

BOARD OF TRUSTEES
McHENRY COUNTY COLLEGE DISTRICT #528

July 20, 2009
Immediately Following Special Board Meeting

Board Room
8900 U.S. Highway 14
Crystal Lake, IL 60012

COMMITTEE OF THE WHOLE MEETING

AGENDA

1. Call to Order
2. Roll Call
3. Acceptance of Agenda
4. Acceptance of Minutes: Committee of the Whole Meeting, June 22, 2009
 Closed Session, June 22, 2009
5. Open for Recognition of Visitors and Presentations
 Three (3) minutes per person or less.
6. Review of Board Packet for July 23, 2009 Regular Board Meeting
7. Presidential Search Process
8. Trustee Information in Annual Report
9. Board of Trustees Travel Policy
10. Closed Session
11. Summary Comments by Board Members
12. Future Agenda Items
13. Adjournment



Mary Miller
Chair

Executive Selection in Community Colleges

Just as the importance of executive selection has been clearly documented in the corporate sector, its weight is not lost in the field of higher education. Kubala and Bailey conclude that:

The hiring of a president is the most important function a board of trustees must do. Nothing else takes precedence. The board must take charge of the search process, be sure it is well organized, monitor each step, and involve people who are knowledgeable and helpful. (Kubala & Bailey, 2001, p. 802)

Nielsen & Newton (1997) add that "choosing a person who fits the leadership needs of the community college is one of the board's most important functions" (p. 34).

Though the details of the process used to select a president may differ from college to college and from search to search, the major steps in the presidential selection process appear to be clearly defined and traditionally followed. The steps of the presidential search process include (*ACCT CEO Search Service*, 1996, p. 3.1):

1. Institutional analysis, including identifying the challenges and opportunities for the next five to 10 years;
2. Profile development, including identifying the qualifications and characteristics that should be sought in the new president;
3. Candidate identification, including identifying individuals who should be encouraged to become candidates;
4. Candidate recruitment, including national, local, and regional advertising, source letters, and personal contact by the search consultant;
5. Candidate evaluation, including a paper screening process and 10-12 semi-final candidate interviews;
6. Visits by three to five final candidates, which would last two days or more and include a formal board interview as well as focus and constituent group meetings;
7. Selection, including reference reports and site visits to current institutions.

Presidential Selection Committees

Historically, it appears that such a formalized and systematic process for presidential searches was not always followed. In fact, Perez (1990) notes that prior to the 1960s the "old-boys' network"

was the primary means of recruiting presidents and that boards of trustees had a relatively free hand in appointing presidents, but “the advent of affirmative action and equal employment opportunity legislation, the push for equity in hiring and promoting, and the increased participation by constituent groups in institutional governance have brought lasting changes to the academic search and selection process” (p. 14). Indeed, a search committee is often now responsible for “...reviewing the application materials of all candidates, for interviewing the semi-final candidates, and for recommending the final candidates to the board of trustees in alphabetical, unranked order” (*ACCT CEO Search Service*, 1996, p. 4.1).

Bromert (1984) concurs that executive searches in higher education have become more participatory and inclusive in nature, reporting that:

For years, boards of trustees have used search committees in an advisory capacity to select chief administrative officers. Representative constituencies, including faculty, staff, students, alumni, and the community-at-large, were gathered to assist in finding the ‘perfect’ administrator, including the president or chancellor. (p. 2)

Normal functions of search committees at colleges and universities include:

- preparing a description of academic needs and responsibilities;
- recruiting candidates;
- screening candidates;
- checking references;
- participating in preliminary interviews; and
- recommending a pre-determined number of persons to a designated administrator who makes the final selection (Bromert, 1984, p. 3).

While presidential searches often involve a selection committee with representation from various campus and constituency groups, the authority for the final selection resides with the board of trustees. As Rauh (1969) explains:

Although there are many ways to choose a president and although various members of the college community may be involved in the process, no one seriously questions that the *responsibility* for the selection rests solely with the board of trustees. (p. 10)

External Search Consultants

In addition to representative selection committees, community colleges frequently use external consultants or executive search firms to aid with the presidential selection process. Executive search firms "...are professional service firms whose primary mission is to assist organizations in the search for, and recruitment of, executive management" (Khurana, 2002, p. 120). According to the 1998 National Presidents' Study, 35.4% of public 2-year colleges used a consultant in the presidential search process between 1995 and 1998 (Ross & Greene, 2000) and "many boards now consider use of a consultant as an investment that saves time and money in the long run and also provides assurance that the search will be efficient, effective and legal" (Nasworthy, 2002, p. 70). However, the decision to use a search consultant can be controversial, in part due to the cost. Furthermore, "resistance to the use of professional search consultants is often based on the conviction that trustees, faculty, and students understand the character and needs of the institution better than any outsider could" (Nasworthy, 2002, p. 70).

Dowdall (2004) identifies several of the advantages of using a search consultant including smoothing the search process, encouraging more intensive recruiting, and allowing for quick screening of candidates. As Nasworthy (2002) notes, "the most capable and desirable candidates are usually already employed; a consultant can actively recruit to ensure that the candidate pool is diverse and candidates are qualified, reputable, proven leaders" (p. 71). However, Dowdall (2004) also cautions that search consultants can have a poor grasp of institutional character and needs, that the use of a consultant can cause loss of institutional control, can result in recycled candidates, can result in predictable candidates and not attract nontraditional candidates, and can be costly.

As outlined in Figure 4, external search consultants primarily assist colleges in developing recruiting materials, building the candidate pool, and organizing the logistics of interviews and college visits. The authority for selecting semi-final candidates resides with the search committee, and the authority for selecting a president resides with the Board of Trustees.

Recommendations for Presidential Searches in Community Colleges

The effectiveness of a presidential selection is likely affected by the degree to which the college and its trustees prepare for the search. Several "pre-search" activities that have been identified to improve the effectiveness of searches include:

- a genuine understanding of the institution by search committee members;

Information about Selection of Community College Presidents
from
Dr. Plinske's Dissertation

- search committee membership representative of the major groups within the college community served by the position;
- search committee membership representative of the college or university at large;
- a precise charge to the committee clearly defined at the outset and adhered to steadfastly;
- definition of clearly articulated qualifications that candidates need to satisfy for consideration, especially those based on the long-term needs of the institution and its setting (Kelly, 1977).

	<i>Month 1</i>	<i>Month 2</i>	<i>Month 3</i>	<i>Month 4</i>	<i>Month 5</i>	<i>Month 6</i>
<i>Board of Trustees</i>	<ul style="list-style-type: none"> • Select search consultant • Establish search process • Establish compensation package 	<ul style="list-style-type: none"> • Appoint search committee • Revise and approve profile • Approve advertising 			<ul style="list-style-type: none"> • Interview final candidates • Site visit to current institution • Negotiate contract • Notify final candidates 	<ul style="list-style-type: none"> • Announce selection of new CEO • Evaluate search process
<i>Search Committee</i>	<ul style="list-style-type: none"> • Assist with profile development 		<ul style="list-style-type: none"> • Screen and evaluate applications 	<ul style="list-style-type: none"> • Select semi-final candidates • Interview candidates • Recommend final candidates 	<ul style="list-style-type: none"> • Assist with visits of final candidates 	<ul style="list-style-type: none"> • Evaluate search process
<i>Search Liaison</i>	<ul style="list-style-type: none"> • Arrange/assist with consultant visits and focus groups 	<ul style="list-style-type: none"> • Assist with profile development and distribution • Place local advertisements • Prepare correspondence with committee and candidates 	<ul style="list-style-type: none"> • Receive and acknowledge applications and nominations 	<ul style="list-style-type: none"> • Assist with semi-final candidate interviews 	<ul style="list-style-type: none"> • Assist with visits of final candidates 	<ul style="list-style-type: none"> • Assist board in announcing new CEO • Evaluate search process
<i>Search Consultant</i>	<ul style="list-style-type: none"> • Visit college • Develop draft progress reports • Develop draft profile 	<ul style="list-style-type: none"> • Prepare and place national advertising • Develop application screening materials • Develop sample correspondence • Recruit candidates 	<ul style="list-style-type: none"> • Recruit candidates • Develop interview and reference materials 	<ul style="list-style-type: none"> • Assist in selecting semi-final candidates • Assist with interviews • Verify credentials • Provide reference reports 	<ul style="list-style-type: none"> • Assist with visits of final candidates • Provide in-depth background reports 	<ul style="list-style-type: none"> • Assist board in announcing new CEO • Notify semi-final candidates & references • Evaluate search process

Figure 4. Presidential search process and responsibilities when utilizing a search consultant. From *ACCT CEO Search Service*, 1996.

Information about Selection of Community College Presidents
from
Dr. Plinske's Dissertation

Hildebrant (1987) surveyed 137 community college presidents that were appointed between September, 1983 and September, 1985 to identify the practices employed in community colleges for the selection of the president and summarizes the presidential search process in five steps: “(1) developing criteria for the position, (2) searching for applicants, (3) screening the applicants, (4) interviewing applicants, and (5) making the selection” (p. 174). Hildebrant (1987) found that 31% of the colleges used a search consultant, and 77% used a representative selection committee. Searches that used a presidential selection committee on average took more time, ranging from 20 to 30 weeks, as opposed to an average of 16 weeks for searches conducted without a representative selection committee. While the literature recommends the use of a representative selection committee to foster greater support and buy-in for a new president, “there was no significant difference among the presidents’ perceptions regarding how they were received by their new colleges compared to how they were selected” (Hildebrant, 1987, p. 149).

Chipp (1989) interviewed and surveyed presidents and governing board chairpersons at eight colleges who sought a president during calendar year 1987 to investigate the processes and procedures established for hiring and maintaining community college presidents. Four of the eight colleges used an external search consultant through the Association of Community College Trustees who helped develop the position vacancy announcement and job description, conducted candidate pre-screening including background analysis and reference checks, facilitated the search for and selection of an interim president, and established visits to the primary candidates’ place of employment; the process of conducting interviews and selecting the finalist remained under the governing board’s control. Chipp (1989) found that “each college which used a consultant referenced the service as excellent in quality and considered the cost a small price to pay for meeting the long-range needs of the institution” (p. 56).

Furthermore, in all eight of the searches, a position vacancy announcement was posted in *The Chronicle of Higher Education*. However, the presidents believed that the announcements did not describe any problems that the institution was facing or what difficulties the new president may encounter. In fact, the presidents concurred that the position announcements stressed desired candidate qualities rather than an enumeration of the position responsibilities. Accordingly, Chipp (1989) recommends that:

1. Governing board should clearly delineate the expectations for the position of president through the development of a formal, written job description. When seeking a new

- president, primary expectations should be extracted from the job description and listed in *The Chronicle of Higher Education* as part of the published vacancy announcement. The vacancy announcement should contain the responsibilities of the position, and the qualities desired in the successful candidate.
2. Governing boards should use the services of an external consultant. A consultant adds continuity and depth to the process of hiring a president. The unfavorable issues of time and cost are overshadowed by the prospects of mediocre leadership for an institution.
 3. Governing boards should be process-oriented in hiring and maintaining a president. A recommended linear approach to their process would be the:
 - a. development of a clearly delineated, written job description;
 - b. extraction of primary expectations from the job description for use in the position vacancy announcement;
 - c. joint development and implementation of written goals and objectives to be reviewed within a pre-determined time period; and
 - d. development and utilization of a formal evaluation process, which includes a review and analysis of the degree to which the job description is fulfilled, and the established and approved goals and objectives are accomplished.
 4. Governing boards should review the hiring process to include careful consideration of not only the position announcement and job description, but the application requirements, hiring of consultants, relationship with the media, structure and format of candidate interviews, degree of employee and community involvement, and time to be allotted for the total hiring process (Chipps, 1989, pp. 59-60).

Doty (1995) surveyed 74 new presidents hired in 1992 and 1993 and surveyed administrators, trustees, and faculty who were members of the presidential search committees to explore how community college presidential search processes are conducted and to analyze successful presidential searches as functions of factors in the search process. Doty found that the average size of search teams was 12 or 13, and the majority of search teams included between nine and 16 members. The search teams most often included representation from administrative services, faculty, students, student services, local business and industry, technical services, and the board of trustees. Furthermore, over 35% of the colleges used professional consultants to assist with the search. Doty acknowledges that search professionals “may not fully comprehend the history of the college or the relationships between

the college and its community” but contends that they “are the most up-to-date in their knowledge of best search practices and of the pool of best candidates available for community college presidents” (p. 139) and concludes that “colleges should use professionals as consultants who have both experience and extended training and education in the process” (p. 136).

Finally, Weary (2004) identified a series of best practices for boards during a presidential transition:

- Appoint a board-led steering committee to think through, guide, and oversee the overall transition;
- Use the transition process to raise institutional awareness and understanding of the board, the presidency, and the institutional agenda;
- Prepare a comprehensive, inclusive leadership statement to guide the president and the institution over the next three to five years;
- Utilize the transition event to update board policies and procedures and improve board performance;
- Make use of large-group interventions to welcome, orient, and educate the new president (p. 66).

Criteria Used for Presidential Selection in Community Colleges

A selection committee must decide upon the qualifications they seek in order to establish a common basis for evaluating candidates. As Chipps (1989) explains, “one of the governing board’s most important administrative functions is to select the primary qualities needed in a president and to persuade that applicant who meets those qualifications to accept such an appointment” (p. 16). However, as Rauh (1969) points out, “unfortunately, the criteria selected are likely to be so broad that they become virtually meaningless” (p. 13). Furthermore, it has been quipped that boards are tempted to outline such grandiose qualifications and desired attributes for presidents such that “...no less than the Archangel Gabriel could meet the bill of particulars – and he is not available” (Wriston, 1959, p. 50). In 1969, typical criteria included “unquestioned character, a religious attitude, good health, youth, maturity, scholarly interest, administrative experience, advanced degrees, imagination, judicial ability, democratic spirit, platform presence, thrift, children, and a wife with social grace” (Rauh, 1969, p. 13).

Information about Selection of Community College Presidents
from
Dr. Plinske's Dissertation

Garrison (1989) recommends that search committees should develop search specifications as a generalized screening tool. Garrison points out that these specifications should not be a list of the duties and responsibilities of the person in the position, and should not be a dream list of candidate attributes. Often, these dream specifications "...never undergo a reality check until the search committee is suddenly confronted with the real world of nominations and prospects" and the committee then "...finds itself wading through a blizzard of performance and experience-related paperwork with no clear goals and objectives" (pp. 30-31). Accordingly, Chipps (1989) recommends that "what the board desires in a president should be clearly delineated and accurately defined" (p. 9).

Summary

A review of the literature related to community college presidents clearly indicates that concerns still exist about a potential shortage of leaders in community colleges. A significant number of presidents are planning to retire in the near future, and colleges must be prepared not only to develop future leaders, but to effectively select new presidents. Overall, the state of the executive selection process has been defined as precarious, yet a significant amount of research reveals specific recommendations that can increase the likelihood of a successful executive search. At community colleges, the authority for selecting a president resides with the board of trustees. However, presidential search committees with representation from campus constituencies, as well as professional search consultants, have made the process more inclusive and perhaps even more successful.

The literature about executive selection, both in general as well as specifically related to higher education, reveals that the likelihood of a successful search can be increased with effective preparation, including specifically identifying the characteristics and qualifications of the ideal candidate. Accordingly, this study aims to explore, from the perspective of experienced members of community college boards of trustees, critical components of the presidential selection process, including characteristics, competencies, and professional experiences that are considered essential for future community college presidents to possess.

Typical Steps of Search Process for President (Permanent)

(from ACCT CEO Search Service. (1996). Washington, D.C.: Association of Community College Trustees)

1. Institutional analysis, including identifying the challenges and opportunities for the next five to 10 years;
2. Profile development, including identifying the qualifications and characteristics that should be sought in the new president;
3. Candidate identification, including identifying individuals who should be encouraged to become candidates;
4. Candidate recruitment, including national, local, and regional advertising, source letters, and personal contact by the search consultant;
5. Candidate evaluation, including a paper screening process and 10-12 semi-final candidate interviews;
6. Visits by three to five final candidates, which would last two days or more and include a formal board interview as well as focus and constituent group meetings;
7. Selection, including reference reports and site visits to current institutions. *(ACCT CEO Search Service, 1996, p. 3.1)*

Typical Timeline for Presidential Search (Permanent)

(from ACCT CEO Search Service. (1996). Washington, D.C.: Association of Community College Trustees)

	<i>Month 1</i>	<i>Month 2</i>	<i>Month 3</i>	<i>Month 4</i>	<i>Month 5</i>	<i>Month 6</i>
<i>Board of Trustees</i>	<ul style="list-style-type: none"> • Select search consultant • Establish search process • Establish compensation package 	<ul style="list-style-type: none"> • Appoint search committee • Revise and approve profile • Approve advertising 			<ul style="list-style-type: none"> • Interview final candidates • Site visit to current institution • Negotiate contract • Notify final candidates 	<ul style="list-style-type: none"> • Announce selection of new CEO • Evaluate search process
<i>Search Committee</i>	<ul style="list-style-type: none"> • Assist with profile development 		<ul style="list-style-type: none"> • Screen and evaluate applications 	<ul style="list-style-type: none"> • Select semi-final candidates • Interview candidates • Recommend final candidates 	<ul style="list-style-type: none"> • Assist with visits of final candidates 	<ul style="list-style-type: none"> • Evaluate search process
<i>Search Liaison</i>	<ul style="list-style-type: none"> • Arrange/assist with consultant visits and focus groups 	<ul style="list-style-type: none"> • Assist with profile development and distribution • Place local advertisements • Prepare correspondence with committee and candidates 	<ul style="list-style-type: none"> • Receive and acknowledge applications and nominations 	<ul style="list-style-type: none"> • Assist with semi-final candidate interviews 	<ul style="list-style-type: none"> • Assist with visits of final candidates 	<ul style="list-style-type: none"> • Assist board in announcing new CEO • Evaluate search process
<i>Search Consultant</i>	<ul style="list-style-type: none"> • Visit college • Develop draft progress reports • Develop draft profile 	<ul style="list-style-type: none"> • Prepare and place national advertising • Develop application screening materials • Develop sample correspondence • Recruit candidates 	<ul style="list-style-type: none"> • Recruit candidates • Develop interview and reference materials 	<ul style="list-style-type: none"> • Assist in selecting semi-final candidates • Assist with interviews • Verify credentials • Provide reference reports 	<ul style="list-style-type: none"> • Assist with visits of final candidates • Provide in-depth background reports 	<ul style="list-style-type: none"> • Assist board in announcing new CEO • Notify semi-final candidates and references • Evaluate search process

Characteristics, Competencies, and Professional Experiences Critical for Community College Presidents as Identified by Illinois Community College Trustees in 2008

Through a 3-phase Delphi study, 41 Illinois community college trustees identified and rated the importance of 68 personal attributes, competencies, communication skills, leadership skills, professional experiences, and educational backgrounds for future community college presidents to possess.

	Median	IQR*
Passionate about education - is a champion of community colleges	7.0	0.0
Good moral character – honest, has integrity, is trustworthy	7.0	0.0
Articulate – ability to communicate in written and oral form clearly and professionally	7.0	0.0
Master’s degree required	7.0	0.0
Dependable – follows through on commitments; arrives on-time or early for appointments and meetings	7.0	1.0
Good listener – makes people feel like what they’re saying is important; is able to read body language effectively	7.0	1.0
Has the ability to establish trust	7.0	1.0
Team-player – understands the value of a team, able to recruit and assemble an effective team	7.0	1.0
Vision – recognizes where the college is today, articulates where the college should be in the future, and generates buy-in for that vision	7.0	1.0
Has an understanding of accounting and finance – possesses financial acumen, is able to read a financial statement, is able to understand a budget	6.5	1.0
Has an understanding of community college funding – including state and local funds, tuition, grants, federal programs, and fundraising	6.5	1.0
Leads by example – is able to motivate employees and bring out the best in them	6.5	1.0
Energetic – has a high energy level and is in good health	6.0	0.0
Has an understanding of the different communities in the college district and their respective needs	6.0	0.0

Note. Ratings were made on 7-point scales (1 = no importance, 7 = critical importance).
 *IQR (Interquartile Range): smaller values indicate higher levels of consensus

	Median	IQR*
Innovative – flexible and open to change	6.0	0.0
Media savvy - Comfortable working with the media and familiar with media issues	6.0	0.0
Persuasive – generates buy-in for decisions, particularly by using facts and data	6.0	0.0
Risk-taker – is comfortable taking measured risks	6.0	0.0
Sense of confidence and humility – leads without always having to be in the limelight	6.0	0.0
Experience in senior management/administration in any field	6.0	0.5
Thick-skinned – have a personality that can withstand not always being liked for the decisions he/she makes	6.0	0.75
Ability to build consensus – knows how to listen to all sides and help people collate different ideas and reach a good conclusion	6.0	1.0
Calm under pressure – ability to juggle multiple challenges	6.0	1.0
Charismatic – is well-liked and respected	6.0	1.0
Community involvement - membership in Rotary Club or Kiwanis	6.0	1.0
Confronts challenges – faces issues head on and doesn't pretend they don't exist	6.0	1.0
Demonstrates professional commitment – has not simply spent a year or two in previous positions	6.0	1.0
Experience working in a political environment – experience working with representatives and regulators	6.0	1.0
Has an understanding of legal issues facing community colleges	6.0	1.0
Has an understanding of marketing – how to attract customers	6.0	1.0
Has an understanding of multiculturalism – is comfortable working with people from diverse cultures	6.0	1.0
Has an understanding of negotiations and contracts	6.0	1.0
Has an understanding of technology – possesses technological literacy	6.0	1.0

Note. Ratings were made on 7-point scales (1 = no importance, 7 = critical importance).
 *IQR (Interquartile Range): smaller values indicate higher levels of consensus

	Median	IQR*
Has an understanding of the challenges and opportunities of the specific college at which he/she is applying; has “done homework” by reviewing minutes of past board meetings	6.0	1.0
Has an understanding of the community college system in general	6.0	1.0
Has an understanding of the mission of community colleges	6.0	1.0
Networking – skilled at building partnerships and coalitions	6.0	1.0
Organized – ability to manage time and resources effectively	6.0	1.0
People-person – ability to talk with almost anyone, including different employee groups and constituencies	6.0	1.0
Politically savvy – understands the importance of building relationships with legislators and is comfortable with lobbying efforts	6.0	1.0
Presence – looks the part of a president, is the image of the institution	6.0	1.0
Public speaking - comfortable speaking extemporaneously in front of a large group	6.0	1.0
Renaissance person – well-rounded and well-versed in multiple areas	6.0	1.0
Self-aware – has a sense of who he/she is as a person	6.0	1.0
Self-motivated – willing to take on challenges	6.0	1.0
Structured and logical – can outline the steps necessary to realize a vision; able to delegate effectively	6.0	1.0
Student-focused - ability to relate to a diverse student body and understand their needs	6.0	1.0
Tactful – can provide constructive criticism diplomatically	6.0	1.0
Well-balanced – has a balanced personal and professional life; pursues hobbies and diversions	6.0	1.0
Doctorate required	6.0	1.25
Employment at institutions with a good reputation	6.0	2.0
Experience as a senior administrator specifically at a community college	5.5	1.0

Note. Ratings were made on 7-point scales (1 = no importance, 7 = critical importance).
 *IQR (Interquartile Range): smaller values indicate higher levels of consensus

	Median	IQR*
Experience at a community college	5.5	1.0
Experience with outcome-based accountability initiatives (i.e. AQIP)	5.5	1.0
Friendly - good sense of humor	5.5	1.0
Having been mentored by or having experience working for a well-respected leader	5.0	0.75
Experience at any higher education institution	5.0	1.0
Experience serving on a board	5.0	1.0
Experience teaching at the community college level (full-time or part-time)	5.0	1.0
Fundraising experience	5.0	1.0
Has an understanding of unions and labor laws	5.0	1.0
Is well-respected in the community college professional community – participates in national organizations, has published papers	5.0	1.5
Experience at an organization that is unionized	5.0	2.0
Experience teaching (at any level; full-time or part-time)	5.0	2.0
Has a liberal arts background	4.0	1.0
Family person – is married	4.0	1.0
Employment in the state or region	4.0	2.0
Experience in a senior management position specifically in the business/private sector	4.0	2.0

Note. Ratings were made on 7-point scales (1 = no importance, 7 = critical importance).
 *IQR (Interquartile Range): smaller values indicate higher levels of consensus

BOARD TRAVEL POLICY 1.8.6

1.8.6 REIMBURSEMENT FOR EXPENSES

Members of the Board of Trustees are to be reimbursed upon application for travel, sustenance, lodging, and other direct expenses incurred in conducting the Board's business. (*See Procedures Section.*)

BOARD TRAVEL PROCEDURE 1.8.6

1.8.6 REIMBURSEMENT FOR EXPENSES

Board members can submit reimbursement requests for travel from home to and from Board meetings during their period of service on the Board. Such requests should be made by January 31 and July 31 of each academic year. The rate paid for this travel reimbursement will be that currently in effect for the College at large. Failure to request this reimbursement on the required date shall constitute an irrevocable waiver of any reimbursement for that period.

McHenry County College

Travel and Miscellaneous Expense Reimbursement Guidelines and Procedure

Purpose and Scope

It is the purpose of this procedure to establish guidelines and processes regarding travel authorization, travel advances, reimbursable travel expenses, and travel and expense voucher report preparation and submission. This procedure applies to all administrators, faculty, and staff of McHenry County College (hereafter referred to as employees).

Employees are encouraged to attend and participate in approved meetings, seminars, and conferences to promote professional growth and development for the employee as well as provide benefit to the College.

The College is held accountable by the public, students, and state and federal governments that provide its funding. As such, all employees traveling on College business must exercise prudent and thoughtful judgment in the type and manner of expenses they incur. In all cases, reimbursement for travel and related expenses will be limited to actual expenses incurred by the employee. Employees are responsible for ensuring that their travel arrangements and expenses comply with this procedure and they follow the procedures contained herein for approval, reporting, and reimbursement of allowable expenses.

Travel Approval

Approval for travel must be obtained from the appropriate supervisor (non-unit supervisor, next level administrator, or dean/executive dean) prior to any travel arrangements being made or conference registrations being paid. If a travel advance is being requested, the travel approval must be done using the Travel and Expense Voucher form.

For business travel outside of the continental United States, employees must have prior approval from the Office of the President, or designee.

By approving travel and/or a travel advance, the authorizing supervisor is verifying that the travel and related expenses are in conformance with all Board policies and procedures and within the scope of the budget. The authorizing supervisor has the authority to deny approval of the travel if the expenditure does not conform to Board policies and procedures or is not possible within the scope of the budget.

Advances for Travel and Meeting Expenses

1. Employees may receive a cash advance of 80% of the total travel expenses (excluding any prepaid expenses such as air travel, conference registration fees, advance lodging payment, etc.) if they are estimated to exceed \$100.00.
2. Exceptions to the 80% rule are the following:

- Travel for athletic teams and student clubs or organizations where students are attending the event at the expense of the College will be advanced at 100% of estimated cost so that the coach, advisor, etc. will not have to pay student expenses.
 - Trips and tours miscellaneous expenses will be advanced at 100% of the estimated cost.
3. To obtain a travel advance the employee must complete the “Estimated Expenses” column of the Travel and Expense Voucher, include the account number to be charged, and forward to the supervisor for approval. All expense estimates are to be listed on the form; however, any prepaid expenses such as air travel, one night hotel reservation, conference registration, etc. must be deducted from the total when calculating the 80% advance. The approved advance request must be received in the Accounting Office at least 2 weeks prior to travel.
 4. Once approved, the Travel and Expense Voucher form should be forwarded to the Accounting Office and the advance check will be issued to the employee 5 business days before the stated date of travel.
 5. Upon return from travel, the “Actual Expenses” section of the Travel and Expense Voucher form must be properly completed, approved by the appropriate supervisor, and submitted to the Accounting Office within 2 weeks of the last day of travel.
 6. If unspent funds remain from the travel advance, a check in the amount of unspent funds must be attached to the completed Travel and Expense Voucher form before submission to the Accounting Office. After the Accounting Office audits the Travel and Expense Voucher, the check will be deposited into the same account the advance was charged to.
 7. If funds are due the employee, a check will be issued to the employee in a timely manner upon the Accounting Office receiving the properly completed and approved Travel and Expense Voucher form.
 8. Advances not returned, or accounted for, to the Accounting Office within 2 weeks after the last travel date will be considered delinquent. An employee with a delinquent advance will not receive any further travel advances until the delinquent advance is resolved. Continued late submission of Travel and Expense Voucher forms to account for travel advances may result in the denial of future travel advances to the employee.

General Travel Information

1. Travel should always be arranged to serve the best interests of the College. When planning travel, the most direct route and the most economical transportation should be used as well as consideration given to travel time, expense, and absence from campus.
2. Expenses are reimbursed for the actual cost paid for transportation, lodging, meals, and other reasonable expenses incurred while on travel status. Expenses are reasonable when they are ordinary and necessary to accomplish the official business purpose of a trip.
3. Original itemized receipts are required for all items listed on the Travel and Expense Voucher report. If a meal is charged on a credit card, the itemized restaurant receipt must be submitted along with the credit card receipt showing total, tax, and tip.

Receipt copies are not acceptable for reimbursement. Failure to obtain and retain receipts for expenses claimed can result in denial of reimbursement of those expenses.

4. All items must be clearly identified on both the original receipt and the Travel and Expense Voucher form as to what the expense is. "Miscellaneous" expenses will not be reimbursed.
5. No expenses of any nature including transportation, lodging, meals, or registration fees, for spouses or other persons accompanying the employee will be reimbursed.
6. Upon completion of travel, employees should complete the "Actual Expenses" columns of the Travel and Expense Voucher, attach all required receipts, and forward the completed Travel and Expense Voucher to their supervisor for approval. The supervisor then will submit the voucher to the Accounting Office. This must be done so that the approved Travel and Expense Voucher is received within 2 weeks of the last travel date.

Transportation

Air Travel

1. All efforts should be made to obtain the lowest coach or equivalent fare available. Tickets should be purchased with at least a 21 day advance booking whenever possible.
2. If using a travel agency, the original invoice must be submitted on a properly approved Payment Request for payment to the travel agency.
3. If an employee makes their own travel arrangements online or ticketless travel is used, a copy of the itinerary or a copy of the airline's confirmation email clearly showing the total cost of travel for the employee's ticket as well as showing the balance paid in full will suffice as documentation.

Personal Auto

1. Travel by personal automobile is an allowable expense when deemed the most economical and reasonable mode of travel under the circumstances. However, in no case will the reimbursement for mileage exceed the total cost of an advance purchase round-trip coach or equivalent airfare to and from the nearest commercial airport serving the destination. The employee is responsible for determining the cost of an advance purchase airline ticket at the time the travel is approved. If no documentation of an advance purchase airfare is provided by the employee, the mileage reimbursement rate will be limited to the current cost of a 21 day advance purchase airfare.
2. Employees who use their own vehicle for official College business are eligible for automobile mileage reimbursement at current IRS standard business mileage rate.
3. Tolls and parking fees are reimbursable expenses for business related travel.
4. For use of a personal vehicle for official College business during the regular workday not related to overnight travel, the following guidelines apply;
 - Daily mileage is to be recorded on the Monthly Travel Expense Reimbursement Form. It is preferable that mileage reimbursement requests be submitted monthly.

- Mileage will be reimbursed at the current Internal Revenue Service standard rate.
- Mileage is to be computed using the most direct route between locations. MapQuest or other directional software is acceptable for determining mileage.
- Mileage should be computed between the employee's main office location and the destination. If travel begins and/or ends at the employee's home the distance from home to the employee's main office location must be subtracted from the total mileage for that day (one-way or round trip, as applicable).
- Mileage expenses may be allowed between the employee's residence and the destination if College business travel originates or terminates before or after the employee's working hours, or if travel originates or terminates during a regularly scheduled day off.
- Any employee driving a personal vehicle for College business must carry, at a minimum, insurance coverage as required by the State of Illinois. In the event of an accident while traveling on College business, the employee's automobile insurance policy is responsible for coverage of any damage. The College's insurance does not extend coverage to employee's vehicles.

Car Rental

1. Car rental is allowable when other transportation is not available or when such use is considered the most reasonable and economical mode of travel. Whenever possible, employees should use rental companies which provide the lowest rates and employees should choose economy-class cars whenever possible.
2. Generally, car rental is not necessary for College business travel when lodging occurs at a conference or seminar site and transportation to the site is available by taxi, shuttle bus, etc.
3. If business travel is extended to include personal time at the location and a car is rented, reimbursement is only available for the dates of the business related travel.

Other (Train, Limo, Taxi, Shuttle Van, etc.)

1. As with all other expenses, a receipt or ticket is required for reimbursement of train, limo, taxi and shuttle van expenses. Generally, taxi and other transportation expenses will not be reimbursed if a car is rented at the business travel site.
2. Parking and toll expenses will be reimbursed only with required receipts. The only exception to this is tolls in the State of Illinois when the employee utilizes I-Pass. In this case, the employee should note "I-Pass" on the Travel and Expense Voucher Form in lieu of attaching receipts.
3. Every effort should be made to coordinate travel plans to and from the airport in the most economical fashion (i.e. bus, sharing rides, etc.). A private car service should be the last resort for transportation to the airport.

Lodging

1. An original receipt must accompany all requests for reimbursement of lodging expenses, including applicable taxes.
2. Items other than room charges, e.g. phone, meals, etc., must be listed separately on travel expense report and not shown as part of the cost of room.
3. Additional nights of lodging expense beyond what is reasonably necessary for the business travel are the responsibility of the employee and will not be reimbursed.
4. Reimbursement is restricted to the lowest single occupancy room rate available. If a more expensive room is used due to personal preference or travel companions with the employee, the difference between the lowest available rate and the rate paid will not be reimbursed.

Meals

1. The College will reimburse the reasonable and actual cost of meals, including applicable taxes and gratuity at a maximum of 20%, while on business.
2. Original itemized receipts are required for all meal reimbursement expenses. If a meal expense is charged to a credit card or to the hotel room, the itemized meal receipt is required along with the charge receipt.
3. Total daily reimbursement for meal expenses (including taxes and gratuity) will be limited to the maximum applicable meal and incidental expense (M&IE) rate as approved by the Internal Revenue Service. The current approved M&IE rates can be found by going to www.gsa.gov and clicking on Per Diem Rates (in the Travel Resources area).
4. The employee is responsible for ensuring that the meal expense reimbursement claimed does not exceed the M&IE rate for the location that the expenses were incurred in. The Accounting Office will also review the expenses to ensure the rate is not exceeded.
5. When purchasing a meal for more than one MCC employee while traveling, the employee purchasing the meal must document on the receipt the names of all persons in order to be reimbursed for the full cost of the meal. In this case, reimbursement is not limited to the M&IE rate however, the applicable M&IE rate will be compared to the number of attendees and the cost of the meal to ensure reasonableness of the total meal expense.
6. Alcoholic beverages are not reimbursable under any circumstance and the employee is responsible for deducting these items from the bill along with the applicable taxes and gratuity.

Other Expenses

1. All business calls, fax charges, internet access fees incurred for business purposes while traveling will be reimbursed.
2. Personal calls home of a reasonable length considering the duration of time spent away from home will be reimbursed.
3. Since direct long distance calls from a hotel room can be extremely expensive, travelers are encouraged to use calling cards or personal cellular phones to reduce long distance calling costs submitted for reimbursement.

Non-Reimbursable Expenses

The following is a non-exhaustive list of non-reimbursable travel expenses. This list is not considered all-inclusive and authorizing supervisors as well as the Accounting Office may deem an expense to be non-reimbursable.

- Barber/beautician
- Companion expenses (including taxes and tips for meals)
- Damages to employees' cars
- Entertainment, movie rentals, incidentals (including in-room movies)
- Expenses for social or entertainment meetings between College employees
- Excessive costs (e.g. very expensive restaurants or exclusive hotels) not warranted by the circumstances. Expenditures for meals/lodging must not be lavish or extravagant (e.g. reasonable person standard)
- Gifts
- Interest charges on credit cards
- Laundry and valet charges
- Living expenses applicable to days by which the duration of a trip is extended for personal reasons
- Loss of personal funds or cash advances
- Loss of personal property
- Maintenance or repair of personal property
- Misuse of lost credit cards
- Parking tickets or other traffic fines
- Cancellation charges, flight changes, etc. due to personal reasons
- Purchase of clothing or toiletries
- Travel insurance
- Valet parking (unless no other parking options are available)
- Fitness Centers/Health Clubs

Travel and Expense Voucher Completion

1. The form must clearly indicate the dates of the official business and the location.
2. All expenses are to be itemized by day and not aggregated and reported in a lump sum.
3. All taxes and gratuity associated with meals are to be reported as a part of the meal expense.
4. All reported expenses require an original itemized receipt which must be attached to the form when submitted for approval.
5. The employee is responsible for ensuring that only expenses within the parameters of this procedure are submitted for reimbursement.
6. After filling in all actual expenses the form must be totaled across each row and down each column prior to submission to the Accounting Office.
7. If a travel advance was taken and funds remain, it is the employee's responsibility to deposit those funds to the account charged through an enrollment processor in the registration office and attach a copy of that deposit receipt to the expense report.

8. After completion of the form and attaching all receipts, the employee will forward the form to the appropriate supervisor for approval of the expenses incurred.
9. By approving the actual travel expenses reported on the form, the authorizing supervisor is verifying that they have reviewed the expenses and that the expenses are in conformance with this procedure.
10. The approving supervisor will then forward the form to the Accounting Office and a check will be issued in a timely manner if funds are due to the employee.
11. The Accounting Office will audit all Travel and Expense Voucher Reports for conformance with this procedure. The Accounting Office will also verify and correct addition and extension accuracy, as necessary, and will deny payment for expenses which are not in conformance with policies and procedures. Denied expenses will be communicated through the authorizing supervisor.

Daily or Miscellaneous Business Expenses

The intent of this section of the procedure is to address reimbursement of business expenses that may be incurred on a single day and not part of multi-day travel and miscellaneous business expenses. An example of a daily business expense would be the costs incurred for a single day meeting at another institution or downtown Chicago. An example of a miscellaneous business expense would be the purchase of a book, video/DVD, or other minor miscellaneous supply for your department

1. If the reimbursement is less than \$25.00 and is a miscellaneous business expense, reimbursement can be made via Petty Cash in the Accounting Office by attaching the original receipt to an approved Petty Cash ticket.
2. If the expense is a single day business expense, it should be recorded and reported on the Monthly Travel Expense Reimbursement form and not the Travel and Expense Voucher.
3. See the "Personal Auto" section above for details about reimbursement of business mileage driven in an employee's personal automobile.
4. All items claimed for reimbursement require an original receipt be attached to the Monthly Travel Expense Reimbursement form and/or Petty Cash ticket.
5. Train, bus, taxi, etc. fares are reimbursable provided that an original receipt is attached.
6. Meal expenses for individual employees are not reimbursable for daily business travel unless such travel requires the employee to travel significantly before or after regular business hours.
7. Meal expenses as part of a business meeting may be reimbursable under the following conditions;
 - The names and affiliations of all persons attending must be documented. Additionally, the general topics discussed at the business meeting must be documented.
 - Meetings consisting entirely of MCC employees are generally not reimbursable (i.e. "thank you" lunches, department meetings, annual performance evaluations, etc.) without prior documented authorization from the appropriate Executive Council member.

Exceptions

As a general rule, there will be no exceptions made to any portion of this procedure. If an employee believes that an exception is warranted the employee must submit, in writing, to the President, or designee, the request for exception and fully describe the reason for requesting the exception. Any exception to the procedure must be approved by the President, or designee, prior to reimbursement.

Approved 8/27/07