, various meeting spaces, and the area’s Challenger Learning Center the Jonathan M. Astroth Community Education Center. “In events that day speaker after speaker praised him as a visionary, a man of humility, a dedicated educator, and a persistent steward for the community’s lifelong students.” (7)

The Pantagraph also had kind words for him. In an editorial the newspaper said, “We were sometimes critical of how things were done under Astroth. We thought there were times when the business of the college could have been more open to public input. But the legacy he leaves behind is one of stunning growth for the institution and opportunity for many that may have not been possible without his vision and sense of mission.” (8)

In an unusual turn of events, Lincoln College, also searching for a new leader with the departure of its president, John Hutchinson, announced that Jonathan Astroth would serve as interim president at Lincoln while the college’s board started a national search for a long-term replacement. Lincoln College officials were excited to have Astroth as an interim leader because he had demonstrated extraordinary leadership skills along with building close working relationships in Lincoln and Bloomington-Normal. (9)

By April, the Board of Trustees, voting unanimously, made its decision on a successor to Astroth. The Board selected Allen Goben who, at age 42, would now lead the college. Goben had impressed Board members by pledging to come to the campus and listen. He did not intend to come in and try to make significant changes immediately. He recognized the college’s history and respected what had been accomplished over the years. (10)

On July 1, 2010 Allen Goben officially became Heartland’s second president. Administrators at Kentucky’s Hazard Community and Technical College “had high praise for Goben, who reorganized the college into more efficient units, expanded outreach and community and state partnerships and helped bring in significant grants.” (11) Goben made plans to get to know Heartland’s district by examining the “four legs” of Heartland: its people, culture, technology and processes. Goben came to the college wearing a number of different hats in education. He served as a high school counselor and teacher, high school baseball and track coach, college recruiter and college guidance counselor. He saw a number of partnership possibilities for Heartland as he looked into the future. (12)

In a Pantagraph editorial, writers were impressed with Goben’s first goal to set a tone of openness for the college which they felt the community had expected from Heartland for a long time. The editors went on to say, “Goben needs to understand how Heartland came into being – the last

community college district to be formed in Illinois – to understand why there is still some lingering resentment from people who think the college was ‘forced’ on them. That resentment isn’t fair. But – fair or not – the resentment is real and has to be acknowledged if Goben hopes to move beyond it....So, we want to welcome Goben to Heartland and encourage him to pursue his goal of openness, share that goal with the Board of Trustees and build on his reputation as a collaborative leader.” (13)

After a year on the job, Goben appeared to be the “perfect fit” at the college. Trustees were impressed “by how deftly and immediately he took stock and began leading.” He transitioned easily into the community and the Heartland environment. The new president spent his first year at the helm meeting with various campus and community groups. He worked to develop an extensive structure of K-12 outreach for feeder school districts and restructure and simplify admissions, registration, and student advisement. He also encouraged the creation of a centered resource area for college grant application. (14)

Goben expressed his high hopes for the college and its students in an article he wrote for the local newspaper where he provided the keys to what he called GPS or the guided path to student success. “We know from national best practices that the ‘magic success formula’ is simple; high expectations plus high support equals success. Heartland Community College will partner with students, K-12 schools, universities, families, businesses, and our communities to create the right circumstances where learning and progress occur.” (15)

“Heartland GPS: Guided Path to Success” is a broad new initiative creating service-oriented, career counseling-based K-12 outreach support. University and employer partnering will also enhance student transfer and career opportunities....From transfer credit, healthcare and technology programs to work force training, lifelong learning, and youth enrichment, Heartland is a bit of all things to everyone. We embrace this challenge enthusiastically and deliver results.” (16)

The practical application of GPS meant that Heartland would provide a career planning service free to all K-12 districts in the Heartland district. The college would offer a strong, systemized career counseling approach that would occur during pre-enrollment, enrollment, and post-enrollment time. The GPS program would offer test preparation, interest inventories, study skills inventories and college placement tests. The new initiative would result in more dual-credit classes for high school students, providing them a head start on college credits before they entered a college classroom. The college anticipated that it would take a couple of years before the program was completely implemented. To make the new initiative happen the college projected adding six to eight employees to the outreach/student enrollment department. (17)

By March 2012 the GPS program could be seen in action across the campus. Goben pointed out the work of “HCC’s Lisa Sharp who helped create an administrative office professional degree in a unique, flexible format allowing students to balance work, family and school. Matt Felumlee developed service learning opportunities where writing students helped local non-profit organizations write grant applications. Professor Betty Pilchard coordinated the VITA volunteer income tax preparation service, supporting 2,800 clients, while Ed Carroll modeled community engagement by devoting seven hours

weekly to local historical preservation organizations.” These were just a few of the programs and people who were promoting the new GPS initiative. (18)

Meanwhile the pace of administrative change was quickening. Allan Saaf, Heartland’s vice-president of instruction since July 2001, who served the college in a variety of ways over 18 years, announced his retirement planned for June 2012. Saaf had joined the Heartland faculty in 1994 as a math professor. Later he moved into administration and had the responsibility of hiring many faculty members and support personnel during the eleven years he served as vice-president of instruction. Goblen said of Saaf that “his real legacy is not buildings or curriculum, but all the people he brought here.” (19)

Replacing Saaf was Rick Pearce, a native of Streator, an Illinois State University graduate, and the vice-president for learning and student development at Illinois Valley Community College in Oglesby. He was introduced to the Board of Trustees as the college’s new vice-president for learning and student success. While bearing a new administrative title, he was taking over for all of Saaf’s responsibilities. He had been selected from 60 applicants. (20)

Pearce looked forward to being at Heartland as the college was yet in its adolescence and still finding its identity. Part of that identity was expanding cooperation with high schools, notably in the area of dual credit classes. He also saw a need to focus on those students who graduate from high school but are unprepared for college work and are required to take remedial or developmental courses. Pearce brought with him a unique work experience. In addition to his role as an administrator at IVCC, he worked for the Illinois Board of Education for four years, and worked at the Chinese campus of the University of Colorado-Denver. (21)

Other administrative changes were announced by Goblen in November 2012. Goblen looked at streamlining the college’s organizational structure. Helen Katz, vice-president for institutional advancement, planned to retire in June. Mary-Beth Trakinat, vice-president of continuing education, projected her retirement in 2016 and Rob Widmer, vice-president of business services, considered retiring in 2015. When Katz left her position, Trakinat moved into the advancement position, assuming many of the responsibilities once handled by Katz but also continued with her responsibilities of continuing education. Eventually, continuing education responsibilities would be a part of the vice-president of learning and student success. Furthermore, the college anticipated changes on the academic side, eliminating a dean’s position and creating additional department chairs. (22)

While real and potential administrative changes were occurring, the college faced a tight financial situation. Although enrollment remained strong, there had been a slight drop in enrollment with larger enrollment declines projected for the near future. This compelled the new administration leaders to look at the school’s budget very carefully. Potential solutions called for places to cut costs. Implications of budget cutting meant that classes could be larger, jobs would remain unfilled or consolidated, contractual services such as custodial, security, the bookstore, food services would be reviewed, and some sport related items could face reductions. Other colleges experienced similar problems. Administrators listed two causes: “The state’s Monetary Assistance Program, that provided

grants to assist needy students pay for college, was out of money; and the federal government was tightening rules requiring students to make satisfactory academic progress or lose their financial aid.” (23)

Options to deal with the financial challenges were becoming slimmer. President Goben gave the Board of Trustees three choices: hunker down, limp along or follow a more substantive approach that could imply reductions in programming and personnel. Board members were split on the choices. Each choice presented its own set of problems. But in an era of tough economic times the Board would ultimately have to decide where they would put the college’s money and where the college would focus its priorities and energy. (24)

Offering a sports program, even limited, always had been problematic for college administrators and board members. Many looked at sports as something extra that fell outside the college’s primary mission. However, others saw a sports program as adding something special to the college’s mission. When looking for cost savings, scrutiny fell on the athletic program. It was proposed that the school’s athletic director position be eliminated and those duties be transferred to the dean of enrollment services. Since 2008, the college had four sports: men’s and women’s soccer, men’s baseball, and women’s softball. (25)

Heartland’s success in all areas of its sports programs had been nothing short of phenomenal. This fact made any reduction in this area even more difficult. President Goben stressed that the athletic success would continue even after eliminating the athletic director. He maintained that the school had been spending a disproportionate amount of money on athletics. He arrived at this conclusion after a study revealed that Heartland was the only community college paying for a full-time athletic director for only four sports teams. (26)

The issue came to a head at the May 2013 meeting with a crowd of nearly 200 people in attendance, most of whom gave their support to the athletic director. After a closed session that lasted about two and half hours, Board members were split with a vote of 4 to 3 in favor of retaining Heartland’s athletic director. (27)

Financial conditions did not change dramatically when administrators prepared the budget for the new fiscal year that began July 1, 2013. Heartland continued to face declines in property values, state aid, and enrollment. Money that the college received from the state was projected to decline by an additional 2 to 2.5 percent. The college had received just under \$3.2 million in fiscal year 2009 but could only expect to receive \$2.1 million in 2013. At the same time, tuition revenue had increased from 37.2 percent of the operating budget to 47.8 percent. Tuition revenue in 2009 was \$8.8 million and that compared to \$15.4 million in 2013. Students could be expected to carry only so much of the financial burden as they faced tuition and fees equal to \$130 per credit hour. The only bright spot was the local property tax revenue had risen, but at a much slower rate than previously. (28)

Suddenly and unexpectedly President Goben in June 2013 announced his decision to leave Heartland after being on the job since 2010. He left to take a position to become Missouri statewide chancellor for Utah-based Western Governors University. Goben said that he had offers from colleges

and universities but did not apply because he enjoyed his job at Heartland. But when the offer came from WGU, he claimed it was a perfect fit. WGU, which had about 40,000 students enrolled nationwide, opened the Missouri-based online school in February 2013 and had about 450 students. Goben had plans to increase that number to 2,000 within two years. Goben pointed with pride to broadening connections with the community and businesses, bringing in \$4.8 in grants, and significant donations to the college's Foundation. (29)

The Board of Trustees, in a unanimous vote, wasted little time in naming Rob Widmer as interim president. He was told to expect to hold the post for up to two years as the board planned to conduct a search for a new president. Widmer had served as the college's vice-president of business services and treasurer since 1996. He could apply for the president's position if he chose. Trustees expected to form a presidential search committee after a six to nine month waiting period thus allowing three newly elected trustees to familiarize themselves with the college and to play an active role in selecting a new president. Widmer brought to the position his "knowledge of the college, experience as a business leader, connections with the state and outside businesses, and leadership and communication skills." (30)

By August the Board of Trustees announced that the future presidential search would be delayed until spring, if it ever materialized. Trustees simply removed "interim" from Widmer's title and expected him to remain at the post indefinitely. He faced continuing budget issues that had surfaced under Goben. Enrollment projections called for a 4 percent drop and the college faced a \$500,000 deficit. For the first time in the school's history, there was a possibility that it might have to dip into reserve funds totaling \$4 million. (31)

Once settled into his new position, Widmer, at a first board retreat under his presidency, foresaw no new construction or any additional sports programs beyond what the college offered. However, the college's master plan was up for review as the last update was completed in 2009. Plans were usually updated every five years. The college would consider looking into expanding its international program as it offered the prospect of generating funds because international students paid three times the tuition rate of in-district students. In addition board members indicated that they wanted to see a larger emphasis placed on attracting local talent to Heartlands' athletic teams, instead of relying on out-of-district athletes. (32)

Chapter 19

Notes

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Chapter 20: Students and Curriculum at the Core

“From the very beginning, Heartland was envisioned as a comprehensive community college.” (1)

Steve Herald, Dean of Instruction

Comprehensive is a word that suggests including all aspects of curriculum design. The college would not have a limited or restricted vision but would offer unlimited opportunities to students enrolled in traditional transfer programs and vocational programs. Plus classes would be available to residents in the community just for the joy of learning and for the business interests to maintain employee skills in rapidly technological changing times.

An Oral History Interview with Steve Herald, Dean of Instruction

Steve Herald began working at Heartland on February 16, 1992. He came to the college from John Wood Community College and brought with him a major in interdisciplinary humanities (HCC was searching for someone to coordinate a program of several different disciplines), a knowledge of the use of computers in teaching English composition, experience in revising a general education curriculum (predating by a few years the Illinois Articulation Initiative), an interest in assessment and the need to promote diversity in the classroom. One other unique aspect of his background: he worked for three founding community college presidents: Robert Poreman at Lincolnland, Paul Heath at John Wood, and Jonathan Astroth at Heartland. (2)

Used are selected parts from the oral history interview I conducted with Steve Herald on Thursday, June 18, 2009 to capture his memories and recollections of curriculum development in HCC's early years.

Describe Heartland in its early days and your role at that time.

In its early years, Heartland was located at Landmark Mall. We had three office suites and one classroom. The classroom had recently been a shoe store and in fact my office was in what had been the storeroom. We still had the old mirror that sits on the floor that you can stand and it's angled so you can see how your shoes look on you. That was still left in my office....I had a computer sitting on top of a folding table. I kept that folding table for a couple of years even when we moved to the facility at Towanda Plaza. We had decided to make sure that all of the faculty had all of their office equipment before any of us did. So for the first couple of years at Towanda, I still worked off a folding table. We did have a computer...but it ran only DOS programs. The head of the IT area, at that time, was an interesting person, his name was Doug Woodburn. He had a degree in agriculture from Ohio State University and had most recently worked as a computer sales person. We hired him as our Director of IT and he didn't know Windows, so everything we did, we did with DOS.

What were the challenges then? What were the difficulties?

Challenges were always that our aspirations outran our resources. During our first year, for example, the state of Illinois had given the college, I believe, something like five million dollars to start with which really isn't very much money when you start thinking about all the things you have to buy to have a college....On top of that the Board of Trustees decided to sock away one million of that five into a fund to eventually purchase a campus. One should applaud them for having that much foresight from the very beginning and how important it was to have a real campus. But, of course, at the time, we didn't appreciate that foresight because everything we wanted to do; there isn't money to do that.

What was an ordinary day like?

I would arrive at 8 o'clock...I shared a very small office with three other people. Nancy Evans was, at that time, an administrator...We had a person working temporarily for us. I think his name was Dave Brown. He had a background in Sociology, and he was helping to develop a curriculum in that area and some of the other social sciences...another gentleman named Keith Dunham was hired to coordinate the mathematics and the sciences. We spent a lot of time working on curriculum development. During its first year of operation, the district essentially contracted with Illinois Central in Peoria and with Parkland in Champaign to come into the district and offer classes but these were IC classes or Parkland classes. Though as far as the students knew, they were enrolling at Heartland. The people who were hired to teach those courses worked for Illinois College or Parkland. All of the paperwork for them, their transcripts, their vitae, etc. was the property of those institutions. So our job was to hire a number of faculty, mostly adjunct faculty, but we had started hiring some full time. I had the distinction of hiring the first full time faculty member of the college. A remarkably talented young man named, Ricardo Cruz, who had just at that time published his first novel. A wonderful book called Straight out of Compton. Possibly the first hip hop novel published in the U.S....We were developing curricula in our areas. We were trying to get those courses approved and articulated with other institutions.

Considering curriculum was there a library available and how did it complement the curriculum?

Our first librarian was a young lady named Anna Marie, but I cannot think of her last name. She was a very interesting person who hired Julie Wolf who was a wonderful person to work with. Originally, very wisely, the college entered into a contractual arrangement with ISU, so that our students could use the library adjacent to the Bone Center....Students could use the Milner Library with exactly the same rights and privileges as ISU students. They could use their Heartland ID to check books out; they had access to reserve materials etc.

Who did you work with at the Towanda campus?

I worked directly with Alan Saaf. He's my immediate supervisor. Four of the five associate deans report to me and the office support services report to me.

Describe staff and faculty meetings.

In the early days, everyone was called a coordinator. In fact, we used to joke at the time. If you weren't a vice president or secretary, your title was probably coordinator. Coordinators met frequently because again we were doing similar things and some of them were group activities anyway. For example, when we moved from Landmark to Towanda, we planned together...determining what classroom would be used for what subject...When we were at Towanda, across the hall from my office in the administration suite; there was a conference room with a long table. So we would meet there. We did not have as many conferences or meetings with faculty because one there weren't that many faculty. I think there were three full time faculty in my area...so if I wanted to talk to them; it was "Hey, there's something I want to talk to you about." We could do that almost anywhere. We'd often do it over lunch because we would very often have lunch with one another anyway.

In this early time, did you have contact with the Board of Trustees and, if so, what topics of curriculum interest were discussed?

I have always attended board meetings....In the early days, because there were so few of us, we knew the board better. The board knew all of the employees...and some like Jim White and Art Adams were outgoing anyway and had no hesitation in talking to us.

What is driving the creation of the early classes at the college?

Of the five or so coordinators originally hired, at least two directed programs that were not transfer programs. That would have been Nancy Evans, who ran the business curriculum and Sheila Sorrentino, who ran nursing/technology....So from the very beginning Heartland was envisioned as a comprehensive community college....There has been kind of a drop in many career and occupational programs, particularly in the areas of technology over the last five years or so. This has been true nationwide. It's not peculiar to Heartland.

You are at a very creative point in the college's history. Explain how a proposed class can go from an idea on a drawing board to being listed in the catalog.

If it is a baccalaureate transfer class, which the ICCB (Illinois Community College Board) would call a 1.1 class (that's the code they use), then we would consider such things as, is this a class that is appropriately taught at the freshmen or sophomore years? Is it a course that a significant number of people in this area would want to take? Is it a course that is typically taught at other community colleges? If the answers to those three questions are favorable, then the course is easily created and easily articulated.

Sometimes we'll go ahead with a class if we think there's a need....we added a number of courses to our curriculum in the early years that were not quite so typical at other community colleges, but which did promote diversity.

What was the impact on the curriculum when the college moved to the permanent campus?

First, there was a significant jump in enrollment....and, of course, not everybody moved. There were some classes left at Towanda Plaza and some for quite a while. The academic support and the technology division stayed at Towanda Plaza for a while. Technology was the very last academic division to join the rest of the college [at the permanent campus].

There was a lot of pre-planning. Plans weren't always followed and very often we didn't know that until the last minute. Compromises had to be made when money ran short and we weren't always advised of that....Some of the humanities classrooms equipment was not where it needed to be and since this was equipment that was supposed to have been built in and the wiring run through the walls, etc. It ended up taking quite a while to rectify those things. Communication was very difficult because again the instructional area moved here in June, the rest of the college didn't move until that fall. So for two or three months, the college was located in two different parts of town...some of the computer equipment was delayed. Some of it didn't move for several weeks. So we were out here with no phones, no computers and no one to talk to except ourselves.

What do you see as Heartland's strength in terms of curriculum development?

...there has always been a lot of visionary leadership at the college at the very highest levels, and I think there's often been a lot of shared vision. There hasn't been a lot of conflict in that regard and the college has always valued planning. In the early days, we used to hold college-wide retreats. All the employees would show up at a place...we even held a retreat at a camp north of town once. This has always been a college that values the ideas of everybody. And this is a college that doesn't rush blindly into things just to try and see how it comes out. We believe in a lot of planning....We will continue to be a school of vision and planning. When you look at the things that are going on now, like the Cornerstone Project...I think it's one of the best things happening at the college right now....The project is an attempt to ensure that students develop critical thinking and communication skills by making sure that certain targeted classes, regardless of who teaches them, devote attention to these. As part of our assessment efforts, students will be assessed partly on their content knowledge in those courses but also on how well they can demonstrate the ability to think critically, communicate effectively, understand and appreciate diversity, and think globally to understand how things impact one another. (3)

An Oral History Interview with Fred Peterson, Dean of Students

Fred Peterson had been Dean of Student Services at Blackhawk College in Moline for 21 years. He made the decision to apply to Heartland after receiving phone calls from individuals who said, "Fred, you ought to consider this position at Heartland. It's kind of a once in a lifetime opportunity." He submitted an application, had an interview and secured the position in December 1991.

When you applied for the position, what was the college looking for and what were you looking for?

Throughout my career I always had something to do with student services. Questions centered around my philosophy and past experience. At the end of the interview, I was asked to share plans for developing a student services program at Heartland. So I did. I began with the very first contact that the college would have with a student. Whether that would be in 7th grade or in high school or a walk in....And followed it through step by step through the admission process, through the financial aid process, through the advisement process which my feeling has always been that advisement is kind of the center of the student services area.

What was your vision for Student Services?

Well, I have always felt that colleges exist for students....We've always said when our students are successful, than we're successful. So the focal point of everything we did was what's good for the student and what's fair, what will help them accomplish their goals....This came true when we planned Towanda Plaza...and the Raab Road campus....I did not want to have students have to run all over campus from one office to another office, to another office, just to accomplish what they wanted to accomplish....We made sure that we had a one stop center where students could get all of that done. They could get their advisement done. They could get their registration done. They could pay their bill just right across the hall....I wanted them to know they could come take care of what they needed to take care of and be out the door.

From Landmark Mall to Towanda Avenue; give us a picture of the two places.

At Landmark Mall we had one main office....across the hall was a large open area divided by dividers where each of us a table, a chair, and a computer had. And then we had one classroom which was a computer lab. Our first classes at Heartland offered were computer courses that Ruifang Cao and Nancy Evans worked to get those courses offered. So when we were shown the floor design to Towanda Plaza and told to design what you wanted to do, that was heaven to us. We knew that we could get some things that we really needed, that we didn't have at Landmark....We were able, for the most part, to keep that idea of a one stop services center with all of the advisors right there with clerical, registration opportunities right together.

What challenges did you face in this early environment?

Our days were filled with calls from parents, meetings with auditors from the ISAT commission, meetings with faculty in developing courses and then the next step making sure those courses were ones that would transfer. So the day was always filled either working with students, filling out forms, working with the state through the Illinois Community College Board, working with Illinois State through its Admissions Office whose people were absolutely terrific....They were truly committed to helping Heartland be successful.

What was discussed at formal meetings?

Dr. Weber, the Vice-President of Instruction, had regular meetings at least once a week. It would be at those meetings where all the division chairs from the academic areas and the student services directors would meet and talk about whatever the issue might be. Such as, questions like, we want to change this course. What's it going to do to that in terms of transferability? It gave us an opportunity to talk in a more formal gathering with the division chairs saying we need more evening computer courses or we need this or we need that.

In your role as Dean of Students, what type of student issues did you deal with?

Well, we had a student appeals process. I wanted to emphasize that any problems that might arise particularly between faculty and students ought to be resolved at the lowest level possible. Don't come running to the Dean of Student Services because you got a C on a test that you think you should have gotten an A. Now students still did that....But because of our procedure, we would say, "This is between you and your instructor. Start there. Talk about it. If it's not resolved, then you have the option to bring it to the student appeals committee." I would say 98% of the kinds of issues that came up with regards to grades and things like that were resolved between the faculty and the students at the lowest level. (4)

Class Schedules, Catalogs and Handbooks: Looking Back

The Art Adams Heartland Archives provide a mirror to the past when considering the two most important aspects of any college – the students and curriculum. The archives hold every printed class schedule, catalog and handbook going back to 1991. The 1991 Fall Class Schedule consisted of 12 pages. Four of those pages described the 28 courses the college offered through faculty from Illinois Central Community College in East Peoria and Parkland Community College in Champaign. (5) There is a wealth of information contained in these primary sources that reveal so much about the philosophy, mission, and instructions that incoming students needed to know as they pursued their educational dreams.

In the Spring 1992 Class Schedule booklet, students learned the college's mission: "With the belief that every individual deserves educational opportunities and the conviction that each individual is

important to society...Heartland Community College was launched. With temporary facilities and selected courses this first year, Heartland Community College offers a variety of quality, general study courses with tuition affordable to citizens of District #540." (6) Furthermore, students who enrolled at Heartland were informed that they would be considered students of either Parkland and/or Illinois Central College, and that their credits would be recorded at the school providing the instruction. This provided readily transferring college-level courses to other colleges. (7)

These early schedule books provided the following points of information: admission policy and procedure, registration guidelines including late and telephone registration, academic advisement, an assessment schedule, financial information, tuition rates, payments, and refunds, campus services and audit and attendance policies. (8) In 1992 students had the option of enrolling in accounting, art, biology, business, chemistry, child development, criminal justice, computer science, data processing, earth science, economics, English, history, home economics, literature, management, mathematics, music, philosophy, physical science, political science, psychology, robotics, sociology, speech, and theatre. (9)

Compared to the small class schedule booklet in 1991, the college printed a far more impressive 1993-94 catalog containing 156 pages of information. It listed 235 course descriptions. The college increased the number of degree programs and added a number of certificate programs as well. The college was now offering degrees in an Associate in Arts, an Associate in Science, and an Associate in Applied Science. Occupational/Technical Certificates were also available with the completion of a series of technical courses. (10) The expanded catalog included a list of the Board of Trustees (Sharon Sullivan, chairman; Roger Tuttle, vice-chairman; Margaret Esposito, secretary; Art Adams, Cindy Brand, James Pemberton, Jim White, Chris Griffin, student). This was followed by the academic calendar. (10)

Delivering Classes Directly

As the catalog expanded so did the college's method of delivering those new classes to students across the community. In an editorial, Pantagraph writers praised the efforts undertaken by Heartland and ISU. "The close working relationship developing between Illinois State University and Heartland Community College is good to see....The schools are developing a plan to allow Heartland students to take an introductory business course and an office technology class at ISU. Students will benefit because classes will be less likely to be canceled because of low enrollment. The university will see its resources put to good use and may attract good students who decide to continue their educations after Heartland.....This is a winning situation for the schools, students and taxpayers." (11)

Continuing the trend toward cooperative agreements, Heartland joined two health-care providers and two central Illinois community colleges to provide an opportunity to students interested in respiratory therapy. This agreement permitted Heartland to offer its students a program the college otherwise wouldn't be able to afford. (12)

In yet another unique program, administrators turned to the McLean County Board to agree to a program in which the college and the county cooperated to give nursing students clinical experience at the county's nursing home. Don Lee, McLean County Nursing Home Administrator at that time, wanted

to get the word out that nursing care at a nursing home could be as challenging as in a hospital. He hoped that students would have a positive experience and decide to make long-term care their career. Sheila Sorrentino, Heartlands' director of career education and training, worked for the program as a way to provide an educational site for students to gain real-life care experience. (13)

As a means to bring the ends of the district closer together and make students in Pontiac and Lincoln feel more a part of the Heartland family, a telecommunications network was proposed in June 1993 as a way to add some day and night class offerings thus avoiding the canceling of low enrollment classes. This electronic approach eliminated students traveling to Bloomington for classes as they could join classes taught by an instructor at Heartland's main campus in Bloomington by using television monitors. The system provided for immediate communication between the Bloomington classroom and remote classroom locations. (14)

The college made a sizable investment in this new system but did receive some assistance from GTE. The company offered \$20,000 worth of equipment to encourage Heartland officials to undertake the experiment. Even with the donation Heartland planned on spending \$51,000 to get the network off the ground. Plans also included a similar approach to low enrollment classes in Lincoln, which eventually also offered ITV classes. (15)

By November the system in Pontiac was up and functioning. Using fiber optics, cameras and televisions, the two-way visual and voice interactive setup allowed the instructor to see and communicate with students in Pontiac. The Interactive Television Network made it possible for the college to offer some additional general education courses in a classroom at Caterpillars' Pontiac plant. (16)

Also in that same year, Heartland established a joint venture with ISU that opened up an office technology class. Half of the 36 slots would be allocated to Heartland students. The venture permitted the college to expand course offerings without adding facility costs. This approach encouraged Heartland students to become familiar with the ISU campus and learn more about what ISU offered them as they planned their future. Furthermore, both institutions gained by combining classes thus reducing the chance that classes would be canceled for low enrollment. (17)

A major boost to the college's credibility and reputation came on August 4, 1994 when it received accreditation from the North Central Association of Colleges and Schools. A review team had visited the college in May with the recommendation for accreditation. President Astroth said this was a noteworthy achievement as the college went from no NCA affiliation, to candidate status, to an accredited institution in just three years. He gave credit to the hard work of faculty who over three years put together a college of recognized quality. Accreditation meant that the college was entitled to all federal financial aid, and would assist students with the transfer of credit to other institutions. This was a milestone and a turning point for Heartland. (18)

Yet, in another curricular innovation, Heartland added a community service component as part of the Community Scholar's Program. The program began in the fall of 1993 and was designed for high school students planning to complete an associate's degree before transferring to a four-year

institution. Students were identified with the assistance of high school guidance counselors and were chosen through their high academic ability and leadership skills. Students were guided through specific courses on community service and assigned a faculty mentor before they were placed in social service agencies for the completion of at least five hours of volunteer work each week. Students were required to complete written reports. In exchange Heartland waived tuition and fees for students enrolled in the program. (19)

By 1998 the Community Scholars Program benefitted 46 agencies throughout the district with volunteer labor while providing 49 students financial assistance. Scholars graduated from area school districts including Olympia, U-High, Tri-Valley, Ridgeview, Pontiac, Normal Community West, Lincoln, Lexington, Gridley, Central Catholic, Calvary Baptist and Bloomington. (20)

By 2012 the Community Scholars Program had been in operation for nearly 20 years and served as a model for other types of service projects for Heartland. In that year the college promoted its Civic Engagement Program. As part of its core was a component that encouraged students to undertake more community service projects, voter information efforts and collaboration with other colleges and universities. The program offered a civic engagement curriculum sequence, which included courses in communications, composition, American government and activism. The activism class included students designing and implementing semester-long political or social service projects. (21)

Some innovative curricular designs eventually were redesigned as circumstances changed. One example was the open-learning program. Originally it offered flexibility for students as they could start a class at several different times during the semester and complete their work independently often using media and the Internet to create a personalized course program. But not all students were suited to this style of learning, and they required far more structure than only a traditional class could offer. At the time of the review nearly 500 students were involved with open-learning. The rapid growth of the program made it difficult for the college to determine which students would succeed. Further study of the concept was promised as the college made its move to the permanent campus in Normal. (22)

Curriculum development is ongoing. This is clearly reflected in the Board Policy Manual where it states, "The Board of Trustees of Heartland Community College recognizes that curriculum development is of central concern to faculty. Faculty is therefore encouraged to propose new courses and programs and to participate in the revision of existing courses and programs." (23) As times change, as occupations change, Heartland continues to update its curriculum to keep it current and challenging for students.

Chapter 20

Notes

1. Oral history interview with Steve Herald, Dean of Instruction, on Thursday, June 18, 2009 at the Workforce Development Center, p. 10.
2. Ibid. pp. 2 and 3.

3. Ibid. Selected quotes from pp. 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 17. See also: Sarah Vaiorogs. "Academician never works of other go unnoticed," Spectator, Vol. 12, Issue 8, April 2009, p. 1.
4. Oral history interview with Fred Peterson, Dean of Students, on Thursday, May 7, 2009 at the Workforce Development Center. Selected quotes from pp. 1, 2, 3, 4, 5, 7, 8.
5. Heartland Community College, 1991 Fall Class Schedule. These classes included: Principle of Accounting, Accounting Procedures, Life Science, Business Law, Human Relations in Business, Business Computer Systems, Microcomputer Applications, Survey of Earth Science, Principles of Economics I, Basic Composition, Composition, History of the U. S. to 1865, History of U. S. to the Present, Introduction to Literature, American Literature, Beginning Algebra, Intermediate Algebra, Intro to Applied Statistics, College Algebra, Calculus for Business and Social Science, Introduction to Philosophy, American National Government, Introduction to Psychology, Introduction to Sociology, and Speech as a Communication Process.
6. Heartland Community College, Spring Class Schedule.
7. Ibid.
8. Ibid.
9. Ibid.
10. Heartland Community College 1993-94 Catalog. In this catalog General Information included the college history and service area, philosophy and mission, the campus, campus security, accreditation, educational guarantee, academic departments, and degrees and certificates. Next Admission/Registration which included the college admission policy, basic admission procedure, admission to specific programs, admission of international students, skills assessment, academic advisement, registration procedure, late and telephone registration and registration restriction. This was followed by Financial Requirements which list5ed residency requirements, in-district tuition rate, tuition waiver for senior citizens, chargeback policy, out-of-district tuition rate, out-of-state tuition rate, fees, payment policy, refund policy, student financial obligations, financial aid, veteran programs, consortium agreement with ISU, satisfactory progress standards for financial aid, and failure to make satisfactory progress. A section was devoted to Student Services and Policies that talked about academic advisement/career exploration, placement services, tutoring and learning assistance, services for disabled students, library, textbooks, student academic senate, student organizations, student conduct policy, campus demonstrations, academic dishonesty, smoke-free environment, privacy of student educational records, sexual harassment policy, chronic communicable disease policy and a student appeals procedure. A section was devoted to Academic Policies that explained unit of credit, the grading system, grade point average, academic probation/suspension, maximum course load, class schedule changes, withdrawals, incompletes, repeating a course, audit of classes, honors attendance policy, transfer to other colleges and universities transfer and proficiency credit, graduation requirements, commencement and transcripts. Finally the catalog outlined the degree/certificate programs and course descriptions and included a directory listing personnel.

11. Editorial, "Joint efforts ideal at heartland, ISU," The Pantagraph, Saturday, June 19, 1993.
12. Staff, "Heartland adds respiratory therapy," The Pantagraph, Saturday, June 19, 1993.
13. Bob Holliday, "Nursing home offered as Heartland classroom," The Pantagraph, Wednesday, September 15, 1993, p. A2.
14. Randy Gleason, "Heartland to beam classes to Pontiac," The Pantagraph, Wednesday, June 16, 1993, p. A2.
15. Ibid.
16. Randy Gleason, "Heartland TV links with Pontiac site in class by itself," The Pantagraph, Saturday, November 20, 1993, p. A3.
17. Randy Gleason, "Heartland, ISU eye venture for office, business courses," The Pantagraph, Wednesday, July 21, 1993.
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