



MORTON COLLEGE

**Report for March 9-10
Notice Evaluation Visit**

**Date of Submission:
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3801 South Central Avenue – Cicero, IL 60804

Introduction

Morton College is a comprehensive, public community college located in Cicero, Illinois. Serving approximately 160,000 District 527 residents in six Chicago suburbs, the [College's mission](#) is to “enhance the quality of life of our diverse community through exemplary teaching and learning opportunities, community service, and life-long learning.” In 1924, Morton College became the second public junior college in Illinois; in 1968, Morton College became an independent community college district; in 1975, Morton College opened a five-building campus; and in 2017, the College opened a new, 10-classroom extension of on the campus. During the 2017-2018 academic year, Morton College employed approximately 425 faculty and staff members, and enrolled 6,283 credit students and 370 non-credit students. Over 85 percent of the College's current student body is Hispanic. This makes the College, by percentage, the seventh largest public 2-year Hispanic-serving institution in the nation. According to IPEDS 2018-2019 Student Financial Aid Data, 63 percent of Morton College students are “low-income.”

In its letter of 12 November 2018, Dr. Gellman-Danley, President of the Higher Learning Commission (HLC), notified Dr. Stan Fields, President of Morton College, that the HLC's Board of Trustees had placed Morton College “On Notice” as a result of its concerns about Core Components 2.A, 2.C, and 5.B of the HLC's Criteria of Accreditation. All three of these core components relate to board governance. Core Criterion 2.A., for example, requires institutions to establish and follow “policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.” Similarly, Core Criterion 2.A. requires governing boards to do the following: deliberate in a manner designed to “preserve and enhance” the institution; review and consider input from internal and external constituencies in “decision-making” processes; and preserve its independents from “undue” influences. Further, Core Criterion 2.A requires an institution to demonstrate that its Board of Trustees delegates “day-to-day management” to its administration and “academic matters” to its faculty. Finally, Criterion 5.B requires the institution's governance and administrative structures to promote “collaborative processes.” Specifically, it calls for governing boards to provide “knowledgeable” guidance related to “legal and fiduciary” obligations, as well as policies and procedures to regularly “engage its internal constituencies” in governance as well as academic issues. HLC has had long-standing concerns about the Morton College Board of Trustees, specifically in how certain members of the Board over the course of many years usurped their role as a policy governance board and

interfered in the day-to-day operations of the College. The high turnover in presidential leadership at the College over the past ten years is indicative of these concerns regarding board governance. The current president, Dr. Stan Fields, who has served as college president for the past four years, has demonstrated strong leadership and has worked closely with the Board of Trustees to clearly define and consistently adhere to its proper role in the governance structure of the College. Additionally, Dr. Linnea Stenson, Vice President for Accreditation Relations for the Higher Learning Commission, provided a clear and compelling overview of expectations for proper board governance to the Board at the October 2018 regular meeting of the Morton College Board of Trustees.

Accordingly, this report outlines and provides substantial and comprehensive evidence of the significant achievements Morton College has experienced in many different areas over the past 18 months principally due to more effective board governance and adherence to the proper boundaries and norms that distinguish the role of the board and the administration in the governance of the College. Upon completion of the report, the College hopes that representatives of the HLC will agree that the College now meets each of the Criteria of Accreditation.

Summary of the Administrative State of the College

In order to contextualize the Higher Learning Commission's criticisms related to integrity, communications, and governance, this report will commence with a review of the College's many administrative achievements over the past three years. These improvements fall into three primary categories: 1) Academic Affairs, 2) Student Affairs, and 3) Administrative Affairs. As noted above, Morton College's unprecedented managerial and operational accomplishments important, if indirect, evidence that the College's governance structure is operational and does not impede progress in areas related to the College's mission and strategic plan.

Strategic Planning

Overseen by the Provost, the College Council (comprised of administrators, full-time faculty, part-time faculty, staff, and students) and the Board of Trustees (tasked with annual review and updates) played coordinating roles in the creation of the College's 5-year [Strategic Plan](#). Through a comprehensive planning process and the use of data-driven decision making tools incorporating various census data, enrollment projections, and a compilation of institutional and community

research, MC identified the institutional strengths, weaknesses, opportunities, and threats (SWOT) that influence the College's ability to execute its mission.

Using this information, MC updated its previous five-year strategic plan and identified targets and goals that guide the College. These include goals to increase student enrollment, enhance student success, strengthen academic programs, increase program delivery through technology, and build community relations (including K-12 pipeline, university transfer, and community engagement). MC also developed enrollment projections, reported ethnicity trends for the service area-- which predict a Hispanic population growth of 36 percent between 2010 and 2030--and identified MC growth potential in year 2020, particularly with respect to young adults, aged 15-24.

Academic Affairs

Full-time Faculty Expansion

Over the past three years, the Administration has invested heavily in expanding the full-time faculty. While only three years ago the College had 53 full-time faculty members, the College now has 73. The administration has hired new full-time faculty members in order to ensure that students have better access to their instructors. Although Morton College has many experienced and dedicated adjunct faculty members, its full-time faculty members are required to maintain between 6 and 10 office hours, participate in a variety of professional development opportunities, support accreditation and assessment work, and take part in campus life outside of classrooms. New full-time faculty appointments have also been vital in revitalizing Career and Technical programs such as Nursing and exploring new programs such as Welding and Paralegal Studies. They have also helped to give the English and Math Departments the personnel needed to drive developmental education reform. Savings from retirements and reduced adjunct costs offset the cost of the full-time faculty expansion.

Developmental Education Reform

Math

In the past three years, the College has made many substantive changes in order to reform developmental education and help students move more quickly to credit-bearing classes. In math education, the College has worked with

the high school district to create a college-readiness math course for high school seniors. Success in this course allows graduating seniors to move directly into a credit-bearing college algebra course without the hindrance of a traditional placement exam. The College is now in the process of creating a second version of this course called [Transitional Math](#). This quantitative literacy class will prepare students to enter credit-bearing general education math courses. The College has also recently created co-requisite math courses. While enrolled in a developmental education math course, the best-prepared developmental education math students can concurrently enroll in college algebra or college-level general education math. Starting in fall 2020, Morton College students will also have the option of taking co-requisite statistics course.

The Math Department is also working to increase student success while lowering textbook costs for math students. By taking part in [Pearson's Inclusive Access Programs](#), all students in a wide range of developmental and college math courses have access to their academic materials on the first day of class, and at substantially lower cost than was previously the case. Finally, the math department is developing a "multiple measures" plan to help high school students circumvent inaccurate or unnecessary placement testing whenever appropriate.

English

The College is also piloting an English college-readiness course for high school seniors. As is the case with the high school math initiatives, successful high school English students may be eligible to forgo both the English placement test and developmental English courses. More dramatically, the English department has followed an earlier Achieving the Dream recommendation by consolidating its five levels of developmental English into three levels. Thus, the lowest three levels of development English are now a single developmental English course. Additionally, the College has created the English equivalent of the mathematics co-requisite system. This year, students can take the highest level of English developmental education while taking the first college English course.

Expansion of Dual Credit and Dual Enrollment Programs

In addition to college readiness reform, the College has dramatically expanded its dual credit offerings at the high school, especially in mathematics. In recent years, the College began to supplement its existing career and technical

programs with its first dual credit liberal arts courses. Two years ago, the College began offering dual credit in statistics, finite math, college algebra, trigonometry, and digital photography. All told, the College now offers approximately 30 dual credit math sections, and over 30 overall sections, each academic year. For College Algebra, approximately 500 district high school students earn college credit for the class each year. For Statistics, the number is about 110. Overall, dual credit in the District has almost doubled in the past three years. In 2016-2017, high school students earned 467 college credits; in 2018-2019, high school students earned 1,175 credits.

The College's newly- created dual enrollment program now includes AutoCAD Fundamentals, Business Computer Systems, Differential Equations, Calculus III, and Nurse Assisting. Additionally, in fall 2019 the College offered its first dual enrollment math class, Calculus III. Since the College's strategic plans calls for the creation of "seamless education experiences between K-12 and the College," the College is developing plans to continue this expansion of opportunities for high school students in the coming years.

Tutoring

Over the past three years, the College has improved its tutoring resources. First, the College created larger and more visible tutoring spaces. Second, the College created its [first full-time STEM](#) and English tutors. Third, the College began to pilot an embedded tutor program. Fourth, the College invested more heavily in tutor training, sending its director and full-time tutors to [national tutoring conferences](#) and providing its part-time tutor with new learning opportunities via the Teaching and Learning Center.

Library Services

The College has improved the range of library services available to students. For instance, the Learning Resource Center has created a "Library of Things" to offer nursing, physical therapy assistant, digital arts, math, and technology students free access to physical instructional items. The Learning Resource Center has also created an [Open Educational Resource Librarian position](#) to support faculty who commit to bringing down the cost of textbooks. It has piloted an embedded online and in-person library program for selected English courses. Additionally, the Learning Resource Center has created a "mini Mac Lab" for students, purchased Films on Demand, offered all faculty

and students New York Times access, and begun to purchase EBooks. The Learning Resource Center is now granting all residents of [District 527 free borrowing privileges](#).

Compassionate All-Inclusive Retention Effort (C.A.R.E.)

Hispanics make up 17% of the Illinois population, but less than 2% of registered nurses in the state. Morton College is addressing this disparity as well as high nursing program attrition rates by incorporating the [Compassionate All-Inclusive Retention Effort \(C.A.R.E.\)](#) into its nursing program. The free C.A.R.E. program strives to increase nursing student retention, academic achievement, and board pass rates by integrating the same philosophies of caring from nursing practice into nursing education. Integral components of the C.A.R.E. program include summer boot camps, summer preparation courses, one-on-one coaching, study strategy seminars, tutoring, supplemental instruction, and intrusive intervention policies for struggling students. Since the inception of the C.A.R.E. program in January of 2018, board pass rates have increased, first semester retention rates have increased from 80% to 99%, and the nursing program will have an all-time high number of graduates this May. Key components of C.A.R.E. include the following: Retention Specialist, a Nursing Tutor; Instructor Support; and mandated boot camps and study seminars. A complementary one-to-one initiative ensures that all Nursing students use an iPad in all of their courses at Morton College.

Strengthening Career and Technical Programs

In the past three years, the College has made vigorous efforts to revitalize and strengthen its career and technical program offerings. For instance, this year the College has hired its first full-time [welding instructor](#), revised and expanded its welding curriculum, and begun the process of constructing its first welding lab. Additionally, the College revised and expanded its Computer Information Systems program, specifically expanding its network security and coding curricula. The College has also expanded nursing enrollment, creating a L.P.N. Bridge Program, and begun to explore the possibility of creating other new career and technical programs, including Culinary Arts and Paralegal Studies.

Grants

In an effort to strengthen Morton College's capacity to offer students high-quality academic programs, Morton College has made a concerted effort to apply for, and win, competitive grants. Three years ago, Morton College was the junior partner in a successful [\\$3.6 million Department of Education STEM grant](#). Morton College will have received approximately \$800,000 of that total when the grant's five-year cycle ends in two more years. The HSI STEM grant focuses on: 1) increasing enrollment of Hispanic students into STEM pathways, namely a Computer Information System (CIS) degree 2) increasing retention and graduation numbers for those students and 3) increasing faculty and staff understanding and use of culturally relevant teaching and coaching strategies. Thus far, the grant has funded expanded mathematics tutoring, STEM marketing and outreach efforts in the community, the modernization of Computer Information Systems equipment, the creation of a new network security degree program, a dedicated STEM advisor, faculty and staff development programs related to student diversity, and an articulation agreement with senior grant partner, National Louis University.

Last year, Morton College also participated in a successful, multi-institutional National Science Foundation ([NSF](#)) grant for Louis Stokes STEM Pathways and Research Alliances. Under the leadership of Chicago State University, Morton College is now a member of the Illinois STEM Pathway and Research Alliance (ILSPRA). Via this alliance, Science Club students will serve as STEM mentors to other students. Committed students will have ISPRAs opportunities to participate in research or internship at a variety of scientific institutions and universities. In September 2019, Morton College received a \$2.2 million Department of Education Title III Strengthening Institutions Program (SIP), Individual Development Grant. In this case, Morton College is the sole PI in the grant. The grant is entitled "MC-Success." It will provide enhanced services for low-income students through "high quality academic programs, institutional strengthening, and fiscal stability." The grant emphasizes student success initiatives in the STEM areas.

The Adult Education Division is also soliciting grant funds. Last year, the Adult Education Division received a \$30,000 voluntary literary grant from the Secretary of State. Additionally, Morton College received a state Preschool

for All grant for \$185,400.00 for FY18. This grant allows Morton College to accommodate 60 preschool age children, ages 3 to 5, [ages 3 to 5?] in three classes. The program is for children at risk of academic failure and from families with low incomes and English proficiency. Morton College was also a fiscal agent for a Preschool Expansion Grant for \$620,400. The grant covered FY17 & FY18 and impacted Berwyn North and South Public School Districts #98 and #100. This full-day inclusive program accommodates 80 children of families with incomes at 200% below the poverty level.

Morton College's Nursing Department also participates in grant proposal writing. For instance, it received the ICCB Fiscal Year 2018 Special Populations Support Grant on July 26, 2017 for \$10,000. That Nursing Department grant funded a case study methodology to explore and evaluate the influence of an academic coaching intervention on student success and performance. On October 20, the Nursing Department also received Illinois Board of Higher Education's FY 18 Improvement Grant for \$37,000.

In addition to competitive grants, Morton College receives approximately \$354,000 in Perkins funds each year, and \$14,000 in Program Improvement Grant funds. Each year Morton College also receives a grant from the Illinois Community College Board (ICCB)'s Adult Education and Family Literary (AEFL) division for approximately \$1.2 million. Morton College has also been included in a variety of other successful universities grants. Grants with University of Illinois at Chicago and Purdue Northwest offer our faculty and students educational opportunities but no direct funding.

Student Services

Student success frameworks

The College has made important strides in the area of student success. Significantly, it has adopted two overlapping student success frameworks: the first is Illinois Equity in Attainment (ILEA); the second is Guided Pathways.

In 2018, Morton College joined the Illinois Equity in Attainment Initiative (ILEA), a partner with One Million Degrees: The Community College Project. ILEA is comprised of 25 Illinois colleges and universities attempting to close degree achievement gaps for African-American, Latinx, first-generation, and low-income students. Together, member institutions are committed to ensuring that 60% of Illinois residents have a college degree by 2025.

Currently, Morton College's ILEA Task Force is attending ILEA Summits, meeting with an ILEA liaison, and writing an equity plan. By joining ILEA, the College committed to graduating degree-seeking students "as quickly and efficiently as possible" without undermining "institutional quality or excellence or increasing admissions standards."

Like other student success efforts, ILEA work will complement the College's new Guided Pathway initiative. Established in fall 2019, the Guided Pathways Task Force consists of sixteen academic and student service faculty and staff members. Although newly formed, the team meets regularly, participates in Guided Pathways professional development opportunities, and plans academic and student services reform over a five-year period.

New Student Orientation

In 2018 and 2019, Morton College expanded its now mandatory new student orientation sessions. Morton College offers new student orientation (NSO) in the fall and spring semesters. Over the last three years 2017-2019, participation in NSO has increased by 58%. NSO Part I is the online orientation portion, mandatory for all recent degree-seeking high school graduates, full-time or part-time. Staff members discuss policies such as registration, financial aid, registration, and services offered at the college in NSO, Part I. In NSO, Part II, new students come to campus the week before classes to learn what to expect on the first day of classes and listen to motivational and informational speakers.

Behavioral Intervention Team (BIT)

Part of the College Campus Violence Prevention Plan, the Morton College Behavioral Intervention Team (BIT) is an interdisciplinary alliance of College departments with the single focus of investigating reports of potential or real violence that have occurred or potentially may occur within the College community. The College recognizes the importance of interdepartmental communication in helping to identify and respond to such acts of violence. The members of the Team include the Provost, Vice President of Administrative Services, Chief of Campus Police, the Police Safety Officer, the Dean of Nursing and Health Services, Advising/Counseling Representatives, the Dean of

Students, and the Director of Human Resources. The team has established protocols and guidelines for provision of services provided by the new counselor position.

Advising Reform

Three years ago, the College moved from an open advising model to a caseload-advising model. The purpose was to ensure that all new students would receive sustained guidance from dedicated advisors based on their program preferences. To further support students, the College also expanded the number of full-time advisors from 4 to 12. The College has also begun to implement degree-audit software to help students visualize their own certificate and degree completion plans. Using SARS software, the College also implemented a much more intrusive model of communication with students regarding placement testing, advising appointments, graduation deadlines, etc. Overall, the number of advising appointments has dramatically increased based on year-to-year comparisons. Within the last three years, the College has employed technology to automate or modernize numerous registration and advising functions. In 2015, the College implemented an online application process. In the same year, the College implemented a new PERC notification known as CRRP (Course Repeat Requests) that allows students to view the status of their course-repeat request on their Portal. In 2019, the College notified students by email that their AP or CLEP scores have been processed. In 2019, the College also implemented a Financial Aid Self-Service module to provide students with a wide variety of information, including their Satisfactory Academic Performance (SAP) updates. In the coming year, the College will use CRM Advise to track a wide variety of key performance indicators associated with student engagement and success levels.

Emergency Aid to Students

Morton College created the [Student Emergency Fund](#) in the fall of 2018. The fund provides help to eligible students facing short-term, non-reoccurring financial emergencies. The fund aims to assist students in emergencies to ensure financial barriers do not jeopardize their academic success. The College provides student emergency funds to help students with tuition, fees, groceries, transportation, clothing, diagnostic testing, laptops, books, etc. In FY 18-

19, the emergency fund received 47 completed applications. Thirty-four applications resulted in the issuance of \$16,109.48 in emergency aid.

Administrative

Facilities

In 2019, the College issued \$9 million in bonds for long overdue capital project improvements. According to President Fields, “Our college community deserves these investments. High-quality living and learning facilities are critical to preparing our students to succeed. The College has already begun to replace and improve its elevators, and will soon begin to renovate its antiquated bathrooms. Bonds funds will also support theater modernization, stairwell refurbishing projects, and exterior upgrades.

Over the last three years, the College’s institutional funds have supported the creation of a first-class fitness center, now open to employees, students, and residents of District 527. The Fitness Center occupies 4,100 square feet, and offers classes, fitness challenges, personal trainer services, and strength and conditioning coaching for student-athletes. The College has also completed phase one of a gymnasium and expects to complete phase two of this renovation by August 2020.

Institutional funds have also supported the renovation of the Nursing and Physical learning spaces, the Tutoring Center, Student Success Center, and Adjunct Office. These funds have also supported the expansion of full-time time faculty and staff office spaces, the creation of a new Apple computer classroom, the installation of 30 solar panels, the replacement of parking lot lights, the addition of exterior lighting, the construction of student-friendly spaces in the cafeteria and outdoors, and the construction of new meeting space for student clubs and organizations.

Perhaps most importantly, after decades of zoning uncertainty, the Town of Cicero authorized the College to beautify, and eventually build upon, a large, concrete-covered, multi-acre portion of its campus. The so-called [Rocket Property](#) is currently in the bid process for land leveling and clean up as well as landscaping. State funding will underwrite this extension of the campus’ green space. See January 2020 press release.

Human Resources

In the past three years, the College’s Department of Human Resources has helped to hire 26 full-time faculty, 82 part-time faculty, 43 full-time staff members, and 29 part-time staff members. The Department has also implemented a better paid-leave system, TimeClock, and new, all-employee web-based training on FERPA, preventing sexual harassment, and other vital topics.

Business Office

The College continues to present a balanced budget every year. In fact, the College has rebuilt the Operating Fund Balance to its pre-2016 Illinois Budget Impasse levels. The chart below gives an overview of the Operation Fund Balance levels over the past four years.

	2015	2016	2017	2018
Education Fund	6,930,862.00	2,936,948.00	4,983,414.00	7,608,857.00
Operations & Maint Fund	762,964.00	722,722.00	785,377.00	970,380.00
	7,693,826.00	3,659,670.00	5,768,791.00	8,579,237.00

Core Component 2.A.

2. A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Financial Integrity

Business Office Personnel

[Board Policy 5.3](#) notes that a Chief Financial Officer is the “agent of the College authorized to order supplies, materials, and equipment.” The Chief Financial Officer (who also holds the title of Director of Business Services) serves on the President’s Cabinet and attends all Board of Trustees meetings. The position’s job description calls for this administrator to “serve as the primary contact for all departments relating to institutional financial management including the development and preparation of the annual budget, grant and internal control compliance, and financial reporting.” The Chief Financial Officer also oversees an annual audit and the College’s “property, liability, vehicle, worker’s compensation, and sports insurance programs.” Finally, the Chief Financial Officer reinforces fiscal conservatism by

overseeing college investment-fund decisions and serving on all of the college administration's collective bargaining teams. In addition to the Chief Financial Officer, the College employs a Senior Accountant, a Grants Accountant, an Accounts Payable Clerk, a Coordinator of Payroll, and an Accounting Assistant to cover accounts receivables.

Fiscal Health

For Fiscal Year 2020, Morton College's total Operating Fund amounted to \$29,454,632. Of this total, tuition and fees accounted for approximately 41 percent; local support, mainly in the form of property taxes, amounted to 30 percent; and state support amounted to 28 percent. The College divides these revenues into an Education Fund and an Operations and Maintenance Fund. Salaries and benefits account for \$18,434,516 or 63 percent of the College's Operating Fund expenditures. The next highest category of expenditure, contractual services, amounts to \$3,514,954 or 12 percent of total Operating Fund expenditures. Broken down by budgetary object or functional area, the College spends about 35 percent of its overall expenditures on instruction, and a combined 19 percent for academic and student support services.

Morton College's revenue has exceeded its expenditure each year for the last several years. Morton College also maintains a strong fund balance. The ending FY19 education fund balance was \$8.4M. Morton College ensures that the Education Fund is large enough to fulfill the academic mission of the College. Over the last five fiscal years, the education fund has accounted for an average of 50% of all spending by the College.

The Board of Trustees review the College's long-range financial plan at the April 2019 meeting. The five-year plan included financial trends, differing revenue and expenditure scenarios, and a financial roadmap.

Budget Processes

The College has a tradition of orderly, transparent budget preparation cycles. A comprehensive voucher system ensures proper verification and authorization of all payments. Expenditures are approved only for authorized budget appropriations and do not exceed their budgeted allocations. Expenditures over \$25,000 require board approval and a bidding process when applicable. To limit liability, a lawyer from the Del Galdo Law Group scrutinizes all contracts.

The College has a tradition of orderly, transparent budget preparation cycles. Morton College presents its current budget to the Board of Trustees at its June meetings. The College's administration presented the tentative budget for

public inspection for a period of 30 days. Board Policy 5.2 requires the C.F.O. to make the Budget “conveniently available for public inspection.” The administration has public budget hearings in August, and the Board of Trustees approves the Final Budget in that same month. The Chief Financial Officer makes monthly budgets and financial reports Board of Trustees meetings. She also makes this information available on the Morton College website.

Departmental Budgeting

On the departmental or unit level, after consulting relevant colleagues, all department chairs or unit leaders present Academic Unit Annual Planning (AUAP) forms or Support Unit Annual (SUAP) forms to academic deans or other supervisors. The forms tie all budgetary requests to strategic plan goals. The College posts these plans on the portal. The Provost, Chief Financial Officer, and other members of the President’s Cabinet then vet approved budgetary requests. This internal process provides both transparency and multiple levels of administrative scrutiny to budgetary requests. The College’s overall planning cycle begins with department chairs and unit leaders in February and generally concludes with the Board of Trustees in August or shortly thereafter.

Checks and Balances

Board policy requires all purchases of over \$25,000 to go to the Board of Trustees for approval. Board policy also requires at least three vendors bid all purchases of \$25,000 or more on. Board Policy 1.1.1 also requires the Board to appoint a licensed public accountant to conduct an audit at the end of each fiscal year. This same policy requires the College to ensure the College has legal counsel, adequate insurance, etc. With respect to investments, Board Policy 5.2.2 calls for the College to invest excess funds in a “prudent, conservative and secure manner in accordance with the Morton College Investment Guidelines.”

Academic Integrity

Faculty Committees

The College maintains academic integrity by maintaining faculty control of academic standards, curriculum, and related matters. As mentioned below, Morton College has a Faculty Assembly that elects full-time faculty members to

Curriculum, Academic Standards, Professional Development, Student Relations, and Presidential Advisory committees. All of these committees meet regularly throughout the academic calendar year. They also post their minutes on the portal. Board Policy 3.2 reinforces faculty authority over academic matters by noting that faculty members are tasked with curriculum and assessment activities.

The Curriculum Committee used a software, Curricunet, to ensure that all stakeholders have access to the official curriculum, and that Curriculum Members curriculum change-approval process. Although deans attend Curriculum Committee meetings, they are not present when the Committee votes on curriculum changes. Curriculum Committee decisions are then ratified by the full Faculty Assembly before being approved by the Board of Trustees. Curriculum Committee minutes are posted on the College's portal.

ICCB and IAI

The Illinois Community College Board (ICCB) also plays a vital role in ensuring that the College's curriculum is viable. According to Morton College Board Policy, Philosophy and Objections, Section ii, "...the Board of Trustees of Community College District 527 assumes a full commitment to the objectives and philosophy of the Illinois Community College Board, and to observe the standards and criteria set forth by said state board." The ICCB must approve all of the College's curriculum changes. The ICCB also requires that Morton College seek acceptance by the Illinois Articulation Initiative (IAI) or three different Illinois universities for all of its transfer courses. The IAI also calls up all courses for review every five years. If a panel of university and college experts finds fault in a course, that panel requires the College to amend that course to retain IAI status.

The ICCB also conducts broader "recognition" audits of the College's academic, student, financial, and facilities programs each five years. The [audit ensures](#) that the College is upholding all ICCB regulations in each of these areas. On 20 September 2019, the College received a "[Certificate of Recognition](#)" from the ICCB. The result of an onsite visit and the careful review of a lengthy report, the Certificate attests to the fact that Morton College continues to be "recognized" as an institution that "meets the ICCB standards and affirms the district's eligibility to receive state grants appropriated to the ICCB."

Institutional Review Board

The College maintains an Institutional Review Board (IRB) and an [IRB Policy](#) that regulates academic research. Although the College is focused on teaching rather than research, all faculty or other actors interested in conducting research affecting Morton College's students or other actors must submit research proposals to the IRB Board for scrutiny and approval. As the IRB Policy states, "By stipulation of the U.S. Department of Health and Human Services (DHHS), any activity that gathers information from human subjects (directly or indirectly) falls within the definition of research and is subject to IRB review. This includes funded research undertaken by faculty or staff, academic work at Morton College, and research involving Morton College..."

Human Resources Integrity

The College has five different union contracts. These contracts spell out the rights and responsibilities of each employee group. They also ensure that the College's administration treats each member of an employee group similarly. Illinois tenure law protects tenured full-time faculty as well. The College's [tenure process policy](#) is similar to that of the College of Lake County and other Illinois community Colleges. The Full-Time Faculty Handbook, the Part-Time Faculty Handbook, and other employee group handbooks supplement union contracts.

The Department of Human Resources also relies on Board Policy to ensure that employees are treated consistently. In the past year, the Director of Human Resources led all administrators in a discussion of all Board policies. These open-ended discussions happened over several different sessions. One of the purposes of this exercise was to ensure that all administrators applied all Board policies consistently to all employees.

Other Means of Safeguarding Institutional Integrity

As mentioned below, the College has invested heavily in improving internal and external communications. One of the purposes of this improved communications plan is to ensure that the College is accountable to its diverse stakeholders. The College's campaign to improve its website, expand its social media presence, hold more community events on campus,

issue more press releases, deliver more and better Board reports, and participate in more District events, is partly designed to ensure that the College's operations receive as much public scrutiny as possible.

Ethical Standards for Board, Administration, Faculty, and Staff.

Board Policy sets out a number of guidelines related to the ethical behavior of board members and College employees. Its Code of Conduct, Section iii, lays out a number of ethical expectations for Board members, including the injunction to "avoid any conflict of interest, appearance of impropriety, or exploitation of the Office of Trustee for personal gain or publicity." [Board Policy 8.11](#) mandates that Board members and staff members "exemplify ethical behavior" and avoid any "activity in which their financial interest might conflict with that of the College. This Board Policy further states that no Board member or employee should "directly or indirectly" use their position "for private gain of themselves, associates, or relatives."

Other policies define proper Board and staff conduct in areas related to travel. The Board also has policies prohibiting Sexual Harassment, discrimination, the non-authorized consumption of alcohol on campus, illegitimate employee political activity on campus, nepotism, gift solicitation and acceptance, and other unethical forms of behavior. Further, Board Policy 8.26 mandates that all College employees report any violations of College Policy, applicable laws, or ethical norms to relevant College officials. The Policy specifically asks employees to report criminal acts, civil violations of the law, fraud, financial irregularities, corruption, bribery, or abuse of students or other College stakeholders. Lastly, Board Policy 8.26 expressly prohibits retaliation against those who reports the unlawful or unethical conduct of a fellow employee.

The College also maintains an Office of Ombudsperson (also the Dean of Students) to ensure that students can file official complaints with a designated College administrator. By filing out a written feedback form, students' concerns related to ethical violations (or any other administrative matter), are thoroughly vetted by an employee committee. Students may appeal the Ombudsperson's decisions to the Provost, as outlined in the Catalog and Student Handbooks. By contrast, students make grade complaints to the academic deans and Title IX complaints to the Executive Director of Human Resources.

Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Board’s Deliberations Reflect Institution’s Priorities

The College has a Strategic Plan that reflects its broad institutional goals and objectives. The Administration regularly reports on the progress of the Strategic Plan at Board meetings. Linking presentations to Strategic objectives ensures that the Board remains grounded in the College’s broad priorities. As Board agendas and minutes will demonstrate, the President’s Reports to the Board usually consist of Provost, Vice President, Dean, Associate Dean and Director presentations related to accreditation, budget, bond sales, public outreach, enrollment, athletics, textbook sales, retention initiatives, grant applications, articulation agreements, guided pathways, and academic programs. Whenever possible, the Administration explicitly links these presentations to particular Strategic Goals and Objectives. As College Board Policy 1.1.1 authorizes, the Board also reviews matters related to the hiring or termination of employees. Additionally, the Board reviews memorandums of understanding, institutional memberships, out of state travel, etc.

Board Considers Reasonable and Relevant Interests of Constituencies

In its Code of Conduct, outlined in Section ii of the Board Policy Book, the Board commits to representing all “constituents honestly and equally, refusing to surrender responsibilities to special interest and partisan political groups.” Board members are also required to respect the sensitivity of “privileged, confidential information...” In order to ensure that the Board gives all constituencies the chance to participate in its deliberations, [Board Policy 1.2.2](#) states that the Board can only establish or change board policies if it has been adopted or amended “at regularly scheduled meetings following the

introduction of the matter at a previously regularly scheduled meeting of the Board.” Board Policy 2.8 also guarantees that the College makes all appropriate records available to the public through the Freedom of Information Act.

Governing Board Preserves Its Independence

The people of District 527 elect members of Morton College’s governing board to six-year terms. Elections follow the Election Code, Chapter 10 of the Illinois Compiled Statutes, and the Public Community College Act, Chapter 110, Act 805 of the Illinois Compiled Statutes. Students elect the Student Member of the Board on annual basis. Democratic processes ensure that the governing board is sufficiently independent from any particular entity or undemocratic influence. The Board also has a number of policies designed to safeguard its independence. Its Code of Conduct, outlined in Section iii of the Board Policy Book, the Board abides by the “legal and fiscal responsibilities of the Board as specified by Board policy and federal and state statutes and regulations.” [Board Policy 1.4.5](#) ensures that no single Board Member acts on behalf of the College. Instead, the Trustees act collectively. Board meetings are open to both internal constituencies and external ones. Board meetings adhere to Chapter 5, Act 120 of the Illinois Compiled Statutes. Among other things, the Open Meetings Act requires the Board’s Secretary to notify Trustees, media representatives and the public of any change in meeting time.

Governing Board Delegates Day-To-Day Management to Administration and Faculty Oversee Academic Matters

Board Policy is very clear about the distinct roles of the Board and the President. The Board’s Code of Conduct explicitly requires the Board to focus on policy rather than administration. According to the Code, “the primary function of the Board is to establish the policies by which the community college is to be administered, but that the administration of the educational program and the conduct of college business shall be left to the president and the professional and non-professional staff.” Board Policy 2.3 reinforces this separation of duties by noting the “President executes directly or by delegation to members of the staff, all executive and administrative duties necessary for the operation of the College.” This policy describes the President’s responsibility for “day-to-day operations of the College,” “all operational decisions,” representing the institution to the public, leading the staff, and to “define and interpret the purposes and goals, for

administrative action, and for establishing and maintaining channels of communication which link components of the academic community.”

Other Board policies clarify the relationship between Board and President. [Board Policy 1.9](#) requires the Board to communicate with the President “with one voice by consensus or majority vote” and forbids and one or two individuals acting in concert can give the president “orders or directions.” This Board Policy also states that the “[I]t is the President’s role and responsibility to make the final operational decisions.” Similarly, [Board Policy 8.24](#) obligates Board members to “report conversations” related to employee complaints to the President “in a reasonable and responsible time frame.” [Board Policy 2.1](#) reinforces the President’s operational authority by noting that the President recommends the College’s organizational structure to the Board and that “all employees of the College shall be responsible to the Board through the President.” Further, Board Policy 2.2 expresses delegates the responsibility for establishing “rules, regulations, and procedures governing the administration of the College, in accordance with Board Policy,” to the administrative staff. Lastly, Board Policy 1.6.4 dictates that the President prepares Board meeting agendas “after conferring with the Board Chairman.”

Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- 1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.**
- 2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.**
- 3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

Knowledgeable Board Members Meeting Legal and Fiduciary Responsibilities

Morton College’s Board members are knowledgeable about the institution. The Board’s Code of Conduct in Section iii makes this a requirement of the position of Trustee. According to the Code of Conduct, Board members must “recognize that it is important for the Board to understand and evaluate the instructional and student services’ programs of the College as it is business and administrative processes.” In every case, residents of District 527 have elected Morton

College's current board members to multiple six year terms in office. Many hold governmental positions at the local or federal level. Most are active in community organizations. Most have attended state and national trustee conferences. For instance, Board member Frank Aguilar attended the National Legislative Summit in Washington, D.C., in February 2019, and Student Trustee Edwin Leon attended the Association of Community College Trustees (ACCT)'s Governance Leadership Institute August 8-10, 2019, in Washington, D.C. Board Policy 1.8 facilitates this kind of travel, stating that it "encourages its members to travel for purposes of further education and experience when such travel will prove to be of benefit to the College and is related to the College's mission, vision, and goals, as well as its governance." What is more, the College maintains institutional memberships with the Association of Governing Boards of Universities and Colleges (AGB) and the Illinois Community College Trustee Association (ICCTA).

All have listened to myriad administrator updates each year, for many years. An experienced attorney attends all meetings to ensure that Board members receive proper legal advice. After listening to regular budget presentations, members vote to approve the annual budget each year. In the past two years, Board Members have listened to presentations on a wide variety of academic topics germane to Morton College, including ones on dual credit and dual enrollment, developmental education, enrollment, marketing, etc. The Administration has also provided board members with AGB publications, including *The Board's Role in Financial Oversight*, *Effective Governing Boards: A Guide for Members of Governing Boards of Public Colleges, Universities, and Systems*, and *Making the Grade: How Boards Can Ensure Academic Quality*.

Policies and Procedures to Facilitate Collaborative Processes

[Board Policy 3.10](#) defines the College's Faculty Assembly (FA) as "the organization authorized to deal with concerns of the entire faculty on any matter not covered by the Board-Union Agreement." According to the Policy, the role of the Assembly shall be that of participation in decision-making, and its recommendations, arrived at through normal parliamentary procedure, shall be recognized as the voice of the faculty as a whole." The Faculty Assembly's role is to participate in "institutional decision-making" and make "recommendations arrived at through normal parliamentary

procedure.” The Faculty Assembly both “responds to requests from Administration concerning proposals under consideration” and “initiates recommendations.”

Stakeholder Involvement in Setting Academic Requirements, Policy, and Processes

Morton College is committed to maintaining a stable, participative governance structure . The College’s aim is to create a culture in which all constituencies have the opportunity to provide input on policies, procedures, issues, and operations. The College attempts to balance efficiency with respect for all of the different stakeholders’ viewpoints. Although the Board of Trustees governs through the College’s President, Morton College also has shared governance and collective bargaining traditions. The Faculty Assembly operates according to a charter and adheres to Robert’s Rules of Order. The Faculty Assembly Charter states “any member of the college community may attend a Faculty Assembly Committee meeting” and “any member of the Morton College community may present an idea to a Faculty Assembly standing committee in the form of a written motion.” The Faculty Assembly Charter further notes that if a motion were approved by the majority of a committee, “the motion would be forwarded to the Faculty Assembly.” However, if the individual’s motion were disapproved by the majority of the committee, “the motion would be returned to the individual making the proposal with a written explanation.”

Faculty Assembly as Example of Collaborative Process

The Faculty Assembly is responsible for decisions related to curriculum, academic standards, faculty development and teaching and learning quality. The Faculty Assembly is composed of the following standing committees: the Academic Standards, Policy and Procedures Committee; the Advisory Committee to the Administration; the Committee on Student Relations; the Curriculum Committee; and the Faculty Development Committee. Each committee includes five elected full-time faculty members and a chairperson who represents the committee at Faculty Assembly meetings. Committees meet regularly on their own schedule; those schedules are distributed to faculty via email early in the fall semester.

The Academic Standards committee works with other college entities to “ensure that decisions and procedures affecting student placement, performance and progress all reflect the college’s commitment to high standards.” (Academic

Standards mission statement, Charter). In recent years, the Academic Standards Committee has helped to shape policy in a variety of areas, including distance learning, registration, and academic progress.

The charge of the Curriculum Committee is to “recommend to the Administration via the Faculty Assembly the addition, deletion or revision of programs and credit courses offered for study. The committee’s goal is to assist the college in developing courses and programs that best serve the needs of students and meet state requirements.” All changes to the College’s curriculum require approval by the Curriculum Committee and the Faculty Assembly before the College’s Provost, President, and Board of Trustees may consider them. Select Morton College administrators, including the academic deans, participate in Curriculum Committee meetings, but never participate in the Committee’s final votes. Indeed, they are not even present for those votes.

The Advisory Committee serves as a liaison between the Faculty Assembly and the administration and communicates ideas, concerns and suggestions to the administration as the Assembly brings them up. The Committee also serves as a vehicle for communication from the administration to the Faculty Assembly. The committee members represent both transfer and CTE areas and meet monthly with the President, Provost, and Executive Director of Human Resources. The Faculty Development Committee is in charge of determining the allocation of Professional Development funds for full-time faculty (\$20,000 for the 2017-2018 academic year), planning the August in-service day in cooperation with the administration, and determining the full and part-time faculty-of-the-year award based on student nominations.

Additionally, the College has an independent faculty-led, cross-representational Academic Assessment Planning Committee (AAPC) that generally meets weekly. The AAPC’s function is to oversee all levels of academic assessment at the College. It also participates in the program review process. The Committee maintains a mission statement and job description for the Chairs and operates according to a Program Assessment Policy.

Union-Administration Relations as Example of Collaborative Process

The Board of Trustees and President also regularly negotiate with employee Unions. Although the Board of Trustees and the President exercise their authority to “maintain executive management and administrative control of the College,” collective bargaining agreements are an additional method of participation in College operations. The College

currently maintains collective bargaining agreements (C.B.A.) with five different employee groups, including the full-time faculty ([Cook County Teachers Union, Local 1600, A.F.T.](#)), the part-time faculty ([Adjunct Faculty Association, IEA-NEA](#)), the classified staff ([A.F.T. Classified Staff Federation, Cook County Local 1600](#)), the service staff ([Custodial/Maintenance Staff and Service Employees International Union, Local 73](#)), and the campus police ([Campus Safety Staff and Service Employees International Union, Local 73](#)). These collective bargaining agreements give union members the right to meet regularly, communicate via the College’s physical or electronic mail systems, receive copies of the board agenda and board bylaws and policies (via their Union’s President), and be informed of any substantial changes in job duties or reorganization.

The full-time faculty C.B.A. ensures that full-time faculty participate in a variety of different decision-making processes. For instance, the Full-Time Faculty C.B.A. requires the administration to provide the Union President with notice of all of its regular and special meetings and to provide him or her with a “copy of the board packet of these meetings” at “approximately the same time” as the board receives this information. The Full-Time Faculty C.B.A. also ensures that full-time faculty members are included in presidential search committees, cost containment committees, full-time faculty hiring committees, classroom renovation projects, class-scheduling decisions, and any other process that substantially affects working conditions. The Full-Time Faculty C.B.A. also requires the President or designee to “meet with Union President or designated alternate, at the request of either party,” to discuss matters related to the implementation of the contract or any other matter “of mutual concern.” Section 11.3 of the Full-Time Faculty C.B.A. also provides the union the opportunity to “grieve” any alleged violation of the C.B.A. through a structured communication process that moves the grievant from an appeal to the “immediate responsible supervisor,” to the “next administrative level,” to the President, and finally to the Board of Trustees. If still unresolved, the parties can submit a dispute to a formal arbitration process. The Part-Time Faculty C.B.A. and the Classified Staff C.B.A. contain many similar participatory governance provisions.

College Council as Example of Collaborative Process

Board policy defines participatory governance as “a collaborative process that involves the administration, professional, faculty (FT/PT), classified staff, and students” in making recommendations and decisions. Board policy further

emphasizes the College's commitment to recognizing "the value of involving college constituents in the process of making recommendations and decisions to further the mission of the college."

The College Council is a key element of participatory governance at the College. In October 2016, the Administration convened the first College Council (CC) meeting to "improve communication between the various constituencies at Morton College," develop a college-wide vision statement and lay the framework for an expansion of participatory governance. A Collaborative Brain Trust consultant worked with the College to establish the Council's foundational documents.

The Council is composed of a cross-section of units of the College, including Administration, Staff, Full and Part-time Faculty, Union representatives, and a representative of the Student Government Association. Each constituency group is responsible for setting the terms of selection for its own representatives. The Council's membership allows for broad input in decision-making processes. Non-College Council members may also attend meetings, and many non-College Council employees attend to give reports or participate in discussions related to their areas of expertise.

The Board Policy explains that the College Council will focus on matters related to student success, strategic planning, institutional effectiveness, the allocation of physical and fiscal resources, and campus climate. The Policy states that the function of the Faculty Assembly is different from that of the College Council. Instead of focusing on curriculum, academic standards, faculty development, teaching, and learning quality, which is the purview of the Faculty Assembly, the College Council focuses on student success, strategic planning, institutional effectiveness, and the use of physical resources. The College's discussions have led to improvements in various functional areas. For example, the Student Development Division adopted a new advising model and increased its staff as outlined earlier in this report. The College Council also worked to develop a new Board policy on shared governance. The Board Participatory Governance Policy includes "philosophy and values," "roles and structure," "Accountability," "College Council," and "Faculty Assembly" statements.

Providing All Stakeholders More Information via Improved Communications

Three years ago, Morton College developed a comprehensive internal communication plan. Morton College's internal communications plan consists of a mission statement, goals, and nine main components.

First, the plan formalizes the role of the new Director of Communications and Community Outreach. The Director implements a strategic, integrated communication plan that supports and advances Morton College's brand and business objectives. The Director also establishes a structure to provide cohesion and consistency to the preparation of all communications materials, whether they appear in feature articles, event listings, event publicity publications, promotions, print advertising, radio advertising, and online outlets. The Director position operationalizes [Board Policy 2.7](#) which states the following: "The preparation and release of all information concerning the College intended for general distribution, unless otherwise authorized by the President, will be supervised by the Office of the President, which may work in conjunction with a publicist, and shall be used as a clearing house to avoid the duplication of materials that are released to the publicist and maintain a consistent policy with regard to the standard and quality of publicity and publications."

[ALIGNMENT ISSUE HERE]

According to the Director's job description, the position manages the College's overall communications policy ensuring that "all written and digital materials include and align with key messaging and the overall communications plan." Further, the position is "responsible for setting and executing the media, community outreach, and communications strategy for the College." Although the Director is responsible for communicating Morton College's vision, goals, and strategies to the district's external constituencies, she is also responsible for providing consistent and proactive messaging across the College" and to "create College procedures relating to all aspects of internal" communications as directed by the President. Further, the Director manages social media and develops a "proactive and timely communications related to areas of sensitivity or controversy." In practice, the Director has contributed to the College's internal communication planning in tangible ways, as her aggressive event-planning, email, public relations, and marketing efforts make clear.

Second, the administration intends to make both the President and members of the President's Cabinet visible to all internal stakeholders by holding regular open houses, open forums, faculty luncheons, and informal "drop in" meetings

throughout the year and maintaining “open door” policies for all employees. This is in keeping with [Board Policy 2.3](#), which calls for the President to “serve as a mediator between and among students, the public, the college staff, and the Board as appropriate.” To this end, the President and Provost both regularly participate in student activity, in service, community, and academic events, and sponsor staff “town hall” meetings twice a semester. The primary goal of the meetings is to give all staff employees the opportunity to voice their opinions and concerns, enhancing overall communication at the College. What is more, the Provost attends monthly Faculty Unit meetings, sponsors regular open invitation “coffee hours,” hosts faculty luncheons, and meets individually with all full-time faculty members. Finally, the President has met regularly with the President of the Faculty Assembly, and the Provost meets with the Faculty Union President on a biweekly basis.

Third, the College’s administration sends out monthly email administrative updates to the Board of Trustees and all constituencies. These emails highlight many of the College’s new and continued initiatives, and tout the achievements of faculty and staff members in the work of student success. The President’s College Update emails began in July 2017 and include a one-month reflection and a three-month outlook. The emails include information pertaining to academic affairs, community outreach, student services, operations and recognition. More specifically, they have included information about the success of the new advising initiative and a summary of activities designed to cultivate student engagement.

Fourth, the administration uses formal shared governance structures, including the Faculty Assembly and its five committees, to communicate with faculty on a variety of issues. This is in keeping with Board Policy 2.5, which calls for administrators to “interpret the College and its programs to its various constituencies” and to “serve on committees, as directed.” The administration understands that active participation in the many of the Faculty Assembly’s committees can help to improve communication between faculty and staff members. For this reason, the President, Provost, and The Executive Director of Human Resources meet with the Faculty Assembly’s Advisory Committee (whenever that committee requests meetings), and deans, directors, and other appropriate staff members regularly participate in the Academic Standards, Curriculum Committee, and Student Relations Committees. The Office of the Provost also helps to publish meeting minutes from Academic Standards and Curriculum Committee meetings. Additionally, deans and directors regularly participate in Academic Assessment and Planning Committee (AAPC) and other committee and task force meetings.

Fifth, the administration is expanding traditional participatory governance structures through the College Council by broadening the President's Cabinet to bring administrators, union officers, and faculty and staff representatives into regular dialogue on the issues that face the college community. The administration believes that the College Council now affords almost all constituencies at Morton the opportunity to learn more about most major initiatives or decisions taking place at the College. After all, the College Council includes representatives from all major employee groups, and the Council members are able to communicate with their constituencies about its deliberations. Additionally, the President's Cabinet, which meets twice monthly, includes not only senior administrators such as the provost and executive director of human resources, but also faculty representatives. The expansion of the President's Cabinet is meant to ensure that all major stakeholders are able to receive updates from administrators working in the various functional areas of the College.

Six, the administration uses technology, including the website, portal, radio, email, video monitors, and varied social media platforms, to help communicate with all stakeholders about the College's varied initiatives. [Board Policy 8.20](#), "Information Technology Usage Policy," states that "Morton College provides access to information technology, including electronic mail, voice mail, electronic bulletin boards, personal computers, the Internet/Network, including Internet/Network through handheld devices, and cellular telephones to assist its administrators, faculty, staff, and students with achieving greater efficiencies in communication and information retrieval and dissemination." The Information and Technology Usage Policy spells out in details how and why faculty and staff members should employ information technology to communicate with one another.

In recent years, the College has attempted to use a variety of emerging technologies to facilitate internal communication among internal stakeholders. For instance, the College uses Outlook meeting invitations, email blasts, shared drives, a portal, a redesigned website, hallway television screens, and social media to help to communicate with faculty, staff, and students.

Some departments and clubs on campus also use social media to communicate with their membership lists, including Student Activities, Student Advising, and Adult Education and Community Outreach. The College posts on Facebook approximately four times a week. YouTube Live broadcasts sporting events. The College advertises major events and sporting events on the College's electronic marquee. The College had also purchased approximately 40 LCD screens on

campus to advertise campus events and news. The screen produces targeted information to different areas of the college. The College also recently launched Morton College Radio, Station WZQC 99.1 FM, which has various programs related to campus activities and events. For instance, WZQC 99.1 FM features Panther Central, a weekly show hosted by the current Student Trustee and the Student Government Association President, Stacked, a monthly show hosted by library staff, and various weekly student-hosted talk shows covering various topics.

The College's website had a noticeable effect on the College's ability to connect with both internal and external constituencies. According to Board Policy 8.20, "The College's website is an important tool used to promote the College and its programs and services to prospective students, alumni, business, and members of the public." For this reason, the College completely overhauled its Website in 2019. The redesigned website employs animation, video, and social media feeds, and allows users to find information more easily. The new website also hosts vital academic, student service, human resources, Board policy, and campus safety information. Additionally, the new website allowed College stakeholders to manage their own content. Google Analytic Reports that demonstrate a 44 percent rise in user sessions or "hits," a 16 percent rise in unique users, and a 16 percent rise in page views can measure the results of the resign.

The College's portal uses a variety of data and facilitates internal communication on a number of levels. The College uses the Panther Portal to communicate with internal constituencies by disseminating information to employees regarding important HR items, meetings on campus such as the staff Town Halls, various campus flyers and IT related matters consisting of new software and maintenance/downtime. College personnel post notices involving campus closings due to weather and power outages on the portal. There is opportunity through the portal for various department and organizational teams to share information and documents within their own department and committees. Students have a dedicated portal page where they can view campus/sporting events information, informative session and workshop announcements, and critical deadlines for registration, Financial Aid and tuition payment plans. The College also provides information regarding institutional effectiveness, accreditation, professional development, and institutional procedures.

Seventh, the administration intends to make a special effort to ensure that adjunct faculty members are included, whenever possible, in outreach and communication efforts. The College has already invited the Adjunct Union President to join the College Council, encouraged adjunct attendance at its in-service days (in part by paying members to attend),

granted the adjunct faculty expanded office space, held an Adjunct Union-requested employee appreciation day, and honored relatively new contractual language which invites adjuncts to attend all academic department meetings.

Eighth, the College intends to regularly survey stakeholders, including faculty, staff, and students, in order to get a better sense of how well its communication efforts are working. For this reason, the College has conducted the Personal Assessment of the College Environment (PACE) climate survey, and various student surveys, including the Community College Survey of Student Engagement (CCSSE) and Noel-Levitz Student Satisfaction Survey.

The College also maintains a formal complaint system, overseen by the Dean of Students and Ombudsman. The Executive Director of Human Resources and Ombudsman serves as the College's Title IX Coordinator. The Title IX Coordinator ensures that the College enforces investigatory fairness on all relevant complaints or allegations. The complaint policy is available in the College's catalog, student handbook, and other locations.

Ninth, the College maintains a transparent attitude toward information whenever it is appropriate to do so. For instance, Board Policy 3.3 notes that all full-time faculty members should be given copies "of Board Policy, the Board-Union Agreement, the Handbook for Faculty" and other documents. Board Policy 4.3 ensures that the College provides a "Handbook for Classified Staff." The College provides faculty handbooks on the portal. The Provost also ensures that "certain categories of College records are available for inspection" according to Chapter 5, Act 140, of the Freedom of Information Act. All budgets are also available on the college website. Budget planning documents are available on the portal, as are the strategic plan and varied institutional research reports.

Providing the Board with More Information about the College

The residents of District 527 elect members of the Board of Trustees. All members of the current Board of Trustees have served multiple terms in office. All members of the Board of Trustees are encouraged to attend state and national Trustees conferences to stay abreast of local and national trends in community college education. Additionally, the Administration has significantly upgraded the amount of information provided to Board members about Morton College. It has done so by increasing the number and length of administrator presentations at Board of Trustees meetings over the past three years. As was not the case in previous administrations, the current Administration provides the Board

of Trustees with regular substantive updates on topics related to enrollment, strategic planning, accreditation, developmental education, facilities, human resources, marketing, high school relations, and community outreach. Further, the College has provided Board members with information via its general internal communications plan as mentioned above. Thus, Board members have regular access to monthly administrative updates, Facebook updates, Twitter updates, press releases, email blasts, special events, etc.

Conclusion:

On August 15, 2018, Morton College's President, Dr. Stan Fields, sent [a letter to the HLC Board of Trustees](#) on behalf of the institution in response to the report of the July 16, 2018 Institutional Action Committee (IAC) hearing. The President and all eight members of Morton College's Board of Trustees signed this letter. The President and Board members acknowledged, "Numerous HLC evaluation teams have cited significant concerns on the part of the Board in adhering to clearly articulated Board policies that refer to the role of the Morton College Board of Trustees as a policy governing board that of the College President as responsible for the day-to-day administration of the College." President and Board further promised "to work together to ameliorate those concerns in a substantive and sustainable way and to the satisfaction of the Higher Learning Commission." Additionally, the President noted that by signing the letter the entire Board of Trustees was committed to maintaining a stable governance environment as evidenced by the following: 1) a new four-year employment contract for the President; 2) an end to the controversial practice of engaging a consultant to execute the duties of Chief Financial Officer; 3) the adoption of a new five-year strategic plan; 4) an end to wasteful, no-bid fundraising and marketing contracts; 5) an administrative reorganization as proposed by the President; 5) the review and revision of all Board policies; and 6) a regular Board meeting schedule. The President and remaining Board concluded the letter with the promise that the College as a whole was "wholeheartedly committed to its vital mission and to addressing HLC's concerns through a transparent and intention process of continuous and measurable progress." The Board approved all six of the items mentioned in the letter. Although one board member [resigned](#) on December 11, 2019, the Board, as presently constituted, is committed to continuing to the College's progress, in the areas of governance and student success more broadly.

1. [Mission Statement](#)

MORTON COLLEGE BOARD POLICY



TITLE: Mission Statement

NO.:

SECTION: i

PAGE: 1 of 1

Mission Statement

MISSION:

To enhance the quality of life of our diverse community through exemplary teaching and learning opportunities, community service, and life-long learning.

GOALS:

1. Maximize the College's resources to support student learning.
2. Conduct ongoing assessment of student learning to discover new ways to help students succeed.
3. Develop responsive curricula and programs to serve community needs.
4. Encourage community families to embrace the educational opportunities Morton College provides.

DATE APPROVED BY BOARD OF TRUSTEES: October 25, 2001

REVISION DATES: October 27, 2004

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

[2. Strategic Plan](#)

STRATEGIC PLANNING PROCESS

Strategic planning at Morton College is an integrated, systemic process involving all College stakeholders. In an effort to keep the Strategic Plan active, effective, and relevant, the College Council—comprised of faculty, staff, and administrators—will also periodically revise, update, and consolidate major goal areas of the plan in response to internal and external environmental factors impacting the strategic direction of the College. The College Council has primary oversight of the planning process.

The Board of Trustees, representing the community served by the College, holds an annual retreat with the president of the College to discuss major goals and priorities.

The ongoing strategic planning process is facilitated internally by the College Council. Operational and academic departments respectively develop Support Unit Assessment Plans (SUAP) and Academic Unit Assessment Plans based on the college-wide strategic plan and that link planning and assessment.

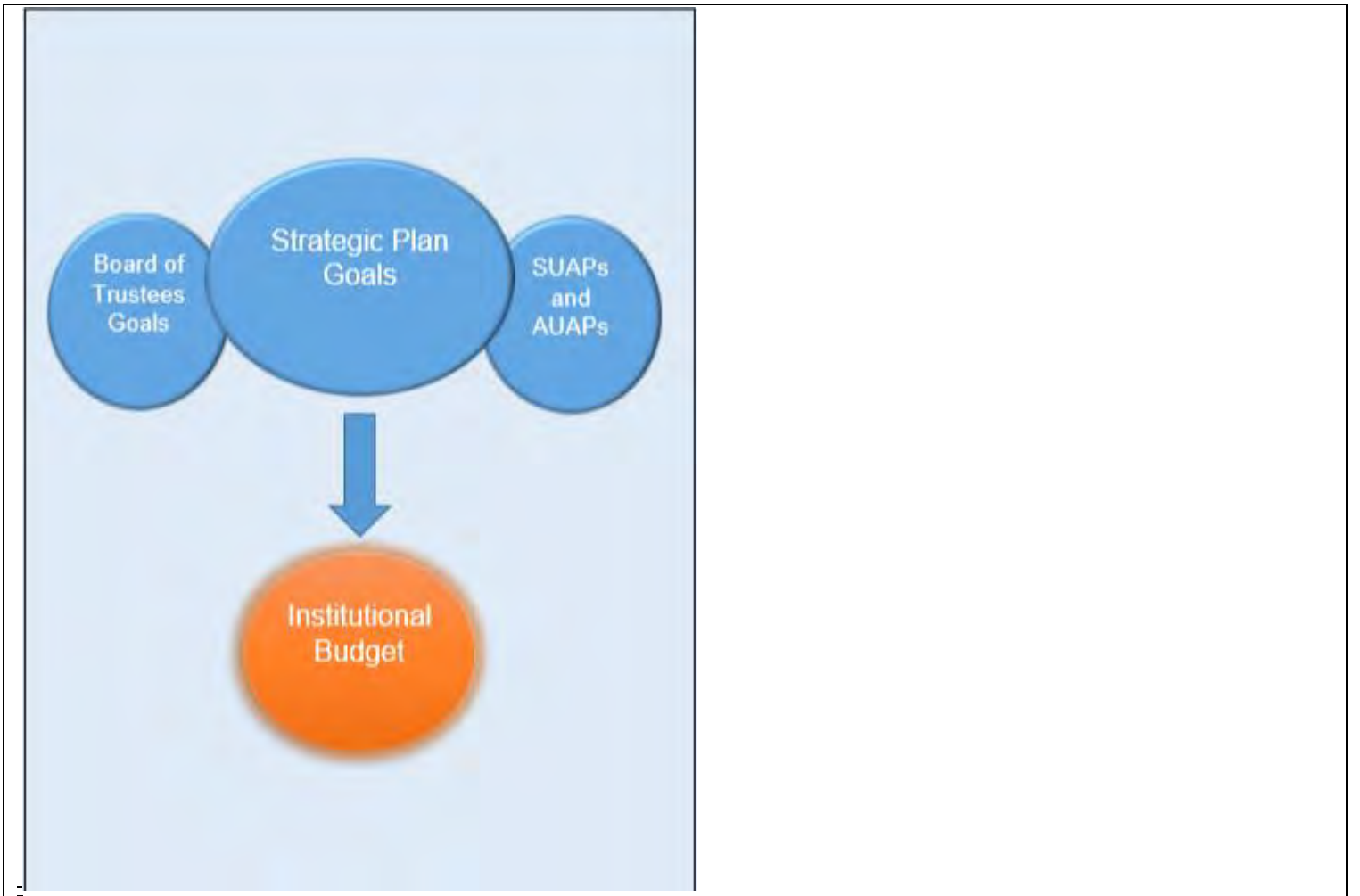
The operational planning process is completed in advance of the budget development cycle in the spring of each year and any new initiatives identified in the planning process requiring funding are considered during the budget development process.

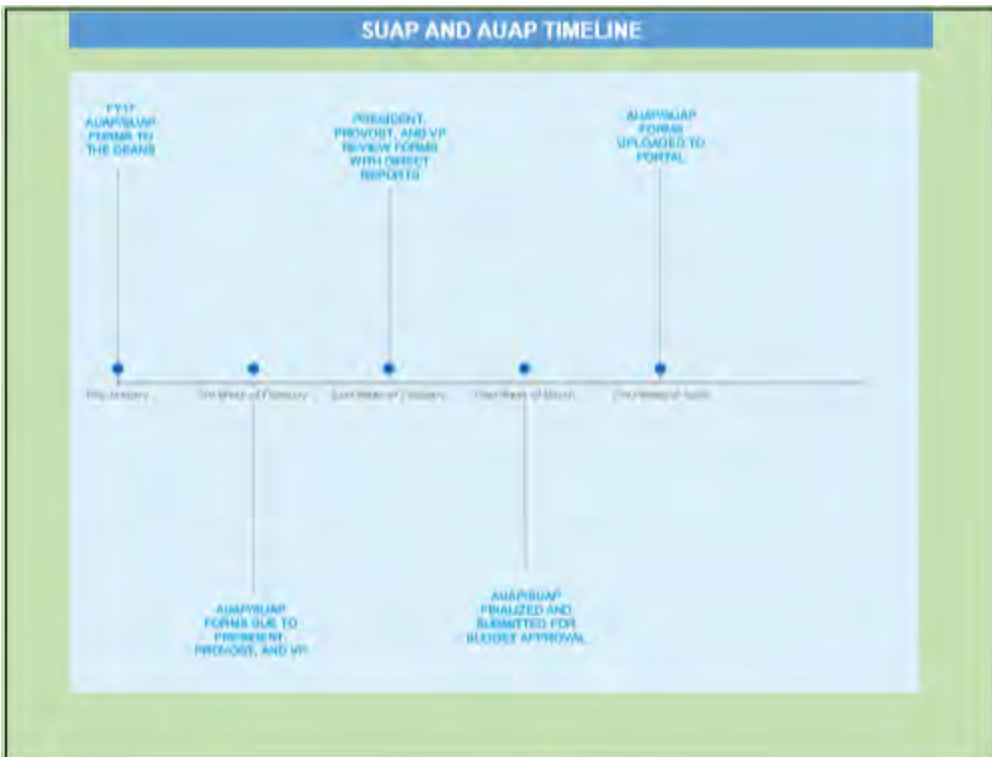
MILESTONES SINCE THE 2012-17 STRATEGIC PLAN AND SUBSEQUENT UPDATES

- Pursued state funding and received \$4.5 million for the new academic building, which opened for students for Fall 2016 semester
- College Study Skills (CSS) increased to 4 classes and overall enrollment increased; made mandatory for ENG 088 and ENG 086
- Development of a new Student Success Center located on second level above library currently underway
- Implemented case-load advisor model (First Year, Transfer, and Healthcare/Career) and increased the number of advisors
- Dual credit courses in Morton East/Morton West have expanded to include liberal arts subjects
- MC awarded \$354,643 in Perkins Grant funds for FY18
- MC awarded an Adult Volunteer Literacy Grant in the amount of \$30,000 to be used for the Project Care Literacy Program FY18
- MC Nursing Department received a Special Populations support grant from ICCB in the amount of \$10,000. This grant will assist MC's Nursing program in implementing academic coaching in nursing to improve retention and student success
- MC awarded STEM grant in partnership with National Louis University of \$748,681
- MC awarded \$620,000 for grant in collaboration with School Districts 99 and 100 to offer quality preschool
- The Higher Learning Commission conducted a comprehensive Reaffirmation of Accreditation evaluation visit in October 2016; HLC continued the College's accreditation with the next Reaffirmation visit in 2026-27
- The Accreditation Commission for Education in Nursing (ACEN) granted continuing accreditation to the College's associate nursing program with the next evaluation visit scheduled for Spring 2025

SUMMARY OF MAJOR STRATEGIC PLAN OBJECTIVES

- The Nursing Department is developing a partnership with MacNeal to admit a cohort of CNA's who currently work there that want to become nurses. This will increase the College's enrollment in the nursing program and allow admission to the program twice a year. The first MacNeal cohort is expected to begin in Fall 2018.
- A campus committee, comprised of faculty and staff, has been formed to develop plans for a new Health Sciences building on campus to house Nursing, Physical Therapy Assistant, and Therapeutic Massage programs as well as new health sciences programs under consideration.
- Morton College is working with Chicago State University and four other community colleges, four science institutions, and selected P-12 high schools to apply for a STEM Teacher Preparation grant this August.
- The library will host a Fall Computer Class for the Senior Citizens.
- Capital improvement projects, including:
 - Building E – updates and renovations to fitness area and locker rooms
 - Theater – upgrades to theater entrance area and other areas in need of modernizing
 - Admissions and Advising – expansion to create one-stop center that will also house financial aid offices
- Development of Rocket Property
- Welding lab for new Welding program
- Expanded teaching and learning technology in classrooms
- Repairs and remodeling of bathrooms
- Updates to stairwells
- Replace Commons floor
- Additional greenspace and grounds improvements
- Development of new academic programs, including an Apple Coding Certificate program and One-to-One teaching and learning modalities.
- Updates and implementation of reorganization plan to achieve optimal staffing levels and cost savings
- Creation of a Development Office
- Strategic plan to achieve cost-savings, efficiencies, and customer-service improvements in the college bookstore and other auxiliary services.
- Mobile Technology initiative in support of teaching and learning in the Nursing program





3. [Transitional Math Partnership](#)

TRANSITIONAL MATH PARTNERSHIP AGREEMENT BETWEEN

Morton College ("COLLEGE")

AND

J. S. Morton High School District 201 ("DISTRICT")

THIS TRANSITIONAL MATH PARTNERSHIP AGREEMENT ("Agreement") is entered as of the date of execution by both the College and the District for the establishment, implementation, and delivery of transitional math instruction to the District's students in accordance with the Postsecondary and Workforce Readiness Act ("PWR Act") (110 ILCS 148 et seq) and the Statewide Transitional Math Competencies and Policies jointly agreed upon by the Illinois State Board of Education ("ISBE"), the Illinois Community College Board ("ICCB"), and the Illinois Board of Higher Education ("IBHE"), (the "Statewide Competencies and Policies"). In this Agreement, both the College and the District are referred to as the "Parties," and each, a "Party."

The Parties agree as follows:

1. Transitional Math Courses

- A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Competencies and Policies, the Parties agree to collaboratively establish the following transitional math courses to be delivered by the District:

Transitional Math Pathway	High School(s) Where Offered	High School Course Title & ISBE SIS Code	Outcome: College Math Course(s) for Placement and IAI code (if applicable)
STEM			
Quantitative Literacy and Statistics	Morton East Morton West Morton Alternative	Quantitative Literacy	MAT 102 General Education Math (M1904)
Technical Math			

- B. Approved Curriculum Documentation, Assessment Structure, and Grading Policies. The District will ensure that each transitional math course is offered in accordance with the curriculum documentation, assessment structure, and grading policies (collectively, "Course Documentation") approved by the Parties. Course Documentation must meet the requirements of the Statewide Competencies and Policies and any additional requirements established by the Statewide portability panel for portability approval established pursuant to the PWR Act (the "Statewide Portability Panel"). Upon approval by both Parties, the Course Documentation will be deemed to be incorporated into this Agreement.

- *At least 25% of the overall grade must come from problem or project-based learning tasks.*
 - *A single assessment may not be more than 50% of the final grade in the course.*
 - *No more than 25% of the course grade can come from formative assignments such as homework.*
- C. **College Enrollment.** The College will ensure that any student successfully completing a transitional math course in accordance with the grading policies in the Course Documentation is eligible to enroll in the applicable outcome college math course identified in the table above without any further placement test or other prerequisite requirement, provided the enrollment occurs within 18 months of the transitional math course completion as indicated on the high school transcript.
2. **Teacher Qualifications and Supports**
- A. **Teacher Qualifications.** The District will ensure that all teachers of transitional math courses are certified to teach high school math.
- B. **Professional Development and Other Supports.** The Parties will jointly ensure that teachers of transitional math courses have the appropriate skills or experience, or receive relevant and applicable professional development, prior to teaching a transitional math course. Further, the College will provide a qualified and experienced instructor as a resource person and liaison for each high school transitional math teacher. Liaisons serve in a support role, and do not evaluate high school teachers.
3. **Student Eligibility for Courses**
- A. **College Readiness Criteria.** The District will use the criteria set forth in the Statewide Competencies and Policies for determining the college readiness of high school juniors in mathematics.
- B. **Transitional Math Placement.** In accordance with the Statewide Competencies and Policies, the District will advise and promote transitional math course placement to each high school student who is not deemed ready for college mathematics based on his or her performance through their junior year but who is otherwise eligible to take a transitional math courses in his or her senior year. Any exceptions to the eligibility requirements must be agreed upon in advance by both the College and the District.
4. **Other District Commitments**
- A. **Summative Assessments.** The District will ensure all summative assessments are kept secure. The District will maintain all graded summative assessments for two years.

- B. Transcripting and Reporting. The District will indicate transitional math completion on the student's transcript in accordance with requirements adopted by the Statewide Portability Panel. The District will use appropriate transitional math course codes for the reporting of transitional math enrollments and grades to ISBE.
- C. Advising Supports. The District will provide advising supports to students during their junior year to ensure they are aware of the availability of dual credit or transitional math courses, as applicable to the student's readiness level, and are selecting an option appropriate to the student's pathway.

5. Other College Commitments

- A. Statewide Portability. The Parties agree to pursue and maintain statewide portability approval through the Statewide Portability Panel for all transitional math courses offered through this Agreement. The College will, on behalf of the partnership between the Parties, submit this Agreement and Course Documentation to the Statewide Portability Panel to establish and maintain statewide portability of the transitional math courses offered through this Agreement, and will collaborate with the District to resolve any issues raised through the portability approval process.
- B. State Procedures for Recognizing Completion. The College will abide by State policies and procedures for the recognition of successful completion of transitional math courses for student placement and portability of the completion determination.
- C. College Advising Support Senior Year. Morton College will provide advising supports to students during their senior year to ensure they are aware of the admissions process, course requirements, their potential math placement and the position that plays in degree program progression.

6. Other Terms

- A. Data Collection and Sharing. The Parties will collaborate to collect and share data to further the purposes of this Agreement, provided such data sharing may require a separate agreement between the Parties. Data must be used to evaluate the effectiveness of any transitional math course. Outcomes in the subsequent college-level math courses will inform ongoing adjustments to the transitional math courses. The Parties will protect the confidentiality of information concerning students in accordance with all applicable Federal and State laws regarding such information, including but not limited to, the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and the Illinois Schools Student Records Act (105 ILCS 10/1 et seq.).
- B. Primary Contacts and Notifications. The Parties hereby designate the following individuals as having primary responsibility for the management and administration of this Agreement ("Primary Contacts"):

For the College:	Scott Spaniol Math Department Chair
------------------	--

Scott.spaniol@morton.edu
707-656-8000 ext. 1405

For the District: Mary O'Sullivan
Director of Mathematics
mosullivan@jasmorton.org
708-780-2867

The Parties will ensure that the Primary Contacts are included on all correspondence regarding the administration of this Agreement.

- C. **Disputes.** The Parties agree to seek to collaboratively resolve any disputes regarding this Agreement through the Primary Contacts identified in Section 6.B, above. In the event any such dispute cannot be timely resolved, the Primary Contacts will refer the dispute to the College's President and the District's superintendent for resolution. If the dispute can still not be resolved, then pursuant to 110 ILCS 148/55(c), the Parties will refer the dispute to ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.
- D. **Amendment.** This Agreement may be amended at any time by the written agreement of both Parties.
- E. **Term and Termination.** This Agreement will remain in effect unless terminated by either Party. Any termination will be effective upon the completion of the transitional courses then being offered and the notification of the termination to ISBE and ICCB of the termination, provided the Parties will adhere to all commitments set forth in this Agreement relating to students enrolled in such courses.
- F. **Applicable Law and Severability.** This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, ordinance, rule of law or public policy, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

The Parties hereby confirm their agreement to the terms set forth herein.

FOR THE COLLEGE

President

Dr. Stanley Fields

Printed Name _____
 Signature [Signature] Date 5.22.19

Associate Provost / Dean Overseeing Math Department

Dr. Derek Shouba
 Printed Name _____
 Signature [Signature] Date 6/3/19

Math Department Chairperson

Dr. Scott Spaniol
 Printed Name _____
 Signature [Signature] Date 9/26/19

FOR THE DISTRICT

Superintendent

Mr. Timothy Truesdale
 Printed Name _____
 Signature [Signature] Date 9.30.19

Director of Mathematics _____ J. S. Morton High School District 201

Ms. Mary O'Sullivan
 Printed Name _____
 Signature [Signature] Date 9/26/19

4. Pearson IncludeEd



INCLUSIVE ACCESS AGREEMENT
(Institutional Customers with Designated Leased Operators)

Parties: This Agreement (“*Agreement*”) is made as of 2/28/2019 (the “*Effective Date*”) between:

Customer (Institution)	Pearson
Morton College	Pearson Education, Inc.
3801 S. Central Avenue	221 River Street
Cicero, IL 60804	Hoboken, NJ 07030
Customer's Leased Operator	
Follett Higher Education Group	

A. **Definitions:** Definitions used in this Agreement are set forth on the attached Schedule A.

B. **Purchase Period:** Pearson offers Customer (and its Leased Operator on Customer’s behalf) the right to purchase Pearson Products at the Inclusive Access Prices set forth in Section C below, unless otherwise agreed to in writing by Pearson and Customer. Such offer shall commence on 7/1/2019 and continue until 6/30/2020 (“*Purchase Period*”). Pearson Products purchased under this Agreement shall be used solely by Authorized Users, pursuant to the terms and conditions of this Agreement.

Unless otherwise agreed to by Pearson in writing, upon the expiration of the Purchase Period, Pearson Products may no longer be purchased at the Inclusive Access Prices set forth in Section C below under this Agreement.

C. **Pricing:** The Inclusive Access Prices offered hereunder are conditioned upon Customer achieving the Minimum Usage Rates during the academic years set forth in Section D below. If such Minimum Usage Rates are not met for the applicable academic year (or remaining academic year, as applicable), the Non-Discounted Prices set forth below shall apply to purchases of Pearson Products during the following academic year. Once the Minimum Usage Rate set forth below during such following or subsequent academic year is met, the Inclusive Access Prices offered hereunder shall resume for such academic year, provided it remains within the Purchase Period.

Pearson reserves the right to annually adjust the Inclusive Access Prices (and related Maximum Resale Prices) under this Agreement, effective at the start of Customer’s next fall academic semester. Pearson agrees to communicate any such upcoming adjusted Inclusive Access Prices (and related Maximum Resale Prices) to Customer during the prior spring academic semester. [Click or tap here to enter text.](#)

Inclusive Access Prices per Enrollment:

- eBooks (delivered via an authorized Fulfillment Provider):
 - o The then-current Inclusive Access Price as set forth in Pearson’s Inclusive Access Catalog.
- Digital Packages:
 - o Twenty percent (20%) off the then-current Online Purchase Price for the corresponding nationally available Digital Learning Application with incorporated eText.
- Sequenced Courses using the same Digital Package or Digital Learning Application:
 - o \$65 for the first academic semester; \$65 for the second academic semester
 - o In the event that an Authorized Student User Enrolls in a sequenced Course after the first academic semester, the Inclusive Access Price for the academic semester in which the student is Enrolled shall apply.

Non-Discounted Prices per Enrollment:

- **eBooks and Digital Learning Applications:** The then-current Online Purchase Price for the corresponding nationally available product.
- **Digital Packages:** The then-current Online Purchase Price for the corresponding nationally available Digital Learning Application with incorporated eText.

Customized Products: Any customizations of a Pearson Product shall be priced as mutually agreed to by the Parties and shall be set forth in an Addendum to this Agreement executed by the Parties.

eBook Fulfillment Service Fees: The pricing offered under this Agreement is conditioned upon Customer's Leased Operator paying all eBook Fulfillment Service fees for Pearson Products purchased under this Agreement.

D. Minimum Usage Rates During the Purchase Period:

- **Based on Minimum Sell-Thru Rate:** The Minimum Sell-Thru Rate for each Pearson Product purchased under this Agreement during each academic year is ninety percent (90%) unless otherwise agreed to in writing by the Parties.

The Courses in which the Pearson Products purchased under this Agreement will be used are listed in the attached Schedule B. Additional Courses in which the Pearson Products purchased under this Agreement may be used may be added upon mutual agreement of the Parties from time to time during the Purchase Period, provided that Customer continues to meet its Minimum Usage Rates.

E. Maximum Resale Price: The applicable margin for Pearson Products shall be the margin agreed to by Pearson and Customer's Leased Operator, otherwise, the following provision shall apply:

- The applicable margin for Pearson Products shall be a twenty percent (20%) margin above the price paid to Pearson for such Pearson Products if Customer or its Leased Operator pays all costs in connection with the eBook Fulfillment Services for such Pearson Products, and a fifteen percent (15%) margin above the price paid to Pearson for such Pearson Products if Pearson provides such eBook Fulfillment Services. Should Customer or its Leased Operator resell access to (or charge a materials fee for) a Pearson Product offered hereunder to an Authorized Student User above the Maximum Resale Price, Pearson shall have the right to terminate this Agreement immediately, without liability to Customer or its Leased Operator.

F. Reporting of Usage; Payment: Customer's Leased Operator will provide the Usage and Pricing Report and make payment to Pearson as agreed to by Pearson and Customer's Leased Operator, otherwise, the following provisions shall apply:

- **Reporting of Usage:** Within ten (10) business days after the add/drop date of each Course, Customer's Leased Operator will deliver the Usage and Pricing Report to Pearson. The Usage and Pricing Report will include for each Course: the name, ID, and the beginning and end dates of the Course; and the number of students registered for the Course after the add/drop date together with the number of students who are Authorized Student Users (with a unique identification code for each Authorized Student User, which does not identify any personal information about such Authorized Student User) in such Course. The Usage and Pricing Report will also include, for each Pearson Product utilized in the Course, the resale price (or materials fee) charged to Authorized Student Users for access to such Pearson Product. The Usage and Pricing Report will be delivered via email to Pearson's dedicated Executive Director Strategic Partnerships, with a copy to custom.iovoices@pearson.com. Pearson will work with Customer's Leased Operator to validate the accuracy of the Usage and Pricing Report against any internal or third party usage reports.
- **Payment:** Pearson will invoice Customer's Leased Operator for the Inclusive Access Price (or Non-Discounted Price, if applicable) of each Pearson Product utilized in a Course multiplied by the Enrollment in such Course in each academic semester, as validated by Pearson. All amounts due Pearson are payable within thirty (30) days of invoice date. Prices are exclusive of all sales and use taxes applicable to the transactions covered by this Agreement. If Customer claims tax-exempt status, Customer will provide Pearson with

evidence of such tax exemption upon request. All payments must be made in U.S. Dollars. Customer shall be responsible for any taxes in connection with its resale and/or distribution of the Pearson Products.

G. Print Upgrade Purchases for eTexts with Print Upgrades available directly from Pearson:

- **Eligible Titles; Limitations:** Provided that a Print Upgrade is produced by Pearson for a Pearson Title, and such Pearson Title is not a "Print Rental Only" title available through Pearson's Print Rental Program, or a "Digital Only" Revel product, Customer (or its Leased Operator) may purchase, for use in Courses, Print Upgrades at the prices set forth below. Pearson shall have the right to limit the number of Print Upgrades ordered to no more than fifteen percent (15%) of the total number of Enrollments in the Course utilizing such Pearson Product.
- **Pricing:** Unless otherwise agreed to in writing by the Parties prior to any Print Upgrade orders being submitted to Pearson, Customer (or its Leased Operator) will be invoiced forty dollars (\$40) per unit, plus shipping costs, for a Print Upgrade of an eText incorporated into a MyLab or Mastering product, and seventeen dollars (\$17) per unit, plus shipping costs, for a Print Upgrade of an eText incorporated into a Revel product. Pearson reserves the right, no more than once annually, to adjust Print Upgrade pricing which shall be communicated to Customer and its Leased Operator during the prior spring academic semester and take effect the following fall academic semester. Prices are exclusive of all sales and use taxes applicable to all transactions covered by this Agreement.
- **Restrictions on Distribution and Sales:** The right to purchase and distribute Print Upgrades is subject to the following conditions: (i) the distribution and sale of Print Upgrades are limited to one Print Upgrade per Authorized Student User enrolled in a Course in which the corresponding eText is incorporated into a Digital Learning Application adopted for such Course; (ii) Print Upgrades may only be resold (or charged as a materials fee) to Authorized Student Users at a resale price (or materials fee) that incorporates no more than a twenty-five percent (25%) margin above the price paid for such Print Upgrade; (iii) Authorized Student Users wishing to purchase Print Upgrades shall be required to present verification of their enrollment in a Course in which the corresponding eText is incorporated into a Digital Learning Application adopted for such Course; (iv) upon Pearson's request, Customer (or its Leased Operator, as applicable) will provide Pearson with sufficient documentation to evidence compliance with the foregoing restrictions; and (v) Pearson's standard return policies for printed textbooks shall apply to the return of Print Upgrades.

H. Additional Terms and Conditions. Additional terms and conditions applicable to this Agreement and the use of the Pearson Products can be found at <https://www.pearson.com/us/additional-terms.html> and are hereby expressly incorporated herein. The additional terms and conditions are amended as detailed in Schedule C.

Acceptance & Authority: By signing below, each Party accepts this Agreement and represents that the individual executing this Agreement, on behalf of the Party, has been authorized by all necessary actions (corporate or otherwise) to bind that Party.

Customer:

Pearson Education, Inc.

Signature _____

Signature _____

Printed Name _____

Printed Name _____

Title _____

Title _____

Date of Signature _____

Date of Signature _____

Customer ID _____

[5. STEM Tutor FT](#)


Morton College Job Description

Job Title:	STEM Tutor
Range:	Classified Excluded
Grant-Funded:	STEM grant
Reports to and Evaluated by:	Tutoring Center Director
Required Qualifications:	<p>Bachelor's degree and knowledge of the relevant pedagogy in a STEM field. The candidate must demonstrate excellent person-to-person communication and computer skills; a positive attitude, patience, resiliency, dependability, and a strong desire to help students gain confidence and increase their competence in the tutored subject matter.</p> <p>Must be able to demonstrate the Morton College core values of compassion, fairness, respect, responsibility, tolerance and truth.</p>
Desirable Qualifications:	Teaching or tutoring experience; a Master's degree in the subject to be tutored. Bilingual - Spanish
Job Summary:	<p>The STEM Tutor will: tutor students in math, physics, chemistry, and math related to CIS courses; facilitate review sessions; maintain records; advise faculty of students' progress; promote the Tutoring Center; develop instructional materials; evaluate instructional software and instruct students in its use; assist with the evaluation of services and programs within the Tutoring Center; schedule tutoring appointments; and perform other job-related duties as assigned. Duties and responsibilities may be modified as the needs of the College change.</p>
Essential Job Functions	<ul style="list-style-type: none"> • Provide one-to-one and/or group tutoring in subject matter to be tutored to students in the Tutoring Center. • Document and advise faculty regarding student's progress in tutoring. • Instruct students in the use of computers, software and other learning resources in the Tutoring Center. • Evaluate instructional materials and software in the TC. • Schedule tutoring appointments in the Tutoring Center.

Other Duties: • Perform other duties as assigned

Work Environment: • Typical office environment

Physical Demands: • Prolonged sitting, Some lifting up to 20 lbs. Some standing, stooping and bending.

- Position Unit:**
- Administration - Exempt
 - Professional Staff - Exempt
 - Faculty, Local 1600, A.F.T.
 - Adjunct Faculty, IEA-NEA
 - Classified Staff - Excluded
 - Classified Staff, Local 1600, A.F.T.
 - Classified Staff - Campus Safety, Local 73, SEIU, AFL-CIO
 - Classified Staff - Service Employees, Local 73, SEIU, AFL-CIO
 - Classified Staff - Part-Time, Local 1600, A.F.T
 - Classified Staff - Part-Time, Non-Union

Employee signature below verifies that the employee has received and read the requirement, essential functions, duties of the position, and the conditions of employment for grant-funded positions.

Employee _____ Date _____

[6. Writing Tutor FT](#)



Morton College Job Description

Job Title:	Writing Tutor (Full-Time, flexible hours)
Range:	Classified, Full-Time, Non-Union
Grant-Funded:	N/A
Reports to and Evaluated by:	Tutoring Center Director
Required Qualifications:	<p>Bachelor's degree and knowledge of the relevant pedagogy in the subject matter to be tutored. Two years of tutoring experience at the college level. The candidate must demonstrate excellent person-to-person communication and computer skills; a positive attitude, patience, resiliency, dependability, and a strong desire to help students gain confidence and increase their competence in the tutored subject matter.</p> <p>Must be able to demonstrate the Morton College core values of compassion, fairness, respect, responsibility, tolerance and truth.</p>
Desirable Qualifications:	Master's degree in the subject to be tutored. College teaching experience.
Job Summary:	<p>Tutors will be hired to tutor in a specific subject area, or group of subject areas, based on the needs of the College and expertise of the tutor.</p> <p>The Tutor will: tutor students individually and in groups; work with faculty in the classroom; maintain records; advise faculty of students' progress; promote the Tutoring Center; develop instructional materials; evaluate instructional software and instruct students in its use; assist with the evaluation of services and programs within the Tutoring Center; schedule tutoring appointments; and perform other job-related duties as assigned. Duties and responsibilities may be modified as the needs of the College change.</p>
Essential Job Functions	<ul style="list-style-type: none"> • Provide one-to-one and/or group tutoring in subject matter to be tutored to students in the Tutoring Center and in classrooms.

Job Description: Writing Tutor

Page 2

- Document and advise faculty regarding student's progress in tutoring.
- Instruct students in the use of computers, software and other learning resources in the Tutoring Center.
- Evaluate instructional materials and software in the TC.
- Schedule tutoring appointments in the Tutoring Center.

Other Duties: • Perform other duties as assigned

Work Environment: • Typical office environment

Physical Demands: • Prolonged sitting. Some lifting up to 20 lbs., standing, stooping and bending.

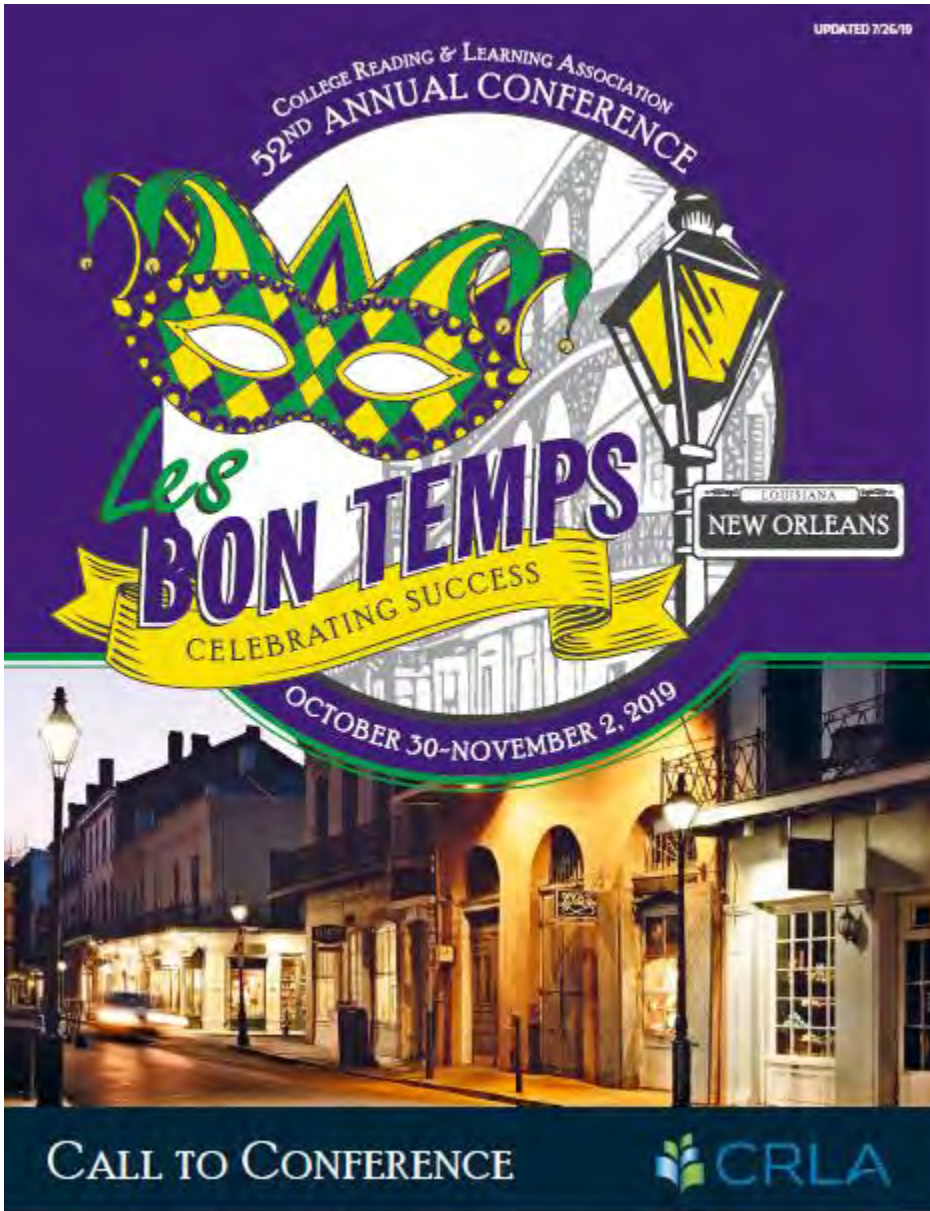
Position Unit:

- Administration - Exempt
- Professional Staff - Exempt
- Faculty, Local 1600, A.F.T.
- Adjunct Faculty, IEA-NEA
- Classified Staff - Excluded
- Classified Staff, Local 1600, A.F.T.
- Classified Staff - Campus Safety, Local 73, SEIU, AFL-CIO
- Classified Staff - Service Employees, Local 73, SEIU, AFL-CIO
- Classified Staff - Part-Time, Local 1600, A.F.T
- Classified Staff - Part-Time, Non-Union

Employee signature below verifies that the employee has received and read the requirement, essential functions, duties of the position, and the conditions of employment for grant-funded positions.

Employee _____ **Date** _____

7. CRLA National Tutoring





From the Conference Team

We could not be more pleased to announce the College Reading & Learning Association's 52nd Annual Conference taking place in New Orleans, Louisiana, from October 30–November 2, 2019, at the Sheraton New Orleans.

This year's conference theme—*Les Bon Temps: Celebrating Success*—was selected to celebrate your success with students! You have worked hard to create programs and offer services that allow students to grow in confidence and capability. Now is the time to share those ideas, that research, those programs with colleagues. Someone paves the way, and the rest of us get to learn from those efforts and build on them. We choose to celebrate all that is difficult, wonderful, bewildering, inspiring, frustrating, and worthwhile about the work we do with students. These are the good times!

Our conference team has spent many hours designing a four-day conference experience that finds the right balance of pre-conference institutes, concurrent sessions, roundtables, and social networking opportunities. Our goal is to provide attendees with not only a premier professional development opportunity, but also plenty of chances to engage and network with colleagues from across the United States and abroad. You will also have the opportunity to hear from keynote and emcee speakers Dr. E. Ron Kelley, CEO of the National Training and Education Group, as well as Dr. Tamara Clark, Vice President of Academic Affairs at Azenklo College. Given our host city, it was an absolute must to provide you with an array of fun and exciting ways to explore the city through tours and excursions.

We encourage you to register early and sign up well in advance for optional sessions such as pre-conference institutes and Lunch with a Mentor or for the various tours and excursions. All the details you need to make your plans are in the Call to Conference. We look forward to seeing you in NOLA!

Kathy Stein
CRLA President-Elect and 2019 Conference Chair

Lindley Workman Ajiya
On-Site Conference Chair

Janet Wilhelm
CRLA Executive Director

Alex Lomas
CRLA Association Manager

Courtney Harris
CRLA Association Specialist

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Important Dates

JUNE 24

Registration Opens

AUGUST 19

Presenter Registration Deadline

SEPTEMBER 16

Early Registration Deadline

SEPTEMBER 23

Exhibitor Application Deadline

OCTOBER 21

Regular Registration Deadline

OCT. 30 - NOV. 2

52nd Annual Conference
New Orleans, LA

CLICK HERE TO REGISTER ONLINE TODAY

Schedule subject to change, refer to website.



Morton College Job Description

Job Title:	Open Educational Resources/Reference Librarian (
Range:	Classified Staff – Full Time
Grant-Funded:	N/A
Reports to and Evaluated by:	Associate Dean – Learning Resource Center
Required Qualifications:	<p>Currently enrolled in ALA-accredited Master's in Library science program. Good oral/written communication skills. High energy, positive, service-oriented. Familiarity with existing copyright law and creative commons licensing Knowledge of computers including Microsoft Suite, Innovative Interfaces online catalog and periodical databases such as Firstsearch, Ebsco, Proquest and OCLC.</p> <p>Must be able to demonstrate the Morton College core values of compassion, fairness, respect, responsibility, tolerance and truth.</p>
Desirable Qualifications:	ALA accredited Master's of Library Science. Familiar with the growing number of OER repositories. Library instruction experience a plus.
Job Summary:	Assists faculty in finding OER resources that match their subject area. Provide Reference assistance at the Reference Desk assisting patrons with online databases and web resources. Provide Library instruction to patrons.
Essential Job Functions	<ul style="list-style-type: none"> • Becomes familiar with the growing number of OER repositories, the breadth and depth of the subjects covered. • Assist Faculty in obtaining existing OER materials for classroom use. • Assist Faculty in the creation of OER materials for classroom use. • Maintain college repository of OER materials. • Creates handouts and digital reference materials for faculty on OER and their use. • Develops a collection of reference resources covering all aspects of OER and their use.

[9. MC Library District 527](#)

Services to the Public and District Residents

The mission of the Morton College Library is to support the educational goals and purposes of the College. This includes the academic program and the general information needs, diverse cultural interests, intellectual development, and professional growth of the entire College community. We gladly offer our services as a courtesy to the residents of Community College District 527 and the general public to the extent that resource limitations and legal restrictions allow.

General Public

The Morton College Library is open to the public. While on campus, the Library's print and electronic collections are available for use in public study areas, open computing areas, and over the public wireless network. The Library reference staff are available to assist the general public with navigating and utilizing Library resources and assisting with research inquiries in-person, by phone, and email. Various workshops on resources, research skills, and tools are offered throughout the year and are free and open to the public.

District Residents

Library Cards

Residents of Community College District 527 and people working for companies located in Community College District 527 who are 18 years of age or older may obtain a District Resident Library Card. In order to obtain a card, District residents must present proof of present address, age, and a photo ID at the Circulation Services desk to obtain a card. Community College District 527 company employees must present a signed letter on company letterhead verifying employment, a photo ID, and proof of present address. District Resident cards must be renewed in-person every year.

Materials Available for Checkout

District Resident card holders may borrow any materials in the Morton College collection which normally circulate, including books, videos/multimedia, audiobooks and musical recordings. Audio-visual equipment, computing resources, materials in the Library of Things, and materials that have been placed on course reserve for student use are not available for checkout to district residents. Electronic collections are only available on campus in the Library.

Interlibrary Lending

District Resident card holders are also granted the privilege of requesting books from other libraries through the College interlibrary loan service. They may receive 40 books per year (July 1-June 30) through interlibrary loan.

[10. C.A.R.E Program](#)

Helping Nursing Students Succeed Through C.A.R.E.

Overview

Hispanics comprise approximately 17% of the total U.S. population (Stepler & Brown, 2016); however, they make up only 5% of registered nurses (RN; U.S. DHHS, Health Resources and Services Administration, Bureau of Health Workforce, 2017). The Sullivan Commission studied the number of ethnic minority students in health care education programs and concluded, “To increase diversity in the health professions, the culture of health professions schools must change” (Sullivan, 2004, p. 3). The Sullivan Commission went on to propose:

Colleges, universities, and health professions schools should support socio-economically disadvantaged college students who express an interest in the health professions, and provide these students with an array of support services, including mentoring, test-taking skills, counseling on application procedures, and interviewing skills. (Sullivan, 2004, p. 7)

Morton College, a Chicago-area Hispanic Serving Institution with an 85% Hispanic population, has historically struggled with retention in its nursing program. Retention rates for the entire length of the four-semester, two-year program typically average close to 50%. Such high attrition has been attributed to several factors including students being first generation college students, students having difficulty balancing work, home life, and school, and a “sink or swim” mentality in the nursing program. In order to address these factors, the Morton College Nursing Program has developed the Compassionate All-Inclusive Retention Effort (C.A.R.E.) program. The C.A.R.E. program strives to increase nursing student retention as well as student academic success and board pass rates by integrating the same philosophies of caring from nursing practice into nursing education. By improving student retention in the nursing program, Morton College hopes to contribute to increasing the diversity in the nursing profession by supporting Hispanic and other minority students in their aspirations to become nurses.

[11. Welding Instructor FT](#)



Morton College Job Description

Job Title:	Full-Time Welding Instructor
Range:	NA
Grant-Funded:	NA
Reports to and Evaluated by:	Dean of Career and Technical Education
Required Qualifications:	<p>The successful candidate will possess an Associate's degree in Welding or related field. 3-5 years' experience as a welder or welding instructor/trainer in an industrial environment. Experience in the four main welding processes: GMAW, GTAW, SMAW, and OAW. The candidate will have excellent analytical, interpersonal, oral, and written skills, as well as basic computer literacy.</p> <p>Must be able to demonstrate the Morton College core values of compassion, fairness, respect, responsibility, tolerance and truth.</p>
Desirable Qualifications:	Teaching experience at the college level. American Welding Society (AWS) certification and familiarity with AWS codes and training procedures. Completion of AWS Certified Welding Educator Program (CWE) and/or completion of AWS Certified Welding Inspector (CWI) Program.
Job Summary:	The Welding Instructor will teach Welding courses to a diverse student population. The candidate will participate on faculty committees and perform other duties related to teaching at a community college. The faculty member must stay abreast of ongoing developments, trends, and issues related to instruction in the community college environment. The responsibilities and duties of the faculty member may change as the needs of the College arise. The full-time Welding Instructor will be available to teach classes during the day, evenings, and Saturdays, as needed.
Essential Job Functions	<ul style="list-style-type: none"> • To instruct students in the facts, skills, and appreciations pertaining to the assigned courses. • To consider the needs of the students, and assist them by seeking help from other college services. • To distribute to all students a course syllabus that covers the class requirements, grading procedure, attendance requirements, and course objectives. • To inform students of educational and occupational opportunities.

- To assist the Dean and other administrators in development of the curriculum, in the preparation of the outlines and selection of textbooks.
- To submit midterm and final grade reports, deficiency notices, attendance records and any other reports pertaining to the assigned courses.
- To participate on college committee(s).
- To participate in accreditation/assessment activities.
- To participate in academic advising.
- To stay abreast of ongoing developments, trends, and issues in Welding instruction at a community college.
- To develop an annual professional development plan.
- To perform other duties as outlined in the Faculty Collective Bargaining Agreement.

Other Duties:

- To perform other duties as assigned by the Dean of Career and Technical Education

Work Environment: Classroom environment

Physical Demands: Long periods of standing. Must be able to lift and/or move welding equipment and material up to 25 pounds.

Position Unit:

- Administration - Exempt
- Professional Staff - Exempt
- Faculty, Local 1600, A.F.T.
- Adjunct Faculty, IEA-NEA
- Classified Staff - Excluded
- Classified Staff, Local 1600, A.F.T.
- Classified Staff - Campus Safety, Local 73, SEIU, AFL-CIO
- Classified Staff - Service Employees, Local 73, SEIU, AFL-CIO
- Classified Staff - Part-Time, Local 1600, A.F.T
- Classified Staff - Part-Time, Non-Union

Employee signature below verifies that the employee has received and read the requirement, essential functions, duties of the position, and the conditions of employment for grant-funded positions.

Employee _____ **Date** _____

12. STEM Agreement

Sub-Grant Agreement

Partner Name: Morton College

Project Title: Hispanics Serving Institutions Co-Enrollment for STEM (HSI-CREST)

Time Period: 10/1/2016– 09/30/2021

SUB CONTRACT AGREEMENT BETWEEN NATIONAL LOUIS UNIVERSITY AND MORTON COLLEGE

This Agreement, effective October 1, 2016 to September 30, 2021 by and between National Louis University, (hereinafter referred to as "NLU") and Morton Community College District 527 (hereinafter referred to as "Morton") is for the purposes as hereinafter set forth.

Whereas, NLU is the recipient of a Discretionary Research and Development Grant (Award # P031C160241) from the U.S. Department of Education for support of a project entitled Hispanic Serving Institutions Co-Enrollment for STEM (HSI-CREST) and Whereas, said grant approves a collaborative effort by NLU and Morton, and Morton has agreed to use its personnel, facilities, and best efforts in the performance of the work requirements, THEREFORE, the parties mutually agree as follows:

ARTICLE I. STATEMENT OF WORK

Morton will provide the necessary personnel, facilities, data, and materials to perform the services (Work) specified in the grant proposal as approved and funded by the U.S. Department of Education (Grant Award Number P031C160241), which by this reference is incorporated herein. Morton is a subcontractor and nothing in this Agreement shall be construed to result in Morton being an agent, employee, or other representative of NLU.

ARTICLE II. SCOPE OF WORK

NLU and Morton are partnering to deliver a comprehensive set of services designed to create systemic change at the levels of institutional curricular offerings, student services, and faculty capacity for effective support of Hispanic students in STEM programs (Science, Technology, Engineering and Math). The Program include enhanced recruitment into STEM programs, with recruitment reaching into the community and within current community college students; a clearly defined, vertical co-enrollment curricular pathway in Computer Information Sciences (CIS); intensive student support services coordinated between the two partners and using the approaches of appreciative advising and cultural responsiveness; tutoring services specifically focused on STEM; summer bridge experiences using a cultural sustainability model to develop students' identity and capacity as academic readers and writers, and professional development for faculty and staff on serving students of color. Morton and NLU will meet on a weekly basis to discuss and track the effectiveness of the Program and the goal of reaching 100 students enrolled in STEM programs by 2021.

In furtherance of the Program, Morton agrees to:

- Submit all necessary data to the Program Director for tracking, external evaluation and reporting to our funder;
- Hire a full time Academic Transfer Advisor;
- Hire a part time STEM Academic Tutor;
- Collaborate on staff and cultural relevance training including COBA (Community College Man

*Sub-Grant Agreement**Partner Name: Morton College**Project Title: Hispanics Serving Institutions Co-Enrollment for STEM (HSI-CREST)**Time Period: 10/1/2016– 09/30/2021*

- of Color Teaching Certificate);
- Send 1 person involved in the Program to one annual conference per year related to cultural impacts on teaching pedagogy each year;
- Provide release time for faculty/instructors to mentor students;
- Collaborate on providing Financial Aid workshops for advising staff focused on DACA and Hispanic students;
- Provide facility and space as needed for training;
- Assist with outreach in surrounding area for the STEM program, for example, High School College Fairs etc.;
- Collaborate in designing co-branded paraphernalia on NLU/Morton STEM program;
- Keep track of HSI Collection Materials and budget including staff development activities and stipends for mentoring, marketing, and outreach;
- Provide invoices to Program Director on monthly basis.

ARTICLE III. PERIOD OF PERFORMANCE

Performance of this Agreement will begin October 1st, 2016 and will not extend beyond September 30th, 2021 unless further extended by amendment of the Agreement. The budget period of this Agreement will begin October 1, 2016 and will not extend beyond September 30th, 2021. The budget period will be extended by a written amendment to this Agreement upon authorization by the funding source.

ARTICLE IV. ESTIMATED COST AND PAYMENT

The total of this Agreement will not exceed:

- \$129,136.00 on a cost reimbursement basis for year one.
- \$147,164.00 on a cost reimbursement basis for year two.
- \$154,980.00 on a cost reimbursement basis for year three.
- \$157,444.00 on a cost reimbursement basis for year four.
- \$159,957.00 on a cost reimbursement basis for year five.

NLU's obligation to pay Morton is at all times conditioned upon actual receipt of the grant award monies from the U.S. Department of Education pursuant to Grant Award Number P031C160241. NLU shall immediately notify Morton if it does not receive the grant award mentioned herein.

1. Morton will submit itemized invoices to NLU no less than on a monthly basis. Said invoices must represent actual costs for work performed during the previous months and be certified by an appropriate institutional official. Invoices must describe all costs actually incurred and all costs must be approved and provided for under the budget (**Exhibit A**). All invoices must contain supporting documentation for each charge including time and effort statements and detailed payroll information for personnel charges, copies of expense reports and copies of bills for all invoices for which reimbursement is sought.

*Sub-Grant Agreement**Partner Name: Morton College**Project Title: Hispanics Serving Institutions Co-Enrollment for STEM (HSI-CREST)**Time Period: 10/1/2016–09/30/2021*

Final invoice is due within 45 days of the end date of this agreement. Submit all invoices to: Ms. Melanie Flores, Project Director, National Louis University, Chicago Campus, 122 South Michigan Avenue, Chicago IL 60603.

2. For the purpose of determining the amount payable to Morton under this Agreement, the allowability of cost will be determined in accordance with U.S. Department of Education / Education Department General Administrative Regulations ("EDGAR") and the terms of this Agreement.
3. Upon receipt of any billings from Morton, NLU will communicate any concerns or issues it might have with the billings to Morton in five (5) business days. Concerns or issues include, but are not limited to, charges that are not in compliance with the scope of this Agreement or incorrect calculations.
4. Once NLU has received a billing from Morton that is free of any concerns or issues as noted by NLU and as is discussed in **ARTICLE II. SCOPE OF WORK**, above, NLU will file any documents required to seek reimbursement from the U.S. Department of Education for the amounts set forth in Morton's invoices within five (5) days of its receipt of said invoices. Upon receipt of such funds from the U.S. Department of Education, NLU will provide Morton payment for its invoices within ten (10) business days of such receipt.

ARTICLE V. PROJECT CONTACTS

The person representing NLU for the purpose of Program direction of grant performance will be Melanie Flores. The person representing Morton for the purposes of Program direction in accordance with Article I will be Jeremy Joslin.

ARTICLE VI. SPECIAL PROVISIONS

1. Morton agrees to maintain books, records, documents and other evidence pertaining to all costs and expenses incurred and revenues acquired under this Agreement to the extent and in such detail as will properly reflect all costs and expenses of whatever nature for which reimbursement is claimed. The books of account and other records which are applicable to this Agreement will at all times be available for inspection, review, and audit by NLU to determine proper application and use of all funds paid to or for the account or benefit of Morton during and for a period of five years upon completion of the grant.
2. This Agreement may not be assigned or amended in whole or in part without prior consent.
3. Provided NLU complies with its obligations hereunder, Morton assumes sole responsibility for reimbursement to the U.S. Department of Education of a sum of money equivalent to the amount of any expenditures disallowed, should the U.S. Department of Education/EDGAR rule through audit exception or other appropriate means that expenditures from funds allocated to Morton were not made in compliance with the regulations of the U.S. Department of Education/EDGAR or the provisions of this Agreement.

Sub-Grant Agreement

Partner Name: Morton College

Project Title: Hispanics Serving Institutions Co-Enrollment for STEM (HSI-CREST)

Time Period: 10/1/2016– 09/30/2021

4. Morton and NLU agree to follow the special conditions for disclosing federal funds in all announcements and documents as outlined and issued by the U.S. Department of Education.
5. Morton and NLU agree to comply with all federal and state laws regarding the conduct of research involving human subjects. Morton College and NLU shall not publish or otherwise disclose any information, which identifies, or serves in conjunction with other disclosed information, to identify any individual participating in Work, unless the individual so identified gives his/her prior written consent.

ARTICLE VII. TERMINATION

1. In the event of termination of the grant award, proceedings will be in accord with U.S. Department of Education/EDGAR.
2. In the event Morton defaults on its obligations hereunder and fails to cure any such default within 30 days of written notice to NLU, this Agreement may be terminated by NLU with a 30 day notice. Upon such termination, NLU will pay Morton for all costs reasonably incurred in accordance with the terms hereof, up to the termination date.
3. NLU may withhold payment until Morton has furnished to NLU all reports of work completed, or in progress, through the date of termination.

ARTICLE VIII. INCORPORATION OF APPLICABLE PROVISIONS OF THE PRIME CONTRACT

All applicable provisions of the Terms of Acceptance set forth in the Notice of Grant Award dated September 27, 2016 are hereto incorporated by reference and will be binding upon Morton and NLU, and Morton and NLU agree to comply with same.

ARTICLE IX. FAIR EMPLOYMENT CONTRACTING ACT

During the performance of this Agreement, Morton and NLU agree as follows:

1. Morton will not discriminate against any employee or applicant for employment because of race, religion, color, sex, or national origin.
2. Morton will in all solicitations or advertisements for employees placed by or on behalf of Morton state that Morton is an equal opportunity employer. Notices, advertisements and solicitations placed in accordance with federal laws, rules or regulations will be deemed sufficient for the purpose of meeting this article.

13. NSF

BUDGET PROPOSAL		Morton College				
P.I. / P.D.:	Derek Sheuba	BUDGET PERIOD:		2018-2023		
Co-Investigator:		AGENCY:		NSF		
TITLE:	Illinois LSAMP STEM Pathway and Research Alliance (ILSPRA)					
INDIRECT COST RATES:						
INDIRECT COST (off site):	0.00%					
INDIRECT COST (in site):	0.00%					
TUITION REMISSION:	0.00%					
INDIRECT COST FOR THIS PROPOSAL	0.00%					
CATEGORY	2018-2019 YEAR 1	2019-2020 YEAR 2	2020-2021 YEAR 3	2021-2022 YEAR 4	2022-2023 YEAR 5	TOTAL
SALARIES and WAGES:						
P.I.:						
CO-P.I.:						
RESEARCHER / POSTDOC: Dr. Sara Helmus - Chemistry	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
RSCH ASSTS:	\$0	\$0	\$0	\$0	\$0	\$0
RSCH ASSTS SUMMER:	\$0	\$0	\$0	\$0	\$0	\$0
HOURLY WAGES:	\$0	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
FRINGE BENEFITS:						
P.I.:	\$0	\$0	\$0	\$0	\$0	\$0
CO-P.I.:	\$0	\$0	\$0	\$0	\$0	\$0
RESEARCHER / POSTDOC:	\$0	\$0	\$0	\$0	\$0	\$0
RSCH ASSTS PRE	\$0	\$0	\$0	\$0	\$0	\$0
RSCH ASSTS PRE SUMMER	\$0	\$0	\$0	\$0	\$0	\$0
HOURLY WAGES:	\$0	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL SALARIES AND FRINGE:	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
EQUIPMENT OVER \$500	\$0	\$0	\$0	\$0	\$0	\$0
TRAVEL:						
NATIONAL	\$0	\$0	\$0	\$0	\$0	\$0
INTERNATIONAL	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TRAVEL	\$0	\$0	\$0	\$0	\$0	\$0
PARTICIPANT SUPPORT						
STIPENDS (20 @ \$250)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
TRAVEL	\$400	\$400	\$400	\$400	\$400	\$2,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAP PARTICIPANT SUPPORT:	\$5,400	\$5,400	\$5,400	\$5,400	\$5,400	\$27,000
OTHER DIRECT COSTS:						
MATERIALS AND SUPPLIES:	\$250	\$250	\$250	\$250	\$250	\$1,250
PUBLICATIONS:	\$250	\$250	\$250	\$250	\$250	\$1,250
CONSULTANT SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
COMPUTER SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
SUBAWARDS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TUITION REMISSION	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER DIRECT COST:	\$500	\$500	\$500	\$500	\$500	\$2,500
TOTAL DIRECT COSTS	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$37,000
INDIRECT COST	\$100	\$100	\$100	\$100	\$100	\$600
TOTAL COST OF PROJECT	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$37,600
AMOUNT OF OTHER COSTS TO SUPPORT THIS PROJECT	\$0	\$0	\$0	\$0	\$0	\$0
AMOUNT OF THIS REQUEST	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$37,600
COST SHARING LEVEL	\$0.00	AGREED LEVEL IF DIFFERENT		\$0.00		

National Science Foundation
2415 Eisenhower Avenue, Alexandria, Virginia 22314, USA

AWARD NOTICE

Award Date:	April 4, 2019
Award No. (FAIN):	1811341
Proposal No.:	1811341
Managing Division Abbreviation:	HRD

David Kanis
 Interim Vice President for Research Administration

ILLINOIS STATE UNIVERSITY
 9501 South King Drive
 Chicago, IL 60628-1598
 DUNS ID: 188109182

Dear Dr. Kanis:

The National Science Foundation hereby awards a grant of \$652,432 to Chicago State University for support of the project described in the proposal referenced above, as modified by revised budget dated March 25, 2019. The award is expected to total \$4,000,000.

This project, entitled "Louis Stokes STEM Pathways and Research Alliances: The Illinois LSAMP STEM Pathway and Research Alliance (ILSPRA)," is under the direction of Zaldwaynaka Scott, Demetri L. Morgan, Christopher Botanga.

This award starts September 1, 2019 and ends August 31, 2024.

This is a continuing grant which has been approved on scientific / technical merit. Contingent on the availability of funds and the scientific progress of the project, NSF expects to continue support at approximately the following level:

FY 2020	\$790,878
FY 2021	\$798,058
FY 2022	\$777,000
FY 2023	\$781,172

The scientific / technical progress of the project is documented through submission and approval of annual and final project reports to NSF. Such reports are to be submitted electronically via NSF's Research.gov web portal [<http://www.research.gov/>]. Information regarding the specific due dates of such reports also is available through Research.gov.

This grant is awarded pursuant to the authority of the National Science Foundation Act of 1950, as amended (42 U.S.C. 1861-75) and is subject to Research Terms and Conditions (RTCs) dated March 14, 2017, and NSF Agency Specific Requirements, dated February 25, 2019, available at: <https://www.nsf.gov/awards/managing/rtc.jsp>, and the following terms and conditions:

This award is subject to the Federal Funding Accountability and Transparency Act (FFATA) award term entitled, Reporting Subawards and Executive Compensation, which has been incorporated into the NSF Terms and Conditions referenced above.

If the awardee has any questions related to the pre-populated data associated with this award in the FFATA Subaward Reporting System, such questions should be submitted to: FFATAreporting@nsf.gov or by phone to: (800) 673-6188.

This award is subject to the provisions of NSF 17-579, Louis Stokes Alliances for Minority Participation (LSAMP).

The project is revised in accordance with the proposal clarifications dated February 14, 2019 and revised budget dated March 1, 2019.

The NSF Louis Stokes Alliances for Minority Participation allows some stipend/fellowship support; however, it is not a student financial aid scholarship program. Only performance-based stipends/fellowships are allowed under this award.

Funds may not be reallocated to senior personnel categories without prior approval of the cognizant NSF Program Officer.

The awardee shall establish a Governing Board composed of Presidents and/or Provosts/Vice President of Academic Affairs of all partner institutions to oversee general project operations and to ensure that the alliances goals/objectives are achieved. The purpose of the Board is to provide global perspective, direction, and assistance in broadening the base of support for the implementation and sustainability of LSAMP activities. The project director should report directly to the Governing Board on alliance issues and concerns. Annual and final reporting must include governing board activities over the duration of the project.

The external evaluator must have a reporting role to the alliance leadership.

The awardee will submit all certifications, ad hoc and regular progress reports with content, format and submission timelines designated by NSF and the cognizant NSF Program Officer. The awardee will submit all NSF reports and certifications via FastLane/Research.gov using the appropriate reporting category. Note: For any type of report not specifically mentioned in FastLane/Research.gov, the awardee will use the Interim Reporting function to submit reports. In addition to interim and annual NSF reporting, the awardee is required to report enrollment, degree data, and other data annually via the Annual LSAMP Survey (WebAMP) reporting system (which opens mid-September annually). Correspondence about WebAMP will be sent by ICF International.

The awardee is required to conduct a rigorous evaluation of the project and submit a copy of the evaluation report of their project and alliance responses to recommendations with annual report submissions and/or with project year three annual reporting. Final evaluation reports must be submitted. Evaluation reports must include progress articulated by proposed goal, objective, or activity. In addition, evaluation reports should include any highlights that capture interesting accomplishments or features of the projects. Annual reports should also include a description of the progress/results of the knowledge-generating research study. In particular, any changes that may have been made to the research questions/hypotheses or methods of analysis.

Annual reporting, WebAMP data, and site visit reports will be used to determine the level of continuing support for the awardee. These reports shall serve as the primary source of information used to determine whether NSF will continue to support the Alliance, or will phase-out NSF support. In the event NSF phases-out or terminates support of the Alliance, procedures for reorganization and/or establishing a new alliance must be followed in consultation with the NSF LSAMP Office. The NSF LSAMP Office must also be consulted to determine eligibility to submit proposals to any NSF-announced LSAMP competition during a phase-out process.

Cooperation with NSF evaluation and/or special projects: NSF, an NSF contractor, or a grantee on behalf of NSF, may from time to time conduct program evaluations of LSAMP projects. These may occur at any time during the grant period and sometimes after the grant period has ended. Reasonable cooperation with these efforts is required by the awardee.

Verbal Reports and Liaison: The awardee shall meet as necessary with personnel from the Division of Human Resource Development, or its designee, and other staff designated by NSF to review operations of the Alliance and to exchange views, ideas, and information concerning the Alliance.

In accordance with NSF's new strategic plan, entitled Building the Future: Investing in Discovery and Innovation, NSF Strategic Plan For Fiscal Years (FY) 2018-2022, NSF 18-045, alliance institutions shall comply as necessary with reasonable data requests in support of new approaches and methods for assessing and evaluating the performance of NSF's investments in science and engineering research and education. The URL for NSF's new strategic plan is <https://www.nsf.gov/pubs/2018/nsf18045/nsf18045.pdf>

Except for the Principal Investigator(s) (PIs) or Co-PIs identified in this award, requests to make any changes to personnel, organizations, and/or partnerships specifically named in the proposal, that have been approved as

part of this award, shall be submitted in writing to the cognizant NSF Program Official for approval prior to any changes taking effect. Requests for prior approval of changes to the PI(s) must be submitted through FastLane for review by the cognizant NSF Program Official and approval by an NSF Grants Officer.

The grantee must inform the cognizant program officer in writing of any delays in the timely hiring of proposed project personnel.

The annual and final reports must include activities (minutes, meeting agendas) of the Governing Board.

Annual and final reports must address progress and activities, including timelines for publishing of scholarly research from the SPRA research component of the proposal.

Incentive payments or gifts to participants must be made in accordance with written institutional policies and procedures and supported by auditable documentation. The allowability of these costs will ultimately be based on the awardee institutions ability to adequately demonstrate that the incentives have been disbursed in accordance with its policies and procedures.

The Awardee will submit all ad hoc and regular reports with content, format and submission timelines designated by the cognizant NSF Program Official, in conjunction with the Awardee and PI, and communicated to them via electronic message which then will be uploaded into the e-Jacket for future reference. The Awardee will submit all reports and certifications to NSF via FastLane. Regular annual reports include:

? Statistical reports on degrees awarded and other information should be submitted to QRC via WEBAMP each year by October 31; and,

? Assurance that articulation agreements are implemented among all Alliance components, including those between BS degree-granting institutions and two-year institutions.

Annual and final reporting must address progress toward institutionalization and sustainability of successful recruitment and retention programs as a result of NSF funding. Leveraging from other private, public, non-profit and professional society sources to increase the quality of research experiences for STEM students must be addressed in the annual and final reports. In addition, evidence of rigorous evaluation efforts must be included in all reporting.

In accordance with the proposed advertising costs on this award, all funding shall be limited to those promoting or enhancing attendance at the Louis Stokes Alliance for Minority Participation conferences, meetings, and/or workshops.

Costs of entertainment, amusement, diversion and social activities, and any costs directly associated with such costs (such as meals, lodging, rentals, transportation and gratuities) are unallowable. When certain meals are an integral and necessary part of a conference or meeting (i.e., working meals where business is transacted), grant funds may be used for such meals. Grant funds may also be used to furnish a reasonable amount of coffee or soft drinks for conference or meeting participants and attendees during coffee breaks.

Funds provided for participant support may not be diverted by the awardee to other categories of expense without prior written approval of the cognizant NSF Program Officer. Since participant support cost is not a normal account classification, the awardee organization must be able to identify participant support costs. It is highly recommended that separate accounts, sub-accounts, sub-task, or sub-ledgers be established to accumulate these costs. The awardee should have written policies and procedures to segregate participant support costs.

The Foundation authorizes the awardee to enter into the proposed contractual arrangements and to fund such arrangements with award funds up to the amount indicated in the approved budget or NSF-approved post award requests. For awards made or receiving funding amendments after January 25, 2016, such contractual arrangements should contain appropriate provisions consistent with Articles 8.a.4. and 9 of the NSF Grant General Conditions (GC-1) dated January 25, 2016, as well as any special conditions included in this award.

If the review of the project determines that continued support is not warranted, the NSF may provide decreased funding to phase out the Foundations support. The Awardee agrees to negotiate a phase-out plan with NSF if the decision is made by NSF that continued full funding is not warranted.

No work with human subjects, including recruitment, may be conducted under this protocol or grant until IRB approval has been obtained.

The rates in the award letter are applicable to the federally approved negotiated rate of 48% for modified total direct costs.

Please view the project reporting requirements for this award at the following web address [<https://reporting.research.gov/fedAwardId/1911341>].

The attached budget indicates the amounts, by categories, on which NSF has based its support.

The indirect cost rate(s) for this award is/are :

Item Name	
Indirect Cost Rate	

Other Direct Cost	48.0000%
Salaries and Fringe	48.0000%
Subaward	26.0000%
Travel	48.0000%

These rates are at the time of award and are based upon the budget submitted to the NSF. It does not include any out-year adjustments. The NSF will not modify awards simply to correct indirect cost rates cited in the award notice. See the Proposal & Award Policies & Procedures Guide (PAPPG) Chapter X.A.3.a. for guidance on re-budgeting authority.

The cognizant NSF program official for this grant is Martha James, (703) 292-7772.
 The cognizant NSF grants official contact is Jannele Gosey, (703) 292-4445.

Sincerely,

Jannele Gosey
 Grants and Agreements Officer

CFDA No. 47.076, Education and Human Resources

dkanis@csu.edu


HRD-1911341 000


**SUMMARY PROPOSAL BUDGET
 Award No. 1911341**


Person MOS	cal	acad	sumr	Funds
				granted By NSF
A. (4.00) Total Senior personnel	0.00	4.00	2.50	\$62,724
B. Other Personnel				


1. (0.00) Post Doctoral associates	0.00	0.00	0.00	\$0
2. (0.00) Other professionals	0.00	0.00	0.00	\$0
3. (0.00) Graduate students				\$0
4. (0.00) Secretarial-clerical				\$0
5. (0.00) Undergraduate students				\$0
6. (3.00) Other				\$59,348
Total salaries and wages (A+B)				\$122,072
C. Fringe benefits (if charged as direct cost)				\$35,564
Total salaries wages and fringes (A+B+C)				\$157,636
D. Total permanent equipment				\$0
E. Travel				
1. Domestic				\$5,000
2. International				\$4,000
F. Total participant support costs				\$61,000
G. Other direct costs				
1. Materials and supplies				\$5,000
2. Publication costs/page charges				\$5,198
3. Consultant services				\$21,523
4. Computer (ADPE) services				\$2,000
5. Subawards				\$703,688
6. Other				\$80,000
Total other direct costs				\$425,501
H. Total direct costs (A through G)				\$653,137
I. Total indirect costs				\$199,295
(For information on the rate used, please refer to the award notice)				
J. Total direct and indirect costs (H+I)				\$852,432
K. Fee				\$0
L. Amount of this request (J) or (J+K)				\$852,432
M. Cost sharing				\$0

14. Student Emergency Fund



 Directory

 Class Registration

 Apply Now

ABOUT ▾ ACADEMICS ▾ ADMISSIONS & REGISTRATION ▾ CAMPUS SERVICES ▾ FINANCIAL AID ▾ STUDENT LIFE ▾

Student Emergency Fund

Morton College has developed a program to help students in emergency situations!

The Morton College Student Emergency Fund was created to provide eligible students facing short-term, non-recurring financial emergencies with help.

Students may request funds for an emergency situation, or for unanticipated and compelling circumstances that jeopardize their ability to successfully continue in school.

Student Emergency Funds will be provided in the form of grants, and typically will range from \$100 to \$600 depending on need.

Expenses that will be considered include, but are not limited to:

- Morton College Tuition & Fees
- Replacement costs of essential personal belongings in the event of fire, theft or natural disaster that are not covered by insurance such as laptops or books
- Individually recommended or required services that are considered critical to a student's success, for example, diagnostic testing for Accessibility Resources
- Winter coat or interview suit
- Money to purchase groceries
- Money for transportation

To be considered eligible, the student must:

- Be currently enrolled
- Be in good standing
- Have no code of conduct record
- Demonstrate financial hardship that jeopardizes the student's ability to successfully continue in school due to
 - an emergency situation, or
 - unanticipated and compelling circumstances

To request funding, please [complete the application form \(PDF\)](#) and e-mail to studentemergencyfund@morton.edu or drop off in Academic Advising, Building B, 1st floor.

You may need to save/export the file and then complete the application using Acrobat or similar software.

15. Rocket Property



Morton College
 Administrative Services
 Former Rocket Express Site
 SW Corner of 37th Street and 54th Avenue
 Cicero, Cook County, Illinois

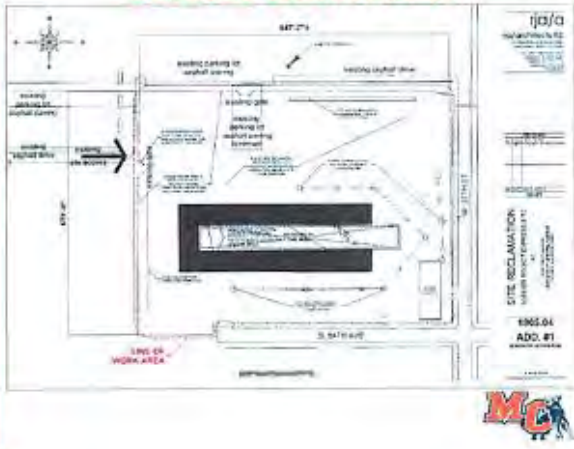


EXISTING SITE OVERVIEW

■ GROSS SITE AREA	
– SQUARE FOOTAGE	570,421
– ACREAGE	13.1
■ WORK AREA	
– SQUARE FEET	498,400
– ACREAGE	11.44
■ PROJECT COST	
– TOTAL COST	\$2,170,000
– COST PER SQ. FT.	\$3.80

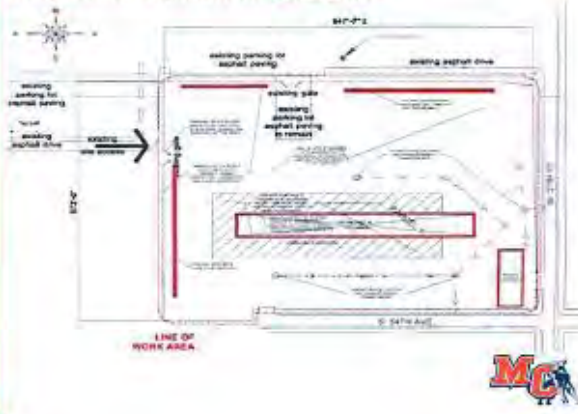



DEFINED WORK AREA



TYPICAL ON SITE EXISTING CONDITIONS

■ CONCRETE FOUNDATIONS AND CURBS



TYPICAL ON SITE EXISTING CONDITIONS

■ EXISTING ASPHALT PAVING



TYPICAL ON SITE EXISTING CONDITIONS

■ TYPICAL DEBRIS PILES



TYPICAL ON SITE EXISTING CONDITIONS

- TYPICAL EXISTING CYCLONE FENCE



TYPICAL SITE CONDITIONS

- LOW WET AREA AT NE CORNER
- AND TYPICAL EXISTING FENCE



TYPICAL ON SITE EXISTING CONDITIONS

- EXISTING FENCE DAMAGE – DEAD TREES FALLEN ON FENCE



TYPICAL ON SITE EXISTING CONDITIONS

- TYPICAL EXISTING LANDSCAPING



EXISTING CONDITIONS

- SERVICE DRIVE IN USE BY MAINTENANCE DEPARTMENT



SITE ACCESS FOR SITE WORK VEHICLES



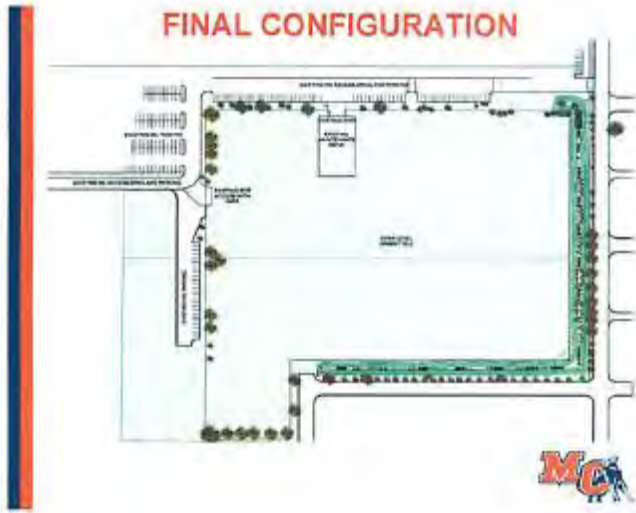
VIEW OF BERM FROM 37th STREET



SITE ACCESS AND WORK SCHEDULE

- ALL SITE ACCESS IN AND OUT OF THE SITE FOR WORK VEHICLES WILL BE FROM PERSHING ROAD ALONG THE EXISTING EAST PARKING ACCESS DRIVE AS SHOWN ON SLIDE 7 AND 15.
- THIS DRIVE CAN BE BLOCKED OFF TO COLLEGE TRAFFIC DURING WORK HOURS TO PREVENT ANY CROSS TRAFFIC BETWEEN CONSTRUCTION VEHICLES AND COLLEGE TRAFFIC.
- NO TRAFFIC WILL ACCESS THE SITE VIA 37th STREET OR 54th AVENUE.
- WORK HOURS WILL BE MONDAY THRU FRIDAY 8AM TO 5PM WITH NOISE MINIMIZED UNTIL 8:30 AM.
- CONTRACTOR ANTICIPATES A 90 DAY DURATION FOR THE PROJECT.
- A TEMPORARY "HAULING DRIVE" WILL BE CONSTRUCTED OVER THE EXISTING CONCRETE APPROACH DRIVE AT THE SOUTH GATED SITE ENTRY. THIS TEMPORARY DRIVE WILL PROTECT THE EXISTING SLAB AND CURB AND BE USED AS A CLEANING AREA TO REMOVE EXCESS DIRT FROM THE VEHICLES EXITING THE SITE.
- EQUIPMENT WILL BE UTILIZED TO MINIMIZE DUST ALONG THE ACCESS DRIVE.
- DUST AND DEBRIS CONTAINMENT MEASURES WILL BE UTILIZED ALONG WITH ANY APPLICABLE STORM WATER MANAGEMENT MEASURES.
- CONTRACTOR VEHICLES AND STAGING AREA WILL BE ALONG THE ATHLETIC FIELD PARKING AREA AND RESTRICTED TO THE AREA NEAREST THE SITE ACCESS GATE.







MORTON COLLEGE BOARD POLICY

Illinois Community College District No. 527

TITLE: Purchasing Policy
SECTION: Business Affairs

NO.: 5.3
PAGE: 1 of 1

The Chief Financial Officer, acting under the direction of the President, is the agent of the College authorized to order supplies, materials, and equipment, and to obligate the College for auxiliary services. No college employee may order items or services directly by letter, telephone, telegraph, or in any other manner, without authorization from the Chief Financial Officer or the President or their written authorized designees. The College will assume no obligation except on previously issued and duly authorized purchase orders. Supplies, materials, and equipment ordered shall be for use in the normal course of business of the College and not for personal use.

Based on the level of expenditure, the signature or approval of the President, and/or Board may be required. All requisitions up to and including \$1,000 in actual cost must be approved by the appropriate administrator. Those requisitions in excess of \$1,000 require the signature of the Chief Financial Officer or their written authorized designees. Requisitions of \$25,000 and over shall be subject to the provisions of Board Policy No. 5.3.1.

Payments for authorized goods and services will be paid on a thirty day basis to be in conformance with the "Local Government Prompt Payment Act" 50 ILCS 505 through weekly Account Payable check releases. A monthly check register will be prepared by the Controller, reviewed by the Chief Financial Officer, and ratified by the Board of Trustees at the monthly Board meeting.

As required by the Business Enterprise for Minorities, Females, and Persons with Disabilities Act ("Business Enterprise Act"), when the College awards a contract for insurance services, investment services, information technology services, accounting services, architectural and engineering services, and legal services, it shall be the aspirational goal of the College to use businesses owned by minorities, females, and persons with disabilities as defined in the Business Enterprise Act for not less than 20% of the total amount spent on contracts for these services collectively.

DATE APPROVED BY BOARD OF TRUSTEES: December 27, 1977

DATES REVISED: March 24, 1983; October 25, 2001; January 28, 2004; October 26, 2011;
 March 26, 2014; January 23, 2017

DATE LAST REVIEWED: December 12, 2016

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

[17. ICCB Recognition Letter](#)

Lazaro Lopez, Ed.D.
Chairman

Brian Durham, Ed.D.
Executive Director

Illinois Community College Board

September 20, 2019

Dr. Stanley Fields, President
Morton College
3801 South Central Avenue
Cicero, IL 60804

Dear President Fields:

Enclosed is a Certificate of Recognition attesting to the fact that Morton College has been "recognized" by the Illinois Community College Board in accordance with the provisions of Section 2-15 of the *Public Community College Act*. This status is granted to districts which meet ICCB standards and affirms the district's eligibility to receive state grants appropriated to the ICCB.

Please note this certificate is effective through September 2024, unless otherwise notified.

Sincerely,

Dr. Brian Durham,
Executive Director

Enclosure



State of Illinois

Illinois Community College Board

CERTIFICATE OF RECOGNITION

This certifies that

MORTON COLLEGE

*under the jurisdiction of the
Board of Community College District No. 527-01
is an officially recognized community college
district. This Certificate of Recognition
is issued as evidence that the educational program
of the district meets the criteria and standards
prescribed by the
Illinois Community College Board*

Issued at Springfield, Illinois, on
September 19, 2014.

Certificate Effective Through
September 19, 2019

Chair

Illinois Community College Board

Executive Director

Illinois Community College Board

19. IRB Policy Guidelines

Preface

The Institutional Review Board (IRB) of Morton College has the responsibility for reviewing all non-medical research involving human subjects that is conducted by (or about) Morton faculty, students, or staff, as members of the campus community. The IRB is charged with ensuring compliance with Morton College's policies and procedures regarding research involving human subjects. By stipulation of the U.S. Department of Health and Human Services (DHHS), any activity that gathers information from human subjects (directly or indirectly) falls within the definition of research and is subject to IRB review. This includes funded research undertaken by faculty or staff, academic work at Morton College, and research involving Morton College students (either by persons affiliated or external to Morton College).

Following are basic points determined by the code of the Department of Health and Human Services (DHHS), CFR Title 45, Part 46, describing research conducted involving human subjects. Further information can be found at the website of DHHS, Office of Human Research Protections (OHRP; <http://www.hhs.gov/ohrp>).

Federal regulations require that IRBs must have at least five members, with varying professional and personal characteristics, to ensure research activities are completed adequately and fairly with regard to human subjects. Morton's IRB shall be composed of five members, representing the sciences and humanities, and an individual external to Morton. The external reviewer(s) shall be a member of the community with experience or expertise in human subject research. In addition, the committee should contain individuals representative of both genders and at least one of whom are knowledgeable about issues confronting vulnerable populations, e.g. children, persons with disabilities. Faculty should represent more than one discipline (APA, 2009).

This Guide was prepared to help researchers submit applications to the IRB at Morton College for review. It discusses principles and policies related to the use of human subjects in research.

Fundamental Principles for the Use of Human Subjects in Research

Belmont Principles and Federal Regulations

To be eligible for federal or state grant money, educational institutions at both university and college levels must comply with ethical codes of conduct regarding the treatment of human subjects. This requirement can be met through the establishment of an Institutional Review Board. The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979) set forth basic principles in research for ethical conduct involving human subjects. These principles include respect for persons, beneficence, and justice.

The Code of Federal Regulations (Protection of Human Subjects, 45 CFR 46, rev. 2005) incorporates the ethical principles described in the Belmont Report and provides basic guidelines for the Institutional Review Board (IRB) at Morton College.

Respect for persons recognizes the personal dignity and autonomy of individuals, and requires special protection of those persons with diminished autonomy, e.g., children. Researchers must get full and informed consent from individuals before conducting research on their attitudes, behavior, or responses. Consent involves informing subjects about the research procedures, the purpose of the research, and the risks and anticipated benefits.

Beneficence entails an obligation to protect persons from harm by maximizing benefits and minimizing possible risks. The appropriateness of involving vulnerable populations must be demonstrated, and the consent process must thoroughly and completely disclose relevant risks and benefits.

Justice requires that the benefits and burdens of research be distributed fairly. Researchers should not select subjects simply because they are readily available, nor should they require participation by any individual, including those in subordinate positions, e.g., students, employees, or children.

Morton College Policy on Human Subjects Research

Morton College is guided by the ethical principles set forth in the Belmont Report and by the requirements of the code, 45 CFR 46. Accordingly, every research investigator involved in any aspect of human subject research at Morton College must submit a protocol that includes an Application for Human Subjects Research, Informed Consent Documents (unless not required by

reason of Exempt status), and if necessary, a Change of Status Form. A Project Closure Form is submitted upon conclusion or cancellation of the research project.

Under the federal regulations, certain types of research are exempt from formal review unless the institution chooses to review them. It is Morton's policy that all research with human subjects will be reviewed, including those projects that one might expect to fall within the federal "exempt" category, with the following exceptions:

(A) Research carried out by students as part of their regular course requirements is not subject to formal review by the Institutional Review Board (IRB). However, faculty assigning such research must inform their students of the legal and ethical standards of human subject research and caution them against violating those standards.

(B) Research conducted for the purpose of compliance reporting to state and federal agencies – and to some non-governmental agencies, associations, or foundations contracted with MC – is not subject to formal review by the IRB. However, the Office of Institutional Research must be informed on a timely basis of the reporting requirements for any program, whether externally funded or not, conducted at or on behalf of MC.

(C) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (1) research on regular and special education instructional strategies, or (2) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods, is not subject to review *except when such research is intended for publication or presentation in a public forum.*

(D) Research conducted solely for the purpose(s) of assessment of student learning, program review, performance evaluations, faculty portfolio development, internal strategic planning, or institutional accreditation is not subject to review by the IRB. Such research must conform to the legal and ethical standards of human subject research. *If the result of such research is later determined to be of general value and appropriate for publication or presentation in a public forum, it must be submitted for IRB approval prior to publication or presentation.*

All MC researchers must follow the policies outlined in this Guide when they are conducting research that involves humans, regardless of whether the research is externally funded or not. These policies apply to surveys, faculty projects, independent research projects, and all other research with human subjects.

The IRB may review any non-medical research that involves human subjects if one or more of the following apply:

- The research is sponsored by this institution, or
- The research is conducted by or under the direction of any employee or agent of this institution in connection with his/her institutional responsibilities, or
- The research is conducted by or under the direction of any employee or agent of this institution using any property or facility of this institution, or
- The research involves the use of this institution's non-public information to identify or contact human research subjects or prospective subjects.

Note: There are additional federal regulations that apply to medical or pharmacological research involving human subjects. As there is currently no medical or pharmacological research being conducted at MC, the IRB policy statement does not address the additional regulations for performing such research. It shall be the task of the IRB, in consultation with experts in these fields, to develop additional guidelines if such research is proposed in the future.

Researchers are responsible for complying with all IRB decisions and requirements. Failure to comply with the IRB findings is serious and can, in the worst case, result in the suspension of all state and federal funding at MC (including institutional support and student financial aid) and loss of the right for every MC employee to conduct further research involving human subjects.

Definitions

Research

For the purposes of the IRB and federal regulations, the term *research* refers to any systematic gathering and analysis of information designed to develop or contribute to *generalizable* knowledge. Although the following list is not exhaustive, research includes:

- Any interviews, surveys, focus groups, or observations that are designed to gather nonpublic information about individuals or groups.
- Studies of existing data, either public or private, where the identity of individuals is known.
- Studies designed to change subjects' physical or psychological states or environments.

The purpose of gathering the data is one way to determine whether the project is *generalizable*. If the researcher intends to publish or present their findings in a public forum, and the project is designed to contribute to a broader understanding of an issue, or to inform public policy or institutional practice, then the knowledge gained is generalizable and therefore subject to review. All research conducted at MC, or by its staff, students, or faculty acting as members of the campus community, is subject to the legal and ethical standards established by the IRB, pursuant to federal regulation, 45 CFR 46, whether or not the research is intended for publication.

Human Subjects

Human subjects are living individuals about whom an investigator (professional or student) obtains data through (a) intervention or interaction with the individual, or (b) access to records containing individually identifiable private information. All research involving human subjects requires review and approval by the Morton College IRB, except in cases where criteria for EXEMPT are met, as determined by the IRB chair or designated advisor and the program chair or department chair. Such determination requires documentation submitted by the primary investigator.

Intervention

Intervention includes physical and psychological procedures by which data are gathered, or in which the subject or the subject's environment is manipulated, for research purposes.

Interaction

Interaction includes communication or interpersonal contact between the investigator and subject, whether face-to-face or in an electronically-mediated environment.

Private Information

Private information includes personal behavior that occurs in a context in which an individual might reasonably expect that no observation or recording is taking place; and/or personal information that has been provided by an individual with the expectation that the information will not be made public – e.g., the personal, biographical, financial, and academic records of students; personnel files of Morton College employees, etc. Personal information that is identifiable (i.e., from which the identity of the subject may be determined by the researcher or associated with the information) constitutes research involving human subjects.

Minimal Risk

Minimal risk is the level of risk that is normally encountered in one's daily life. The level of risk associated with any research project is assessed in terms of the probability and magnitude of physical or psychological harm that might occur as a direct or indirect result of participating in the research. Risk assessments often depend upon the context of the research or characteristics of the subjects. Certain populations may be more vulnerable to harm and/or less capable of providing informed consent, including children, the elderly, non-native speakers of English, or persons with limited or impaired cognitive ability. Special care must be taken to protect such persons from physical, psychological, criminal, or financial harm.

MORTON COLLEGE TENURE POLICY and PROCESS

GUIDING PRINCIPLES

Morton College's three-year evaluation process for non-tenured faculty members will be rigorous, fair, transparent, and consistent with state and federal legal guidelines. The annual procedure outlined below is ordinarily repeated three times before a Non-Tenured Faculty Member is granted tenure, although, the Non-Tenured Faculty Member may be released after the first, second, or third cycles, or granted a fourth, probationary year, before a final tenure decision is made.

This policy does not state contractual terms or create a contract of employment between Morton College and the Non-Tenured Faculty Member.

ROLES and RESPONSIBILITIES

Non-Tenured Faculty Member

The Non-Tenured Faculty Member is responsible for meeting with the Dean or Supervisory Administrator (e.g., the Director of Nursing or the Director of the Physical Therapist Assistant Program) according to the timetable below, working with Peer Committee members to facilitate classroom observations in a timely fashion, reviewing all documents that are included in his or her tenure folder, writing a Self-Assessment essay (**Attachment C**) for submission according to the timeline, and observing the tenure process as outlined here. Additionally, the Non-Tenured Faculty Member should deliver student ratings (**Attachment E**) to each of his or her classes in both semesters no more than two class sessions after they have been received from the Dean's Office, and follow all other College standard operating procedures related to the distribution and collection of student ratings. Finally, the Non-Tenured Faculty Member should read the College's Tenure Policy, ask questions of his or her Dean or Supervising Administrator throughout the tenure process, remain familiar with the contents of his or her Tenure Folder, and, where appropriate, exercise his or her right to add written responses to the Peer Input letter (**Attachment A**), Class Observation forms (**Attachment B**), Faculty Annual Plan for Development (**Attachment D**), and Dean's Letter.

Peer Committee

The Peer Committee will consist of four full-time, tenured faculty members. The area Dean or Supervising Administrator will select these members, and select the committee's chairperson at his or her discretion—although he or she may decide to solicit input from the administration, full-time faculty members, or the Non-Tenured Faculty Member. Ordinarily, the appropriate Dean or Supervising Administrator will select two full-time faculty members from the same or related academic discipline, and two full-time faculty members from unrelated academic disciplines. Each Peer Committee member will, after giving the Non-Tenured Faculty Member at least two days' notice, conduct a site visit to a minimum of one of the instructor's classes during the Fall Semester. Note that the Dean or Supervising Administrator may request additional observations of a Peer Committee member, especially if it seems appropriate to observe an instructor in classroom and lab/clinical setting or online.

These observations should last a minimum of fifty minutes. This classroom observation will make use of the official Classroom Observation sheet (**Attachment B**) and ordinarily occurs sometime during the first or second month of the Fall Semester (usually September or October). Completed Observation forms will be placed into the Non-Tenured Faculty Member's Tenure File. Although, all Peer Committee members share in the responsibility of writing the Peer Input Form, each must sign off on that form in order to signify Peer Input Form (**Attachment A**) accuracy and support for the Peer Input Form's contents. The Dean or Supervisory Administrator will ordinarily select one member to act as a Chair. The Peer Committee Chair's responsibilities ordinarily include the facilitation and scheduling of classroom observations and Peer Committee meetings, as well as the coordination of report-writing.

The Peer Committee's final report - the Peer Input Form (**Attachment A**) - must include information from the four Peer Committee observations (**Attachment B**), the Non-Tenured Faculty Member's Self-Assessment (**Attachment C**), and the student ratings. The Peer Input Form should also include comments about the Non-Tenured Faculty Member's professional strengths and weaknesses. Lastly, it must include specific suggestions for improvement. The Peer Committee Peer Input Form will be presented to the Dean or Supervising Administrator and included in the tenure folder. The Non-Tenured Faculty Member, Peer Committee members, Dean or Supervising Administrator, and Vice President of Academic and Student Development, and Director of Human Resources will have access to this folder throughout the entire tenure process.

Dean (or Supervising Administrator)

The tenure evaluation process is managed by the Dean of Career and Technical Education, the Dean of Arts and Science, or a Supervising Administrator such as the Director of Nursing or the Director of the Physical Therapist Assistant Program. The Dean or another Supervisory Administrator will give the Non-Tenured Faculty Member a copy of this tenure policy, select the Peer Committee members, select a Peer Committee Chair, conduct at least one classroom observation (**Attachment B** and/or **F**) at will (and may conduct others if necessary), review student evaluations (**Attachment E**), review the Faculty Member's Self-Assessment essay (**Attachment C**), and review the Peer Committee's Peer Input Report (**Attachment A**). The Dean or Supervising Administrator will meet with the Non-Tenured Faculty Member to explain the tenure process in the first four weeks of the semester. The Dean or Supervising Administrator is responsible for writing the Non-Tenured Faculty Member's evaluations pursuant to the schedule set forth herein. If the faculty member is in his/her first or second year of employment, the Dean or Supervising Administrator will submit a recommendation for rehire or release pursuant to the schedule set forth herein. If the faculty member is in his/her third year of employment the Dean or Supervising Administrator will submit a recommendation for tenure, a forth probationary year, or release pursuant to the schedule set forth herein. The Dean or Supervising Administrator will also maintain the tenure binder, granting access to that folder to the Non-Tenured Faculty Member, the Vice President of Academic and Student Development, and all Peer Committee members throughout the tenure process. The Dean or Supervisory Administrator will meet with the Non-Tenured Faculty Member to discuss the tenure and promotion process.

By the fourteenth week of the semester, the Dean or Supervising Administrator will discuss the Non-Tenured Faculty Member's performance with reference to his or her own observations as well as the contents of the tenure folder. At this time, the Dean or Supervising Administrator will present the Non-Tenured Faculty Member with a Faculty Annual Plan for Development (**Attachment D**). The Dean or Supervising Administrator will write a written summary of his or overall evaluation of the Non-Tenured Faculty Member's performance and include this summary in the tenure file, which will be available to the Non-Tenured Faculty Member, Peer Committee members, the Dean, and the Vice President of Academic and Student Development. The Non-Tenured Faculty Member may include a written response to the Dean's Letter (or Supervisory Administrator's Letter), the Peer Committee Letter, the Faculty Annual Plan for Development, or any of the observations at any point. The Dean or Supervising Administrator will submit a copy of his or her evaluation letter to the Vice President of Academic and Student Development.

Vice President

The Vice President of Academic and Student Development will review the Dean's Letter (or Supervisory Administrator's Letter) and all of the supporting documentation and make a recommendation on employment status (re-hired, release, fourth probationary year, or tenure, as appropriate) to the President, pursuant to the schedule set forth herein, who in turn will make a final recommendation to the Board of Trustees.

President

The President will make a final recommendation to the Board of Trustees regarding tenure-related decisions, pursuant to the schedule set forth herein.

Board of Trustees

All tenure-related decisions are made by the Board of Trustees, usually no later than the February Board of Trustees' meeting for Non-Tenured Faculty Members who began teaching in the fall semester, and the September Board of Trustees' meeting for Non-Tenured Faculty Members who began teaching in the spring semester.

Note on Student Ratings

Student survey form will be delivered to the instructor's classrooms within one week of midterm examinations (**Attachment E**). Non-Tenured Faculty Members should distribute these evaluation forms to students as soon as they are received. The Dean or Supervising Administrator will analyze student rating data after they have been returned. Copies of the student ratings, and the accompanying statistical analysis, will be included in the tenure file as they become available. Although it will remain under the Dean's (or Supervising Administrator's) jurisdiction, Peer Committee members and the Non-Tenured Faculty Member have access to this file throughout the tenure process.

TIMELINE

Non-tenured faculty evaluation will occur according to the following schedule:

- Second teaching semester of employment at Morton College as a Non-Tenured Faculty Member excluding summer
- Fourth teaching semester of employment at Morton College as a Non-Tenured Faculty Member excluding summer
- Fifth teaching semester of employment at Morton College as a Non-Tenured Faculty Member excluding summer

Non-Tenured Faculty, Administrators, and Peer Committee Members should refer to the recommended evaluation schedules below. Two calendars are included—one for fall semester hires and one for spring semester hires.

MORTON COLLEGE BOARD POLICY**TITLE:** Conflict of Interest**NO.:** 8.11**SECTION:** Institutional**PAGE:** 1 of 1

Trustees and staff shall exemplify ethical behavior and conduct that is above reproach. Trustees or staff members shall not engage in or have direct or indirect financial interest in any activity that conflicts with their responsibilities to the College. Trustees or staff member shall not utilize their position, directly or indirectly, for private gain of themselves, associates, or relatives.

Information obtained from the College shall not be provided or used by Trustees or staff members for purposes of private gain of themselves, their associates, or relatives.

Staff members shall not engage in outside employment which interferes with their responsibilities to the College.

DATE APPROVED BY BOARD OF TRUSTEES: March 24, 1983

REVISION DATES: October 25, 2001

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

MORTON COLLEGE BOARD POLICY



TITLE: Adopting, Reviewing, Rescinding or Revising
of Policies and Publication of Policies

NO.: 1.2.2

SECTION: Board of Trustees

PAGE: 1 of 1

The policies of the Board are extremely important to every segment of the College community and the public it serves since they set the broad general guidelines under which procedures and regulations are developed.

In order to ensure that these important policy statements receive input from every segment of the community served, policies of the Board may be adopted, rescinded, or revised by a majority vote of the Board at a regularly scheduled Board meeting following the introduction of the matter at a previously regularly scheduled meeting of the Board. The President shall establish a protocol for receiving input from the College community and the public served by the College on all proposed additions and changes to Board policies. The intent of this portion of the policy is to allow for sufficient time for study and reaction by the various segments of the College community and the public served by the College.

Notwithstanding anything contained herein, non-substantive edits and changes to existing Board Policies may be made by the President or his/her designee without Board approval. The President or designee shall report these changes to the Board at a Regular Board Meeting in a timely fashion.

Each Board policy will be reviewed every five (5) years. The President shall establish a protocol for evaluating policies and recommending actions to the Board to take during its review.

The President shall establish and maintain an orderly plan for preserving the policies adopted by the Board and making them available to members of the public.

DATE APPROVED BY BOARD OF TRUSTEES: December 27, 1977

REVISION DATES: March 24, 1983; May 22, 2013; February 26, 2014

REVIEW DATES: May 22, 2013

MORTON COLLEGE BOARD POLICY**TITLE:** Authority of Individual Trustees**NO.:** 1.4.5**SECTION:** Board of Trustees**PAGE:** 1 of 1

Trustees have authority only when acting collectively as a Board within a legal session. No Trustee shall at any time act without Board authorization, or purport to act on behalf of or in the name of the Board or the College. The Board will not be bound by the statements of any individual trustee, except when such statements are in pursuance of specific instruction of the Board.

DATE APPROVED BY BOARD OF TRUSTEES:

December 27, 1977

REVISION DATES: March 24, 1983**ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527**



MORTON COLLEGE BOARD POLICY

TITLE: Communications by the Board

NO.: 1.9

SECTION: Board of Trustees

PAGE: 1 of 1

The Board speaks to the President with one (1) voice by consensus or majority vote. Once the Board has reached a decision, individual trustees are expected to abide by that decision. Prior to the Board's decision, individual trustees are free to dissent from that consensus and/or vote against the consensus.

No one (1) trustee, or two (2) or more trustees acting in concert (outside of the Board's legal authority as set forth in Policy 1.4.5), can give orders or directions to the President. However, in their advisory role, one (1) trustee, or two (2) or more trustees acting in concert, may ask the President questions concerning the operation of the College and may, if appropriate, offer non-binding advice. It is the President's role and responsibility to make the final operational decisions. It is the President's responsibility to inform all trustees of any questions of this nature, advice received, or action taken in a reasonable and responsible time frame. (See Board Policy 2.3.)

DATE APPROVED BY BOARD OF TRUSTEES:

September 25, 2013

REVISION DATES:

REVIEW DATES:



MORTON COLLEGE BOARD POLICY

TITLE: Communications with the Board
by Employees through the President

NO.: 8.24

SECTION: Institutional

PAGE: 1 of 1

The Board of Trustees welcomes any form of friendly and open communication from employees at the College and may solicit such communication from them from time to time. However, if the communication to the Board by any employee of the College relates specifically to the operation, administration or functioning of the College that is of significant concern, it is most appropriate for the employee to communicate that concern to the Board through the employee's chain of command culminating at the President, unless otherwise provided herein.

If the subject of the employee's communication is in his/her chain of command and/or if a person in the employee's chain of command has a conflict with the subject of the employee's communication, the employee may bypass the subject (person) of the communication and/or the conflicted person and transmit the communication to the next person in the employee's chain of command who is not the subject and/or conflicted, and if none, may transmit the communication directly to the Board Chair.

The President shall, upon receipt of said communication, present to the Board the employee's views, including dissenting ones, in areas and on issues of significant concern. The President shall notify senders that the communications have been forwarded to the Board.

If an employee, for whatever reason, does not wish to follow this path of communication and wishes to speak directly to a trustee on a matter of significant concern relating to the operation, administration or functioning of the College, the trustee may engage in a discussion within the following parameters:

1. The trustee shall not indicate an agreement or disagreement with the employee; and
2. The trustee shall make clear that he or she will report the conversation to the President or Board Chair.

The obligation of a trustee to report conversations to the Board Chair or President must be met within a reasonable and responsible time frame.

DATE APPROVED BY BOARD OF TRUSTEES:

September 25, 2013

REVISION DATES:

REVIEW DATES: June 2013

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

MORTON COLLEGE BOARD POLICY**TITLE:** Administrative Organization**NO.:** 2.1**SECTION:** Administration**PAGE:** 1 of 1

It is the policy of the Board to promote development of an administrative organization with clear lines of responsibility and authority and one which encourages the free flow of information between the President and staff and also among staff members. The administrative organization of the college must remain stable to the extent that it provides a clear understanding among the staff of responsibility and job assignments and at the same time remain flexible enough to allow for appropriate changes when circumstances make them necessary.

The President will recommend the organizational structure of the College to the Board for approval and, as circumstances require, any changes that will improve the overall College operations.

The following principles shall govern the administrative operation and organization of the College.

- A. Accountability of one person to another shall be made clear.
- B. College staff members shall be given a written job description specifying their responsibilities.
- C. Whenever possible, staff members shall be made accountable to only one administrator or supervisor for any one function.

All employees of the College shall be responsible to the Board through the President.

DATE APPROVED BY BOARD OF TRUSTEES: December 27, 1977

REVISION DATES: March 24, 1983

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

MORTON COLLEGE BOARD POLICY**TITLE:** Morton College Faculty Assembly**NO.:** 3.10**SECTION:** Academic Personnel**PAGE:** 1 of 1

The Faculty Assembly is constituted as the organization authorized to deal with concerns of the entire faculty on any matter not covered by the Board-Union Agreement. In such matters, the role of the Assembly shall be that of participation in institution decision-making, and its recommendations, arrived at through normal parliamentary procedure, shall be recognized as the voice of the faculty as a whole. Pursuant to this role, the Assembly shall both respond to requests from Administration concerning proposals under consideration and also initiate recommendations. All other provisions should be in the By-Laws of the organization and reprinted in the faculty handbook.

DATE APPROVED BY BOARD OF TRUSTEES: December 27, 1977**REVISION DATES:** March 24, 1983

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

AGREEMENT

BETWEEN



**THE BOARD OF TRUSTEES
MORTON COLLEGE
COMMUNITY COLLEGE
DISTRICT 527**

AND



**MORTON COLLEGE CHAPTER
COOK COUNTY
TEACHERS UNION
LOCAL 1600, A.F.T.**

**BEGINNING May 31, 2014
THROUGH August 15, 2019**

Approved at the Regular Board Meeting of August 27, 2014

BOARD-UNION AGREEMENT

between

**THE BOARD OF TRUSTEES
MORTON COLLEGE
COMMUNITY COLLEGE DISTRICT 527**

and

**THE MORTON COLLEGE ADJUNCT FACULTY
ASSOCIATION, IEA-NEA**

July 1, 2017 Through June 30, 2022

AGREEMENT

BETWEEN

**THE BOARD OF TRUSTEES
MORTON COLLEGE
COMMUNITY COLLEGE
DISTRICT 527**



Approved at the Regular Board Meeting of August 27, 2014

AND

**MORTON COLLEGE
CLASSIFIED STAFF FEDERATION
COOK COUNTY TEACHERS UNION
LOCAL 1600, A.F.T.**



Ratified August 26, 2014

**JULY 1, 2014
ENDING JUNE 30, 2019**

**Service Employees International Union,
Local 73
Campus Custodial & Maintenance**

LOCAL 73



SEIU

Stronger Together

Morton Community College District 527

MC

MOR TON COLLEGE

Imagine what you can do!

July 1, 2016-June 30, 2021



AGREEMENT

Between

**The Metropolitan Alliance of Police,
Morton College Police, Chapter #654
and**

The Board of Community College District 527

July 1, 2016 through June 30, 2021

MORTON COLLEGE BOARD POLICY**TITLE:** Publications and Publicity**NO.:** 2.7**SECTION:** Administration**PAGE:** 1 of 1

The preparation and release of all information concerning the college intended for general distribution, unless otherwise authorized by the President, will be supervised by the Office of the President, which may work in conjunction with a publicist, and shall be used as a clearing house to avoid the duplication of materials that are released to the public and maintain a consistent policy with regard to the standard and quality of publicity and publications.

All promotional advertising purchased by the College for any medium and in any form shall be for the sole purpose of marketing the College. Promotional advertising is defined as any form of advertising purchased to advance the College name, image, educational programs and courses, activities, special events before the public and to increase enrollment. Such advertising shall be prepared and placed by the Office of the President. The College shall not engage in advertising solicited by organizations not affiliated with the College whose primary purpose is fund raising, good will or charitable contribution.

DATE APPROVED BY BOARD OF TRUSTEES: July 28, 1983

REVISION DATES: December 15, 2010; March 26, 2014

REVIEW DATES: November 2013

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

54

MORTON COLLEGE BOARD POLICY



TITLE: Duties of the President of the College

NO.: 2.3

SECTION: Administration

PAGE: 1 of 2

The President as the Chief Executive Officer is directly responsible and accountable to the Board. In accordance with state statutes, and authority of the Board, the President executes directly or by delegation to members of the staff, all executive and administrative duties necessary for the operation of the College.

The President shall have the following duties and responsibilities:

- a. To run the day-to-day operations of the College, make all final operational decisions, and administer and direct the affairs of the College in accordance with the provisions of the laws of the United States, the State of Illinois, the Rules of the Illinois Community College Board, other authorized regulatory agencies, and the policies of the Board.
- b. To define and interpret the purposes and goals of the comprehensive two-year college in the State of Illinois to the Board, public and college staff.
- c. To assume primary responsibility for the attainment of these goals, for administrative action, and for establishing and maintaining channels of communication which link the components of the academic community.
- d. To represent the institution to the public, and be chief spokesman for the College.
- e. To provide leadership in engaging the staff in setting directions for curricular and organizational change designed for improvement of the total educational program of the College.
- f. To present to the Board employee views, including dissenting ones, in areas and on issues of significant concern. (See Board Policy 8.24.)
- g. To inform the employee of the views of the Board and the administration on the various issues which from time to time confront the College. See Board Policy 8.24.)
- h. To recommend to the Board for its approval all candidates for full-time employment including part-time administrators and part-time faculty; and to report to the Board all non-faculty part-time employments and full-time overload assignments.

DATE APPROVED BY BOARD OF TRUSTEES: December 27, 1977

REVISION DATES: March 24, 1983; April 20, 1987; December 20, 2001; April 26, 2005
September 25, 2013; March 26, 2014

REVIEW DATES: June 2013; November 2013

MORTON COLLEGE BOARD POLICY



TITLE: Duties of the President of the College

NO.: 2.3

SECTION: Administration

PAGE: 2 of 2

- i. To recommend to the Board for its approval all full-time terminations and retirements and to report to the Board all full-time resignations and all part-time resignations, terminations, and retirements.
- j. To ensure that each administrator and each full-time member of the faculty and classified staffs and each part-time member of the faculty, be evaluated in writing on an annual basis. Part-time staff members may also be evaluated.
- k. To strive for the creation of new resources as well as the maintenance of existing ones.
- l. To serve as a mediator between and among the students, the public, the college staff and the Board as appropriate.
- m. To keep the Board apprised regarding the operations of the College in a reasonable and responsible time frame.
- n. To inform the Board of any trustee's question, concern, or non-binding advice regarding the operations of the College and any answer given or action taken as a result thereof in a reasonable and responsible time frame. (See Board Policy 1.9.)

(Reference 110 ILCS 805/3-26)

DATE APPROVED BY BOARD OF TRUSTEES: December 27, 1977

REVISION DATES: March 24, 1983; April 20, 1987; December 20, 2001; April 26, 2005
September 25, 2013; March 26, 2014

REVIEW DATES: June 2013; November 2013

MORTON COLLEGE BOARD POLICY



TITLE: Information Technology Usage

NO.: 8.20

SECTION: Institutional

PAGE: 1 of 5

Morton College provides access to information technology, including electronic mail, voice mail, electronic bulletin boards, personal computers, the Internet/Network, including Internet/Network access through handheld devices, and cellular telephones to assist its administrators, faculty, staff, and students (collectively, "Technology Users") with achieving greater efficiencies in communication and information retrieval and dissemination. These tools represent a considerable commitment of the College's resources. This policy is designed to help clarify the College's expectations for the use of these tools and to help Technology Users use these and other tools wisely.

All Technology Users are responsible for using these tools in an effective, ethical, and lawful manner. Nonobservance of this *Information Technology Usage Policy* will subject violators to appropriate disciplinary action up to and including the for-cause termination of employees and the expulsion of students. The application of this *Information Technology Usage Policy* to students is in addition to the provisions of the Code of Student Conduct.

Technology Users do not have a personal privacy right in any matter stored, created, received, or sent from the College's electronic mail, voice mail, Internet, Network, or computer systems. The College, in its sole discretion, reserves the right to monitor, access, retrieve, and delete any matter stored, created, received, or sent from the electronic mail, voice mail, Internet, Network, and computer systems, and to monitor and record Internet and Network and other information technology usage for any reason and without the permission of the Technology User.

The College uses passwords for certain of its technologies and its applications. Passwords are used to provide security and delineate data and its access on a need-to-know basis. The existence of a password or other security measures does not in any way diminish the College's authority to access materials nor create any privacy expectation for Technology Users. Technology Users shall not share his/her password with anyone except as set forth in the current Administrative Policy, which may be amended from time to time, as this practice controls access and accountability. Technology Users shall change their passwords according to the current Administrative Policy, as may be amended from time to time. Technology Users shall not leave their electronic device unattended while signed on under their password.

The College's electronic mail, voice mail, Internet, Network, computer systems, and information transmitted by, received from, or stored on these tools are the property of the

DATE APPROVED BY BOARD OF TRUSTEES:

June 30, 2004

REVISION DATES: December 15, 2010

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

MORTON COLLEGE BOARD POLICY



TITLE: Information Technology Usage

NO.: 8.20

SECTION: Institutional

PAGE: 2 of 5

College, and not its Technology Users. The College expects that Technology Users who are granted access to electronic mail, voice mail, the Internet, Network, computer systems, and its data and intellectual property will use these resources to perform research or other purposes related to the business of the College. Limited, occasional, or incidental use of electronic media for non-business purposes is permissible, provided such use does not interfere with or impact in any way the Technology User's work, business systems, or College matters, except as otherwise stated herein as prohibited. Technology Users are expected to demonstrate a sense of responsibility and not abuse this privilege. The College shall determine in its sole discretion what constitutes incidental and occasional use. Administrators, faculty and staff who require access to social networking or similar non-traditional websites for authorized business purposes should advise their supervisors of the web addresses of the sites that they will regularly visit for business purposes.

In no event shall Technology Users use information systems in a way that may be disruptive or offensive to others, harmful to morale, or in violation of the College's policies or the law. Examples of prohibited activities include, but are not limited to, viewing, displaying, printing, making, and disseminating harassing or offensive statements or jokes based on sex, age, race, color, national origin, ancestry, sexual orientation, disability, religion, citizenship, military status, marital status, or any other basis prohibited by applicable law. Sending, forwarding, displaying, printing, or otherwise disseminating material that is harassing, offensive, disparaging, defamatory, sexually explicit or suggestive, obscene, fraudulent, or illegal is prohibited.

The College's other policies, including the policy against sexual and other harassment and its Identity Theft Prevention Program, apply fully to electronic mail, voice mail, electronic bulletin boards, personal computers, the Internet/Network, including Internet/Network access through handheld devices and cellular telephones, and any usage of these tools. This *Information Technology Usage Policy* applies equally to usage of College equipment and information technology tools on College premises and off College premises.

This policy shall not limit the College's right to take further action in response to unauthorized, illegal, or otherwise unacceptable use of the College's information technology tools. The College shall determine in its sole discretion what constitutes unacceptable use.

DATE APPROVED BY BOARD OF TRUSTEES:

June 30, 2004

REVISION DATES:

December 15, 2010

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

MORTON COLLEGE BOARD POLICY



TITLE: Information Technology Usage

NO.: 8.20

SECTION: Institutional

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USE OF THE COLLEGE'S WEBSITE AND OTHER ELECTRONIC FORUMS

The College's website is an important tool used to promote the College and its programs and services to prospective students, alumni, businesses, and members of the public. For this reason, the College shall control all material posted on its official website, www.morton.edu, and associated pages, and all Board Policies, including without limitation, the Publication and Publicity Policy, No. 2.8, and the Official Authority Policy, No. 4.4, shall apply to the College's official website, www.morton.edu.

Any website created or maintained by any Technology User, which refers in any way to the Technology User's employment, enrollment, or other association, past or present, with the College, shall include a statement making clear that the views and opinions expressed are strictly those of the author(s) and have not been reviewed or approved by the College. Technology Users shall not place or attempt to place any hyperlink on the College's official website.

Any Technology User posting on a third-party website or other electronic forum shall abide by all Board policies and take steps similar to those described in the preceding paragraph to make clear that the views expressed are not those of the College.

GUIDELINES FOR RESPONSIBLE USE OF TECHNOLOGICAL RESOURCES

The College has established the following Guidelines for users of email, the Internet, Network, computer facilities and data, and intellectual property and data provided by the College, as well as other technological tools that, when used inappropriately, could be harmful to the rights of the College or members of the College community. These Guidelines should be used in conjunction with the College's *Information Technology Usage Policy* and are intended to be consistent with that Policy. Should any discrepancy exist between these Guidelines and the *Information Technology Usage Policy*, the *Information Technology Usage Policy* shall prevail. This is intended to provide general principles for usage, and is not an exhaustive list of the Guidelines. The College expects that administrators, faculty, staff, and students shall use information technology tools in accordance with relevant laws and the highest standards of ethics.

1. All administrators, faculty, staff members, and students should conduct themselves appropriately in the use of information technology tools, and respect copyrights, software licensing rules, and other intellectual and data property rights.

DATE APPROVED BY BOARD OF TRUSTEES:

June 30, 2004

REVISION DATES: December 15, 2010

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

MORTON COLLEGE BOARD POLICY



TITLE: Information Technology Usage

NO.: 8.20

SECTION: Institutional

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2. Users shall respect the privacy of others. Administrators, faculty, staff members, and students shall refrain from accessing others' electronic communications, electronic files, data, and stored communications, including voice mail messages without consent.
3. Administrators, faculty, staff members, and students shall refrain from using cameras, camera phones, cell phones, or other means to photograph or record others without their consent or to otherwise harass, intimidate, or invade the privacy rights of others. No cameras, video recorders, camera phones, or other equipment enabling photographs, movies, or other visual image recording may be used in classrooms, changing areas, restrooms, locker rooms, or business development areas without prior approval from the Board or its authorized designees.
4. Users shall limit the sending of mass e-mail messages to those that are appropriate and are related to the business of the College. Appropriate topics for mass e-mails include safety, security, notices of computer system downtime, and/or maintenance announcements, as well as communications from the Administration and President.
5. Administrators, faculty, staff and students shall not use anonymous or pseudonymous communications that conceal their identity, and shall not hold themselves out as official spokespersons for the College, or otherwise create such an impression, when expressing personal opinions in any communications.
6. College facilities, intellectual property, and information technology tools are to be used for College-related activities and not for any commercial purpose.
7. Some reasonable personal use of information technology tools provided by the College is allowed, but should be limited and in no way interfere with or impact the administrator, faculty, staff member, or student's work, business systems, or College matters.
8. No administrator, faculty, staff member, or student may use College facilities to download or distribute pirated software or data, or to deliberately propagate any virus, worm, or other destructive force. No administrator, faculty, staff member, or student may use the College's Internet or other facilities to knowingly disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of another person or electronic system.

DATE APPROVED BY BOARD OF TRUSTEES:

June 30, 2004

REVISION DATES: December 15, 2010

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9. No administrator, faculty, staff member, or student may use College facilities or equipment to display, copy, or share files, or take any other action, in violation of any law, including without limitation, federal Copyright law.
10. No administrator, faculty, staff member, or student shall download music, videos, or similar files from any third-party website unless the same is required for College business and obtained legally from an authorized source.

CONSEQUENCES OF INAPPROPRIATE OR PROHIBITED USE OF MORTON COLLEGE'S INFORMATION TECHNOLOGY TOOLS OR WEBSITE

Administrators, faculty, staff members, and students shall be responsible to the College for any costs, fees, fines, or other damages, including attorneys' fees, incurred by the College as a result of unauthorized downloading of copyright-protected files or any other unauthorized or inappropriate use of the College's information technology tools.

The College will immediately report any criminal conduct to the appropriate law enforcement authorities. In its sole discretion and as required by law, the College shall provide to law enforcement and/or persons alleging civil damages, the names of any administrator, faculty, staff member, or student implicated in the unauthorized downloading of copyright-protected files.

The failure to comply with this *Information Technology Usage Policy* and/or any other illegal or inappropriate use of the College's information technology tools will result in disciplinary action, up to and including the for-cause termination of employees and the expulsion of students. Nothing in this policy is intended to violate or limit the Constitutional guarantee of free speech or the right to academic freedom.

DATE APPROVED BY BOARD OF TRUSTEES:

June 30, 2004

REVISION DATES: December 15, 2010

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

32. HLC Board of Trustees Letter



Office of the President
3801 South Central Avenue – Cicero, IL 60804

August 15, 2018

HLC Board of Trustees:

Please accept this letter as Morton College's response to the report of the July 16, 2018 IAC hearing.

At the onset, the College would like to affirm the essential quality assurance role of the HLC in higher education and the imperative of accreditation to the viability and vitality of the College. Simply put, Morton College would not exist without accreditation. There is no question that there are serious concerns among the trustees, administration, faculty, staff and students about the IAC report and the perceived level of severity of the issues surrounding the College's governance structure that led to the IAC's recommendation of a sanction of Probation.

The College has benefited immensely over the years from the recommendations of the various HLC peer review teams, which have consistently guided the College toward institutional improvement. The College views the findings and recommendations from this most recent evaluation cycle as another opportunity to learn and grow as an institution.

The College also acknowledges that its accreditation relationship with the HLC has been problematic for over a decade, notably through six college presidents during that period. Numerous HLC evaluation teams have cited significant concerns over inconsistencies on the part of the Board in adhering to clearly articulated board policies that refer to the role of the Morton College Board of Trustees as a policy-governing board and that of the College President as responsible for the day-to-day administration of the College.

The College is cognizant of the fact that when the HLC Board meets in November to make a final determination on the recommendations of the IAC, a mere acknowledgement of these seemingly intractable concerns about the challenges in institutional governance is not sufficient. The more crucial aspect of the institution's response should focus on how the Board together with the College President intend to ameliorate these concerns in a substantive and sustainable way and to the satisfaction of the Higher Learning Commission. To that end, the Morton College Board of Trustees has taken the following actions to date:

- At the May 8, 2018 special meeting of the Board, the Trustees unanimously approved a four-year contract extension for the President. This action demonstrated the Board's commitment to the continuity of leadership at the College.
- On the recommendation of the President, the College's CFO assumed the responsibilities of Treasurer. As a result, the College is no longer involved in the long-standing practice of engaging the services of an outside consultant for this function.
- Additionally, as noted in the IAC report, the College has fully launched a new five-year strategic plan adopted in January 2018, which has included an accelerated schedule to hire 15-20 full time faculty for the new academic year.



Office of the President
3801 South Central Avenue - Cicero, IL 60318

In addition to the aforementioned steps taken, the President will recommend to the Board the following:

1.) Termination of contractual agreements with two other vendors - Development and Marketing - at the August 22, 2018 special Board meeting. Numerous HLC evaluations since 2012 identified these particular contracts as areas of concern within the broader context of the role of the Board in relationship to the President and the process undertaken to determine the appropriate allocation of resources to support the work of the institution.

2.) Approval of the new administrative organizational structure at the August 22, 2018 special Board meeting. Board Policy 2.1 states: "the President will recommend the organizational structure of the College to the Board for approval, and, as circumstances require, any changes that will improve the overall College operations."

The Administration carefully vetted, discussed, and revised the proposed organizational structure through an inclusive process that involved input from all campus stakeholder groups over the past six months, including the Faculty Assembly and the various employee collective bargaining groups. The College Council - the campus-wide participatory governance group - endorsed the new organizational structure.

The proposed organizational structure was on the agenda at the May Board meeting for information and discussion. At the June Board meeting, the Board tabled a vote on the organizational structure with no explanation. At the July meeting, the board voted against the proposed structure 4-3 with no explanation.

- 3.) Board membership with AGB - Association of Governing Boards of Universities and Colleges and regular utilization of the resources available through AGB for training and board development.
- 4.) Review and revise board policies that pertain to the protocols for how college employees communicate with the Board. Currently, the relevant policies state that employees shall communicate with the Board through the President. Further clarification on this policy is necessary to include, not only regular employees of the College, but also consultants, contractors and vendors. These changes will specifically address the concerns identified in the IAC report regarding the interactions between legal counsel and the College and will clarify the appropriate communication expectations of this relationship.
- 5.) Effective with the August Board meeting, the Board will return to its original Board meeting schedule of the 4th Wednesday of the month at 5 p.m. The alternating times from month-to-month of the Board meeting schedule over the past year have caused confusion and inefficiency in the development of Board meeting agendas. A consistent meeting time will also enhance transparency.
- 6.) Ongoing and candid discussions around the sensitive subject of the proper boundaries of the Board's role in governance and appropriate interactions among the Trustees at and outside of Board meetings. It is important to ensure that all stakeholders of the College are confident that the vital work of the Board occurs in a collaborative and respectful manner.



Office of the President
3931 South Central Avenue - Cicero, IL 60604

A starting point for these crucial conversations is the groundbreaking research of Dr. Terry O'Banion, the preeminent scholar and community college thought-leader, who published the results of his extensive research several years ago in a lengthy monograph "The Rogue Trustee: The Elephant in the Room." Dr. O'Banion gave voice to a growing phenomenon across the country in community college board governance. He also shared his findings during a keynote address at the Annual HLC Conference a few years ago. The following is an excerpt from Dr. O'Banion's article:

"Rogue Trustees run roughshod over the norms and standards of behavior expected of public officials appointed or elected to office. They tend to trample over the ideas and cautions of the CEO, the trustee chair, and member trustees. They place their own interests over the interests of the college. They violate written and unwritten codes of conduct. They often make inappropriate alliances with faculty, staff, and other trustees. They recommend and support policies that are not in the best interests of the institution. They consume an inordinate amount of staff and meeting time. They know how to get attention, to appeal to the base elements in others, and to manipulate individuals and situations to their advantage. Most rogue trustees are bright and articulate...they are sometime loners...but they also create alliances with others to carry out their agenda...they tend to poison the culture of the college instead of helping to create a sense of community, collaboration, innovation, and common values. They become the catalyst for increased defensiveness, paranoia, subterfuge, and fear. In short, they cause enormous damage. The rogue trustee is the elephant in the room, creating an ever-widening circle of frustration and destruction for anything in its path."

Guided by the leadership of a strong board chair, ongoing discussions and assessment focused on the qualities and practices that contribute to an informed, independent, deliberative and collaborative trustee can serve as a framework for regular training for the Board.

The College looks forward to providing an update to the HLC Board before its meeting in November on the actions taken by the Morton College Board of Trustees in response to these recommendations. Please note that the Trustees have included their signatures on this letter to indicate their acknowledgement of the gravity of the consequences facing the College's accreditation relationship with the HLC and commitment to the welfare of the institution through strict adherence to Board policies.

However challenging and disconcerting these circumstances may be for everyone involved, the College is wholeheartedly committed to its vital mission and to addressing HLC's concerns through a transparent and intentional process of continuous and measurable progress. In doing so, given that the scope of the IAC concerns is limited to board governance issues, the College respectfully requests that the HLC Board not impose the sanction of Probation on the institution, as was the recommendation of the Focused Visit Team.

Sincerely,
Morton College

Stanley S. Fields, Ph.D.
President

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Office of the President
2801 South Central Avenue - Cicero, IL 60884

Frank J. Aguilar
Board Chair

Joseph J. Belcast
Trustee

Anthony R. Martinucci
Board Vice-Chair

DocuSigned by:
Melissa Cundari

Melissa Cundari
Trustee

Jose A. Collazo
Board Secretary

Frances F. Reitz
Trustee

Susan L. Banks
Trustee

Jesus Javier Ruan
Student Trustee

[33. Trustee Resignation](#)

From: Missi Cundari <mcundari28@gmail.com>
Sent: Wednesday, December 11, 2019 11:32 AM
To: Fran Reitz <ffr999@yahoo.com>
Cc: Stan Fields <stan.fields@morton.edu>; Maria Anderson <maria.anderson@morton.edu>
Subject: Resignation

Trustee Reitz -

It has been a pleasure serving on the Morton College Board of Trustees since 2008. Unfortunately, the Board's schedule of Wednesday's at 11am has made it impossible for me to regularly attend meetings due to a work conflict. Despite multiple attempts by community members, staff, and students, the schedule for next year is proposed as remaining the same. Therefore, effective December 18th, 2019, I resign from the Board Of Trustees.

I look forward to continuing to serve the community by participating on the Morton High School District 201 Board. I'm hopeful that, while in that role, I can partner with Morton College to make our community the very best it can be.

I'd like to commend the Morton College staff, faculty, administration, and Board for your dedication to the institution and for welcoming me as a part of your community. I am confident that the College will continue reaching success and I'm encouraged and inspired by our students every single day.

Please extend my very best wishes for a happy holiday season to everyone.

Thank you,
Melissa Cundari