



Regular Meeting  
of the  
Board of Trustees

*December 7, 2021*

**Regular Meeting of the  
BOARD OF TRUSTEES OF NORTHERN ILLINOIS UNIVERSITY  
9:00 a.m. – Tuesday – December 7, 2021  
Board of Trustees Room  
315 Altgeld Hall**

**AGENDA**

1. Call to Order and Roll Call
2. Verification of Quorum and Appropriate Notification of Public Meeting
3. Meeting Agenda Approval..... *Action*..... i
4. **Review and Approval of Minutes from November 18, 2021** ..... *Action*..... 1
5. Chair's Comments/Announcements
6. Public Comment\*
7. **Reports of Board Committees and Board Liaisons**..... *Information*..... 5
  - a. Academic Affairs, Student Affairs and Personnel Committee (AASAP)
  - b. Finance, Audit, Compliance, Facilities and Operations Committee (FACFO)
  - c. Research and Innovation, Legal and Legislative Affairs Committee (RILLA)
  - d. Illinois Board of Higher Education
  - e. Universities Civil Service Merit Board
  - f. Northern Illinois Research Foundation
  - g. Northern Illinois University Alumni Association
  - h. Northern Illinois University Foundation
8. President’s Report No. 156
  - a. University Recommendations Forwarded by the Board Committees
    - 1) **Request to Merge the Department of Geology and Environmental Geosciences and the Department of Geography and Atmospheric Sciences into the Department of Earth, Atmosphere, and Environment** ..... *Action*..... 8
    - 2) **Fiscal Year 2023 Budget Request**..... *Action*..... 9
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  - b. University Reports Forwarded by the Board Committees
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c. Items Directly from the President

1) Collective Bargaining Agreement for the Metropolitan Alliance of Police #675 Police Telecommunicator .....	Action.....	77
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9. Chair’s Report No. 100

a. 2021 Annual Performance Review of President Freeman.....	Information.....	97
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c. Closed Session Minutes Review and Release.....	Action.....	99

10. Other Matters

11. Next Meeting Date

12. Closed Session

13. Adjournment

\*Individuals wishing to make an appearance before the Board should consult the [Bylaws of the Board of Trustees of Northern Illinois University](#), Article II, Section 4 – *Appearances before the Board*. Appearance request forms can be completed [online](#) in advance of the meeting or will be available in the Board Room the day of the meeting. For more information contact Crystal Doyle, [ccoppel@niu.edu](mailto:ccoppel@niu.edu), Altgeld Hall 300, DeKalb, IL 60115, 815-753-1273.

**Anyone needing special accommodations to participate in the NIU Board of Trustees meetings should contact Crystal Doyle, [ccoppel@niu.edu](mailto:ccoppel@niu.edu) or (815) 753-1273, as soon as possible.**

Minutes of the  
**Board of Trustees of Northern Illinois University**  
**Special Meeting**  
November 18, 2021

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 1:30 p.m. by Board Chair Eric Wasowicz in the Board of Trustees Room, 315 Altgeld Hall.

Recording Secretary Crystal Doyle conducted a roll call.

Vice Chair Rita Athas: Present

Trustee Dennis Barsema: Present

Trustee John Butler: Present

Trustee Montel Gayles: Present

Trustee Veronica Herrero: Present

Trustee Bob Pritchard: Present

Trustee Jacob Sommer: Present

Board Chair Eric Wasowicz: Present

Also present: President Lisa Freeman; Vice President and General Counsel and Board Parliamentarian Bryan Perry; Board Liaison and Chief of Staff Matt Streb; Executive Vice President and Provost Beth Ingram; Vice President for Administration and Finance and Chief Financial Officer Sarah Chinniah; Vice President for Enrollment Management, Marketing and Communications Sol Jensen; Associate Vice President for Information Technology Matt Parks; Vice President for Research and Innovation Partnerships Jerry Blazey; Vice President for University Advancement Catherine Squires; Vice President and Director of Athletics and Recreation Sean Frazier; and University Advisory Council (UAC) Representatives Felicia Bohanon, and Holly Nicholson.

**VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING**

General Counsel Bryan Perry indicated the appropriate notification of the meeting has been provided pursuant to the Illinois Open Meetings Act. Mr. Perry also advised that a quorum was present.

**MEETING AGENDA APPROVAL**

Chair Wasowicz asked for a motion to approve the meeting agenda. Trustee Gayles so moved, and Trustee Pritchard seconded. The motion was approved.

**REVIEW AND APPROVAL OF MINUTES OF SEPTEMBER 23, 2021**

Chair Wasowicz asked for a motion to approve the minutes of September 23, 2021. Trustee Pritchard so moved, and Trustee Herrero seconded. The motion was approved.

**CHAIR'S COMMENTS/ANNOUNCEMENTS**

Chair Wasowicz welcomed the members of the University Advisory Council who were present.

UAC Representative Nicholson spoke on concerns from fellow civil service coworkers. Some of the concerns that were mentioned were employee morale, pay increases, promotions, ineffective managers, workload, and diversity in civil service positions. Addressing staff salaries must be the highest priority and is willing to help in any way that is needed. Ms. Nicholson stressed that we need to find solutions to the issues around campus.

UAC Representative Bohanon commented that the Supportive Professional Staff agrees and is very supportive of the comments that UAC Representative Nicholson made. Ms. Bohanon

mentioned that SPS has a lot of the same concerns and is also willing to help in any way that is needed to try and find solutions to the problems.

Chair Wasowicz assured UAC Representatives Nicholson and Bohanon that the issues they commented on will be addressed and hopefully solutions can be found. Chair Wasowicz applauded President Freeman and her team with all the work they have done on the Strategic Plan and Goals. Chair Wasowicz is hopeful they can take NIU to new and higher levels of being able to provide a better institution for the students, faculty, and staff.

## **PUBLIC COMMENT**

Chair Wasowicz introduced the public comment portion of the meeting. General Counsel Perry stated that there was one public comment and invited Ms. Rave Meyer to the podium.

## **PRESIDENT'S REPORT NO. 155**

Chair Wasowicz asked President Freeman to present the President's Report No. 155.

### **President Lisa Freeman presented Agenda Item 7.a. EAB Undergraduate Recruitment Services**

Chair Wasowicz asked for a motion to approve item 7.a. Vice Chair Athas so moved, and Trustee Barsema seconded. The motion was approved.

### **President Lisa Freeman presented Agenda Item 7.b. On- and Off-Campus Unarmed Security Patrol**

Chair Wasowicz asked for a motion to approve item 7.b. Trustee Gayles so moved, and Trustee Herrero seconded. The motion was approved.

### **President Lisa Freeman presented Agenda Item 7.c. Bowl Game Participation Expense**

Chair Wasowicz asked for a motion to approve item 7.c. Trustee Barsema so moved, and Trustee Herrero seconded. The motion was approved.

### **President Lisa Freeman presented Agenda Item 7.d. Appointment of Vice President and Director of Athletics and Recreation**

The trustees were all very supportive and very happy to see this appointment for Sean Frazier.

Chair Wasowicz asked for a motion to approve item 7.d. Trustee Barsema so moved, and Trustee Herrero seconded. The motion was approved.

### **President Lisa Freeman presented Agenda Item 7.e. Collective Bargaining Agreement for the Metropolitan Alliance of Police #414 Security Guards**

Chair Wasowicz asked for a motion to approve item 7.e. Trustee Butler so moved, and Trustee Gayles seconded. The motion was approved.

### **President Lisa Freeman presented Agenda Item 7.f. Collective Bargaining Agreement for the Teamsters Local #330 Transportation Department**

Chair Wasowicz asked for a motion to approve item 7.f. Vice Chair Athas so moved, and Trustee Herrero seconded. The motion was approved.

### **President Lisa Freeman presented Agenda Item 7.g. Collective Bargaining Agreement for the International Union of Operation Engineers Local #399 Heating Plant**

Chair Wasowicz asked for a motion to approve item 7.g. Trustee Herrero so moved, and Trustee Butler seconded. The motion was approved.

**President Lisa Freeman presented Agenda Item 7.h. Collective Bargaining Agreement for the International Union of Operation Engineers Local #150 Grounds Department**

Chair Wasowicz asked for a motion to approve item 7.h. Trustees Gayles so moved, and Trustee Butler seconded. The motion was approved.

**President Lisa Freeman presented Agenda Item 7.i. Real Estate Property Sale – Art Annex**

Chair Wasowicz asked for a motion to approve item 7.i. Trustee Pritchard so moved, and Trustee Barsema seconded. The motion was approved.

**President Lisa Freeman presented Agenda Item 7.j. Academic Year 2021-22 (Fiscal Year 2022) University Goals**

Chair Wasowicz asked for a motion to approve item 7.j. Trustee Herrero so moved, and Vice Chair Athas seconded. The motion was approved.

**OTHER MATTERS**

There were no other matters.

**NEXT MEETING DATE**

The next regularly scheduled meeting of the Board of Trustees will be held December 7, 2021 at 9:00 a.m.

**CLOSED SESSION**

Chair Wasowicz stated that the Board needed to go into closed session and would not take up new business following the closed session. He asked for a motion to close the public meeting to conduct closed session to discuss the following subjects as authorized by the Open Meetings Act: personnel matters as generally described under sections 2(c)(1)(2)(3) and (21) of the open meetings act; collective bargaining matters as generally described under section 2(c)(2) of the open meetings act; real estate matters as generally described under section 2(c)(5) and (6) of the open meetings act; litigation and risk management matters as generally described under sections 2(c)(11) and (12) of the open meetings act; and closed session minutes matters as generally described under section 2(c)(21) of the open meetings act.

Trustee Barsema so moved, and Trustee Pritchard seconded.

Chair Wasowicz asked Ms. Doyle to take a roll call vote to close the public meeting.

Vice Chair Rita Athas: Yes

Trustee Dennis Barsema: Yes

Trustee John Butler: Yes

Trustee Montel Gayles: Yes

Trustee Veronica Herrero: Yes

Trustee Bob Pritchard: Yes

Trustee Jacob Sommer: Yes

Board Chair Eric Wasowicz: Yes

The motion was approved.

The Board closed the public meeting at 2:28 p.m.

The meeting reconvened from closed session at 5:19 p.m.

Chair Wasowicz asked Ms. Doyle to conduct a roll call.

Vice Chair Rita Athas: Present

Trustee Dennis Barsema: Present

Trustee John Butler: Present

Trustee Montel Gayles: Present

Trustee Veronica Herrero: Present

Trustee Bob Pritchard: Present

**ADJOURNMENT**

Chair Wasowicz asked for a motion to adjourn. Vice Chair Athas so moved, and Trustee Herrero seconded. The motion was approved.

The meeting adjourned at 5:22 p.m.

Respectfully submitted,

Crystal Doyle  
Recording Secretary

*In compliance with Illinois Open Meetings Act 5 ILCS 120/1, et seq, a verbatim record of all Northern Illinois University Board of Trustees meetings is maintained by the Board Recording Secretary and is available for review upon request. The minutes contained herein represent a true and accurate summary of the Board proceedings.*

## **REPORTS OF BOARD COMMITTEES AND BOARD LIAISONS**

### **a. Academic Affairs, Student Affairs and Personnel Committee (AASAP)**

The Academic Affairs, Student Affairs and Personnel Committee met on November 18, 2021. One action item appeared on the agenda: Request to Merge the Department of Geology and Environmental Geosciences and the Department of Geography and Atmospheric Sciences into the Department of Earth, Atmosphere, and Environment and was approved. The committee received two information items: Oversight of Academic Programs and Presentation on EAB Partnership.

### **b. Finance, Audit, Compliance, Facilities, and Operations Committee (FACFO)**

The Finance, Audit, Compliance, Facilities and Operations Committee met on November 18, 2021. The committee was presented with three Financial Update items: Annual Financial Summary as of June 30, 2021; Quarterly Financial Summary Fiscal Year 2022 First Quarter as of September 30, 2021; and Periodic Report on Investments for Period Ending September 30, 2021. The committee approved five actions items: Fiscal Year 2023 Budget Request; Fiscal Year 2023 IBHE Capital Budget Request; EAB Undergraduate Recruitment Services; On- and Off-Campus Unarmed Security Patrol; and Bowl Game Participation Expense. Of these five action items, three items were sent in front of the Special Meeting that same day. The committee also received three University Information items: Quarterly Summary Report of Transactions in Excess of \$100,000 for the Period July 1, 2021 to September 30, 2021; Fiscal Year 2021 Clery Report Update; and Fiscal Year 2021 Annual Report of Transactions Involving Real Property.

### **c. Research and Innovation, Legal and Legislative Affairs Committee (RILLA)**

The Research and Innovation, Legal and Legislative Affairs Committee met on November 18, 2021. The committee was presented with four information items: State Legislative Report, Federal Legislative Report, Sponsored Programs Administration Quarterly Report, and a Faculty Presentation. Ms. Katie Davison, Director of State Relations provided the State Legislative Report. Dr. Anna Quider, Assistant Vice President for Federal Relations provided the Federal Legislative Report. Ms. Dara Little, Assistant Vice President for Research and Sponsored Programs provided the Sponsored Program Administration Quarterly Report. Dr. Tao Xu, Professor in the Department of Chemistry, provided a verbal faculty presentation.

### **d. Illinois Board of Higher Education**

Since the last report on September 23, 2021, the IBHE has not released the minutes for their last three meetings (June 8, 2021, August 10, 2021, and September 14, 2021). Updates will be provided when minutes are available and additional details regarding these items are posted on the IBHE website.

### **e. Universities Civil Service Merit Board**

The State Universities Civil Service System (SUCSS) Merit Board has not met since the last regular meeting of the NIU Board of Trustees. A meeting was scheduled for November 18, 2021, but it was rescheduled for December 9, 2021.

### **f. Northern Illinois Research Foundation**

The Audit Committee and Board of Directors of the Northern Illinois Research Foundation held their quarterly meetings on September 13 and 21, 2021, respectively. The Audit



Committee discussed the NIRF and EIGERlab audit reports, quarterly financial statements, and NIRF insurance. The Audit Committee also discussed the procedures for reporting unrelated business income tax (UBIT) and protecting intellectual property against litigation. The Board of Directors reelected Directors and Officers with expiring terms and discussed the disposition of EIGERlab, proposed changes to NIRF reorganization and received quarterly updates from the Audit Committee and the NIU Office of Innovation. The next NIRF Board of Directors quarterly meeting will be on December 13, 2021.

#### **g. Northern Illinois University Alumni Association**

**Communications** – The *Entrepreneurship* issue of Northern Now is in the final design stages and should release in November 2021. Additionally, work is commencing on the FY21 Impact Report. This will be the first combined Impact Report since the merger of the NIUAA and NIU Foundation.

**Events** – Football season is wrapped up, with only the postseason to go. Plans are already underway should NIU make it to the MAC Championship Game in Detroit on December 4. There is also a campus-wide bowl committee that is meeting regularly. It was a successful football season, with events in Atlanta and Michigan, as well as home events with the opening game (President’s Reception) and Homecoming.

We are slowly ramping up events as we figure out what is happening post-covid. A survey of MAC and Illinois schools show no consistent approach. Some schools are not pursuing any in-person events yet, others are with protocols, others are full steam ahead. Our approach is to be careful about what in-person events we do as things continue to evolve. The next large event will be the NIUAA Holiday party on December 1<sup>st</sup>. Plans are fully underway for travel in the new year, with southwest Florida, Phoenix, Denver, and Southern California targeted.

**Volunteer Activity** – Alumni and friends have had the opportunity to volunteer as resume reviewers, classroom speakers, new student recruiters, and much more since the beginning of the semester. We have also seen increased activity in alumni advocacy support with the launch of a federal email campaign that boasted our largest participation yet. Additionally, alumni from both the AA and Foundation boards joined NIU state relations director for NIU. As a result, twenty caucus members, representing both parties and both chambers, drafted, signed and sent a letter of support to the Governor’s Office requesting the release of NICCS funding as soon as possible. Advocacy from the office of the president will continue until the funding is released.

Advocacy Day is being planned for mid-April or early March, but it remains to be seen if we will be able to host in-person meetings at the Capitol, or if we will need to rely solely on a reception in Springfield for this year.

We are looking forward to the launch of the Honors Scholarship review process, which 100 volunteers supported last year, as well as the Huskie Postcard Project, which include words of encouragement from the NIU community that are added to care packages delivered to students as they study for finals on campus in the Spring.

**Campus Partner Outreach** – Upon securing a grant for \$5,000 for campus partner training, the team has launched a series of lunch and learns. Called “ACES (Advancement, Communication, and Engagement Series) the first topic was Advancement 101. Other topics include Alumni Communications, Alumni Engagement and volunteerism, and an Introduction to a Campaign.

#### **h. Northern Illinois University Foundation**

Catherine Squires, Vice President for Advancement and President & CEO of the NIU Foundation, will provide a verbal report.

## **REQUEST TO MERGE THE DEPARTMENT OF GEOLOGY AND ENVIRONMENTAL GEOSCIENCES AND THE DEPARTMENT OF GEOGRAPHY AND ATMOSPHERIC SCIENCES INTO THE DEPARTMENT OF EARTH, ATMOSPHERE, AND ENVIRONMENT**

**Summary:** After conversations spanning two years, the faculty and staff in the Department of Geology and Environmental Geosciences and the Department of Geographic and Atmospheric Sciences formally request to merge their two departments into a single unit with the name: Department of Earth, Atmosphere and Environment (EAE).

**Description:** The two departments developed bylaws to govern the new department. The new governance document was approved by the College of Liberal Arts and Sciences College Council on April 12, 2021. Subsequently, the Dean of the College of Liberal Arts and Sciences sent a memo formally requesting the merger to the Executive Vice President and Provost for signature and approval. The memo was signed by the Executive Vice President and Provost on October 3, 2021.

To facilitate the merger, NIU requests approval of the following steps:

1. Faculty and staff in the Department of Geographic and Atmospheric Sciences will move into the Department of Geology and Environmental Geosciences.
2. The merged department will be renamed the Department of Earth, Atmosphere and Environment (EAE).
3. All degree and certificate programs currently in existence in the two separate units will continue to exist in the renamed department and will operate as presently designed.

**Rationale:** Faculty and staff of both existing departments have been engaged in discussions for more than two years regarding how to combine their strengths, better serve the students of NIU, and to expand and enhance the scope and impact of their research, engagement, and outreach. This request to merge units is the primary outcome of those discussions.

The creation of a Department of Earth, Atmosphere, and Environment is the first step in a bold and innovative plan that will expand research collaborations and success, attract new, high-quality undergraduate and graduate students to NIU, and support the function and enhance the impact of the Northern Illinois Center for Community Sustainability. The new unit will be adaptable to changing student demographics and demand for many decades to come.

**Funding:** With the exception of the loss of one department chair, the budget of the merged unit will be no less than the combined FY20 budget of the two separate units. While there are no immediate budget savings beyond what is described, it is expected that the new unit will explore ways to increase enrollments to enhance university revenue and look toward efficiencies in course offerings and operations as they arise.

**Recommendation:** The Academic Affairs, Student Affairs, and Personnel Committee recommends Board of Trustee approval of the Request to Merge the Department of Geology and Environmental Geosciences and the Department of Geography and Atmospheric Sciences into the Department of Earth, Atmospheric, and Environment.

## FISCAL YEAR 2023 BUDGET REQUEST

**Summary:** Each year, staff seeks the Board’s approval of budget request guidelines, or the overall level of state funding requested for the upcoming fiscal year. This total request amount is recognized as the University’s budget request throughout the budget development process, including request submissions to the Illinois Board of Higher Education (IBHE) and the Governor’s Office of Management and Budget (GOMB). Staff also use this request when developing the University’s detailed budget request and other budgetary reporting materials for the Illinois General Assembly.

For FY23, Northern Illinois University (NIU) requests a funding level of \$98.63M.

**Background Information:** For FY22, the University submitted a Board-approved budget request of \$98.97M to the IBHE and was held to a flat budget of \$87.8M for the third consecutive year. While State General Funds appropriations provided to NIU have stabilized, the aggregate funding level during the past seven years reflects a state funding shortfall of \$91.3M, ignoring inflation, when compared to a flat-funding scenario at the FY15 level of support.

Year	NIU Request	State General Funds Awarded	Funding Deficit Compared to FY15 Funds Awarded
FY15	\$105.7 million	\$91.1 million	
FY16	\$105.3 million	\$26.4 million	(\$64.7 million)
FY17	\$91.1 million	\$91.1 million	
FY18	\$93.9 million	\$81.9 million	(\$9.2 million)
FY19	\$93.6 million	\$83.6 million	(\$7.5 million)
FY20	\$93.6 million	\$87.8 million	(\$3.3 million)
FY21	\$93.6 million	\$87.8 million	(\$3.3 million)
FY22	\$98.9 million	\$87.8 million	(\$3.3 million)
			<b>(\$91.3 million)</b>

NIU has prioritized addressing affordability concerns and maintaining fiscal responsibility by keeping the total cost of attendance for full-time students as low as possible. In FY22, NIU made the difficult decision to increase tuition after a five-year freeze. The entire 1.5% undergraduate tuition increase went directly towards funding desperately needed student support services.

The FY23 state budget request presented for the Board’s consideration reflects the University’s commitment to and advocacy for the students, faculty, and staff at NIU. This FY23 request for \$98.63M attempts to secure a more adequate level of state funding support which responsibly supports the University’s mission. The recommended budget request seeks funding for operational support, student support services, and academic program priorities.

### **FY 2023 Budget Request Detail**

TOTAL BUDGET REQUEST: \$98,627,200

NIU is not immune to the challenges caused by the economy. The supply chain disruptions and labor shortages are a critical problem. A State funding level of \$98.63M will offset increases in expected and known costs to the NIU Income and Appropriated Funds, which account for 71% of NIU’s budgeted personnel services expenditures and 49% of the

University's budgeted contractual services spend, based on the current fiscal year budget (FY22). The Appropriated Fund is reliant on revenues from State appropriations and Income Fund includes tuition and some fees.

Student academic success and wellbeing is a top priority at NIU. Alleviating the financial and emotional toll that has been placed upon students by unprecedented global and national events since spring 2020 takes bold action. Reducing barriers faced by students leads to greater student and academic success. NIU will invest in the following student support services.

- Funding for a summer bridge program with capacity to serve 400 students annually, integrated advising including the procurement of software for pre-enrollment communications and advising, and a robust tutoring/support coaching program.
- Social support services including expansion of telehealth services, ten additional mental health counselors, increased student programming to promote continuous engagement and equitable opportunities for internships/externships and career counseling/transition.
- Financial support services, specifically the creation of a student-facing Financial Aid Counseling unit made up of six full-time staff members.

In addition to this maintenance funding request, the \$98.63M appropriations request includes funding for the following initiatives and work that will not be possible without this additional State funding:

- **ProPEL in Special Education (\$580,000)** - Funding will provide an accelerated pathway for paraprofessionals to obtain a B.S.Ed. and professional education licensure in Special Education while remaining part of the incumbent workforce. ProPEL is a one-year special education licensure program designed for working adults. ProPEL addresses two significant state needs - reducing the shortage of highly qualified special education teachers and diversifying the teacher workforce. ProPEL will prioritize participation from paraprofessionals of color in three school districts (Rockford School District 205, School District U46, and Freeport School District 145) with imbalances in teacher and student demographics (e.g., 80% White teachers, 80% students of color), high percentages of low-income students, and pressing needs for special educators. ProPEL paraprofessionals will receive full tuition support in exchange for teaching in their home districts for four years after licensure. ProPEL will result in preparation and employment of 35 licensed special education teachers with a goal of 50% of completers being from diverse backgrounds.
- **Nursing Education (\$555,000)** - Funding would provide the resources needed to increase enrollments and the number of degrees awarded in NIU's nursing program, which would contribute to key work force needs in the State of Illinois. Admission to the baccalaureate program in nursing is limited, and student demand for this program has consistently exceeded the resources available for the program. Many highly qualified students are turned away each year. The nursing program is accredited by the Commission on Collegiate Nursing Education.
- **Cluster Hire to Support Transdisciplinary Research (\$1,000,000)** - Funding will support development of transdisciplinary initiatives in the areas of social, racial, and ethnic inequities, environmental justice, STEM education, or artificial intelligence/machine learning (AI/ML). Such initiatives may include research, scholarly and creative activities as well as community engagement. Support will generate transdisciplinary opportunities for student engagement and learning and may include cross-disciplinary coursework, credentials, capstone experiences for both

graduate and undergraduate students, extended research opportunities for students and proposals for academic programs that intersect with these themes. This initiative asks for funding for the hiring of a group of faculty members (“cluster hire”) whose research interests coincide with the transdisciplinary focus of the project and, in addition, would increase the diversity of the faculty.

In addition to state funding support, the University will also seek reforms that impact University resources but are considered non-budgetary in nature. Staff will work with the IBHE, the Governor’s Office, legislators, and other institutions to seek relief from unfunded mandates and burdensome regulations. In short, more flexibility is needed in order to adapt and thrive in today’s uncertain environment.

**Recommendation:** The Finance, Audit, Compliance, Facilities and Operations Committee recommends Board of Trustees approval of the request for Fiscal Year 2023 Budget Request.

## FISCAL YEAR 2023 IBHE CAPITAL BUDGET REQUEST

**Summary:** The Illinois Board of Higher Education (IBHE) Capital Budget Request is submitted in October prior to the budget year in order to meet IBHE and state capital project review and approval submission schedules. The Capital Budget Request consists of two principal categories of projects requesting state funding support and a third category that provides notification of anticipated non-instructional projects that might eventually require specific IBHE approval. Including the partially released Health IT Center Project there are eleven capital projects, totaling approximately \$482M, and 14 capital renewal projects totaling approximately \$112M, no projects were included in the third category as part of the submission. Included within the 14 renewal projects is a subset of six projects that were identified as critical/emergency type projects in September 2021 when IBHE contacted the University requesting emergency type projects for consideration if alternate funding could be identified by the state. As no new funding source has since been identified these are included at the top of the capital renewal projects list.

**Background:** Requests for state funding include regular capital projects which represent major investments for new construction and renovation; and capital renewal projects which represents major repairs and system improvement projects with estimated budgets in excess of \$100K.

Priorities for capital projects are determined through reviews and discussions within a capital planning group which consists of the Provost; Research, Innovation, and Partnerships; the Chief Financial Officer; the Chief of Staff, and applicable representatives from Facilities Management & Campus Services. The group takes in consideration mission and program requirements, building conditions, impact on student enrollment, and other factors when assessing project priorities. Capital renewal priorities are predominantly driven by building/infrastructure conditions and the potential for impacting university operations.

The State's FY22 budget included re-appropriation of capital projects which includes the University's priority capital project, Health Informatics & Technology Center, and \$52.9M of capital renewal funding for deferred maintenance. Initial funds (\$7.7M) have been released to the Capital Development Board to proceed with the planning for the Health IT Center. Additionally, approximately \$9M has been released from the \$52.9M capital renewal authorization to proceed with three urgent repair projects. Projects originally authorized in FY19 continue to be funded and executed via the Capital Development Board. This includes \$6.1M for the boiler replacement project and \$5M for steam tunnel repairs.

**Recommendation:** The Finance, Audit, Compliance, Facilities and Operations Committee recommends Board of Trustees approval of the request for Fiscal Year 2023 IBHE Capital Budget Request.

Regular Capital Project Priorities for FY23 IBHE Budget Submission		
Priority	Project Title	Total Estimated Cost (\$K)
1	Health Informatics & Technology Center	77,000*
2	Wirtz Hall Renovation	32,488
3	Williston Hall Renovation	38,195
4	Still Hall & Still Gym Renovation	54,593
5	Gabel & Graham Complex Renovation	11,482
6	Davis Hall Renovation	50,272
7	McMurry Hall Renovation	21,575
8	Reavis Hall Renovation	25,102
9	Watson Hall Renovation	25,977
10	Psychology/Computer Science Building Renovation	55,025
11	Montgomery Hall Renovation	67,853
	<b>Total Regular Capital Projects</b>	<b>\$482,562</b>

\* Note: \$7.7M already released for planning/design.

Capital Renewal Project Priorities for FY23 IBHE Budget Submission		
Priority	Project Title	Total Estimated Cost (\$K)
R1	Music Building & Gabel Hall Roof Repairs*	4,225
R2	Anderson Hall Structural & Still Hall/Gym Masonry Repairs*	6,165
R3	DeKalb Campus HVAC & Hood Exhaust Repairs*	4,215
R4	Academic Buildings General Upgrades Phase I	6,917
R5	Campus-Wide Boiler Replacement Phase II	13,551
R6	East Campus Chilled Water System Reconfiguration*	6,225
R7	DeKalb Campus Fire Protection Upgrades Phase I*	7,055
R8	East Campus Electrical Infrastructure Upgrades*	3,804
R9	DeKalb Campus Heating System Piping Conversions	14,035
R10	DeKalb Campus ADA Assessment & Repairs Phase I	4,081
R11	Academic Buildings General Upgrades Phase II	7,546
R12	Campus-Wide Electrical Infrastructure Upgrades	5,672
R13	Campus-Wide Boiler Replacement Phase III	28,863
R14	DeKalb Campus Elevator Upgrades	3,766
	<b>Total Capital Renewal Projects</b>	<b>\$111,899</b>

Note: \*Items R1-R3, R6-R8 have been identified as Critical/Emergency projects in an August 2021 interim submission.

## **Capital Projects**

### **1. Health Informatics & Technology Center**

In the last decade the demand for college graduates with expertise in health-based technology fields has increased exponentially. The new facility will offer students a unique



learning environment combining the best of a time-honored college education driven by a focus on advancing health technology. The center will have extensive infrastructure to accommodate a broad range of equipment necessary to develop nationally competitive programs with potential for industry and professional certifications, custom learning labs and single classes. Experience using “cutting edge” technology in a well-planned, well-equipped facility will prepare students to compete and succeed in the intense technologically complex world of the future. NIU is currently preparing to begin programming and schematic design with a consultant team selected through the CDB. With a partial budget release of \$7.7M to facilitate planning/design, it is hoped that the remaining budget will be released when we are ready to proceed with construction.

**2. Wirtz Hall Renovation**

This structure was originally constructed in 1964 and connected to NIU’s second oldest building, McMurry Hall built in 1911. Together these buildings house the College of Health and Human Sciences. With planning for the new Health Informatics & Technology Center moving ahead, it is the intent that some programs currently located here will be moved to the new facility once completed. This will allow for opportunities to make use of this existing central campus space to consolidate and improve efficiencies with other programs and functions from elsewhere, ultimately working towards right-sizing the overall campus footprint. With no major renovations since original construction, both buildings are in need of building envelope, infrastructure and finishes upgrades to bring in line with modern day campus facilities needs in addition to any space reconfigurations necessary for revised use.

**3. Williston Hall Renovation**

Williston Hall opened in 1915 and was originally built as a women’s dormitory. Converted to administrative office space in 1969, the building has had no other major renovations over the last 52+ years. Available power is inadequate to meet modern technology demands. Mechanical systems are inefficient and antiquated. Repairs are required to the existing masonry structure to address water intrusion and general deterioration. To provide a healthy and attractive work environment for the faculty, staff and students that occupy the building for various student support services, the University seeks to perform major renovations on Williston Hall to improve space functionality of the building and the overall building structure and systems.

**4. Still Hall & Still Gym Renovation**

The Still Hall & Still Gym buildings were built in 1928 and were converted into office and classroom space in 1964, they currently support the College of Engineering and Engineering Technology. No other major renovations have occurred in the buildings over the last 57+ years. Available power is inadequate to meet modern technology demands. Mechanical, electrical and plumbing systems are inefficient and antiquated. The need to provide major repairs to the existing masonry structure and tuckpointing have caused significant concerns for water intrusion and structural deterioration as the exterior walls are deflecting outward. This project seeks to update the building structures and their mechanical, electrical and plumbing systems to better meet the needs of modern-day students. As an alternative, an assessment is planned to evaluate the cost effectiveness of demolishing these buildings and building a structure adjacent to the College of Engineering and Engineering Technology.

**5. Gabel & Graham Complex Renovation**

Gabel Hall was constructed in 1958, and Graham Hall was constructed in 1964. The buildings are interconnected, so they share many of the same deficiencies. Housed in these

buildings are the Colleges of Education, Health and Human Sciences, and Visual and Performing Arts. Significant classroom and faculty spaces dominate the use. While the spaces generally work for classroom and faculty use, improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching experience. The roof system is in critical need of replacement which is addressed under a separate capital renewal request. The buildings incorporate large amounts of asbestos containing materials and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods.

**6. Davis Hall Renovation**

This Gothic style building was built in 1942 and constructed with steel, steel reinforced concrete which is sheathed with Joliet Limestone. Davis Hall was constructed as the institution's first science building and now houses the Geology (Geology and Environmental Geosciences) and Geography departments. Other than the installation of a telescope in 1965 and air conditioning in 1975, no other major renovations have occurred to Davis Hall over the last 76+ years. The building still utilizes the original fused electrical panels, available power is completely inadequate for modern lab requirements. Davis' mechanical systems are inefficient, inadequate, and antiquated. The flat roofs are failing, and two sides of the building need major repairs to the stonework including overall tuckpointing. To remain functional, the building requires a number of comprehensive infrastructure updates. Existing fume hoods are not able to satisfactorily accommodate the needs of the instruction and research assigned to Davis. There is no elevator service to the 6th and 7th floors and restroom locations are not compliant with current code requirements.

**7. McMurry Hall Renovation**

This Georgian style building was constructed in 1911 and is the second oldest building at Northern Illinois University. The building was constructed of brick and limestone and currently supports the College of Health and Human Sciences. Other than the installation of a new roof in 2002 and various other minor renovations (i.e. painting, carpeting, lighting), no other major renovations have occurred to McMurry Hall over the last 100+ years. Available power is completely inadequate for modern technology and classroom requirements. McMurry Hall still utilizes window unit air conditioning systems and the various other mechanical systems are inefficient, inadequate, and antiquated. The building requires tuckpointing of all exterior masonry/stonework and a number of comprehensive infrastructure updates, including an upgraded electrical system and a new HVAC system that can take advantage of the centralized chilled water system. Space within McMurry Hall is configured for the building's original use in 1911. While the space generally works as a classroom building, improvements need to be made to achieve a more optimal learning environment with modern and technology-based amenities.

**8. Reavis Hall Renovation**

Constructed in 1957, this building houses classroom and faculty spaces for the College of Liberal Arts and Sciences. While the spaces generally work for classroom and faculty use, improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching experience. The building incorporates significant quantities of asbestos containing materials, the roof system needs replacement and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods.

**9. Watson Hall Renovation**

Constructed in 1962, this building houses classroom and faculty spaces for the College of Liberal Arts and Sciences. While the spaces generally work for a classroom and faculty

use, additional improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching experience. The building incorporates significant quantities of asbestos containing materials, roofing membranes need replacement and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods.

**10. Psychology/Computer Science Building Renovation**

Constructed in 1973, this building houses classroom and faculty spaces for the College of Liberal Arts and Sciences. While the spaces generally work for classroom and faculty use, additional improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching experience. The building incorporates significant quantities of asbestos containing materials, roofing membranes need replacement and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods.

**11. Montgomery Hall Renovation**

Constructed in 1967, this building houses classroom and faculty spaces for the College of Liberal Arts and Sciences. While the spaces generally work for classroom and faculty use, additional improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching experience. The building incorporates significant quantities of asbestos containing materials, roofing membranes need replacement and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods.

**Capital Renewal Projects**

**R1. Music Building & Gabel Hall Roof Repairs**

(\*\*This Project was included in the FY23 Emergency Projects List submitted in Aug. 2021, for which NIU has not yet received funding)

The scope of this project is to replace the existing failing roofing systems on the Music and Gabel Hall buildings. In both cases the roofing systems are beyond useful life and deteriorated to the point of allowing water infiltration and loss of insulating value. Patching and intermediate repairs are no longer effective or feasible. The original roof on the Music Building was installed when constructed in 1972. The roof is over 60,000 square feet with eight major roof levels that will also require 2,000 feet of new roof flashing. In FY21 approval was given to allow a partial roof replacement to be completed using \$500,000, for the worst portions of the roof, this is currently in process. It is the hope that the remainder of the roof can be addressed as soon as possible as part of this project. The Gabel Hall roofing system dates from 1984 and includes the added complexity of skylights on the single-story southwest wing of this 1950's vintage building. This building has several sections of roof in need of replacement.

**R2. Anderson Hall Structural & Still Hall/Still Gym Masonry Repairs**

(\*\*This Project was included in the FY23 Emergency Projects List submitted in Aug. 2021, for which NIU has not yet received funding)

Anderson Hall, Still Hall, and Still Gym all have structural deterioration which has contributed to water infiltration and overall concern for the stability of the buildings structural systems. Anderson Hall was originally constructed in 1964 and has deterioration to areas involving the swimming pool and associated natatorium space and west side exterior concrete deck. Both areas are in a state of major disrepair allowing water infiltration, loss of treated pool water, and structural integrity concerns. Additionally, the building HVAC system for the natatorium space is also in need of a major overhaul to adequately maintain proper climate and humidity control. Still Hall and Still Gym are brick and stone historic buildings dating back to the 1920's which are showing signs of

significant sagging and bowing in the exterior walls. A temporary measure was implemented in 2014 to slow the progression of the deflection, yet water infiltration continues to deteriorate the integrity of the structure and causes interior water damage. The exterior envelope of both of these buildings need a detailed assessment to determine necessary repairs.

**R3. DeKalb Campus HVAC & Hood Exhaust Repairs**

(\*\*This Project was included in the FY23 Emergency Projects List submitted in Aug. 2021, for which NIU has not yet received funding)

A primary focus of this project will be to address mechanical system repairs particularly related to safe ventilation support for laboratory spaces in various buildings on campus which predominantly includes Davis, Faraday, LaTourette, and Montgomery Halls. In many cases, buildings are 60-80 years of age where component repairs may no longer be feasible, and replacement of the system is required. A specific example to be addressed is needed improvements to outdated components of the HVAC and fume hood system in the LaTourette/Faraday Complex. The interrelated HVAC fume hood systems provide for safe ventilation for both special laboratory spaces and regular classrooms/offices in the buildings. Additionally, the building HVAC system is failing to provide adequate humidity control causing deterioration issues such as failing fireproofing, duct insulation mold issues, mold growth in stairwells and closets, inadequate condensate drains and resulting excessive corrosion to mechanical units.

**R4. Academic Buildings General Upgrades Phase I**

With a few exceptions, a large majority of the academic buildings on campus have seen minimal refresh, remodeling, or renovation since their original construction. As a point of reference, of the 22 main academic buildings on campus, 17 were constructed in the 1960's and 70's or earlier. As a result, there is a significant imbalance between the newest spaces on campus and older buildings. The goal of this phased project is to update teaching and shared spaces across campus academic buildings in order to create more inviting and flexible teaching and collaboration spaces for an enhanced student learning environment. The intended modernization improvements include furniture, finishes, lighting, power, and technology upgrades to meet the needs and expectations of today's students. This first phase is intended to focus on the buildings with the most need.

**R5. Campus-Wide Boiler Replacement Phase II**

Phase I of this project was authorized in FY19 legislation and will begin the process of replacing the outdated heat generation capacity for the University. This second phase will add another boiler to the new centralized plant location and allow the University to become less reliant on the existing 50+ year-old boilers which are well past life expectancy. The project will also expand the building to allow for the future addition of a cogeneration unit. As the existing nine boiler steam system ages, many of its components have been decommissioned due to severe deterioration of the interior boiler tubes and apparatuses. Two boilers have already been taken out of service due to operational safety concerns. This phase will decommission, demolish, and remove the boilers located in the East Heating Plant and all associated equipment. This phase is required to reduce reliance on the existing over-aged boilers. The risk of campus-wide impact will not be adequately mitigated until all phases are complete.

**R6. East Campus Chilled Water System Reconfiguration**

(\*\*This Project was included in the FY23 Emergency Projects List submitted in Aug. 2021, for which NIU has not yet received funding)

This project includes the expansion of the chilled water generation capacity of the existing East Chiller Plant and connection of Anderson Hall, Engineering Building, Barsema Hall,

Still Gym, Still Hall, and McMurry Hall to the east campus chilled water loop. These buildings have stand-alone cooling systems which are nearing end of life and becoming costly to maintain. Based on preliminary evaluations, consolidating these buildings with the existing chilled water distribution would be more cost and energy efficient than replacing the stand-alone equipment at each building. The plant currently houses four chillers with space for expansion. The project scope will also include the addition of a sediment and air separator to improve the efficiency and sustainment of the system.

**R7. DeKalb Campus Fire Protection Upgrades Phase I**

(\*\*This Project was included in the FY23 Emergency Projects List submitted in Aug. 2021, for which NIU has not yet received funding)

This project will assess, prioritize, and address fire protection improvements to various campus buildings. While fire protection systems are built to code requirements at the time of construction, systems can become outdated and antiquated with limited feasibility for repair. Systems may require complete replacement to ensure continued service and updates to adhere to evolving code requirements.

**R8. East Campus Electrical Infrastructure Upgrades**

(\*\*This Project was included in the FY23 Emergency Projects List submitted in Aug. 2021, for which NIU has not yet received funding)

This project will replace and upgrade critical electrical improvements for the east portion of the campus involving Swen Parson, Davis Hall and the Health Services Building. Portions of the existing electrical infrastructure constructed in the 1940's, have far exceeded life expectancy, and are beyond repair. Failure of the electrical system would create significant impacts for critical campus support services such as the data center located in Swen Parson which serves as the data backbone for the entire campus. Significant failures to the infrastructure supporting this system would expose the campus to significant risk for loss of IT data and emergency communication capability.

**R9. DeKalb Campus Heating System Piping Conversions**

The primary focus for this project will be to upgrade the heating and cooling systems in five central campus academic buildings, specifically Gabel Hall, Graham Hall, Still Hall, Still Gym, and Anderson Hall. Still Hall and Still Gym were originally constructed in 1928, Gabel Hall in 1958, and Graham Hall and Anderson Hall in 1964. The existing 'two-pipe' heating systems are largely original to the buildings with cooling added at a later date. The systems have extremely limited capabilities for adjustment, and incidents of rotted piping causing system failures are becoming increasingly frequent. The intent is to convert the systems to a four-pipe system, replacing the aged and degraded piping and update other system equipment as needed to provide more energy efficient and reliable heating and cooling systems for these buildings which are central to several major academic programs for the University.

**R10. DeKalb Campus ADA Assessment & Repairs Phase I**

The majority of campus buildings were built prior to the 1990 Americans with Disabilities Act (ADA). In 1994, a campus accessibility study was completed which highlighted deficiencies that existed at that time and guided the University's physical accessibility improvements over the past few decades. While the University has addressed many accessibility concerns through focused efforts or indirectly with some building renovations, ADA code requirements have continued to evolve and opportunities for further enhancements remain to support both students and employees. This project will assess, prioritize, and begin to address accessibility deficiencies and enhancements across campus.

**R11. Academic Buildings General Upgrades Phase II**

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With a few exceptions, a large majority of the academic buildings on campus have seen minimal refresh, remodeling or renovation since their original construction. As a point of reference, of the 22 main academic buildings on campus, 17 were constructed in the 1960's and 70's or earlier, therefore there is a significant imbalance between the newest spaces on campus and older buildings. The goal of this overall project is to update teaching and shared spaces across campus academic buildings to create more inviting and flexible teaching and collaboration spaces for an enhanced student learning environment. The intended modernization improvements include furniture, finishes, lighting, power and technology upgrades to meet the needs and expectations of today's students. This second phase is intended to focus on prioritized buildings following behind Phase I.

**R12. Campus-Wide Electrical Infrastructure Upgrades**

The existing electrical infrastructure on main campus was constructed in the 1960s and components of the system are beyond life expectancy and not repairable. Improvements have systematically been addressed over the past years as funding could be made available, but a final phase is required to address remaining 50+ year-old transformers, switch gears, substations, and distribution cables. Major failures of these components may render portions of the campus without power for extended periods of time and pose significant risk to personnel near this antiquated equipment. Numerous power failures have occurred over the recent past and are demonstrating the increasing deteriorated condition of the system.

**R13. Campus-Wide Boiler Replacement Phase III**

Phase I was authorized during the FY19 legislation and Phase II is a pending higher priority project in this submission. This phase of the project will finalize the process of replacing the outdated heat generation capacity for the University by the provision of an energy efficient cogeneration unit to the expanded centralized plant. The project will also remove the remaining existing boilers and all associated equipment in the West Heating Plant. The completion of this phase of the project will reduce the University's reliance on aging equipment in the district heating system. The risk of campus wide impact from heating generation failure will be greatly diminished with the completion of this project.

**R14. DeKalb Campus Elevator Upgrades**

The focus for this project will be upgrades to nine elevators located in five central campus buildings, specifically Swen Parson (1952-63), Engineering Building (1995), Montgomery Hall (1967), Williston Hall (1951) and Founders Memorial Library (1975). The controls, motors and associated equipment for these existing elevators are approaching the end of their useful life and all are largely original to when the buildings were constructed except for Williston Hall, where the elevator was added in 1994. These elevator upgrades are necessary to ensure reliable service for students, faculty, and staff in these academic-focused buildings. Additionally, several of the elevators are categorized as freight elevators and therefore necessary for the day-to-day operations of the buildings.

## **OVERSIGHT OF ACADEMIC PROGRAMS**

Northern Illinois University engages in numerous processes to monitor the quality of its academic degree programs and to inform planning and decision making about the programs. Processes internal to the university include program review and the assessment of learning outcomes, which are required of all programs by our regional accreditor the Higher Learning Commission and by the Illinois Board of Higher Education. Processes that include external constituencies or external indicators include the reviews of doctoral departments by outside evaluators, external reviews of dissertations, accreditation, licensure and certification examinations and advisory committees.

### **Internal Processes**

Program Review: NIU has a long-standing history of conducting thorough reviews of its academic programs and research and public service centers through the program review process. In the past, all programs were reviewed every eight years on a schedule determined by the university. As a result of a recommendation from the Program Review Process Improvement Task Force of 2013, this schedule was modified in 2015-2016 to better align with accreditation cycles for programs with disciplinary and/or college accreditation. The default review schedule for programs that do not have disciplinary and/or college accreditation remains every eight years. Departments scheduled for review prepare in-depth self-study documents, which incorporate information from the sources cited above as well as other data collected by the program and data provided by offices from across the university. The program review documents are appraised by the Academic Planning Council. The council makes recommendations about the programs to the provost. The findings, recommendations and actions that result from the university's review of programs are reported to the departments and colleges as well as the NIU Board of Trustees and the Illinois Board of Higher Education.

The programs in the College of Education scheduled for review in 2020-2021 were the:

- M.S.Ed. in Curriculum and Instruction
- M.S.Ed. in Counseling
- Ph.D. in Counselor Education and Supervision
- Ed.D. in Curriculum and Instruction

The programs in the College of Liberal Arts and Sciences scheduled for review in 2020-2021 were the:

- B.A./B.S. in Communication Studies
- M.A. in Communication Studies
- B.A./B.S. in Journalism
- B.A./B.S. in Political Science
- M.A. in Political Science
- Ph.D. in Political Science

The information submitted to the IBHE to meet its reporting requirement for 2020-2021 has also been forwarded to the Board of Trustees under separate cover.

Assessment of Learning Outcomes: All NIU degree programs engage in the systematic assessment of student learning, and the overall assessment process is linked to program review. All degree

programs have University Assessment Panel approved assessment plans that outline the methods, processes and time frames for the implementation of the plans. Each year, every program prepares an annual assessment update that provides a snapshot of the last 12 months related assessment activities, the evidence gathered from the activities and the actions taken on the evidence. The annual assessment update process was put on hold during the pandemic period (i.e., 2020 and 2021). During regular reporting, the annual assessment updates are submitted to Accreditation, Assessment, and Evaluation that conducts a review of the updates using standardized rubrics, provides feedback to the individual programs and prepares a consolidated report on the extent to which the criteria for the updates were met. The assessment process also incorporates a review and/or revision of the overall plan to ensure that the plan reflects the programs' current practices. In year four of the program-review cycle, the whole assessment plan is submitted for review by the University Assessment Panel. The panel uses a standardized rubric and reporting form to provide feedback to the programs.

### **External Processes**

Accreditation: Accreditation is a “process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement” (Overview of U.S. Accreditation, CHEA, 2009), and more than 25 specialized agencies accredit NIU programs across seven academic colleges. Accreditation is earned through a comprehensive process that involves self-study, peer review, site visits and action from the accrediting agency's commission affirming that threshold standards have been met. All of NIU's programs that have sought accreditation are fully accredited by their specialized accrediting agency.

Licensure and Certification Examinations: Graduates from NIU's accountancy, athletic training, clinical and school psychology, counseling, law, teacher education and health sciences programs take licensure or certification examinations that permit them to practice in their discipline. The results of these examinations give programs the means to benchmark NIU graduates' performance against state and/or national performance rates.

Advisory Committees: Many programs and departments engage in periodic discussion with alumni, employers and/or professionals in the discipline who comprise their advisory committees. These individuals provide feedback related to the performance and competencies of the program's alumni, curricular content and new trends in the discipline, which is used in numerous ways to ensure that programs are preparing students with contemporary knowledge and skills.





# Northern Illinois University

**2021 Program Review Report**

October 2021

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**Date:** 2020-2021  
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### **College of Education**

**Program:** M.S. Ed. in Curriculum and Instruction (13.0301)

#### Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Education (M.S. Ed.) in Curriculum and Instruction (C&I) prepares teachers to be knowledgeable, reflective practitioners and instructional leaders to work in both formal and informal educational settings. Graduates of this program are employed as curriculum specialists, teacher coaches, department chair or lead teachers, content specialists, and program leaders in K-12 settings. According to the U.S. Bureau of Labor Statistics, the projected job growth for instructional coordinators and for postsecondary teachers, both employment categories pursued by graduates of this program, is six percent and nine percent respectively which is faster than the national average. Students within the M.S. Ed. C&I program may specialize in one of three areas including: Teacher Leader (which includes the Teacher Leader State endorsement and a Certificate of Graduate Study in Instructional Coaching), Curriculum and Cultural Pedagogies in Social Justice; and Academic Literacies, Language and Culture. These specializations were approved in 2020. The program is offered through a mix of modalities including face-to-face, online, and hybrid courses.
- Major findings and recommendations: The program has experienced a steady increase in enrollments over the last four years (21 students in fall 2016 to 34 students in fall 2020) and retention rates are high across all specializations of enrolled candidates (86.7% from fall 2019 to fall 2020). The program attributes their high retention to the supportive cohort structure or contracted groups. Diversity in the student population is high, especially for students enrolled in the Curriculum and Cultural Pedagogies in Social Justice specialization. Per the latest alumni survey completed in 2018 (response rate of 21%), a substantial number of program alumni reported being employed (88.4%). Amongst those employed, a majority reported working in elementary and secondary schools (58.9%) and about 19 % were employed in college and university settings. Most alumni (95.9%) indicated their jobs were related to their graduate degree. Based on this review the faculty in the C&I program have requested the revision of the Academic Literacies, Language and Culture specialization to better serve stakeholders.
- Actions taken since the last review: Since the last summative program review, the C&I program was merged with the former Department of Literacy during the 2015-2016 academic year, which subsequently changed its name to the Department of Curriculum and Instruction in Spring of 2017. The C&I program tenure and tenure track faculty transitioned from the Department of Leadership, Educational Psychology and Foundations (LEPF) to the C&I department adding their disciplinary expertise to this newly configured department. Presently,

there are two tenured faculty and one 0.5 FTE faculty in the C&I area. The half time faculty has a joint appointment with the Center for Black Studies. All three new specialization areas were developed and approved in 2020. Assessment processes within the program continue to be modified to maintain alignment with accreditation (Council for the Accreditation of Educator Preparation; CAEP) standards. Other changes instituted since the last review include year-round program cohort scheduling of courses which provides enrolled students the opportunity to schedule classes in a timely manner, online delivery of courses, improved strategic communication and transparency through an improved program webpage, greater access to virtual program advising sessions, and targeted student recruitment sessions by the college recruitment coordinator.

- Actions taken as a result of this review: Based on the current review, the following actions have been identified as future goals for the program: 1) continue to identify and develop new master's degree cohorts by using innovative delivery, tailored curricular offerings, and working closely with the College of Education Office of External Programming and recruitment staff person, 2) continue to recruit and retain diverse students and align program efforts with the College of Education's Diversity Plan, 3) streamline the way data are collected for assessment reports, program review, and program evaluation and subsequently organize and maintain a consistent depository for these data, 4) request a regional stakeholders' needs assessment and conduct a program analysis to revise low enrollment specializations, and 5) advocate for new tenure-track lines to replace the program faculty who have left C&I since the last review cycle.

## **Outcome**

- Decision:

\_\_\_x\_\_\_ Program is in good standing (review in eight years, i.e. 2028-2029)

Explanation: The Master of Science in Education (M.S. Ed.) in Curriculum and Instruction continues to experience steady enrollment gains and attract a diverse student population as it prepares graduates for careers in K-12 and higher education settings. Faculty remain engaged in continuous quality improvements in curriculum, assessment, and program delivery. There is a renewed effort to implement strategies that target retention of enrolled students in addition to enrollment efforts. Additionally, the program continues to model assessment practices that are guided by relevant accreditation standards.

**Program:** Ed. D. in Curriculum and Instruction (13.0301)

Major Findings and Recommendations:

- Major changes in the program: The Doctor of Education (Ed. D.) in Curriculum and Instruction (C&I) prepares student candidates for professional work in postsecondary education including academic or administrative careers. Program graduates engage in research responsibilities as a consumer and producer, thus preparing them for academic, administrative, clinical, professional, or research positions in K-12, higher education, civil service, private organizations, and public institutions. According to the U.S. Bureau of Labor Statistics, the projected occupational growth rate for graduates from this program is nine percent, which is

higher than the average job growth in the U.S. Doctoral students enrolled in the Ed. D. program in C&I may specialize in one of the following three areas: Curriculum Leadership; Literacy Education; or Science, Social Studies and Environmental Education Integration. The program teaching and learning modality is mixed, with face-to-face, online, and hybrid courses.

- Major findings and recommendations: Trends in student enrollment within the Ed. D. program indicate a decrease over the past four years (-34 students from fall 2016 to fall 2020). Despite lower enrollment, the program maintains a high retention rate (83.9 % from fall 2019 to fall 2020). The program plans to improve its recruitment rates by identifying student needs and using innovative delivery methods to tailor curricular offerings to match the needs of these students, most of whom are practicing professionals in schools. The last alumni survey report from 2018 (response rate = 38%) indicated that 100% of alumni respondents reported their graduate program prepared them for their jobs and 98% agreed they were satisfied with their overall experience at NIU. A substantial number reported being employed mostly in elementary and secondary schools (83.7%) and about 16% were employed in college and university settings. Alumni also indicated that their jobs were related to their degree (98%). Student outcomes data from the last mid-cycle review conducted by the University Assessment Panel in 2016 indicated that students were progressing well (with 98% passing their candidacy examinations and 100% successfully presenting and defending their final research). These data suggest that candidates in the program appear to be well prepared to meet the four student learning outcomes determined by departmental faculty and grounded in the unit's conceptual framework. In alignment with the college strategic plan, the program continues to increase its efforts toward recruitment of diverse students in all programs within the department.
- Actions taken since the last review: Since the last summative program review, the C&I program was merged with the former Department of Literacy during the 2015-2016 academic year, which subsequently changed its name to the Department of Curriculum and Instruction in Spring of 2017. The C&I program tenure and tenure track faculty transitioned from the Department of Leadership, Educational Psychology and Foundations (LEPF) to the C&I department adding their disciplinary expertise to this newly configured department. Other changes in the program have included the removal of one of the specializations (Secondary Education) in 2018 due to low enrollment, and hiring of an Ed. D. program coordinator in 2019 to support overall student experience, and especially support needs of students of color.
- Actions taken as a result of this review: Based on the current review, the Ed. D. program in C&I intends to continue to identify and develop new doctoral degree cohorts by using innovative delivery, tailored curricular offerings, flexible scheduling, and working closely with the College of Education Office of External Programming. Current curricular modifications in the program include re-conceptualizing dissertation options to better suit the majority of doctoral candidates. The program faculty are also considering modeling the curriculum to standards and guidelines from the Carnegie Project on Educational Doctorate (CPED) model which supports research appropriate for professional or research positions in K-12 settings. A second area of focus is to continue explore best practices to attract and retain diverse students and align program efforts with the College of Education's Diversity Plan.

## Outcome

- Decision:

\_\_x\_\_ Program in good standing (review in eight years, i.e. 2028-2029).

Explanation: The Ed. D. in Curriculum and Instruction program has high retention rates. Alumni data indicate that the overwhelming majority of program completers were very satisfied with their educational experiences and have employment in their field. The curriculum is updated frequently. For doctoral candidates, 100% successfully presented and defended their dissertation research. Assessment processes are consistent and comprehensive and the program has developed mechanisms for ongoing continuous improvement.

**Program:** M.S. Ed. in Counseling (13.1101)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Education (M.S. Ed.) in Counseling is a nationally accredited program (by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), requiring a minimum of 60 semester hours, that provides preparation in the theory, techniques, and information needed by professional counselors. Students may specialize in school or clinical mental health counseling. The program courses are delivered face-to-face in DeKalb and online. The job outlook for professional school and clinical mental health counselors is strong. School and career counselor positions are expected to grow much faster than average (22 percent nationally between 2019 and 2029; U.S. Bureau of Labor Statistics). Graduates from the program are employed in a variety of settings including hospitals, agencies, private practice, and school settings.
- Major findings and recommendations: Enrollment remains strong (50 – 60 students in clinical mental health, and 40 – 50 students in school counseling). Graduation rates (98%) and licensure pass rates (99%) are also strong. Most students are employed upon graduation. The program is fairly diverse (two-thirds women, 75% White, 13% Black or African-American, 7% Hispanic, Latino or Spanish-American, and 5% Asian-American). Students are active in several diverse organizations across campus such as the Black Counselors Association, and the Society for Affectional, Intersex, and Gender Expansive Identities. The program was re-accredited for a period of two years (through October 2021) with the stipulation that it would address issues of high student-to-faculty ratio and improve documentation of supervision records of its counselors-in-training. In addition to the accreditor feedback, as part of continuous quality improvement, the program recommended it review the credentials of supervisors in its Community Counseling Training Center, which serves the larger NIU and DeKalb communities.
- Actions taken since the last review: Since the last summative program review, the program addressed its accreditor's (CACREP) feedback regarding the high student-to-faculty ratio by reducing the incoming cohort of students by about 50% (from 50 to 25) in fall 2020. Further, the program strengthened their clinical supervision process by highlighting supervision requirements in all syllabi and ensuring that all practicum supervisors in the community

counseling center have proper credentials. Other changes include curricular and operational changes within the program (e.g., revisiting pre-requisites, revising the practicum process model, moving to a cohort model starting fall 2020, and adding more structured mentorship opportunities with faculty advisors) based on feedback from its Advisory Board. Finally, the program incorporated a mentoring program designed for students of color, facilitates and encourages faculty equity dialogues, and has modified course schedules to accommodate students.

- Actions taken as a result of this review: The program continues to work on meeting the accreditor-required lower student-to-faculty ratio and improving the supervision process for their graduate students in training. In addition, faculty are being intentional in their actions to improve experiences of students by promoting a culture of diversity, equity, and inclusion and actively combating racism and bias.

### **Outcome**

- Decision:

  x   Program in good standing (review in eight years, i.e. 2028-2029 in alignment with CACREP).

Explanation: The Master of Science in Education (M.S. Ed.) in Counseling has stable enrollments with a highly diverse student body. Graduates of the program indicate high satisfaction with the program and on average all counseling students pass their licensure examination. The curriculum is updated frequently. Assessment processes are consistent and comprehensive and the program has developed mechanisms for ongoing continuous improvement via internal and external (i.e., CACREP) assessment protocols.

**Program:** Ph.D. in Counselor Education and Supervision (13.1101)

Major Findings and Recommendations:

- Major changes in the program: The Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision at NIU prepares program graduates for careers as faculty, advanced licensed clinicians, clinical supervisors, and researchers. The job outlook for the counselor education profession continues to be strong. The U.S. Bureau of Labor Statistics indicates that counseling jobs are growing at a much faster than average rate thus, the need for qualified doctoral-program graduates who are prepared for counselor education faculty positions will also grow significantly to be able to produce master's level practitioners to meet the demand. Accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) since 1989, NIU's programs were recognized with the Innovative Counseling Program award by the North Central Association of Counselor Education & Supervision in 2018. The doctoral program is delivered both in person and online. The program's doctoral students complete internships, supervised by program faculty, in the areas of teaching, clinical supervision, counseling, research, and leadership.
- Major findings and recommendations: Enrollment (approximately 40 students) and graduation rates (86% in 2019) have been stable. Close to 100% of doctoral students find job placements

upon graduation (in education and clinical settings). The program is fairly diverse (roughly two-thirds women, 54% White, 31% Black or African-American, 6% Hispanic, Latino or Spanish-American, 6% Asian-American, and 3% Native Hawaiian/Pacific Islander). The program has four active student organizations including diverse professional organizations such as the Black Counselors Association and an NIU chapter of SAIGE (Society for Affectional, Intersex, and Gender Expansive Identities). The program was re-accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for a period of two years (through October 2021) with the stipulation that it would address the issue of high student-to-faculty ratio.

- Actions taken since the last review: To address the accreditor's feedback regarding high student-to-faculty ratio and to ensure adequate supervision of dissertations, the program has temporarily reduced its incoming cohort of doctoral candidates. Additional programmatic enhancements during the past few years have included: greater number of faculty scheduled socials to facilitate student connection and informal mentoring opportunities and research alliances; modifying course modalities (including online offerings) to better accommodate student schedules; initiating a new mentoring program designed for students of color; and faculty initiated bi-weekly faculty equity dialogues to facilitate greater awareness and justice orientation in the overall program context.
- Actions taken as a result of this review: The program has ensured compliance in meeting CACREP accreditation standards relating to student-faculty ratio by reducing the number of doctoral students admitted in 2021-2022 academic year. Supervision requirements for doctoral students have been clarified and the program specifically ensures all practicum supervisors have adequate credentials. The program is intentional in improving the experiences of students by promoting a culture of diversity, equity, and inclusion and actively combating racism and bias. In addition, program faculty have created several research groups to provide students with opportunities to conduct research under faculty supervision and collaborate with peers.

## **Outcome**

- Decision:

    x Degree program in good standing (review in eight years, i.e. 2028-2029 in alignment with CACREP)

Explanation: The Ph.D. in Counselor Education and Supervision program has increased enrollments with a diverse student body and a faculty-led mentoring program. The program has 100% job placement. The curriculum is updated frequently. Assessment processes are consistent and comprehensive and the program has developed mechanisms for ongoing continuous improvement via internal and external assessment protocols.

## **College of Liberal Arts and Sciences**

**Program:** B.A. / B.S. in Communication Studies (09.0101)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Arts (B.A.) and Bachelor of Sciences (B.S.) in Communication Studies ensure a broad study of the communication field while providing students an opportunity to focus on one of three chosen areas of emphasis: Advocacy and Public Communication, Media Studies, or Organizational/Corporate Communication. Alumni from these programs pursue careers in alignment with the emphases, including public relations, management, television production and film and video editing, and some pursue graduate degrees in complimentary fields (e.g., Business Administration, Fine Arts, Communication Studies, and Jurisprudence).
- Major findings and recommendations: There has been an approximate 10% decrease in enrollment from 2016 to 2019, a trend that is mirrored at the college level. In spite of the decline in enrollments, the B.A. and B.S. in Communication Studies program services a large number of undergraduate majors (2016 to 2019 average is 720 majors). The broad base of students enrolling in Communication classes allows for a high level of diversity within classes and in the major with a stable major enrollment (51.7% non-Hispanic white, 14.7% of Hispanic, 26.8% black non-Hispanic and 6.7% other). The median course completion rate overall is high (96.4%). There have been slight equity gaps in several critical major courses (ranging from -7.4% to -3% from 2016-2019). Alumni responding to a survey (2018) reported that their degree prepared them well for their current job (66.7%) and they are satisfied with their degree (75%). Recommendations made include creating an advisory board that would include alumni to further their connections and provide impetus for innovative curricular changes and refine learning outcomes based on market conditions for Communication majors; and centralizing the department to one location to help improve the student and faculty experience and productivity.
- Actions taken since the last review: In the last review, the department was asked to reorganize departmental administrative/governance structure to integrate the journalism and Communication faculty into a unified body. The merger is complete with a single administrative team and a completely integrated administrative culture. In addition, there have been major revisions to the degree program requirements to take advantage of overlapping content between degrees within the communication department. There have also been numerous curricular changes implemented to eliminate redundancies and to expand the course offerings to cover both journalism and Communication degree programs. Curricular revisions have been undertaken within each of the three emphases in the undergraduate program.
- Actions taken as a result of this review: The department is addressing equity gaps by reducing class size and therefore increasing opportunities for faculty- student interactions in the undergraduate program. Cultural competency training is now required for all graduate teaching assistants. In addition, curricular changes are being pursued in each emphasis and the program has begun to revise its student learning outcomes to reflect these curricular changes. Efforts are also in motion to develop an advisory board.



## Outcome

- Decision:

\_\_x\_\_ Program in good standing (review in seven years i.e. 2027-2028).

Explanation: The Bachelor of Arts (B.A.) and Bachelor of Sciences (B.S.) in Communication Studies program services a large number of undergraduate majors. Curricular changes were implemented since the last review period in all areas of emphases to provide greater student access to courses, strengthen retention and facilitate degree completion. Alumni report satisfaction with the degree program.

**Program:** M.A. in Communication Studies (09.0101)

Major Findings and Recommendations:

- Major changes in the program: The Masters of Arts (M.A.) in Communication Studies offers a broad-based program of advanced studies in four areas: (1) media studies, (2) rhetorical studies, (3) journalism, and (4) interpersonal, organizational, and persuasive communication. These areas of specializations prepare students for careers in business and industry, public service, higher education, or further graduate studies. Several modifications were made to the program curriculum/degree requirements to support the recruitment of full-time students pursuing either the thesis or the non-thesis option for degree completion. New courses have been added to strengthen the organizational and media course offerings, again supporting a broad approach to student training. Collectively, these changes have improved degree progress and outcomes in critical content competencies, including theory, method, argumentation, and inquiry.
- Major findings and recommendations: Data compiled since the last review indicated a decline in the number of graduate students by approximately 30% (fall 2018 to fall 2019.) However, the most recent enrollment trends show the number of M.A. students has stabilized since fall of 2017 with an average of 22-23 students enrolled in the program per year. The “per capita metrics” show that Communication faculty in nearly every category are ranked above 50<sup>th</sup> percentile compared to IPEDS Peer institutions, especially in book publications, citations and articles—the highest weighted categories for research productivity. Faculty productivity has been acknowledged by NIU awards (e.g., Board of Trustees Professor) and external awards (e.g., Best Book of the Year for National Communication Association). The impact of high-quality faculty for the graduate program is clear through the graduate program’s recognition by Communication Institute for Online Scholarship as a distinguished program with “top 10 research” strengths in 8 areas. Program faculty serve as journal editors and on editorial boards for national and international journals and as leaders in their professional organizations, such as University Film and Video Association. Recommendations include to 1) create an advisory board that includes graduate alumni to further their connections and also provide a venue for innovative curricular changes by understanding market conditions for M.A. students, 2) monitor and improve efficacy of the modified assessment plan and curriculum, and 3) centralize the department to one central location to increase student belongingness within the

department, improve collaborative academic and research efforts between faculty and students, and improve efficiency of administrative function.

- Actions taken since the last review: In the last review, the department was asked to reorganize departmental administrative/governance structure to integrate the journalism and Communication faculty into a unified body. The merger is complete with a single administrative team and completely integrated administrative culture. Along with these changes, the department has modified its curriculum to include a broader selection of courses, modified its degree requirements to support a non-thesis option, hired additional faculty, and created a new laboratory (Human-Machine Communication Laboratory) in support of research for both faculty and graduate students.
- Actions taken as a result of this review: In response to the current review, the department will continue to monitor their revised assessment and advising approaches related to time to mastery of core concepts and graduation rates. While they developed a 4-year hiring plan in 2020, they will continue to refine those plans and further strengthen their graduate course offerings and the breadth of their research faculty. In light of the pandemic and its impact on higher education generally, but specifically on graduate education, the faculty in the Department of Communications have already engaged in a wide-ranging discussion about what delivery modes will be most helpful for delivery of content and best serve the needs of the graduate students. Finally, the program is developing an advisory board to provide input into its operations and learning outcomes.

## **Outcome**

- Decision:

\_\_x\_\_ Program in good standing (review in seven years, i.e. 2027-2028).

Explanation: The M.A. in Communication Studies program offers a broad-based program of advanced studies in interpersonal, organizational, and persuasive communication; journalism; media and rhetorical studies. Since the past review the M.A. curriculum has been revised to provide a broader selection of courses to align better with the program's identity and reputation as a generalist M.A. program. Moving forward from the pandemic, the department is considering delivery modes for their graduate courses to serve the needs of their students.

**Program:** B.A. / B.S. in Journalism (09.0401)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Arts (B.A.) and Bachelor of Sciences (B.S.) in Journalism prepares students for success in a wide array of professional roles in journalism, media, and public relations, or for higher education in journalism studies, communication and news media. Students may take classes in topics such as: Sports Journalism; Environment, Health and the Media; News and Entertainment; Artificial Intelligence, Robots, & Journalism; and Social and Mobile Media. Since the previous review, Journalism world-wide has changed and the curriculum offered at NIU reflects these global changes. One major transformation of the news industry is the technological changes in media landscapes, audiences and markets, which demand an innovative and integrative approach to journalism. To align with current

news industry standards, journalism faculty are regularly engaged in curriculum revision, development and delivery. In relocating broadcasting classes from the Northern Television Center to Watson Hall and in consolidating facilities with higher end technology and equipment, for example, journalism faculty initiated the transition away from classes focused on a single medium (TV) toward multimedia skills training. In response to industry trends and student demand, journalism faculty have developed and offer classes in current high-interest topics in journalism such as: Sports Journalism; Environment, Health and the Media; News and Entertainment; Artificial Intelligence, Robots, & Journalism; Social and Mobile Media. In addition, journalism faculty have collaborated with media faculty to establish a lab in the emerging field of Human-Machine Communication.

- Major findings and recommendations: Journalism has seen a steep decline in students pursuing their degree (32% decline from 2016-2019), although in recent years the enrollment is more stable. This larger decline is greater than national trends in journalism education that report approximately 12% for the same time-period (National Center for Education Statistics). Although the number of students enrolled in the program declined, course enrollments and degree retention remained high with 98% fill rates and fall-to-fall retention rates of 78.7%. Similar to students, the number of faculty and instructors also declined by approximately a third. The broad base of students enrolling in Journalism classes allows for a high level of diversity within classes. The median course completion rate overall is high at 97.3% with no equity gaps between fall 2016 and fall 2019. Alumni responses to a 2018 survey indicated that program graduates reported their degree prepared them for their current jobs (61%) and reported satisfaction with the time needed to earn their degree (94%).
- Recommendations include to: 1) redesign the broadcast curriculum to meet future needs of journalism degree seekers, 2) re-envision the coordination between Media Studies (subspecialty of Communication) and Journalism to address changes in pedagogy with continuously changing object of study, and 3) centralize the department to one central location to increase student belongingness within the department, improve collaborative academic and research efforts between faculty and students, and improve efficiency of administrative function.
- Actions taken since the last review: In the last review, the department was asked to reorganize departmental administrative/governance structure to integrate the journalism and Communication faculty into a unified body. The merger is complete with a single administrative team and a completely integrated administrative culture. In addition, the program has made major revisions to the degree program requirements to take advantage of overlapping content between degrees within journalism and communication. There have also been curricular changes made to eliminate redundancy and increase efficiency with respect to instructional staffing. Curricular changes also reflect updates to the field of journalism such as technological changes in media landscapes, audiences, and markets. To improve student retention and improve transition into the major, a full-time undergraduate student advisor was added for students pursuing degrees in journalism and Communication.

- Actions taken as a result of this review: In response to the current review, the department will continue to pursue curricular changes to re-envision and redesign the broadcasting component of the Journalism BA/BS degree. Program faculty have begun to revise their student learning outcomes to align these with curricular modifications, as advised by the University Assessment Panel at NIU. Further, efforts are underway at the college level to secure a centralized location for the Communication department to enhance the integration of Communication and Journalism faculty and students.

## Outcome

- Decision:

\_\_x\_\_ Program in good standing (review in seven years, i.e. 2027-2028).

Explanation: The Bachelor of Arts (B.A.) and Bachelor of Sciences (B.S.) in Journalism degree provides students with a broad education, while developing their skills, knowledge, and values in a wide array of professional roles in journalism, media, and public relations. Since the previous review, Journalism world-wide has changed and the curriculum offered at NIU reflects these global changes, as well as hired a full-time program advisor to mentor students through the degree. Due to ever-changing nature of journalism, the department will continue to evaluate their curriculum and student learning outcomes.

**Program:** B.A. / B.S. in Political Science (45.1001)

### Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Arts (B.A.) and Bachelor of Sciences (B.S.) in Political Science undergraduate program in political science prepares students for a range of occupations by enhancing students' written and oral communication skills, their critical thinking and analytical abilities, and problem-solving skills. The knowledge of politics and government that students gain can be beneficial for pursuing careers in legal fields, political campaigns, policy analysis, criminal justice, government agencies, business, lobbying firms, nonprofits, labor groups, and public interest firms. The projected job outlook for political scientists is a six percent increase in employment from 2019 to 2029, which is faster than average. Nearly half of political scientists are employed by the federal government, with many others working in political organizations, lobbying firms, and labor unions (U.S. Bureau of Labor Statistics).
- Major findings and recommendations: The number of majors enrolled in the program have fallen slightly over the last five years (from 271 in fall 2016 to 239 in fall 2020). Similarly, the number of total degrees awarded declined from 113 in FY 2015 to 73 in FY 2019. Political science faces the challenge of maintaining and increasing enrollments for their undergraduate degree program. In a post-COVID world, the program anticipates at least a modest rebound in part due to the larger mixture of classes online and in person. Regarding trends in student diversity, the BIPOC enrollment counts in the department for the last five years have been consistent, with 126 students in fall 2016 and 124 in fall 2020 (down from 136 in fall 2019). Similarly, the number of degrees awarded to BIPOC students was 37 in FY 2015 and 34 in FY 2019. In terms of percentages of total enrollments, BIPOC students now represent a higher percentage of all enrolled majors than in previous years. Whereas BIPOC students made up

about 25 percent of enrolled students in political science in 2007, and 35 percent of enrolled students in 2011, they constituted about 52 percent of enrolled students in 2020. Likewise, the department has also shown a strong consistency in the enrollment of women over the past five years, with a slight increase from 111 in 2016 to 120 in 2020. This population accounted for 30 degrees earned in FY 2015 and 33 in FY 2019. In terms of percentages of total enrollments, women now represent a higher percentage of all enrolled majors than in previous years with a growth from 37 percent of total enrollments in 2007 and 33 percent in 2011, to currently over 50 percent of the total enrollments in 2020. Students are continuously engaged in the program through a number of student organizations and activities, which are supported by the department via faculty advisors and other resources. Department faculty also continue to support students in collaborations through research and scholarship.

- Actions taken since the last review: Since the last program review, the department has implemented several changes in the undergraduate program, especially related to diversity, equity and inclusion. The program hosts an annual Political Science Open House each spring, to which all of our majors and non majors and admitted high school students interested in political science are invited. Additional curricular changes to the undergraduate major now provide timely options. An emphasis in “Justice and Democracy” which combines public law and political theory has been added. Another curricular addition is POLS 210 that helps introduce students to the legal system and for students who want to go on to take more rigorous upper-level public law courses, provides a foundation to help them succeed in the major and eventually law school if they go that route. In addition to the above changes, the department has implemented an online degree completion program for students pursuing a B.A. in political science. Two accelerated degree programs in which students could earn either a Master of Arts or a Doctor of Jurisprudence (J.D.) in addition to their bachelor’s degree a year earlier than the normal path can be completed through these online course offerings.
- Actions taken as a result of this review: The Political Science department is committed to diversity, inclusion and antiracism, and will continue support a hiring plan that prioritizes joint hires with the Center for Black Studies and the Center for Latin and Latin American Studies. The program plans to broaden its curriculum to include courses relevant to students of color and NIU’s diverse student body. It will also continue to affirmatively recruit students of color to participate in the numerous extra/co-curricular programs it supports. The political science faculty continue to offer a many online courses to support the online degree completion program and to provide flexibility to students.

## **Outcome**

- Decision:

  x   Program in good standing (review in eight years, i.e. 2028-2029).

Explanation: The Department of Political Science delivers a high quality undergraduate program whose graduates secure careers in various legal fields, such as political campaigns and analysis, criminal justice, government agencies, business, lobbying firms, nonprofits, labor groups, and public interest firms. Since the last review, the program has made changes to its curriculum and invested in a fully-online degree program. The department plans to prioritize its faculty hiring

process to increase the diversity of the department and broaden its curriculum offerings.

**Program:** M.A. in Political Science (45.1001)

Major Findings and Recommendations:

- Major changes in the program: The Master of Arts (M.A.) in Political Science provides students with a strong research foundation to pursue further graduate study in a doctoral program. Students will also have substantive knowledge of political institutions and processes, including appreciation of diverse points of view, in at least two subfields of study. All master's students are required to produce and defend a master's thesis that consists of original political science research in their primary field of interest. Students who do not go on to doctoral studies typically attain employment in government agencies. The projected job outlook for political scientists from 2019 to 2029 is a six percent increase in employment, which is faster than average. Nearly half of political scientists are employed by the federal government, with many others working in political organizations, lobbying firms, and labor unions (U.S. Bureau of Labor Statistics).
- Major findings and recommendations: The total enrollments in the M.A. program have remained consistent over the past five years, averaging about 10 students per year (from 8 in fall 2016 to 10 in fall 2020). The number of women and BIPOC students in the entire political science graduate program (M.A. and Ph.D. students) has remained fairly consistent with a slight increase in both groups in fall 2020. 14 women enrolled in fall 2016 and 17 in fall 2020, representing 45% of graduate students; 20 BIPOC students enrolled in fall 2016 and 25 in fall 2020, representing 66% of graduate students. Although the enrollment of diverse students in the graduate program was strong, women and BIPOC students have not made up a very high proportion of students completing the graduate program and earning the M.A. degree (2 women completed in fall 2016 and 2 in fall 2019; 2 minority students completed in fall 2016 and 1 in fall 2019). Improvements in these numbers are anticipated for degrees to be conferred in 2020 and 2021 with the higher enrollment numbers.
- Actions taken since the last review: One of the main findings of the 2012 program review suggested that the program was too large and appeared to lack clear objectives and focus. The department addressed this concern by implementing key changes in the program. These included adopting a more selective admissions process to reduce the size of incoming classes and modifying its curriculum and requirements to focus more on preparing students for doctoral studies (i.e. independent, original research skills). By reducing the size of the program, the student-to-faculty ratio was reduced which provided faculty the time to focus on the one-on-one instruction it takes to mentor graduate students to conduct original research. Students who taught undergraduate courses also received diversity training to help eliminate equity gaps found in the undergraduate courses they were teaching. In addition, the department has established itself as an independent entity, separate from the Department of Public Administration. Finally, there is now an accelerated master's degree program in which students can earn the bachelor's and master's degrees in political science in five years instead of the normal six years.
- Actions taken as a result of this review: The Political Science Graduate Studies Committee intends to focus on improving the numbers of M.A. degrees conferred by examining the

causes of the reduction in master's level degrees. The program is also committed to increasing diversity among its students and faculty by revisiting the current admissions process and promoting faculty joint hires with the Center for Black Studies and the Center for Latino and Latin American Studies. Those hires would likely help diversify the political science faculty teaching the graduate program and further provide an opportunity to broaden the curriculum to include relevant courses and topics that appeal to students of color. The program faculty and staff intend to leverage their experience in remote learning during the pandemic to allow more flexibility to students.

## Outcome

- Decision:

\_\_x\_\_ Program in good standing (review in eight years, i.e. 2028-2029).

Explanation: The Master of Arts (M.A.) in Political Science program prepares students for a doctoral program by providing a strong foundation of methods courses and requiring original research for the master's thesis requirement. Since the last program review, the department focused its goal for the program and strengthened its diversity in enrollment. The department plans to evaluate and take steps to improve the completion rate for the master's degree, especially among women and minority students.

**Program:** Ph.D. in Political Science (45.1001)

### Major Findings and Recommendations:

- Major changes in the program: The Doctorate of Philosophy (Ph.D.) in Political Science provides students with a level of substantive knowledge in political science that reflects a high degree of specialization appropriate to their future careers. It also helps students develop the knowledge and skills necessary to conduct original research that meets the high standards expected of professionals in public and private sectors. Students who earn a degree attain employment primarily as faculty in political science or related academic departments and as analysts for government agencies, policy institutes and foundations. The projected job outlook for political scientists from 2019 to 2029 is a six percent increase, which is faster than national average. Nearly half of political scientists are employed by the federal government, with many others working in political organizations, lobbying firms, and labor unions (U.S. Bureau of Labor Statistics).
- Major findings and recommendations: The number of students enrolled in the Ph.D. program remained fairly stable during the review period (33 students enrolled in fall 2016 and 29 in fall 2020). The number of women and BIPOC students in the graduate program as a whole (Ph.D. plus M.A. students) has remained fairly consistent with a slight increase in both groups in 2020. 14 women enrolled in fall 2016 and 17 in fall 2020, representing 45% of all graduate students; 20 BIPOC students enrolled in fall 2016 and 25 in fall 2020, representing 66% of all graduate students. The program graduated a total of 28 doctoral students during the review period for an average of 5.6 degrees per year. Although the number of faculty has declined (from 24 in 2012 to 11 in 2020), they have remained active in scholarly activities from 2016 - 2020 (5 books, 21 book chapters, 38 refereed journal articles, 28 other articles, and 103 conference presentations).
- Actions taken since the last review: The program modified its admissions practices for the Ph.D. program by increasing selectivity and reducing the size of entering doctoral cohorts. This was especially important as the number of faculty in the department continued to decrease

during the period after the last program review. The program also took great care to accept students in the disciplinary fields that had an adequate number of faculty to work with the doctoral students. Since the last review the department and program have focused their efforts to strengthen a culture of research among graduate students by encouraging faculty to find multiple ways to collaborate and publish with current doctoral students. This culture-shift as well as the smaller doctoral cohorts has helped faculty to devote more time to mentoring these students, a practice that has led to more co-authorships and publications by doctoral students. Additional practices have include greater funding for doctoral students to support presentation at professional conferences, direct efforts by the Director of Graduate Studies and the Political Science Graduate Student Association each semester to hold research workshops on campus in which students present their research to their peers and to faculty. Another change has been a revision of graduate teaching requirements as the prior review indicated students were teaching too early in their program. Current doctoral students who teach undergraduate courses receive diversity training to help address equity gaps seen in the undergraduate courses. Finally, the department has begun providing support and mentoring for faculty as they progress through the promotion and tenure process.

- Actions taken as a result of this review: The program plans to continue the changes made after the previous review including ensuring graduate students are not teaching too early in the program and having preferences for assigning teaching responsibilities to doctoral candidates who have passed candidacy exams and have experience as a support teaching assistant. The department will also continue to work on increasing the diversity of its faculty and doctoral students by supporting a hiring plan that prioritizes joint hires with the Center for Black Studies and the Center for Latin and Latin American Studies. Finally, the program intends to use technology to facilitate advising and mentorship during times when face-to-face meetings are inconvenient or not possible (e.g., during summer break, or when Ph.D. students are away from campus conducting fieldwork or another research).

#### Outcome

- Decision:

  x   Program in good standing (review in eight years, i.e. 2028-2029).

Explanation: The Doctorate of Philosophy (Ph.D.) program in Political Science has successfully maintained its graduate enrollment and graduation rate over the past review cycle, while shifting major areas of emphases to correspond with its current faculty. The Political Science faculty remain research productive and have focused their graduate program to emphasize scholarly productivity and training of the doctoral students. One area of continued growth will be to diversify the faculty and graduate students, with particular attention to minority and female students' successful completion of the doctoral program.



**PRESENTATION ON EAB PARTNERSHIP**

Vice President for Enrollment Management, Marketing and Communications Sol Jensen will present on NIU's partnership with EAB.

## **STATE LEGISLATIVE REPORT**

August – October 2021

### **2021 Legislation Implementation Update**

A non-comprehensive overview highlighting some of the recently enacted legislation impacting NIU.

#### **Public Act 102-0570 Commission on Equitable Public University Funding**

The purpose of the Commission is to, at a minimum, recommend specific data-driven criteria and approaches to the General Assembly to fund public universities adequately, equitably, and stably in this State and to evaluate the existing funding methods used for public universities. President Freeman will represent NIU on the commission along with faculty representative Simón Weffer, Associate Professor and Director of Undergraduate Studies in the Department of Sociology.

#### **Public Act 102-0250 Feminine Hygiene**

Menstrual hygiene products must be made available, at no cost to students, in the bathrooms of facilities or portions of facilities that are owned or leased by the university or over which the university has care, custody, and control and are used for student instruction or administrative purposes. The public universities' procurement officers are working with Illinois Public Higher Education Cooperative (IPHEC) for group purchasing to satisfy this law.

#### **Public Act 102-0214 Higher Ed-Academic Major Report**

Requires universities to provide each student, at the time the student declares or changes his or her academic major or program of study, a report that contains relevant, independent, and accurate data related to the student's major or program of study and to the current occupational outlook associated with that major or program of study. Universities may refer students to the Illinois Board of Higher Education (IBHE) College to Career website to satisfy this law.

### **2021 Legislative Veto Session**

The House and Senate are convening as of the writing of this report. A verbal report on the Veto Session will be provided at the meeting.

### **State Relations Engagement**

Strategic advocacy efforts have been underway to speed up the release of the funding for NICCS. In-person and virtual district meetings were held with every member of the NIU Caucus with the help of members of the NIU alumni advocacy network. The Caucus members, representing both parties and both chambers, drafted a letter of support to the Governor's Office requesting the release of the funding as soon as possible. The letter, signed by 20 members of the caucus, was sent to the Governor's Office on October 28. Also copied on the letter were Lieutenant Governor Stratton, Chief of Staff Caprara, Deputy Governors Manar and Mitchell, and First Assistant Deputy Governor Torres. Relentless advocacy will continue until the funding is released.

NIU hosted University of Illinois System President Tim Killeen and Interim Vice President for Economic Development and Innovation, Jay Walsh to discuss NICCS's progress and funding needs. NIU is represented on the Illinois Innovation Network (IIN) Policy Committee which is

developing strategies to advocate for the release of funding for all IIN Hubs and promoting the work taking place at the hubs.

## **FEDERAL LEGISLATIVE REPORT**

This report covers the period of August through October 2021 and encompasses NIU equities across the federal government.

### **The Administration**

On September 9, President Biden issued an Executive Order (EO) entitled [Ensuring Adequate COVID Safety Protocols for Federal Contractors](#). This EO and [implementation guidance](#) issued on September 24<sup>th</sup> appear to mandate that the employees of federal contractors be fully vaccinated for COVID-19 by December 8, 2021. NIU is working with our associations and colleagues across the state and country to analyze this guidance and consider next steps.

This quarter, the US Department of Education finalized and released to NIU a supplemental \$1.8M allocation in institutional COVID-19 relief funds from the third tranche of the Higher Education Emergency Relief Fund. This supplemental allocation was made available to all institutions that are eligible for the Strengthening Institutions Program at the US Department of Education, which includes NIU.

### **U.S. Congress**

The primary focus of Congress this quarter was on negotiating the infrastructure bill and the reconciliation bill. I will report on the latest state-of-play during my remarks on November 18<sup>th</sup>.

As of this writing, congressional Democrats and the White House continue to negotiate a reconciliation bill that would form the cornerstone of President Biden's domestic policy agenda. Key aspects of the bill remain undecided including the overall spending level and programmatic priorities. Once these critical components of the bill are determined, it is estimated to take at least two weeks to draft the bill text and get it scored by the Congressional Budget Office.

As of this writing, the infrastructure bill has passed the Senate and is awaiting consideration in the House. While there is bipartisan support for the infrastructure bill, the politics of the moment are such that the House's consideration of the infrastructure bill needs to move in tandem with its consideration of the reconciliation bill.

Looming over all of Congress's work this Fall is the debt ceiling. Timed with the expiration of the current continuing resolution (see Appropriations), the federal debt limit will be reached on December 3<sup>rd</sup>. Congressional action will be needed by then to raise the debt ceiling and avoid a federal government debt default.

### **Appropriations**

Congress continues its work on FY22 appropriations. The federal government is operating under a short-term continuing resolution that expires on December 3, 2021. The House and Senate have each made public all twelve of their FY22 appropriations bills. However, the bills were released without agreement from Senate Republicans – the support of ten of whom are required to pass the FY22 appropriations bills - and do not move Congress any closer to agreement on a FY22 budget. The Senate has not reached bipartisan agreement on overall defense and non-defense spending totals, continuing to delay the process of developing an annual budget. Failure to reach an agreement before the current continuing resolution expires on December 3<sup>rd</sup> could result in a one-year stopgap or another short-term spending measure.

All FY22 congressionally directed spending (Senate) and community project funding (House) – formerly known as earmarks – decisions have been announced by the Senate and House Appropriations Committees. NIU has been allocated \$1.16M for two projects. In the Senate, NIU has been [allocated](#) \$500,000 from the Small Business Administration for a Workforce Development Initiative that will focus on food entrepreneurship, improving employment for underserved communities, and experiential learning opportunities, sponsored by Senator Durbin. As reported last quarter, in the House, NIU has been [allocated](#) \$660,000 from the National Oceanic and Atmospheric Administration (NOAA) for Understanding and Mitigating Future Weather and Climate Risks to Agriculture, sponsored by Congressman Adam Kinzinger. *All congressionally directed spending projects are contingent upon the relevant appropriations bills being passed by Congress and signed into law by President Biden.*

### **Federal Engagement with NIU**

Recent and upcoming federal engagements with NIU include:

- August 31 – RFI Response to NASA. Vice President Blazey submitted comments in response to NASA’s RFI: *Advancing Racial Equity and Support for Underserved Communities in NASA Programs, Contracts and Grants Process*. The RFI is available [here](#).
- September 2 to 21 – NIU Alumni Advocacy for Double Pell Grant. In the largest alumni advocacy email campaign to date, 178 alumni sent 537 letters to 49 legislators in support of doubling the federal Pell Grant maximum award to \$13,000 annually.
- October 18 – Rep. Sean Casten speaks at NIU. Representative Sean Casten was a panelist for the CLAS Rebuilding Democracy Lecture Series event focused on climate change.
- October 20 – Public Comment Response to NSF. Vice President Blazey submitted comments in response to NSF’s request for public comments: *Committee on the Future of NSF EPSCoR*. The RFI is available [here](#).
- October 20 – Nomination of Professor Shonda Clay to NASEM Study. Vice President Blazey and Vice President Edghill-Walden nominated Professor Shondra Clay to serve on the National Academies of Science, Engineering, and Medicine’s study committee *Advancing Anti-Racism, Diversity, Equity, and Inclusion in STEM Organizations: A Consensus Study*.
- October 25 – Nomination of Professor David Gunkel to NAIAC. NIU nominated Professor David Gunkel for the newly created National Artificial Intelligence Advisory Committee (NAIAC). His nomination was supported by Senator Dick Durbin and Representative Robin Kelly.
- October 26 – SGA Advocates for Double Pell. Student Government Association leaders sent a letter to the Illinois congressional delegation in support of doubling the maximum federal Pell Grant award to \$13,000 annually.

## SPONSORED PROGRAM ADMINISTRATION QUARTERLY REPORT

For the first quarter of Fiscal Year (FY) 2022, NIU received 72 sponsored awards totaling \$8.1M (Figure 1) (\$4.4M in research, \$514K in instruction, and \$3.1M in other sponsored activities (OSA)). Overall funding and the number of awards authorizing the funds are up compared to the same period last year. Overall funding is up by 75% with research funding up 80%, instruction by 5%, and OSA by 90%. The number of awards processed is up 95%.

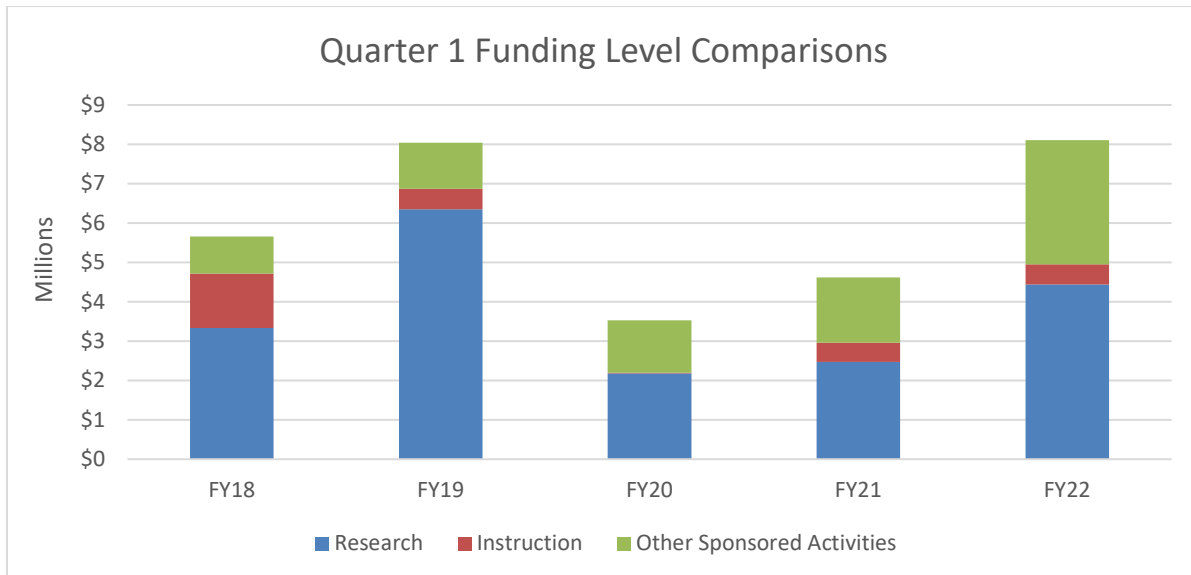


Figure 1

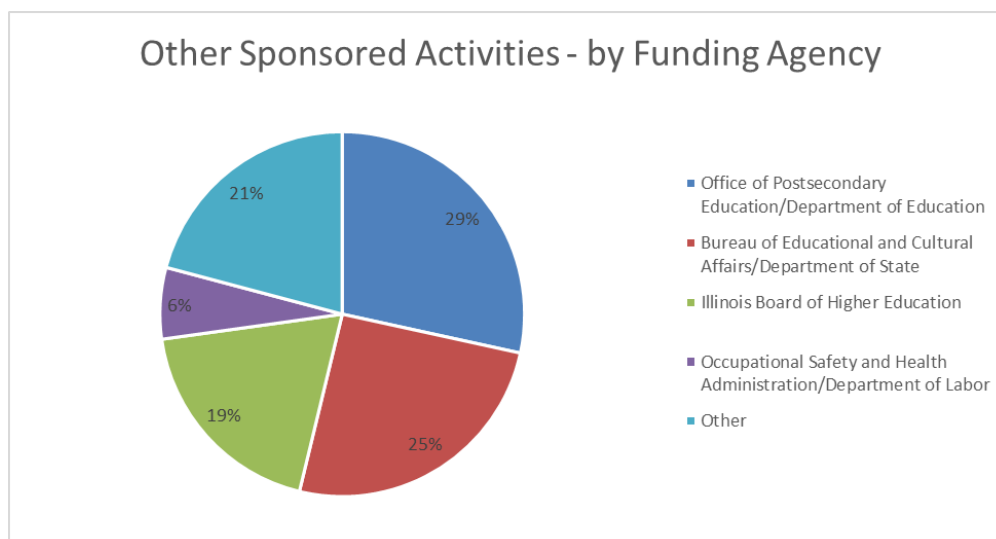


Figure 2

Note: Other category includes agencies contributing 1%-4% to the total.

Funding from three agencies comprises 73% of the first quarter's funding for Other Sponsored Activities. These agencies are the Office of Postsecondary Education/Department of Education (\$896K-29%), Bureau of Educational and Cultural

Affairs/Department of State (\$800K-25%), and Illinois Board of Higher Education (\$599K-19%) (Figure 2). The Office of Postsecondary Education/Department of Education included two awards to support the Center for Southeast Asian Studies and provide services to low-income,

first-generation, and/or disabled students to foster flexible and affordable paths to obtaining knowledge and skills in college. The Bureau of Educational and Cultural Affairs/Department of State provided funds to support an exchange program bringing teenagers and adult educators from the Philippines to the U.S. to learn about civic engagement and governance. Funding from the Illinois Board of Higher Education included additional COVID-19 funds from the Governor’s Emergency Relief Funding (GEER) program. GEER funds continue to support efforts to recruit and retain low-income, underrepresented, and first-generation students and close digital equity gaps resulting from the pandemic.

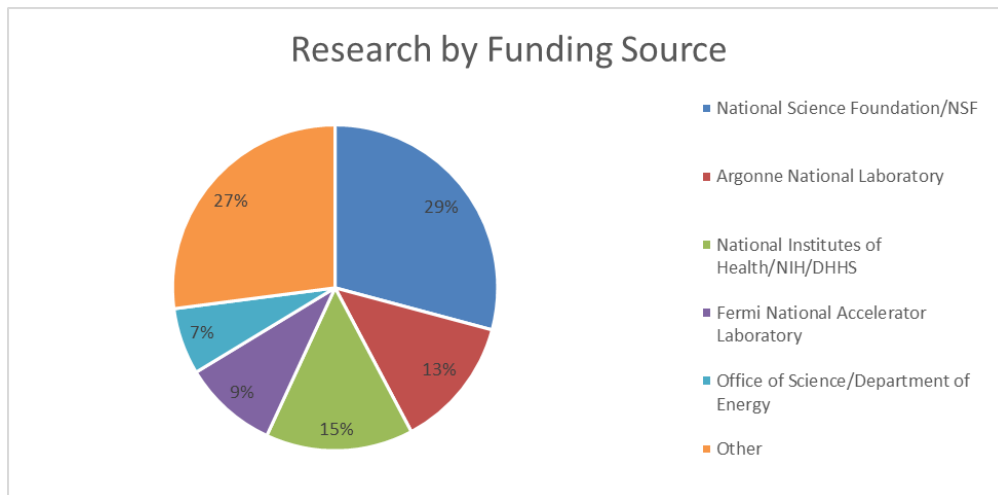


Figure 3  
Note: Other category includes agencies contributing 1%-6% to the total.

The National Science Foundation (NSF) was a significant source of research funding this quarter, with NIU receiving six awards from the Foundation (Figure 3). The three highest NSF awards were secured by faculty in the Chemistry and

Biochemistry Department (\$612K) and the Geology and Environmental Geosciences Department (\$343K).

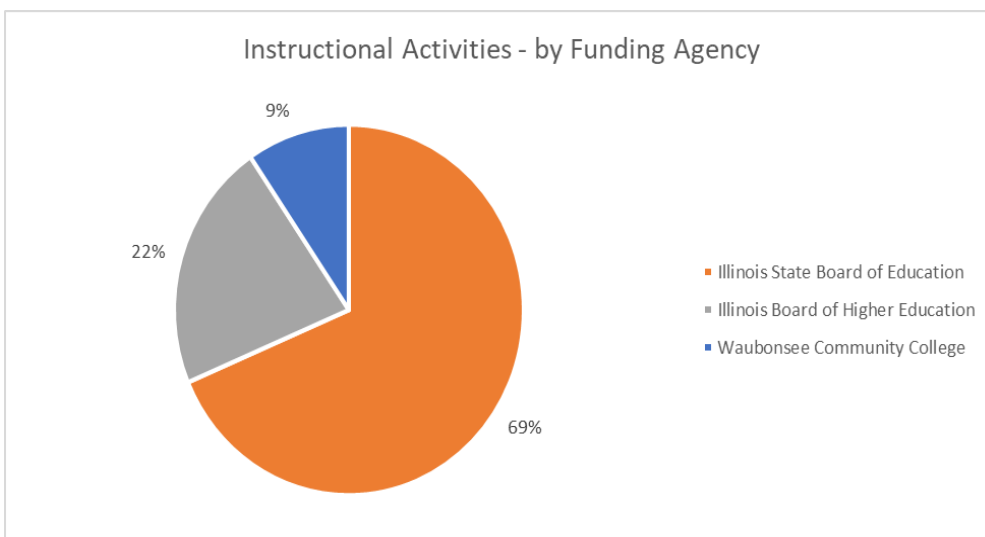


Figure 4

Three awards were received to support instructional activities, adding \$514K to NIU’s portfolio this quarter. The College of Health and Human Sciences – School of Family & Consumer Sciences were awarded \$353K from the Illinois

State Board of Education (Figure 4). The Graduate School received \$112K from the Illinois Board of Higher Education for NIU’s annual allotment of the Diversifying Higher Education Faculty in Illinois (DFI) program.

Funding across colleges and other university units reflects an increase of awards secured for the different types of funding categories (Table 1). The Division of Outreach, Engagement, and Regional Development increased the amount awarded compared to the first quarter of FY21 by 272% due to awards from the Office of Postsecondary Education/Department of Education for Upward Bound (\$821K). The College of Health and Human Sciences increased the amount awarded by 52% compared to the previous year due to awards from the Illinois State Board of Education (\$353K) for pre-school programming and National Institutes of Health (\$224K) for research. The College of Liberal Arts and Sciences increased by 69% with awards from the National Science Foundation/NSF (\$1.2M), Bureau of Educational and Cultural Affairs/Department of State (\$799K), and the National Institutes of Health (\$426K).

Table 1

College/Division	Instruction	Research	Other	Total – QTR. 1 FY 22	Total – QTR. 1 FY 21	% Change
Business	\$ -	\$ -	\$ -	\$ -	\$ -	---
Education	\$ -	\$ 93,372	\$ -	\$ 93,372	\$ 70,516	32%
Engineering and Engineering Tech.	\$ -	\$ 167,940	\$ -	\$167,940	\$571,575	-71%
Health and Human Sciences	\$ 352,949	\$ 224,151	\$ 22,999	\$600,100	\$394,669	52%
Law	\$ -	\$ -	\$ -	\$ -	\$ -	0%
Liberal Arts and Sciences	\$ -	\$3,844,174	\$1,129,845	\$4,974,019	\$2,945,161	69%
Visual and Performing Arts	\$ -	\$ 20,456	\$ -	\$ 20,456	\$ -	---
Outreach, Engagement, and Regional Develop.	\$ -	\$ -	\$1,287,388	\$1,287,388	\$ 345,950	272%
Other Academic Units	\$161,481	\$ 89,013	\$ 109,419	\$ 359,913	\$ 293,165	23%
Other University Units	\$ -	\$ -	\$ 604,860	\$ 604,860	\$ -	---
Total	\$ 514,430	\$4,439,106	\$3,154,511	\$8,108,047	\$4,621,036	75%

A full listing of all sponsored awards received for the first quarter follows.

**ADMINISTRATION & FINANCE**

***Illinois Board of Higher Education for "Governor's Emergency Relief Funding (GEER)." Sarah Chinniah.***

Award: \$549,893.00. Cumulative \$3,495,749.00.

October 1, 2021 - September 30, 2022. (Other Sponsored Activities) Student Service.

The proposal is to support efforts to enroll and retain low income, underrepresented, and first generation, students, that might otherwise not enroll or return due to the pandemic, including by closing digital equity gaps.

**ANTHROPOLOGY**



***National Endowment for the Humanities/National Foundation on the Arts and Humanities for "Archeology Collection Assessment." Christy A DeLair.***

Award: \$9,654.00.

September 1, 2021 - March 31, 2022. (Other Sponsored Activities) Other.

This project will provide an assessment of the archaeology collections of the Pick Museum and the Anthropology Department to better support preservation, organization, and ethical collections management.

***National Park Service/Department of the Interior for "NAGPRA: Reassessing Collections at the Pick Museum of Anthropology." Christy A DeLair.***

Award: \$90,000.00.

September 1, 2021 - August 31, 2023. (Other Sponsored Activities) Other.

This project will reassess NAGPRA related collections held by the Pick Museum of Anthropology and reopen consultations with Native American tribes to determine appropriate disposition and care for collections.

## **BIOLOGICAL SCIENCES**

***University of Illinois at Urbana Champaign for "Illinois waterfowl survey and investigations." Jennifer A Koop.***

Award: \$38,290.00.

July 1, 2021 - June 30, 2022. (Organized Research) Applied Research.

The project aims to use accelerometers to detect signatures of nesting behaviors in Lesser Scaup. If successful, this tool will be used to study sub lethal effects of trematodes on Lesser Scaup breeding ecology.

## **CAREER SERVICES**

***Illinois Board of Higher Education for "Northern Illinois University FY2022 Cooperative Work Study." Catherine W Doederlein.***

Award: \$50,000.00.

July 1, 2021 - August 31, 2022. (Other Sponsored Activities) Other.

The purpose of the project is to provide valuable career related work experiences to students that are applicable to their fields of study.

## **CENTER FOR BURMA STUDIES**

***Institute of Museum & Library Services for "Weaving the Past, Preserving the Future: Digitizing the Burma Art Collection." Catherine M Raymond/Carmin Berchiolly.***

Award: \$49,419.00.

September 1, 2021 - August 31, 2023. (Other Sponsored Activities) Public Service.

A project to photograph the textiles from the Burma Art Collection and to make such objects available online to increase accessibility.

***National Endowment for the Humanities/National Foundation on the Arts and Humanities for "Textile Rehousing Project of the Burma Art Collection." Catherine M Raymond.***

Award: \$10,000.00.

September 1, 2021 - February 28, 2023. (Other Sponsored Activities) Other.

This grant would support improved collection care and practices and the rehousing of the textiles in the Burma Art Collection by providing funds for supply purchases and four visits from a textile preservation expert to provide guidance for the project.

## **CENTER FOR SOUTHEAST ASIAN STUDIES**

***Bureau of Educational and Cultural Affairs/Department of State for "Southeast Asia Youth Leadership Program." Eric A Jones.***

Award: \$549,984.00. Cumulative \$1,593,047.00.

February 4, 2022 - March 30, 2023. (Other Sponsored Activities) Public Service.

This project will fund 60 students from ASEAN nations visiting the US and learning about civic engagement and good governance.

***Bureau of Educational and Cultural Affairs/Department of State for "PYLP 2021: Engaging Young Advocates in Environmental Preservation and Peacebuilding." Rhodalyne Q Gallo Crail/Eric A Jones.***

Award: \$250,000.00.

September 17, 2021 - December 31, 2024. (Other Sponsored Activities) Public Service.

Exchange program bringing teenagers and adult educators from the Philippines to the U.S. for exposure to/training in civic education, leadership, diversity, and community engagement, and preparation to conduct projects at home that serve a community need.

## **CHEMISTRY AND BIOCHEMISTRY**

***National Science Foundation/NSF for "MRI: Acquisition of a 400 MHz NMR Spectrometer for Research and Education." Evgueni E Nesterov.***

Award: \$341,653.00.

July 1, 2021 - June 30, 2022. (Organized Research) Applied Research.

This proposal requests funding for the acquisition of a new high field NMR spectrometer at the Department of Chemistry and Biochemistry, to replace an aging and outdated 500 MHz NMR spectrometer currently operating at the department.

***National Science Foundation/NSF for "Collaborative Research: Characterization of Transport Property and Microstructure of Battery Electrolyte via In Situ Spectroscopy." Tao Li.***

Award: \$270,538.38.

September 15, 2021 - August 31, 2024. (Organized Research) Applied Research.

To develop in situ spectroscopic methods to characterize the transport property and the microscopic structure of battery electrolytes and investigate the correlation between the microstructure and mass transport in operating batteries.

***Argonne National Laboratory for "Li Joint Appointment NIU ANL." Tao Li.***

Award: \$75,027.68. Cumulative \$175,084.64.

August 16, 2021 - May 15, 2022. (Organized Research) IPA or Joint Appointment.

Funds are being used to support a joint appointment between NIU and Argonne National Laboratory for Dr. Tao Li.

***Argonne National Laboratory for "Development of Energy Efficient Oxide Materials GRA Support." Tao Xu.***

Award: \$15,857.00.

August 16, 2021 - August 15, 2022. (Organized Research) Applied Research.

The purpose of this funding is to support a GRA to develop a scaled continuous flow hydrothermal synthesis reactor technology that can synthesize thermochromic M phase VO<sub>2</sub> nanoparticles with size < 50 nm and yield at the level of kg/day.

***University of Iowa for "Discovery and Development of Antifungal Acetyl CoA Synthetase Inhibitors." Timothy J Hagen.***

Award: \$249,255.11.

April 1, 2021 - March 31, 2022. (Organized Research) Applied Research.

Our goal is to identify a lead ACS inhibitor scaffold along with a backup series for further pre-clinical development as broad spectrum antifungal drug candidates.

***American Chemical Society for "Exploring Methane Activation and Conversion on Modified Chevrel phase Chalcogenides." Yingwen Cheng.***

Award: \$63,241.00.

August 1, 2021 - July 31, 2022. (Organized Research) Basic Research.

We propose a fundamental study on a verifying the Chevrel phase chalcogenides as a new class of catalyst materials.

***Argonne National Laboratory for "Fundamental Understanding on the Interaction Between Pt Alloy Electrocatalysts and Porous Carbon." Yingwen Cheng.***

Award: \$15,997.00.

June 14, 2021 - October 31, 2021. (Organized Research) Applied Research.

The project is intended to understand at the molecular level the nucleation, growth and deposition of electrocatalyst under microfluidic environment, and the electrochemical activities of these electrocatalysts.

## **CHILD DEVELOPMENT & FAMILY CENTER**

*Illinois Network of Child Care Resource & Referral Agencies for "Statewide Prior Learning Assessment." Kristin E Schulz.*

Award: \$4,000.00.

July 14, 2021 - December 30, 2021. (Other Sponsored Activities) Public Service.

Staff will participate in building a statewide Prior Learning Assessment system that utilizes cutting edge technology allowing the early childhood workforce to demonstrate competency achievement.

## **COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY**

*Fermi National Accelerator Laboratory for "PIP II Warm Front-End Power Cabinets and Ion Source GRA Support." Donald R Peterson.*

Award: \$20,000.00.

July 15, 2021 - July 14, 2022. (Organized Research) Applied Research.

Funding is requested for GRA support to provide documentation, engineering and designed in the support of the Final Design of the ion source assembly with an emphasis on the design and fabrication of power cabinets for the ion source operation.

## **COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY**

*California Institute of Technology for "Jet Propulsion Laboratory subcontract." Donald R Peterson/Mansour Tahernezhad.*

Award: \$10,000.00. Cumulative \$30,000.01.

June 1, 2020 - May 31, 2021. (Organized Research) Applied Research.

Assist with the development of a rugged ultra-sensitive chemical sensor that provides for human safety, and with the development of wireless communicating network capability for an array of miniature CO2 sensors.

## **COMPUTER SCIENCE**

*National Science Foundation/NSF for "Collaborative Research: PPoSS: Planning: SEEr: A Scalable, Energy Efficient HPC Environment for AI Enabled Science." Michael E Papka.*

Award: \$39,999.00.

October 1, 2021 - September 30, 2022. (Organized Research) Applied Research.

This project will explore the foundational principles necessary to address the challenges involved in building a cross layer HPC environment for AI enabled simulations and expand our current team with complementary expertise to address these challenges.

***Argonne National Laboratory for "High Performance Computing Research." Michael E Papka/Joe Insley.***

Award: \$134,381.84. Cumulative \$475,399.08.

August 16, 2021 - August 15, 2022. (Organized Research) Applied Research.

The funds support research and development in high performance computing, including visualization and analysis of abstract datasets based on ALCF operational logs, quantum computing algorithms, and dashboard development for monitoring of systems.

***Northwestern University for "Education and Outreach for SAGE." Michael E Papka/Joe Insley.***

Award: \$22,174.18. Cumulative \$102,174.00.

October 1, 2020 - September 30, 2021. (Organized Research) Applied Research.

Funds are requested to design and build citizen science components for SAGE, reusable software components and cyberinfrastructure services to enable deployment of intelligent environmental sensors, including tutorials and documentation on components use.

## **CONTINUING PROFESSIONAL EDUCATION**

***Occupational Safety and Health Administration/Department of Labor for "Susan Harwood Training Grant Program Workplace Safety and Health Training on Infectious Diseases, Including COVID 19." Pettee Guerrero.***

Award: \$199,550.00.

September 30, 2021 - March 31, 2023. (Other Sponsored Activities) Public Service.

Develop and deliver training to identify and prevent occupationally related infectious diseases, including COVID. Training will target small businesses at high risk from infectious diseases and workers with limited access to OSHA training.

## **EDUCATION SYSTEMS CENTER**

***Illinois Community College Board for "Innovative CTE Programming Grant." Jon Furr.***

Award: \$100,000.00.

July 1, 2021 - June 30, 2022. (Other Sponsored Activities) Public Service.

To support ICCB and the Illinois community college system in the development and implementation of innovative CTE programming, including the improvement and innovation of professional development, technical assistance, and research on equity.

## **EDUCATIONAL TECHNOLOGY, RESEARCH AND ASSESSMENT**

***Office of Postsecondary Education/Department of Education for "Research on Social Justice, Education Equity, and Diversity Through the Lens of Taiwan's National Civic Literacy and Efficacy Initiative – Project SEED." Wei Chen Hung/Terry E Borg.***

Award: \$93,372.00.

July 1, 2021 - July 1, 2023. (Organized Research) Applied Research.

The purpose of Project SEED is to conduct a series of collaborative research on civic literacy and efficacy as mediated by issues relevant to social justice, education equity, and diversity.

## **FAMILY AND CONSUMER SCIENCES**

***Illinois Network of Child Care Resource & Referral Agencies for "INCCRRA Module Development." Susan P Bowers.***

Award: \$9,999.40.

July 1, 2021 - December 30, 2021. (Other Sponsored Activities) Public Service.

Faculty from Northern Illinois University will create scope and sequence charts for the Gateways to Opportunity Infant Toddler modules in collaboration with the teams who will be developing the modules.

***Illinois State Board of Education for "NIU Preschool for All Expansion." Thomas W Pavkov.***

Award: \$352,949.28. Cumulative \$1,058,049.00.

July 1, 2021 - June 30, 2022. (Instructional Programs) Instructional Programs.

This project will enhance cohesive and comprehensive early learning opportunities for preschoolers in the DeKalb community.

***Illinois Network of Child Care Resource & Referral Agencies for "Gateways ECE 5 to PEL Bridge Taskforce." Walter, Melissa Cluca/Laura R Hedin.***

Award: \$9,000.00.

July 16, 2021 - December 30, 2021. (Other Sponsored Activities) Public Service.

The PIs will participate in building a statewide pathway for the Gateways to Opportunity ECE Credential Level 5 to a Professional Educator License.

## **GEOGRAPHIC AND ATMOSPHERIC SCIENCES**

***National Oceanic & Atmospheric Administration/Department of Commerce for "Faster, Clearer, Stronger Communication and Action: Building IWT and Vulnerable Resident Connections to Improve Severe Weather Literacy and Outcomes." Alex M Haberlie.***

Award: \$166,851.07.

September 1, 2021 - August 31, 2022. (Organized Research) Applied Research.

The goal of this project is to reduce tornado impacts on vulnerable Southeast residents, enhance tornado survivability, and develop solutions that bridge the gap between researchers, decision makers, integrated warning team members, and the public.

***National Aeronautics & Space Administration/NASA for "Testing Early Mars Climate From Global Spatial Distribution of Valley Network Geomorphology." Wei Luo.***

Award: \$108,978.00.

July 1, 2021 - June 30, 2022. (Organized Research) Basic Research.

The goal of this project is to test which climate scenario on early Mars is most consistent with the spatial distribution of valley network geomorphology (e.g., Hack's law exponent, basin hypsometry, circularity, and valley depth) on a global scale.

## **GEOLOGY AND ENVIRONMENTAL GEOSCIENCES**

***Columbia University for "Participation of MARIA ELENI CHRISTOPOULOU on IODP Expedition 396." Justin P Dodd/Maria Eleni Christopoulou.***

Award: \$7,809.48.

August 1, 2021 - July 31, 2022. (Organized Research) Applied Research.

The IODP expedition 396 will drill the seafloor off Norway to decipher the volcanic activity and climate change. I will study the geochemistry of the sedimentary record to interpret past environmental conditions.

***Columbia University for "Participation of Justin Dodd on Expedition 395." Justin P Dodd.***

Award: \$23,687.00.

June 1, 2021 - May 31, 2022. (Organized Research) Applied Research.

To test hypotheses about the geochemical evolution of fluid rock interactions in basalt and overlying marine sediments, and the timing of plume influenced changes in North Atlantic Deep Water formation/circulation and global biogeochemical cycling.

***National Science Foundation/NSF for "Collaborative Research: Sensitivity of the West Antarctic Ice Sheet to 2 Degree Celsius (SWAIS 2?C)." Justin P Dodd.***

Award: \$343,260.00.

September 15, 2021 - August 31, 2025. (Organized Research) Applied Research.

This proposal outlines the US contributions towards the international partnership between seven nations to recover geological archives beneath the Ross Ice Shelf, Antarctica.

***Columbia University for "Participation of Reed P. Scherer on IODP Expedition 396." Reed P Scherer.***

Award: \$52,699.50.

August 1, 2021 - July 31, 2022. (Organized Research) Applied Research.

The IODP research vessel will drill the seafloor off Norway to decipher the history of volcanic activity and its role in major climate change events. I will study siliceous microfossils to interpret sediment ages and past environmental change.

## **GRADUATE SCHOOL**

***Illinois Board of Higher Education for "Diversifying Higher Education Faculty in Illinois (DFI) FY2022." Purushothaman Damodaran.***

Award: \$112,500.00.

July 1, 2021 - June 30, 2022. (Instructional Programs) Instructional Programs.

NIU will administer grants awarded by the DFI Program Board to fellows at NIU under the DFI program.

***ePost Global Shipping for "Improving Warehouse Operations for ePost Global Shipping." Purushothaman Damodaran/Christine V Nguyen.***

Award: \$43,012.92.

September 15, 2021 - March 15, 2022. (Organized Research) Applied Research.

The project aims to improve the operations carried out at the warehouse to improve throughput and material movement.

***National Science Foundation/NSF for "NSF GRFP Del Valle." Purushothaman Damodaran/Antonio B Del Valle/Holly Jones.***

Award: \$46,000.00. Cumulative \$92,000.00.

July 1, 2021 - June 30, 2023. (Organized Research) Basic Research.

To determine the impacts that reintroduced bison have on grassland breeding birds at varying spatial scales throughout the three preserves that support wild bison in eastern tallgrass prairies.

***Waubonsee Community College for "Graduate Student Placements at Waubonsee Community College." Purushothaman Damodaran.***

Award: \$48,981.00.

August 1, 2021 - July 31, 2022. (Instructional Programs) Instructional Programs.

This project provides three Graduate Assistants to Waubonsee Community College to work under the Dean of Students in the areas of Student Affairs (two students), and the under the Athletics Manager to work with the Athletics Trainer (1 student).

## **MECHANICAL ENGINEERING**

***Fermi National Accelerator Laboratory for "Dark Matter Searches Employing Quantum Metrology." Iman Salehinia.***

Award: \$9,928.17. Cumulative \$67,932.17.

August 16, 2021 - December 31, 2021. (Organized Research) Applied Research.



Professor Iman Salehinia will mentor a graduate student in the design and analysis of components for dark matter searches employing quantum metrology.

***Argonne National Laboratory for "Modeling Support to Advance the Performance of Next Generation Batteries at Argonne." Kyu Taek Cho.***

Award: \$14,794.92. Cumulative \$48,116.00.

September 16, 2021 - March 15, 2022. (Organized Research) Applied Research.

Funds are requested to provide the computational modeling/simulation support to improve performance of the batteries under development in Dr. Srinivasan's group at Argonne.

***University of Illinois at Urbana Champaign for "Pretreatment of Densified Biomass within Scaled Shipping Containers." Nicholas A Pohlman.***

Award: \$24,340.00.

July 1, 2021 - June 30, 2022. (Organized Research) Applied Research.

The capability of densifying and incorporating pretreatment chemicals on biomass will be tested in scaled versions of intermodal shipping containers that will be monitored during chemical conversion processes.

***Fermi National Accelerator Laboratory for "PIP II Warm Unit Preliminary Design." Nicholas A Pohlman.***

Award: \$70,000.00. Cumulative \$129,990.68.

August 16, 2021 - September 1, 2022. (Organized Research) Applied Research.

Funds are requested to advance the design of the PIP II focusing magnets at Fermilab.

***Purdue University for "Human Assisted Robotic Sampling of Aquatic Invasive Species." Sachit Butail.***

Award: \$11,878.00.

June 1, 2021 - May 31, 2022. (Organized Research) Applied Research.

The goal is to design and test of robotic sampling device for monitoring aquatic invasive species

***Purdue University for "Behavior Based Classification of Aquatic Invasive Fish Species in Underwater Video." Tariq Shamim/Arunim Bhattacharya/Sachit Butail.***

Award: \$6,999.00.

June 1, 2021 - May 31, 2022. (Organized Research) Applied Research.

The goal is to identify round goby from underwater video footage by encoding its movement pattern.

**NORTHERN PUBLIC RADIO**

***Illinois State Library for "Northern Illinois Radio Information Service (NIRIS) FY22." Staci Hoste.***

Award: \$28,273.30. Cumulative \$28,273.00.

July 1, 2021 - June 30, 2022. (Other Sponsored Activities) Public Service.

Funds are used to provide informational services for persons who cannot read conventional print due to visual or physical disability, and because individual libraries cannot provide such services.

**P 20 CENTER**

***Illinois State Board of Education for "FY 22 Migrant Education Regular Year." Susana A Das Neves.***

Award: \$59,119.00.

August 1, 2021 - June 30, 2022. (Other Sponsored Activities) Public Service.

Rochelle Migrant Education Program provides recruiting, tutoring, advocacy and other support services and supplies to migrant eligible children who remain within the local territory after the summer school program.

**PHYSICS**

***Office of Science/Department of Energy for "High Performance Electron Sources: Numerical Methods and Beam Dynamics at the Precision Frontier." Bela Erdelyi.***

Award: \$75,000.00. Cumulative \$220,000.00.

September 25, 2021 - September 24, 2022. (Organized Research) Basic Research.

Funds are requested to develop an efficient and accurate numerical method to fix the boundary layer instability and devise an indirect method for very low emittance and temperature measurements based on caustics of multi beamlet expansion.

***Fermi National Accelerator Laboratory for "Electrical Integration Oversight for the Mu2e Project." David R Hedin/Nicholas A Pohlman/Vishnu V Zutshi.***

Award: \$112,852.00.

May 18, 2021- December 31, 2022. (Organized Research) Applied Research.

The purpose of this funding is to support the Mu2e project which is responsible for the design, construction, and integration of electronics systems for the various detectors deployed for Mu2e.

***Fermi National Accelerator Laboratory for "Development of the MU2E Preliminary Design." David R Hedin/Nicholas A Pohlman/Vishnu V Zutshi.***

Award: \$122,075.00. Cumulative \$385,975.00.

January 1, 2022 - December 31, 2022. (Organized Research) Applied Research.

The purpose of this project is to support NIU's role in developing the Muon Beamstop, SiPM Characterization, and design of the Upstream Extinction Monitor.

***National Science Foundation/NSF for "Searches for New Phenomena in the Higgs Sector at the LHC." Jahred A Adelman/Dhiman Chakraborty.***

Award: \$250,000.38.

August 15, 2021 - August 14, 2022. (Organized Research) Applied Research.

Funds are requested to search for physics beyond the Standard Model using the ATLAS detector at the Large Hadron Collider.

***Illinois Institute of Technology for "Chicagoland Accelerator Science Traineeship." Michael J Syphers/Philippe Piot.***

Award: \$235,000.00. Cumulative \$605,000.00.

September 25, 2021 - September 24, 2022. (Organized Research) Basic Research.

Funds are requested to establish the proposed "Chicagoland Accelerator Science Traineeship".

***Fermi National Accelerator Laboratory for "Resonant Extraction at Fermilab Muon Campus (support for PhD Program Aakaash Narayanan)." Michael J Syphers.***

Award: \$52,642.00. Cumulative \$104,000.00.

September 1, 2021 - August 31, 2022. (Organized Research) Applied Research.

The purpose of this proposal is to further the development of the third integer, slow resonant extraction system to be used to provide such beams and verification of its performance by Fermilab PhD Accelerator Program student Aakaash Narayanan.

***Argonne National Laboratory for "Synthesis, Single Crystal Growth and Diffraction Studies of Multiferroic and Functional Oxides." Omar H Chmaissem.***

Award: \$39,705.32. Cumulative \$151,146.52.

September 1, 2021 - August 31, 2022. (Organized Research) Applied Research.

This proposal aims to develop the know-how and the precise control of design variables for new multiferroic materials and related functional oxides.

***Office of Science/Department of Energy for "Enabling High Gradients Efficient Wakefield Accelerators with High Quality Shaped Electron Bunches." Philippe Piot/Xueying Lu.***

Award: \$110,000.00.

June 1, 2021 - May 31, 2022. (Organized Research) Applied Research.

The proposal will develop methods to demonstrate efficient electron beam acceleration in high gradient wakefield accelerators. The research will include theoretical, numerical, and experimental investigations.

***Argonne National Laboratory for "Development of a Damping Ring Free Electron Injector for Future Linear Colliders." Philippe Piot.***

Award: \$8,525.00. Cumulative \$20,525.00.  
September 1, 2020 - August 31, 2021. (Organized Research) Basic Research.

The purpose of the project is to finalize the conceptual design of a GeV class electron injector capable of attaining electron bunch with the required properties without having to rely on the currently envisioned 6 lm long damping ring parameters.

***Fermi National Accelerator Laboratory for "Development of Innovative, High Energy, Magnetized Electron Cooling for an EIC." Philippe Piot.***

Award: \$29,999.00. Cumulative \$85,998.00.  
January 1, 2021 - July 31, 2021. (Organized Research) Basic Research.

Funds are requested to develop innovative, high energy, magnetized electron cooling system for an EIC.

***Argonne National Laboratory for "Piot Joint Appointment NIU ANL." Philippe Piot.***

Award: \$85,032.99. Cumulative \$165,726.67.  
August 16, 2021 - May 15, 2022. (Organized Research) IPA or Joint Appointment.

Funds are being used to support a joint appointment between NIU and Argonne National Laboratory for Dr. Phillippe Piot.

***Argonne National Laboratory for "Lu Joint Appointment NIU ANL." Xueying Lu.***

Award: \$59,119.54. Cumulative \$134,313.19.  
August 16, 2021 - May 15, 2022. (Organized Research) IPA or Joint Appointment.

Funds are being used to support a joint appointment between NIU and Argonne National Laboratory for Dr. Xueying Lu.

***Office of Science/Department of Energy for "Innovative High Frequency Structures for High Gradient Wakefield Acceleration." Xueying Lu.***

Award: \$107,999.78. Cumulative \$108,000.00.  
August 1, 2021 - July 31, 2022. (Organized Research) Applied Research.

This program will explore a set of new research directions to demonstrate the full potential of structure based wakefield acceleration at high frequencies with high gradients.

***Argonne National Laboratory for "Xiao Joint Appointment NIU ANL." Zhili Xiao.***

Award: \$130,354.08. Cumulative \$297,649.16.  
August 16, 2021 - May 15, 2022. (Organized Research) IPA or Joint Appointment.

Funds are being used to support a joint appointment between NIU and Argonne National Laboratory for Dr. Zhili Xiao.

**PRECOLLEGIATE UPWARD BOUND**

***Office of Postsecondary Education/Department of Education for "Student Support Services Program Regular." Felicia R Bohanon.***

Award: \$261,888.00. Cumulative \$523,776.00.

September 1, 2021 - August 31, 2022. (Other Sponsored Activities) Student Service.

This primary purpose of this award is to provide services to low income, first generation and/or disabled students to foster flexible and affordable paths to obtaining knowledge and skills in college.

***Office of Postsecondary Education/Department of Education for "Upward Bound Program." Felicia R Bohanon.***

Award: \$558,557.96. Cumulative \$2,803,881.00.

June 1, 2021 - May 31, 2022. (Other Sponsored Activities) Public Service.

Funds will be used to identify, select and serve 120 low income, potential first generation college students who lack the adequate preparation to successfully pursue a postsecondary education and need academic support.

**PRESIDENTS OFFICE**

***DeKalb County Health Department for "NIU COVID-19 Hotline with DeKalb County Health Department." Matthew J Streb.***

Award: \$54,966.74. Cumulative \$187,000.00.

June 1, 2021 - December 31, 2021. (Other Sponsored Activities) Public Service.

NIU will manage COVID-19 hotline including providing recommendations for testing, isolation, quarantine and return to campus.

**PSYCHOLOGY**

***National Institutes of Health/NIH/DHHS for "A Randomized Controlled Trial Examining the Impact of a Brief Attention Based Neurobehavioral Transdiagnostic Intervention on Acute Fear Response." Holly K Orcutt.***

Award: \$426,237.00.

August 1, 2021 - July 31, 2022. (Organized Research) Applied Research.

This project is a randomized controlled trial examining the impact of a brief attention based neurobehavioral transdiagnostic intervention on acute fear response.

***Winnebago County for "Research and Evaluation of the Winnebago County Adult Drug Court Program." Julie L Crouch.***

Award: \$70,042.06. Cumulative \$273,522.31.

September 30, 2021 - September 29, 2022. (Other Sponsored Activities) Public Service.

NIU will serve as the primary research partner/local evaluator for the Winnebago County Adult Drug Court Enhancement Project.

***Illinois Criminal Justice Information Authority for "Saving Blue Lives Through Training on Mental Health, Suicide, Resilience, and Peer Support FY22." Michelle M Lilly.***

Award: \$83,999.00.

July 1, 2021 - April 30, 2022. (Other Sponsored Activities) Public Service.

The Saving Blue Lives Training offers a unique opportunity for law enforcement to learn about risk for PTSD and suicide, as well as how to increase resilience and offer peer support, from a team comprised of a clinical psychologist and a sworn officer.

## **PUBLIC ADMINISTRATION**

***Office of Postsecondary Education/Department of Education for "FULBRIGHT HAYS GROUP PROJECTS ABROAD Program." Kurt M Thurmaier.***

Award: \$76,166.00.

July 1, 2021 - June 30, 2022. (Other Sponsored Activities) Public Service.

This project will take a group of students to explore language and culture in Tanzania and Kenya

***Illinois Innovation Network for "Sustaining Illinois through Collaborative Governance: A Pilot Study of Water Systems Governance in Northeast and North Central Illinois." Thomas S Skuzinski/Kate Albrecht.***

Award: \$29,932.43.

August 1, 2021 - July 31, 2022. (Organized Research) Applied Research.

A pilot study of cross boundary collaborative sustainability in the governance of water systems in thirteen Chicagoland metropolitan counties. Key deliverables include a Sustainable Governance GIS and a Governance Guidebook with in-depth case studies.

## **REPORT CARDS**

***Illinois State Board of Education for "ISBE CEDS Project." Alan D Clemens.***

Award: \$79,999.92.

September 1, 2021 - June 30, 2022. (Other Sponsored Activities) Public Service.

This project involves development of a CEDS Production Data Warehouse.

## **SCHOOL OF INTERDISCIPLINARY HEALTH PROFESSIONS**

***National Institute of General Medical Sciences/NIH/DHHS for "The FoodMASTER Initiative: Supporting the STEM Learning Pipeline for Underserved, Minority Youth Through Informal Science Learning Environments." Melani W Duffrin.***

Award: \$224,151.00. Cumulative \$929,233.00.

August 1, 2021 - July 31, 2022. (Organized Research) Applied Research.

This project investigates the impact of the FoodMASTER (Food, Math, and Science Teaching Enhancement Resource) Initiative on attitudes towards science among underserved minority youth in southern states to impact the health professions STEM pipeline.

## **SCHOOL OF ART AND DESIGN**

***National Art Education Foundation for "The State of Inclusion: An Investigation of Inclusive Pedagogical and Curricular Art Practices in K-12 Art Rooms for Students with Disabilities." Kelly M Gross.***

Award: \$10,456.00.

July 1, 2021 - June 30, 2022. (Organized Research) Applied Research.

This research aims to gather information on current pedagogical and curricular practices in K-12 schools for inclusion regarding students with disabilities.

***University of Arkansas for "A Large-Scale Review of Empirical Research on Socio Emotional Learning in Art Education." Kerry J Freedman.***

Award: \$10,000.00.

July 1, 2021 - June 30, 2022. (Organized Research) Applied Research.

This proposal seeks support to conduct a comprehensive analysis of empirical research conducted on a single topic of study in the field of art education (nationally) over the last fifty years.

**FACULTY PRESENTATION**

Dr. Tao Xu, Professor in the Department of Chemistry, provided a verbal presentation at the November 18, 2021 Research and Innovation, Legal and Legislative Affairs Committee meeting.



## ANNUAL FINANCIAL SUMMARY AS OF JUNE 30, 2021

**Background:** With the completion of the fiscal year in June and progress on the subsequent financial audit, the University may now present its FY21 operating results. Overall, the University finished the fiscal year with a deficit of \$925,523 - a significant improvement over the original FY21 budget which was drafted in a highly uncertain environment created by the COVID-19 pandemic. These operating results are shaped both by the availability of State and Federal pandemic relief funds and the responsible approach to expense management demonstrated by the NIU community throughout the fiscal year.

Stable State of Illinois funding and access to COVID-19 relief funding from both State and Federal sources resulted in total revenues slightly above budget for the year (0.5%). Tuition & Student Fees revenue grew slightly over the prior year by \$1.84M (1.1%) - the first year-over-year increase in Tuition & Student Fees revenue since at least the 2015-2016 fiscal year. Collectively, Sales and Rental & Room Income revenue categories finished 38.1% below budget and trailed FY20 by 30.9%; however, much of the lost revenue was recovered through federal pandemic relief funding that contributed to the performance of the Gifts, Grants, & Contracts category (44.4% better than budget).

Total expenses for FY21 finished \$29.37M (7.0%) below budget and \$26.53M (6.3%) better than FY20. Personnel Services spending accounted for nearly half (48.9%) of the year-over-year difference in expenditures, representing a \$12.97M (5.7%) decrease. It is the first year-over-year decrease in Personnel Services spending since the 2016-2017 fiscal year. Contractual Services spending finished \$16.53M (19.1%) under budget and \$8.88M (11.3%) below prior year. In total, the FY21 Contractual Services spend of \$70.03M is the lowest level recorded since at least the 2015-2016 fiscal year and is well below the five-year average of \$79.69M.

Scholarships is one of only two spending categories (Equipment & Library Materials) that saw increased spending (\$7.01M, 12.0%) compared to the prior year, reflecting both the University's commitment to affordability and the availability of student aid through federal Higher Education Emergency Relief (HEERF) funding.

### Revenues

- 1. Tuition and Student Fees:** All tuition, including differential tuition, course and materials fees, athletics fees, bus fees, and health service fees.
- 2. Gifts, Grants, & Contracts:** Includes on-campus scholarships, research grants and associated indirect cost pools, Pell grants, and sub-contract fees for research.
- 3. Other Fees and Fines:** Includes parking fees, residential living-learning community fees, parking fines, and transcript and commencement fees.
- 4. Sales:** Includes board plan and retail food sales, concessions sales, advertising/sponsorship, sales of services to off-campus entities (including, but not limited to catering, childcare, and conference services).
- 5. Rental & Room Income:** Includes room fees for residential students, rental of on-campus and off-campus meeting and conference space, hotel revenues, and Northern View apartment revenues.

6. **Gate Receipts & Commissions:** Includes athletic ticket sales, performing arts ticket sales, commissions, and concert/event revenues from the Convocation Center.
7. **Miscellaneous & Investment Income:** Includes athletics' game guarantees, NIU share of conference tournament revenues, rental of facilities, and interest income from investments, gains and losses on disposals of fixed assets, and year-end transfers to mandated reserves in the auxiliary facilities system.
8. **State of Illinois:** Represents the annual state appropriation to public universities.

#### Expenses

1. **Cost of Sales:** Includes the cost of all items purchased for resale on campus such as food for dining units, parts and supplies to be charged out through the campus work order system, as well as paper for pay-to-print copiers and printers.
2. **Personnel Services:** Includes all salaries paid to faculty, supportive professional staff, civil service, graduate assistants, extra help, and student employees. Also includes required payments for Medicare and employee health insurance.
3. **Contractual Services:** Includes annual software support, subscriptions, conference registrations, non-employee travel reimbursements, service contracts, repairs & maintenance, grounds, building service work charges, speaking fees, and other arrangements with outside contractors to perform services for the University.
4. **Commodities:** Includes purchased items of a low cost that typically are consumed in a single year. Examples include paper for printing, lab supplies, napkins, and cleaning supplies.
5. **Travel:** Includes airfare, hotel rooms, mileage, meals (all up to limits set by the state and the University), and ancillary expenses for employees to travel to-and-from campus on official University business.
6. **Automotive:** Includes the cost to rent cars, vans, and busses from the University transportation department.
7. **Scholarships:** Includes scholarships awarded, including Pell Grant funds disbursed (which, when netted against Pell Grant funds received, results in zero effect on the University's cash position).
8. **Telecommunications:** Includes the cost of providing phone, internet, and other digital services to the University.
9. **Equipment & Library Books:** Includes the cost of all items over \$100 with an estimated useful life of two years or more, as well as library books, journal subscriptions, manuscripts, films, music, and video materials.
10. **Capital Repairs:** Includes the cost of centralized capital repair activities.
11. **Debt Service:** Includes debt service payment on bonds, certificates of participation, and performance contracts.
12. **Miscellaneous Expense:** Includes refunds issued for on-campus external programming, deposit refunds, and other expenses not classified elsewhere.

Following is a financial summary of the University's operations as of the end of the 2020-2021 fiscal year and a comparison the previous fiscal year.

**Northern Illinois University**  
**as of June 30, 2021**  
*(\$ in thousands)*

	FY21			Prior Year FY20	
	YTD Actuals	Full Year YTD Budget	Variance	YTD Actuals	Full Year Variance
<b>Revenue</b>					
Tuition & Student Fees	\$ 168,548	\$ 168,734	\$ (186)	\$ 166,713	\$ 1,836
Gifts, Grants, & Contracts	82,975	57,476	25,499	64,953	18,022
Other Fees and Fines	3,310	5,303	(1,993)	6,246	(2,936)
Sales	17,432	28,711	(11,280)	26,572	(9,141)
Rental & Room Income	18,354	29,116	(10,762)	25,220	(6,866)
Gate Receipts & Commissions	205	1,757	(1,552)	3,145	(2,941)
Miscellaneous & Investment Income	11,893	9,788	2,105	22,068	(10,175)
State of Illinois	87,824	87,804	19	87,825	(1)
<b>Total Revenue</b>	<b>\$ 390,540</b>	<b>\$ 388,689</b>	<b>\$ 1,851</b>	<b>\$ 402,742</b>	<b>\$ (12,202)</b>
<b>Expenses</b>					
Cost of Sales	\$ 2,476	\$ 4,108	\$ (1,632)	\$ 4,447	\$ (1,971)
Personnel Services	214,245	222,932	(8,687)	227,218	(12,972)
Contractual Services	70,033	86,565	(16,532)	78,914	(8,882)
Commodities	3,976	8,409	(4,433)	4,874	(898)
Travel	967	4,090	(3,122)	3,540	(2,573)
Automotive	660	1,188	(528)	1,048	(389)
Scholarships	65,455	55,632	9,823	58,447	7,007
Telecommunications	513	590	(77)	255	258
Equipment & Library Materials	7,961	7,495	465	6,842	1,118
Capital Repairs	712	2,977	(2,265)	1,779	(1,067)
Debt Service	24,458	24,672	(214)	28,091	(3,632)
Miscellaneous Expense	10	2,175	(2,165)	2,539	(2,529)
<b>Total Expenses</b>	<b>\$ 391,466</b>	<b>\$ 420,833</b>	<b>\$ (29,368)</b>	<b>\$ 417,994</b>	<b>\$ (26,529)</b>
<b>Net Revenue</b>	<b>\$ (926)</b>	<b>\$ (32,144)</b>	<b>\$ 31,218</b>	<b>\$ (15,252)</b>	<b>\$ 14,327</b>

## QUARTERLY FINANCIAL SUMMARY FISCAL YEAR 2022 FIRST QUARTER AS OF SEPTEMBER 30, 2021

**Background:** With the September 30 conclusion of the first quarter of the 2021-2022 fiscal year (FY22), the University is now able to update the Board of Trustees on NIU's financial performance relative to the current year budget and prior year actuals.

Through the first quarter of FY22, the University received \$68.2M more revenue (\$187.2M) than it spent (\$119.0M). This net revenue total is 2.7% (\$1.8M) more than the prior year, FY21. Tuition & Student Fee revenue decreased 1.7%, or \$1.5M in the first quarter compared to one year ago. Propelled by a rebound in auxiliary income and federal COVID-19 relief funding, overall revenue exceeded the first quarter of FY21 by \$25.8M (16.0%). Sales and Rental & Room Income combined to outperform the first quarter of FY21 by \$9.4M (56.6%). Overall revenues for the quarter are well ahead of the pro-rated budget (\$15.6M or 9.1% ahead of budget), demonstrating draws against federal relief funding that took place over the first three months of the fiscal year.

On the expense side, overall spending relative to FY21 increased by \$23.9M, or 25.2% driven by Scholarships spend related to COVID-19 relief funding. Non-scholarship expenses increased \$8.2M, or 12.4%. Personnel Services spending is trending above prior year (\$1.3M, 2.9%), reflecting non-represented increments and bargained-for wage increases. Contractual Services spending is significantly ahead of FY21 (\$5.4M, 46.6%) when it finished at its lowest level since at least FY16. Variations in Debt Service through the first quarter are timing related as the University is scheduled to realize significant savings resulting from 2020 and 2021 bond refinancing's. For all non-Scholarship expenditures, the first quarter finished 4% (\$2.4M) above budget.

First quarter performance suggests that the University is on target to at least meet initial budget expectations of a \$10M deficit. Tuition & Student Fees and auxiliary revenues are trending close to budget while expenses, including those in Personnel Services and Commodities, are trending below budget and making up for the increased Contractual Services spend. The ongoing availability of federal pandemic relief funding will continue to drive Gifts, Grants, & Contracts revenues and fuel Scholarship spending. Because this continues to be a dynamic environment, the University will continue to present quarterly budget updates to the Finance, Audit, Compliance, Facilities and Operations Committee of the Board of Trustees during the February and May meetings in calendar year 2022, noting quarterly budget performance, summarizing variances, and providing year-to-date forecasts.

### Revenues

- 1. Tuition and Student Fees:** All tuition, including differential tuition, course and materials fees, athletics fees, bus fees, and health service fees.
- 2. Gifts, Grants, & Contracts:** Includes on-campus scholarships, research grants and associated indirect cost pools, Pell grants, and sub-contract fees for research.
- 3. Other Fees and Fines:** Includes parking fees, residential living-learning community fees, parking fines, and transcript and commencement fees.
- 4. Sales:** Includes board plan and retail food sales, concessions sales, advertising/sponsorship, sales of services to off-campus entities (including, but not limited to catering, childcare, and conference services).

5. **Rental & Room Income:** Includes room fees for residential students, rental of on-campus and off-campus meeting and conference space, hotel revenues, and Northern View apartment revenues.
6. **Gate Receipts & Commissions:** Includes athletic ticket sales, performing arts ticket sales, commissions, and concert/event revenues from the Convocation Center.
7. **Miscellaneous & Investment Income:** Includes athletics' game guarantees, NIU share of conference tournament revenues, rental of facilities, and interest income from investments, gains and losses on disposals of fixed assets, and year-end transfers to mandated reserves in the auxiliary facilities system.
8. **State of Illinois:** Represents the annual state appropriation to public universities.

## Expenses

1. **Cost of Sales:** Includes the cost of all items purchased for resale on campus such as food for dining units, parts and supplies to be charged out through the campus work order system, as well as paper for pay-to-print copiers and printers.
2. **Personnel Services:** Includes all salaries paid to faculty, supportive professional staff, civil service, graduate assistants, extra help, and student employees. Also includes required payments for Medicare and employee health insurance.
3. **Contractual Services:** Includes annual software support, subscriptions, conference registrations, non-employee travel reimbursements, service contracts, repairs & maintenance, grounds, building service work charges, speaking fees, and other arrangements with outside contractors to perform services for the University.
4. **Commodities:** Includes purchased items of a low cost that typically are consumed in a single year. Examples include paper for printing, lab supplies, napkins, and cleaning supplies.
5. **Travel:** Includes airfare, hotel rooms, mileage, meals (all up to limits set by the state and the University), and ancillary expenses for employees to travel to-and-from campus on official University business.
6. **Automotive:** Includes the cost to rent cars, vans, and busses from the University transportation department.
7. **Scholarships:** Includes scholarships awarded, including Pell Grant funds disbursed (which, when netted against Pell Grant funds received, results in zero effect on the University's cash position).
8. **Telecommunications:** Includes the cost of providing phone, internet, and other digital services to the University.
9. **Equipment & Library Books:** Includes the cost of all items over \$100 with an estimated useful life of two years or more, as well as library books, journal subscriptions, manuscripts, films, music, and video materials.
10. **Capital Repairs:** Includes the cost of centralized capital repair activities.
11. **Debt Service:** Includes debt service payment on bonds, certificates of participation, and performance contracts.
12. **Miscellaneous Expense:** Includes refunds issued for on-campus external programming, deposit refunds, and other expenses not classified elsewhere.

Following is a financial summary of the University's operations as of the end of the first quarter of FY22 compared to the previous fiscal year and the FY22 budget.

**Northern Illinois University**  
**as of September 30, 2021**  
*(\$ in thousands)*

	<u>Current Year FY22</u>			<u>Prior Year FY21</u>		<u>Current Year FY22</u>		
	<u>First Quarter</u>			<u>First Quarter</u>		<u>Annual</u>		
	<u>YTD Actuals</u>	<u>YTD Budget</u>	<u>Variance</u>	<u>YTD Actuals</u>	<u>Variance</u>	<u>YTD Forecast</u>	<u>Budget</u>	<u>Variance</u>
<b>Revenue</b>								
Tuition & Student Fees	\$ 89,886	\$ 91,250	\$ (1,364)	\$ 91,424	\$ (1,538)	\$ 168,228	\$ 168,228	\$ -
Gifts, Grants, & Contracts	34,641	15,538	19,103	17,297	17,344	74,538	74,538	-
Other Fees and Fines	1,809	1,437	373	1,189	620	3,999	3,999	-
Sales	9,844	11,456	(1,612)	6,687	3,157	29,863	29,863	-
Rental & Room Income	16,181	17,866	(1,685)	9,931	6,250	33,018	33,018	-
Gate Receipts & Commissions	307	-	307	-	307	3,535	3,535	-
Miscellaneous & Investment Income	1,624	1,406	218	2,241	(617)	7,463	7,463	-
State of Illinois	32,935	32,659	276	32,666	269	87,804	87,804	-
<b>Total Revenue</b>	<b>\$ 187,228</b>	<b>\$ 171,612</b>	<b>\$ 15,616</b>	<b>\$ 161,434</b>	<b>\$ 25,793</b>	<b>\$ 408,449</b>	<b>\$ 408,449</b>	<b>\$ -</b>
<b>Expenses</b>								
Cost of Sales	\$ 594	\$ 841	\$ (247)	\$ 517	\$ 77	\$ 4,028	\$ 4,028	\$ -
Personnel Services	48,215	50,865	(2,651)	46,876	1,339	232,479	232,479	-
Contractual Services	16,992	13,658	3,334	11,592	5,400	82,513	82,513	-
Commodities	1,179	963	216	656	523	5,836	5,836	-
Travel	560	200	360	60	500	3,225	3,225	-
Automotive	245	269	(24)	171	74	1,037	1,037	-
Scholarships	45,088	27,926	17,163	29,295	15,793	62,395	62,395	-
Telecommunications	79	102	(23)	96	(17)	543	543	-
Equipment & Library Materials	1,808	1,768	40	1,771	37	7,948	7,948	-
Capital Repairs	100	49	51	28	72	1,238	1,238	-
Debt Service	4,162	2,308	1,853	3,355	807	16,829	16,829	-
Miscellaneous Expense	27	95	(68)	653	(626)	378	378	-
<b>Total Expenses</b>	<b>\$ 119,048</b>	<b>\$ 99,043</b>	<b>\$ 20,005</b>	<b>\$ 95,070</b>	<b>\$ 23,978</b>	<b>\$ 418,449</b>	<b>\$ 418,449</b>	<b>\$ -</b>
<b>Net Revenue</b>	<b>\$ 68,181</b>	<b>\$ 72,569</b>	<b>\$ (4,388)</b>	<b>\$ 66,364</b>	<b>\$ 1,816</b>	<b>\$ (10,000)</b>	<b>\$ (10,000)</b>	<b>\$ -</b>

## PERIODIC REPORT ON INVESTMENTS FOR PERIOD ENDING SEPTEMBER 30, 2021

In accordance with the University's Investment and Cash Management policy, this report on cash and investments is submitted at the end of each calendar quarter to the Board of Trustees. This report is required by Board of Trustees *Regulations* (Section V, Subsection D). The following schedules are included:

- Cash and Investment Holdings Summary as of September 30, 2021
- Investment Earnings for the quarter ended September 30, 2021

The Investment Committee is responsible for monitoring compliance with the University's Investment and Cash Management Policy. The investment goals, as stated in the policy, are to insure the preservation of principal and maintain compliance with applicable state laws, rules, regulations, debt covenants and Board of Trustees *Regulations* while meeting cash flow needs and earning a yield acceptable to conservative investment managers.

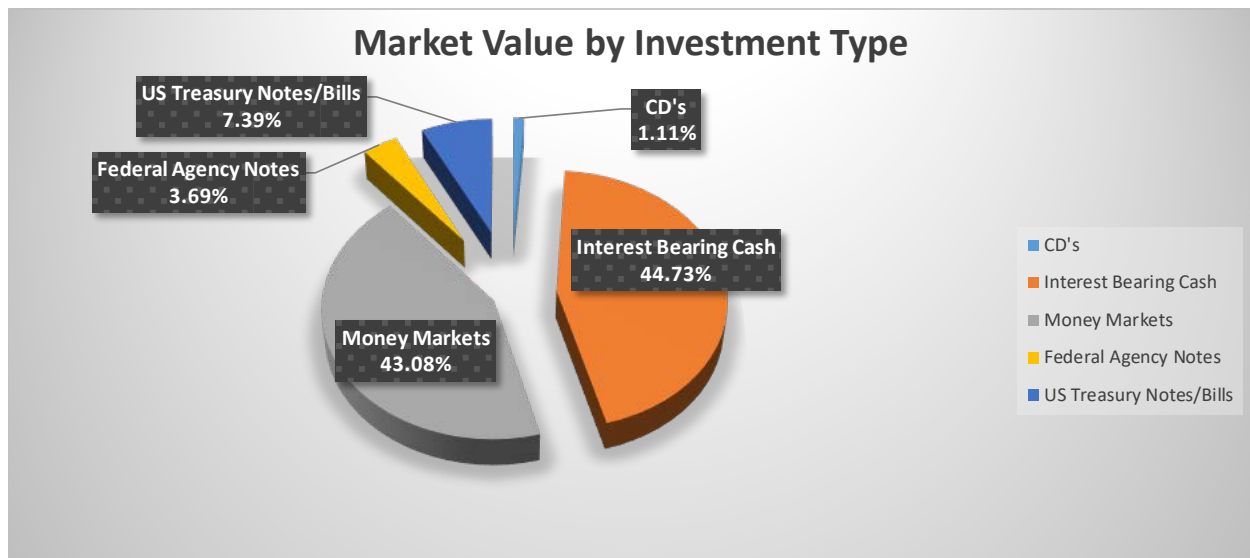
The *Cash and Investment Holdings Summary* at September 30, 2021, shows NIU's total holdings at just over \$136M. Of the total holdings balance, approximately \$84M is available for daily operations providing for more than 60 days cash on hand. The remaining balance is restricted per collateralization requirements and contractual obligations. The total holdings balance is up \$11M from the balance at September 30, 2020. This increase is a result of planned reductions in university-wide spending, timely receipt of state appropriations, and continued receipt of additional pandemic-related Federal relief funding. As of September 30, 2021, the university had vouchered the State \$33M for FY22 appropriations and as of the date of this report the entire amount has been received by the University.

The *Investment Earnings* report shows income of \$21.8K and an overall annualized rate of return of 0.07% for the first quarter. This represents a decrease in interest earned of approximately \$90.8K when compared to the same quarter of FY21. The decrease in interest earned is primarily due to declining market investment yields. Most operating funds were invested in money markets and investment in savings accounts because cash and cash equivalents were earning higher yields than long term investment instruments during the first quarter of FY22.

The coronavirus pandemic remains a headline in economic forecasts. The sectors most adversely impacted by the global pandemic have begun to show improvement in recent months, but the rise in COVID-19 cases has slowed the recovery. The economic turnaround continues to depend on the course of the virus. Economists expect that as the level of vaccinations continues to rise the effects of the pandemic on the economy should lessen, but risks to the economic outlook remain. The Federal Open Market Committee expects to maintain the federal funds interest rate in the target range of 0 to 1/4 percent until the economy is on track to achieve maximum employment and price-stability goals. Management is continuously monitoring market changes that will affect the university's cash management and investment goals. Management is committed to the fiscal sustainability of NIU and is reviewing all available options for strengthening the university's cash position.

**NORTHERN ILLINOIS UNIVERSITY**  
**CASH and INVESTMENT HOLDINGS SUMMARY**  
September 30, 2021  
For Fiscal Year 2022

Investment Type	Purchase Price/ Ending Bal *	Book Value **	Market Value ***
<b>CD's:</b>			
Local Funds	\$ 1,515,192	\$ 1,515,192	\$ 1,515,192
<b>Federal Agency Notes:</b>			
Local Funds	\$ 5,057,320	\$ 5,024,968	\$ 5,026,185
<b>Interest Bearing Cash Accounts:</b>			
Local Funds	\$ 60,845,116	\$ 60,845,116	\$ 60,845,116
<b>Money Markets:</b>			
Contributory Trust	\$ 9,839,000	\$ 9,839,000	\$ 9,839,000
Local Funds	48,497,740	48,497,740	48,497,740
Project Funds	280,109	280,109	280,109
	\$ 58,616,849	\$ 58,616,849	\$ 58,616,849
<b>US Treasury Notes/Bills:</b>			
Local Funds	\$ 10,095,331	\$ 10,048,891	\$ 10,050,040
<b>TOTAL INVESTMENT HOLDINGS</b>	<b>\$ 136,129,808</b>	<b>\$ 136,051,016</b>	<b>\$ 136,053,382</b>
Non-interest Bearing Cash	\$ 347,900	\$ 347,900	\$ 347,900
<b>TOTAL CASH &amp; INVESTMENT HOLDINGS</b>	<b>\$ 136,477,708</b>	<b>\$ 136,398,916</b>	<b>\$ 136,401,282</b>
<b>TOTAL REPORTED FOR 9/30/2020</b>	<b>\$ 125,791,420</b>	<b>\$ 125,710,230</b>	<b>\$ 125,724,636</b>



\* Amounts per Bank and Investment Statements

\*\* Purchase price, net of accumulated amortization of premiums and discounts

\*\*\* Estimated price for which an investment would sell in the marketplace

Assets reported in the CASH and INVESTMENT HOLDINGS SUMMARY comply with the Illinois Public Funds Investment Act (30 ILCS 235) and the NIU Investment and Cash Management Policy



**NORTHERN ILLINOIS UNIVERSITY**  
**INVESTMENT EARNINGS**  
**For Fiscal Year 2022**  
**July 1, 2021 - September 30, 2021**

	September 30 Ending Balance	Qtr 1 Average Daily Balance	Percent of Portfolio	Qtr 1 Income Earned	Annualized				
					Rates of Return				
					FY 2022 1st Qtr	FY 2021 4th Qtr 3rd Qtr 2nd Qtr			
<b>Short-Term Investment Accounts</b>									
Illinois Funds	\$ 48,497,740	\$ 42,639,351	33.83%	\$ 2,174	0.020%	0.034%	0.073%	0.095%	
Investment Accounts - Financial Institutions	\$ 60,845,116	\$ 56,612,247	44.92%	\$ 17,042	0.119%	0.129%	0.167%	0.185%	
Contributory Trust	\$ 9,839,000	\$ 9,838,920	7.81%	\$ 647	0.026%	0.029%	0.031%	0.023%	
Investment Accounts - Project Funds	\$ 280,109	\$ 280,108	0.22%	\$ 4	0.006%	0.006%	0.006%	0.006%	
CD's	\$ 1,515,192	\$ 1,514,913	1.20%	\$ 156	0.041%	0.050%	0.075%	0.080%	
<b>ST Investment Accounts Total</b>	<b>\$ 120,977,157</b>	<b>\$ 110,885,539</b>	<b>87.98%</b>	<b>\$ 20,023</b>	<b>0.072%</b>	<b>0.077%</b>	<b>0.116%</b>	<b>0.132%</b>	
<b>Fixed Income Securities</b>									
Local Funds	\$ 15,152,651	\$ 15,152,651	12.02%	\$ 1,825	0.048%	0.053%	0.297%	0.873%	
<b>Fixed Income Securities Total</b>	<b>\$ 15,152,651</b>	<b>\$ 15,152,651</b>	<b>12.02%</b>	<b>\$ 1,825</b>	<b>0.048%</b>	<b>0.053%</b>	<b>0.297%</b>	<b>0.873%</b>	
<b>Non-interest Bearing Cash</b>	<b>\$ 347,900</b>	<b>-</b>	<b>-</b>	<b>-</b>				<b>-</b>	
<b>COMBINED TOTAL</b>	<b>\$ 136,477,708</b>	<b>\$ 126,038,190</b>	<b>100.00%</b>	<b>\$ 21,848</b>	<b>0.07%</b>	<b>0.08%</b>	<b>0.12%</b>	<b>0.16%</b>	

Assets reported in INVESTMENT EARNINGS comply with the Illinois Public Funds Investment Act (30 ILCS 235)  
and the NIU Investment and Cash Management Policy

**QUARTERLY SUMMARY REPORT OF TRANSACTIONS IN EXCESS OF  
 \$100,000 FOR THE PERIOD JULY 1, 2021 TO SEPTEMBER 30, 2021**

In accordance with Board of Trustees Regulations (Section V, Subsection B.5), this report of all obligations of financial resources greater than \$100,000 but less than \$250,000 is submitted at the end of each calendar quarter to the Board of Trustees. Transactions included in this quarterly report reflect the maximum approved amount that orders may not exceed and does not include commercial card obligations. Following is a summary of the number of transactions, fund source, and total dollar amount, and transaction details for obligations incurred during the quarter ended September 30, 2021.

<b>Purchase Amount</b>	<b>No. of Transactions</b>	<b>Appropriated*</b>	<b>Non-Appropriated</b>	<b>Total</b>
Over \$100,000	15	\$315,525	\$2,340,507	\$2,656,032

**TRANSACTIONS DETAIL:**

Purchases:

1. HSC requested permission to issue FY22 open order for inventory and supplies needed to operate food service at HSC Starbucks Retail Store for the period July 1, 2021 through June 30, 2022. This item was covered under Sole Source #Starbucks NIUHSC19 dated July 1, 2018 through June 30, 2028. (Starbucks Coffee Co., Chicago, IL) 180,000
2. Research and Innovation Partnerships requested permission to issue an FY22 open order for services to be performed by the Northern Illinois Research Foundation for the period July 1, 2021 through June 30, 2022. (Northern Illinois Research Foundation, DeKalb, IL) 225,000
3. Integrated Media Services requested a contract renewal for printing paper for the period July 1, 2021 through June 30, 2022. This is the seventh of nine annual renewals based on the RFP (KMC146496). This item was advertised on May 15, 2014 and renewal published on the Illinois Procurement Bulletin on April 13, 2021. (Lindenmeyr Munroe, Carol Stream, IL) 245,000
4. The Division of Information Technology requested permission to issue an FY22 open order for Illinois Century Network for 10 Gig NIU Internet connectivity during the period July 1, 2021 through June 30, 2022. (Dept. of Innovation & Technology, Sterling, IL) 180,300
5. Continuing and Professional Education requested permission to issue an FY22 open order for consulting services for injury prevention non-credit course for the period July 1, 2021 through June 30, 2022. (Construction Safety Council, Hillside, IL) 200,000

- |     |   |                    |
|-----|---|--------------------|
| 6.  | Additional in-room HEPA air filtering units were required to support expanded face-to-face instruction for the fall semester. A similar purchase was made in August 2020 to support last year's in-person classes. While there were hopes of not needing additional machines due to vaccination efforts, the concern for variant COVID strains warrants continuing this added protection to help curtail the virus spread. This purchase will accommodate the increased number of classrooms that are planned for use in the upcoming academic year. This order was exempt from advertising based on the Emergency Use Authorization as determined under Governor Pritzker's Proclamation effective through July 24, 2021. (Occupational Training & Supply Inc., Willowbrook, IL) | 248,976            |
| 7.  | The Division of Information Technology requested a contract renewal for Identify Management Software that is used university wide to programmatically manage student and staff access and lifecycle for computing accounts. The period of coverage is August 1, 2021 through July 31, 2022. (Micro Focus Software, Provo, UT)   | 109,525*           |
| 8.  | The Division of Information Technology requested permission to issue an open order for voice trunking services, local and domestic long-distance service, inbound toll-free service, and associated fees and taxes during the period July 1, 2021 through June 30, 2022. This was a Sole Source under #PSCMAB123119, published on April 24, 2020, and was approved for FY21 with a one-year renewal for FY22. (Frontier North Inc., Sycamore, IL)   | 206,000*<br>38,000 |
| 9.  | The Division of Information Technology requested permission to purchase Cisco Smartnet Maintenance to provide technical support, software upgrades, and hardware replacement for NIU's Enterprise Network for the period July 1, 2021 through June 30, 2022. (CDWG, Vernon Hills, IL)   | 169,871            |
| 10. | Athletics requested permission to issue an open order for the Student Athlete Book Loan Program for the period through June 30, 2022. This procurement was processed under the authority of RFP #JMT05012018 (Follett Bookstore Management award) and was previously advertised in the Illinois Procurement Bulletin. (Follett Higher Education Group, Westchester, IL)   | 135,000            |
| 11. | Athletics requested permission to issue an FY22 open order for athletic referee officials for the period through June 30, 2022. (Repay LLC, Sandy, UT)  | 146,000            |
| 12. | Housing and Residential Services requested permission to renew cable service for the period through June 30, 2022. This was the eighth year of nine renewal options under bid #BML110112. (Apogee, Austin, TX)  | 133,860            |

**Capital Improvement Projects:**

- |  |         |
|--|---------|
| <p>1. The NIU Naperville campus has a parking lot that was originally constructed with the building in 2000. While limited repair work was performed in 2015 there has been no major repairs since, and the lot is showing significant signs of deterioration. Work was originally planned for FY21; however, budget constraints delayed the project. Due to the size of the lot, the intent is to perform work in phases with this first phase to include milling and repaving of the main entrance and front portion of the lot closest to the building. Subsequent phases are planned for subsequent fiscal years and will go through separate approvals. Work was completed by outside contractors under the coordination of a NIU project manager. (All Pro Resources, Inc., Lombard, IL)</p>   | 105,000 |
| <p>2. The industrial walk-in freezer located in the Dorland Building provides storage capacity to dining operations for the residence halls on campus. The freezer has three condenser/evaporator units, standard operation is for two to be continuously running with the third acting as back up. Originally installed in 1997, by 2019 all three units were showing signs of deterioration and it was concluded that they were at the end of their useful life. A phased replacement of the units was deemed to be the best approach from both an operational and funding perspective. In the November 15, 2019 President's Report approval was given to proceed with replacement of the first of the three units. This work was completed in the spring of 2020. This approval is to proceed with replacement of the remaining two units as soon as possible this coming Fall/Winter. New regulations are anticipated to come into effect shortly which will change refrigerant availability, the planned timing for this replacement will ensure that all three units can have the same refrigerant specification for ease of future maintenance. Work was completed by in-house workforce, with equipment purchased from an outside vendor, under the coordination of a NIU project manager. (Gustave A. Larson, Pewaukee, WI)</p> | 164,500 |

\*Appropriated/Income Funds

## **FISCAL YEAR 2021 CLERY REPORT UPDATE**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (commonly known as the Clery Act; formerly the Campus Security Act) is a federal law that requires institutions of higher education participating in federal financial aid programs to disseminate an annual public security report (ASR) to employees and students by October 1. The ASR must include statistics of on-campus, non-campus,\* and public property\*\* crime for the preceding three calendar years, plus policy statements about efforts taken to improve campus safety. To compile the ASR, the Department of Police and Public Safety works with local law enforcement agencies, Ethics and Compliance Office, Housing and Residential Services, Student Conduct, Human Resource Services, Counseling and Consultation Services, and other Campus Security Authorities.

Clery reportable statistics from 2018-2020 are publicly available in the Annual Security Report at [www.niu.edu/clery](http://www.niu.edu/clery).

\*Non-campus is defined as any building or property owned or controlled by a student organization that is officially recognized by the university; or any building or property owned or controlled by an institution that is being used in direct support of, in relation to, the institution's educational purposes, is frequented by students and is not within the same geographic area of the institution. Greek Houses, for example, are considered non-campus.

\*\* Public property includes thoroughfares, streets, sidewalks, and parking facilities that are within the campus or immediately adjacent to and accessible from the campus.

## FISCAL YEAR 2021 ANNUAL REPORT OF TRANSACTIONS INVOLVING REAL PROPERTY

This report is structured around four categories of real property transactions: surplus property sales, in-leases, out-leases, and capital leases.

Surplus real property sales include properties previously approved by the Board under the authority granted by the Illinois Property Control Act (30 ILCS 605). Other disposition efforts for properties determined as surplus at previous Board meetings have been slowed by the pandemic and will resume as priorities allow.

In-leases, where NIU acts as the lessee, serve to provide support when either there is insufficient or inadequate space for the requirement within university-owned property. Annual reviews are conducted to verify the continuing need for in-lease arrangements before renewals are executed.

Out-leases, where NIU acts as the lessor, serve to effectively leverage under-utilized property either financially and/or through compatible support to the University mission. Annual reviews are conducted to evaluate the out-lease value to the University prior to renewal.

Facility capital leases are long-term payment agreements with interim leases where the final objective is University ownership of the property.

<u>Transaction Type</u>	<u>Number of Transactions</u>	<u>Transaction Percentage</u>	<u>Dollar Volume</u>	<u>Dollar Percentage</u>
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**Surplus Real Property:** No real estate sales were transacted in FY21. Efforts are underway in FY22 with the Hoffman Estates campus and Art Annex building.

<b>Total</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
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**In-leases (NIU as lessee):** Examples includes support for academic activities (e.g. steel drum workshop, art studios, law clinics), outreach activities (e.g. NPR towers, downtown Chicago offices), and research (e.g. robotic submarine).

Under \$100K	16	88%	\$316,451	42%
\$100K to \$250K	1	6%	\$122,101	16%
Over \$250K	1	6%	\$319,000	42%
<b>Total</b>	<b>18</b>	<b>100%</b>	<b>\$759,353</b>	<b>100%</b>

**Out-leases (NIU as lessor):** Examples includes support for government organizations (e.g. Illinois Board of Examiners, Illinois Department of Agriculture, State University Retirement System), commercial operations (e.g. HSC bookstore, farmland, Northwestern Medicine clinic), and research.

Under \$100K	10	84%	\$274,695	39%
\$100K to \$250K	1	8%	\$123,543	17%
Over \$250K	1	8%	\$307,880	44%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>\$706,118</b>	<b>100%</b>

**Facility capital leases:** Examples includes the annual payments for the Illinois Association of School Business Officials (IASBO) Building and the New Hall/Northern View Residential Complexes.

IASBO Building

- Payments made in FY21	\$69,927
- Payments to date	\$1,544,211
- Remaining debt	\$203,952
- Ending date of term	May 2024

New Residence Hall Complex/Northern View Residential Complex

- Payments made in FY21	\$10,616,353
- Payments to date	\$97,505,983
- Remaining debt	\$0
o Debt restructured/refinanced in July 2021 and capital lease arrangement terminated. These facilities are now part of our Auxiliary Facilities System.	

**COLLECTIVE BARGAINING AGREEMENT FOR THE  
METROPOLITAN ALLIANCE OF POLICE #675 POLICE  
TELECOMMUNICATOR**

**Summary:** Northern Illinois University negotiates with fifteen groups of employees that are represented by a labor union. Salary increases and other terms/conditions of employment for bargaining unit members are subject to negotiation and final agreements are submitted for approval to the Board of Trustees. The following collective bargaining agreement has been tentatively approved, ratified by the bargaining unit, and is submitted to the Board of Trustees for approval.

1) ***Bargaining unit:***

METROPOLITAN ALLIANCE OF POLICE CHAPTER 675, representing approximately five (5) employees total in the NIU Police Department. The collective bargaining agreement represents the following classification:

Police Telecommunicator

***Scope of Negotiations:*** Full agreement

***Tentative Agreement for Board Action:*** A five-year successor agreement, effective July 1, 2019 through June 30, 2024.

**Recommendation:** Terms and conditions of this agreement are consistent with University policies and guidelines. The University recommends approval of this collective bargaining agreement.



COLLECTIVE BARGAINING AGREEMENT  
BETWEEN  
NORTHERN ILLINOIS UNIVERSITY  
AND  
METROPOLITAN ALLIANCE OF POLICE  
CHAPTER 675  
POLICE TELECOMMUNICATORS  
JULY 1, 2019 - JUNE 30, 2024

## **PURPOSE OF AGREEMENT**

It is the intent and purpose of this Agreement to promote a sound and mutually beneficial relationship between the Employer and the Union. The Employer and the Union are committed to the uninterrupted effective performance of the teaching, research, and public service functions of the Employer, subject to any changes in State or other laws or policies applicable to the Employer. The Union will strive to maintain these functions through the performance of the regularly assigned and related duties of the classification covered by this Agreement.

This Agreement is made and entered into between the Board of Trustees of Northern Illinois University at the DeKalb Campus, hereinafter referred to as the "Employer", and the Metropolitan Alliance of Police representing the Northern Illinois University Police Telecommunicators, hereinafter referred to as the "Union".

## **ARTICLE I: RECOGNITION**

### **Section 1.1 Recognition**

This Agreement is authorized by the Illinois Educational Labor Relations Act and as verified by the approved clarification petition, Case No. 99-UC-0009-C. The Employer subsequently recognizes the Union as the sole and exclusive bargaining representative with respect to hours, wages, terms, and conditions of employment for the bargaining unit consisting of the following position classifications: Police Telecommunicator.

### **Section 1.2 Membership**

In the event that the Union seeks to add a position classification to the bargaining unit, the parties agree to meet to discuss the inclusion of the position classification in the bargaining unit. The final determination as to the appropriateness of the inclusion of any additional position classification in the bargaining unit is solely within the jurisdiction of the Illinois State Labor Relations Board.

### **Section 1.3 Title Changes/Reclassifications**

The parties agree that a simple change in title only of a position in a classification in the bargaining unit shall not remove the position classification from the bargaining unit as long as the type of work performed by the position remains essentially the same.

### **Section 1.4 Gender**

Whenever the male gender is referenced in this Agreement, it shall be interpreted to include both the female and male genders equally.

### **Section 1.5 Changes to Duties/Operations**

The Employer agrees to provide all represented employees a written copy of any new provision or change in the Operations Manual. Both parties recognize the statutory obligations under the State Universities Civil Service System Statute and Rules regarding specific employment transactions related to, but not limited to, such topics as reclassifications, reallocations, job descriptions, position classifications, and other employment opportunities relevant to all employees at Northern Illinois University.

In accordance with these statutory obligations, employees covered under this Agreement shall be required to perform only the duties that are consistent and related to existing job specifications.

## **ARTICLE II: NON-DISCRIMINATION**

### Section 2.1 General Provisions

In accordance with applicable law, neither the Employer nor the Union shall discriminate against any employee covered by this Agreement because of handicapped physical or mental condition, race, color, creed, national origin, sex, sexual orientation, age, parental status, marital status, or political affiliation. Further, the parties agree not to discriminate against disabled veterans and veterans of the Vietnam era.

### Section 2.2 Union Membership

Neither the Employer nor the Union shall interfere with the right of employees covered by this Agreement to become or not become members of the Union and there shall be no discrimination against any such employee because of membership or non-membership. The Employer shall not discriminate against, interfere with, restrain or coerce employees because of lawful activities on behalf of the Union or because of their exercise of any rights granted by the Regulations of the Board of Trustees or by this Agreement.

## **ARTICLE III: MANAGEMENT RIGHTS**

### Section 3.1 Management Rights

The Employer continues to retain, whether exercised or not, the sole right to operate and manage its affairs in all respects. Any power or authority which the Employer has not abridged, delegated or modified by the express provisions of this Agreement is retained by the Employer. The rights of the Employer, through its management officials, include, but is not limited to, the following:

- a) The right to determine its mission, policies, and to set forth all standards of service offered to the public,
- b) To determine the overall budget of the employer and control over the organization and efficiency of operations,
- c) To direct the employees, including the right to assign work,
- d) To determine the methods, means, number of personnel needed to carry out the mission of the department,
- e) To hire, examine, promote, train and schedule employees in positions with the employer,
- f) To suspend, demote, discharge, or take other disciplinary action against the employees for just cause,
- g) To create, publish and enforce policies, rules, and regulations,
- h) To change or eliminate existing methods, equipment, or facilities,
- i) Determine the locations, methods, means, and personnel by which new or temporary operations are to be conducted, including the right to determine whether goods and services are to be provided or purchased,
- j) To take any and all actions as may be necessary to protect the University community and carry out its mission in situations of civil emergency,
- k) To determine the qualifications of applicants for positions of employment.

### Section 3.2 Statutory Obligations

Nothing in this Agreement shall be construed to modify, eliminate or detract from the statutory responsibilities and obligations of the Employer.

### Section 3.3 Parking Permit Rates

The parking permit rate is set by the Employer.

## **ARTICLE IV: UNION RIGHTS**

#### Section 4.1 Rights of Union Officials

With supervisory permission, employees who are Union representatives, stewards, witnesses, or grievants will be permitted time off with pay during their respective regular working hours to process and/or investigate grievances, attend hearings related to these grievances, and to attend contract negotiations (maximum of three bargaining unit employees) and to attend labor management meetings. It is understood that a business representative of the Union may also participate in collective bargaining negotiations.

#### Section 4.2 Visits from Off Campus Representatives

Other off-campus, authorized representatives of the Metropolitan Alliance of Police shall be permitted to visit the department during working hours to talk with employees covered by the terms of this Agreement and/or representatives of the Employer concerning matters covered by this Agreement, provided that employees or facilities are not needed for duty and prior notification of such visit is received.

#### Section 4.3 Communications

The Employer agrees to furnish bulletin board and space of approximately 36 X 48 inches in a mutually agreeable area for the posting of Union notices relating to regular Union business. Such notices shall not be political or partisan in nature and shall not defame the Employer or any individual employed by the University or the State. While not limited to the following, notices shall be such as: Union meetings, Union elections, recreational, social and educational programs. All posted notices shall be signed by an officer of the Union.

#### Section 4.4 Off Campus Union Activities

Leaves of absence without pay may be granted, to the extent that there is no interference with Employer operations, to employees who are elected, delegated, or appointed to attend State Union conferences. Any requests for such leave shall be submitted in writing by the employee to the department head at least fifteen (15) days in advance and shall be answered in writing no later than five (5) days following the request. This leave provision shall be limited to two (2) employees and shall not exceed a total of sixty-four (64) hours per year. Seniority shall continue to accrue for all approved leaves of this nature.

#### Section 4.5 Other Union Activities

As outlined in Sections 4.1 and 4.4 above, neither the Union nor its members shall solicit membership or attend to any other Union matters not related to the administration of this Agreement during an employee's work time.

### **ARTICLE V: LABOR/MANAGEMENT CONFERENCES**

The Union and the Employer agree that, in the interest of efficient management and harmonious employee relations, meetings will be held, if mutually agreed, between no more than two (2) Union representatives and authorized administrative representatives of the Employer. Such meetings may be requested by either party at least seven (7) days in advance by filing a written request to the other party for a "Labor/Management Conference" and providing the specific agenda topics for such conference. If mutually agreed upon, such conferences shall be limited to:

- a. discussion on the implementation and general administration of this agreement,
- b. sharing of general information of interest to both parties,
- c. safety issues.

It is expressly understood and agreed that such conferences shall not include topics being currently processed under the grievance procedures. Such conferences shall not be interpreted to replace negotiations, or otherwise discuss topics, for the purpose of altering any or all of the terms of this Agreement. Attendance at Labor/Management conferences shall be voluntary and shall not interfere with required duty time and attendance. If scheduled during duty time, attendance is permitted only upon prior approval by the Chief of Police or their designee. The Chief of Police or their designee shall solely determine their management representatives at these conferences.

## **ARTICLE VI: EMPLOYEE DEVELOPMENT AND TRAINING**

### Section 6.1 Training

The department, within financial and operational considerations, will attempt to provide each bargaining unit employee covered by this Agreement with approximately forty (40) hours of job-related training each year. It is understood that the department head will determine departmental and individual training needs. It is further understood that in some cases total annual training per Police Telecommunicator may be in excess of forty (40) hours. The Employer agrees to provide employees attending training, or who are out of town on official business, expense allowances as provided in the University Rules and Regulations relating to such expenses.

### Section 6.2 Conferences and Seminars

Police Telecommunicators may be granted reasonable amounts of time with pay to attend job-related meetings, conferences, and seminars with the prior approval of the Chief of Police. The Employer shall pay the costs of attendance fees, overnight travel allowances, and other travel expenses as allowed by University Rules and Regulations.

### Section 6.3 Training Record

The Employer agrees to keep a written record in the individual bargaining unit member's departmental file which indicates which schools and seminars this member has attended. Upon request by the member, the member shall be allowed to include in their departmental file any transcripts for college work or degrees obtained.

## **ARTICLE VII: PERSONNEL FILES**

Employees may review their respective personnel files pursuant to the authority of the Illinois Revised Statutes and in accordance with University policies. An employee feeling aggrieved over computation of pay may, with the consent of the Chief of Police or his designee, be permitted to examine his or her own time sheets and compensating time records. Likewise, a Union representative with permission of the employee shall have the same latitude under the same conditions when relating to a specific grievance pertaining to a dispute in pay computation.

## **ARTICLE VIII: DISCIPLINE AND DISCHARGE**

### Section 8.1 Progressive Discipline

The Employer subscribes to the tenets of progressive and corrective discipline and shall only discipline employees for cause. The Employer's agreement to use progressive and corrective disciplinary action does not limit in any respect the Employer's ability in any case to impose discipline which is commensurate with the severity of the offense. The Union agrees there may be justification for immediate suspension of an employee in accordance with the State Universities Civil Service System Statute and Rules. Disciplinary action or measures include the following:

1. Oral reprimand
2. Written reprimand
3. Suspension
4. Discharge

#### Section 8.2 Representation

When an employee covered by this Agreement is required to appear for an investigatory interview with any representative(s) of the Employer, and the employee holds a reasonable belief that the interview may result in disciplinary action against them, the employee shall have the right to be represented by the Union at any such interviews or meetings.

#### Section 8.3 Notification

When disciplinary action other than an oral reprimand is imposed, the Employer shall notify the employee and the Labor within seven (7) calendar days of the disciplinary action. Such notification shall be in writing and shall reflect the specific nature of the offense.

#### Section 8.4 Discipline Record

All discipline will be maintained in the employee's personnel file. Oral and written reprimands will not be considered in the progressive discipline process after two (2) years has elapsed provided no further related reprimands have been issued in that timeframe. Suspensions will not be considered in the progressive discipline process after four (4) years has elapsed provided no further related discipline had been issued in that timeframe.

#### Section 8.5 Limitations

Any formal disciplinary action, taken by the Employer against an employee shall be appealed through the grievance procedure contained in this Agreement. Any grievance filed regarding disciplinary actions taken by the Employer shall be initiated at Step 3 of the grievance procedure. Both parties understand that grievances may be submitted regarding oral and written reprimands, but such a grievance is not subject to arbitration.

#### Section 8.6 Probationary Employees

Pursuant to State Universities Civil Service System Statute and Rules, the Employer retains the sole right to discipline and dismiss probationary employees. The administration of discipline and dismissal during the probationary period is not subject to grievance and/or arbitration under this Agreement.

### **ARTICLE IX: NO STRIKE/NO LOCKOUT**

#### Section 9.1 No Strike

No employee covered by this Agreement shall engage in, induce or encourage a strike, work stoppage, slowdown, or withholding of services. The Union agrees that neither it nor any of its officers or agents or members will call, institute, authorize, participate in, sanction or ratify any strike, work stoppage, slowdown, or withholding of services at any time as a result of a labor dispute with the University or for any reason whatsoever.

#### Section 9.2 No Lockout

The University will not lock out any employee covered by this Agreement at any time as a result of a labor dispute with the Union or for any reason whatsoever.

### Section 9.3 MAP Responsibility

All employees who hold a position of authority in the local Union occupy a position of special trust and responsibility of maintaining and complying with this provision, including the responsibility to remain at work during any interruption which may be initiated by other individual employees, and to encourage all represented employees violating this paragraph to return to work.

## **ARTICLE X: GRIEVANCE PROCEDURE**

### Section 10.1 Definition

A grievance shall be defined as any dispute or difference between the parties with respect to the applications, administration and interpretation of the provisions of this Agreement. All grievances shall be filed in accordance with the provisions herein. The grievant may be an employee, group of employees or the Union. Grievances filed by the Union shall be initiated in writing at Step 3 of the grievance process within ten (10) working days after the Union becomes aware or should have been aware through the use of reasonable diligence of the circumstances or conditions causing the grievance. For purposes of the grievance procedure, workdays are considered to be Monday through Friday.

### Section 10.2 Limitations

If prior to filing a grievance pursuant to this Article, or while a grievance is in process in accordance with this Article, an employee seeks resolution or appeal of the matter in any other forum (campus, administrative, or judicial), then the Board, Union, and/or University shall have no obligation to consider or proceed further with the matter pursuant to this grievance procedure. This limitation does not pertain to grievances alleging discrimination on the basis of race, color, religion, national origin, sex, age, disability or veteran's preference.

### Section 10.3 Representation

An employee may choose to pursue a grievance with or without representation. Obtaining representation shall be totally the responsibility of the employee. If a representative other than a Labor Union representative is selected, such representation shall be specifically limited to the grievance without prejudice or influence for any other employees. If a Union representative is chosen from the bargaining unit, the representative will speak for the Union. A Union representative may be involved with or represent the employee(s) at any step within the grievance procedure. Either party may be represented by Legal Counsel in arbitration proceedings.

### Section 10.4 Time Limitations

The time limits herein set forth may be extended by mutual agreement of both parties. Failure of the grievant or the Union to comply with the time limits of this Article shall render the grievance null and void and bar subsequent filing of the grievance at any stage of the grievance procedure. Failure of the Employer to respond within the time limits expressed in this Article shall afford the grievant or the Union an appeal to the next step of the grievance process within the times frames expressed. Time limits are expressed in workdays and exclude Saturdays, Sundays, recognized holidays, and shutdown periods.

### Section 10.5 Grievance Procedures

Grievances shall be processed in the following manner:

1. Step 1: Within ten (10) working days after the first occurrence, or within ten (10) working days after the grievant becomes aware or should have been aware through the use of reasonable diligence of the circumstances or conditions causing the grievance, the grievance shall be reduced to writing and presented to the immediate supervisor. The written grievance shall contain a complete statement of the facts, the provision or provisions of this Agreement at issue and the relief requested. The immediate supervisor shall provide a written response within ten (10) working days after such presentation.
2. Step 2: If the grievance is not settled at Step 1 and the grievant wishes to appeal the grievance to Step 2, the written grievance and Step 1 response shall be submitted to the department head within ten (10) workdays after receipt of the Step 1 written response. The department head shall meet with the grievant in an attempt to resolve the grievance within ten (10) workdays. The department head shall issue a written Step 2 response within ten (10) workdays following the meeting.
3. Step 3: If the grievance is not settled at Step 2 and the grievant wishes to appeal the grievance to Step 3, the grievance along with the Step 1 and Step 2 responses shall be submitted to the Director of Labor Relations or a designated representative within ten (10) workdays after the Step 2 written response. The Director of Labor Relations or a designee shall conduct a meeting with department representatives, the grievant and/or a designated representative within fifteen (15) workdays. The Director of Labor Relations or a designated representative shall issue a written Step 3 response to the grievance within ten (10) workdays following the meeting.

#### Section 10.6 Arbitration

If the grievance is not settled at Step 3, the Union may present the grievance to the Director of Labor Relations or a designated representative for Arbitration within ten (10) workdays after receipt of the Step 3 response. The Employer and the Union shall jointly request a panel of seven (7) arbitrators from the Federal Mediation and Conciliation Service (FMCS). The arbitrator shall be selected by a representative of the Employer and the Union alternately striking names from the panel list. The choice of the first strike shall be determined by the toss of a coin. The last name remaining shall be the arbitrator. The arbitrator shall be notified of his selection by joint letter from the Employer and the Union requesting that he set a date and time for the hearing, subject to the availability of the arbitrator. Court reporter, transcripts and all other costs incurred by the arbitrator shall be borne equally by both parties. Neither side shall be responsible for the expense of the other's witnesses or representatives.

The scope of the arbitration is limited to the terms of this Agreement and any supplemental agreements between the parties. Board of Trustees Regulations and Bylaws, Departmental Operational Manual, Laws of the State of Illinois and Rules and Regulations of Administrative Agencies are not subject to arbitration. The arbitrators shall have no authority to amend, modify, nullify, ignore, add to, or subtract from the provisions of this Agreement. The arbitrators shall only consider and make a decision with respect to the particular issues necessary to resolve the grievance without recommendation or comment on any other matter. The arbitrators shall be without power or make a decision or render an award contrary to or inconsistent with or modifying or varying in any way the application of laws, rules, and regulations having the force and effect of law. No liability shall accrue against the Employer for a date prior to the date the grievance was presented in Step 1. The arbitrators shall submit in writing their decision and award within thirty (30) calendar days following the close of the hearing or the submission of briefs by the parties, whichever is later. The decision and award shall be based solely upon the arbitrator's interpretation



of the meaning or application of this Agreement to the facts of the grievance presented. Past practices may be considered in interpreting an ambiguous provision of this Agreement but may not be considered for the purpose of creating an employee right for Employer obligation or liability. Subject to the provisions of this section, the decision of the arbitrators shall be binding on the parties.

## **ARTICLE XI: SENIORITY**

### Section 11.1 Definition

Consistent with the State Universities Civil Service System Statute and Rules, seniority is defined as those hours that an employee is in pay status (hours worked, compensating time off, sick leave, vacation, FMLA, and any other approved leave of absence exclusive of overtime) and shall be used for the purpose of any wage calculations, job bidding, temporary upgrade, holiday reductions and the use of benefits. Seniority calculations are specifically determined by regulations contained in the State Universities Civil Service System Statute and Rules as applicable to all civil service employees.

All unauthorized or unexcused absences will result in the loss of seniority during the absence on an hour- for-hour basis. Such deductions in seniority will be reflected in the seniority list established prior to each bid meeting. The Union will be notified whenever such deductions will occur. Such deductions shall not prohibit appropriate disciplinary action being requested by the Employer, e.g. written warning, suspension, or discharge should unauthorized and unexcused absences become repetitive by the employee.

### Section 11.2 Seniority Lists

A seniority list shall be provided to the Union prior to each bid meeting, usually by December 1, and posted by the Employer on the Union bulletin board. This list shall be revised as necessary for additional job budding which may occur throughout the year.

### Section 11.3 Voluntary Workforce Reduction

In the event of a voluntary workforce reduction on recognized Holidays or designated Administrative Closure days, employees who are permitted the time-off shall be provided the standard eight (8) hours regular pay for the Holiday or Administrative Closure Day in lieu of using any personal leave benefits. Both parties acknowledge that these reductions will be solely determined by the department based on work force needs and the ability to fill affected positions. If it is determined that some requests for time off will be granted, these requests will be honored from Police Telecommunicators, on that shift, based on date of hire seniority in the classification.

### Section 11.4 Deviations from Seniority Regulations

Both parties acknowledge the statutory obligations related to seniority determinations. Any proposed deviations from these guidelines regarding the principle of seniority shall be submitted to the Senior Associate Vice President and Chief Human Resource Officer or a designated representative and the local representative of the Union stating the reasons for such deviation. The reasons for such deviation shall be subject to grievance procedures of this Agreement.

## **ARTICLE XII: HOURS OF WORK/OVERTIME/ADDITIONAL PAY**

### Section 12.1 Purpose

This Article shall define the normal work hours for employees covered by this Agreement and provide a basis for the calculation and payment of overtime. Nothing herein shall be interpreted as a guarantee of hours of work per day or per week.

### Section 12.2 Hours of Work/Work Schedules

Individual work schedules are defined as the number of hours worked per day and the number of days worked in a work cycle. The overall workday shall be defined as a twenty-four (24) hour period of time from 7:00 a.m. to and including 6:59 a.m. the following day.

Operations permitting, employees will be granted a paid meal period not to exceed thirty (30) minutes within their regularly scheduled shift. In accordance with University policy, the department will attempt to provide a fifteen (15) minute paid rest period during each four (4) hour period of work.

Each year, the Chief of Police will present a shift schedule. The shift schedule shall remain in effect for the duration of the yearly bid period unless emergency circumstances require changes. Reporting and quitting times for individual employees may be moved two (2) hours either way without affecting the defined workday.

Employees shall bid on a semi-annual basis to a shift based on seniority within the Police Telecommunicator classification. Bid positions will be defined on the basis of seniority requirements, thereby equally distributing the overall experience level across all shifts.

The Employer reserves the right to determine the number of bid positions on each shift. The Employer shall notify the Union of all available bid positions. If requested by the Union, the Employer agrees to meet and discuss the availability of bid positions. Written bids will be honored if submitted prior to the bid date by providing such to the Administrative Services Commander. The Employer shall bear no contractual obligation upon the failure to receive such written bids. Probationary employees may be assigned to any shift.

### Section 12.3 Overtime Pay

Pursuant to the Fair Labor Standards Act overtime requirements, time and one-half the employee's regular hourly rate shall be paid for all hours worked in excess of forty (40) hours in any work week, as defined by the employer. Paid benefit time will not count as hours worked in the calculation of overtime pay.

### Section 12.4 Call Back

A call back is defined as an official assignment of work, which does not continuously precede or follow an employee's regularly scheduled work hours. Employees who are called back to the Employer's premises to carry out an official assignment shall be paid at least two (2) hours pay at the appropriate rate, to be paid and credited as time worked in accordance with FLSA guidelines, or shall be paid the appropriate rate in accordance with FLSA guidelines for all hours actually worked, whichever is greater. The Employer has the right to assign any work duty to satisfy this required minimum two (2) hour timeframe.

### Section 12.5 Training

All time spent in training will count as hours worked for purposes of this Agreement. Except for training attended locally, travel time for over fifty (50) miles will count as time worked and will

be paid based on the actual number of miles and the time it takes to reach the training site from the DeKalb campus or home location, whichever is shorter. Travel time will not apply to local training held in the DeKalb/Sycamore area.

#### Section 12.6 Other Extra Assignments

The Employer reserves the right to determine and require employees to stay on duty after their shift has ended or to report early for duty prior to the beginning of their shift. In emergency situations where employees are required to stay on duty or report early, the Employer may fill the vacancy in any manner possible. For administration of this section, an emergency situation shall be defined as a vacancy that occurs with four (4) hours or less notice.

In non-emergency situations, assignments of this nature shall first be offered to the most senior employees in the Police Telecommunicator classification on the affected shift. If volunteers cannot be found to fill the vacancy, employees in the relevant classification on the affected shift will be ordered to work based on inverse seniority.

The parties agree that Police Officers may be required to fill Police Telecommunicator vacancies in emergency situations. In these instances, the Employer shall make every effort to relieve the Officer with appropriate personnel as soon as possible.

In certain instances, based upon operational needs, extra assignments shall be made by inverse seniority in the classification when there is an insufficient number of volunteers for extra assignments. The Employer reserves the right to assign more senior Police Telecommunicators on an inverse seniority basis if the least senior employees are not receiving proper rest, if constant assignments are causing undue hardship, if specialized training/expertise is required, or if there is an experiential imbalance.

In the instance of undue hardship, it is the responsibility of the employee to notify the Employer of such undue hardship prior to the start of the extra assignment. The final determination of whether an undue hardship exists shall remain with the Employer and shall be evaluated on a case-by-case basis. Employees shall not usually be assigned involuntarily if that employee has been assigned involuntarily within the past three (3) day period.

It is the intent of both parties to reduce the amount of involuntary overtime assigned to Police Telecommunicator positions. The parties agree that Police Officers may be asked to volunteer for Police Telecommunicator assignments prior to the involuntary overtime assignment of bargaining unit employees to these positions.

The Telecommunicator's direct supervisor(s) are not restricted from working as Telecommunicators when determined necessary by the Chief of Police. The supervisor's work will not eliminate a Police Telecommunicator position.

#### Section 12.7 Compensatory Time

University policies and regulations regarding compensatory time off in lieu of overtime pay will be applicable to employees covered by this Agreement. Employees covered by this Agreement may accumulate a maximum of one-hundred-twenty (120) hours of compensatory time off.

#### Section 12.8 Shift Differential

Employees who are regularly scheduled to work the majority of their hours between

5:00 p.m. and 5:00 a.m. shall be paid a differential of thirty (30) cents per hour for each hour in pay status. The shift differential will not be added to the employee's base rate when computing the overtime rate. Eligible employees shall receive this differential for all overtime hours and for any other hours in pay status, including vacation, paid sick leave, paid bereavement leave, compensatory time off, and any other paid leave.

#### Section 12.9 Required Meetings/Exams

All required departmental meetings, physical or mental examinations, and conferences which occur outside of an employee's regularly scheduled shift will be paid at the applicable rate. The Employer shall provide for payment of applicable fees and directly related occupational expenses for such required activities. When required to travel, the employer will provide transportation or pay mileage if the employee is required to use their own vehicle. This provision does not apply to routine return-to-work physicals.

### **ARTICLE XIII: BENEFITS**

#### Section 13.1 CMS Benefit Program

During the term of this Agreement, employee group benefit programs (health, dental, life, etc.) shall be provided to all employees covered by this Agreement who are eligible to participate in those programs in accordance with the State Employees Group Insurance Act of 1971, 5 Illinois Compiled Statutes 37511 and following, as amended. The parties agree to accept all of the terms and conditions in employee benefit packages as determined by the Department of Central Management Services (CMS) to be intended to apply to employees of Northern Illinois University. Changes and modifications in benefits, benefit levels, or to the types of employee benefit packages that may be offered is the exclusive right of Central Management Services. The costs for participation in any of the employee benefit programs that Central Management Services determines to be contributory by the employee and costs for optional coverage are the sole responsibility of the employee.

#### Section 13.2 Board of Trustees Benefit Provisions

During the term of this Agreement, all employee benefits shall be granted to bargaining unit members in accordance with applicable Board and University policies (see current Board Regulations). Improvements in such benefits shall be extended to bargaining unit employees to the extent authorized by Board and University policies. In the event of any change in Board or University policies concerning such benefits, the Union's local representative shall be notified and the parties agree to meet in consultation to determine whether the change or changes has or have any impact upon current bargaining unit employees and, if so, to negotiate concerning the impact of such change or changes.

#### Section 13.3 Holidays

Employees covered by this Agreement shall receive eight (8) hours of regular pay for the holidays listed below. Holiday pay will not be credited as hours worked in the FLSA calculation of overtime eligibility.

New Year's Day	January 1
Memorial Day	Observed Monday
Independence Day	July 4
Labor Day	Observed Monday
Thanksgiving Day	Observed Thursday

Christmas Day	December 25
Five (5) Floating Holidays	As determined by the University

When an employee covered by this agreement is required or scheduled to work on any of the designated holidays, they shall receive the appropriate rate of pay, in accordance with FLSA guidelines, for all hours actually worked in addition to the eight (8) hours of regular pay for the holiday.

#### Section 13.4 Administrative Closure

This section specifically does not refer to weather-related closures, which are covered in Section 13.7.

Employees covered by this Agreement shall receive eight (8) hours of regular pay for any Administrative Closure Day designated by the Employer. This pay will not be credited as hours worked in the FLSA calculation of overtime eligibility.

When an employee covered by this agreement is required or scheduled to work on any of the designated Administrative Closure days, they shall receive the appropriate rate of pay, in accordance with FLSA guidelines for all hours worked, in addition to the eight (8) hours of regular pay for the Administrative Closure Day.

#### Section 13.5 Other Scheduled University Closures

Any other designated University Closure Day, in which an employee is required to either use personal leave benefits to be paid or to take a deduction day with no pay, the Employer agrees to treat this University Closure Day as a regular workday in the administration of this Agreement

#### Section 13.6 Vacations

Vacation benefits are provided to members of the bargaining unit in accordance with the NIU Board of Trustee Regulations and State University Civil Service Rules and Procedures.

#### Section 13.7 Emergency Weather Closure

Weather related closures an employee that works during an emergency or weather-related closure, declared by the President or designee, shall be compensated in accordance with Northern Illinois University weather closure policy for essential staff. The parties further agree that emergency closures or weather closures are not considered Administrative Closures for the purposes of pay.

### **ARTICLE XIV: DUES DEDUCTION**

#### Section 14.1 Dues Deduction

The University Administration will deduct Chapter membership dues, in an amount established by M.A.P. and certified by the M.A.P. treasurer to the University Administration, from the salary of a bargaining unit member who provides the University Administration with a written authorization to make such deduction.

#### Section 14.2 Dues Remittance

Dues deducted will be remitted to M.A.P. or Union official, as designated in writing by the Union.

### Section 14.3 Termination of Dues Deduction

Any authorization to withhold Union dues from the salary of a bargaining unit member shall terminate and such withholding shall cease at any time upon the occurrence of any of the following events: (a) termination of employment; (b) written notice by the bargaining unit member to the University Administration of her/his desire for cancellation of the authorization.

### Section 14.4 Direct Collection of Union Dues

The University Administration shall not be under any obligation to make any deductions for dues if any bargaining unit member's pay within any pay period, after deductions for State insurance and deductions required by law, including but not limited to withholding tax and employee

contributions to the State Universities Retirement System, is less than the amount of authorized deductions. In such event, it will be the responsibility of the Chapter to collect dues for that period directly from the bargaining unit member.

### Section 14.5 Fines/Penalties/Special Assessments

Nothing in this Article shall require the University Administration to deduct Chapter fines, penalties, or special assessments from the salary of any bargaining unit member. This Section shall not prohibit other deductions authorized by individual bargaining unit members.

### Section 14.6 Fair Share

In light of *Janus v. AFSCME*, fair share fees are no longer collected. So long as *Janus* remains binding authority, fair share fees will not be collected. However, should *Janus* be overruled, the parties will meet and bargain over the means and manner by which fair share fees will be collected.

### Section 14.7 Notification of Change in Union Dues

M.A.P. shall give written notice to the University Administration of any changes in its dues amounts at least sixty (60) days prior to the effective date of any such change.

### Section 14.8 Limitations

The University shall not be liable to M.A.P. by reason of the requirements of this Article for the remittance or payment of any sum other than that constituting authorized deductions for M.A.P. dues from the salaries of bargaining unit members. The University Administration's obligation under this Article is limited to remitting to M.A.P. the sum of sums actually deducted from wages earned.

If, during the term of this Agreement, the IELRB or a court of competent jurisdiction rules any part of this Article void or not enforceable, M.A.P. and the Employer agree to convene negotiations on this matter for the sole purpose of bringing this Article into compliance with the standards or rulings of said Labor Board or court.

### Section 14.9 Indemnification/Union Responsibility

The Metropolitan Alliance of Police shall indemnify and hold harmless the Employer, its elected representatives, officers, administrators, agents and officers from and against any and all claims, demands, actions, complaints, suits or other forms of liability (monetary or otherwise) that may arise out of or by reason of any action taken or not taken by the Employer for the purpose of complying with the provisions of this Article, or in reliance on any written check-off authorization furnished under any such provisions, provided that the Employer does not initiate or prosecute such action.

## **ARTICLE XV: WAGES**

### Section 15.1 Hourly Rates

The minimum rate for classified Police Telecommunicators shall be \$19.67 starting on the pay period following ratification by both parties.

Wages are retroactive for telecommunicators covered by this Agreement and employed on the date of signatures according to BOT distribution rules and the following schedule.

Effective 7/01/2019 telecommunicators will receive the campus wide increase of 3%

Effective 10/01/2020 telecommunicators will receive the campus wide increase of 3%

Effective 7/01/2021\* telecommunicators will receive the campus wide increase of 3%

\*Telecommunicators are eligible for any further campus wide increases, should they occur in FY22.

### Section 15.2 Hourly Rates Adjustments, FY2023 through FY2024

For the remaining subsequent fiscal years of this Agreement (FY2023 [7/01/2022 to 6/30/2023] through FY2024 [7/01/2023 to 6/30/2024]), the University will increase the hourly rates outlined in Section 15.1 (above) by the same percentage authorized for that fiscal year general salary increment for hourly Civil Service employees, through published increment guidelines, and distribution rules as adopted by the NIU Board of Trustees. These increases shall be effective on the date as authorized by the University.

### Section 15.3 Longevity Pay

Employees who have served twelve (12) consecutive years of service within the Northern Illinois University Police Department shall be paid an additional \$2.00 per hour for every hour in pay status. This permanent rate adjustment shall be effective at the beginning of the pay period after their twelve (12) year anniversary date.

### Section 15.4 Educational Incentive

Upon initiation of a course of study leading to an Associate or Bachelor's degree, bargaining unit employees shall receive a yearly educational incentive stipend of \$400.00, provided satisfactory progress in their course of study has been demonstrated (at least nine (9) hours of credit per year at a minimum 2.8 cumulative grade point average). Upon completion and verification of an Associate's degree, bargaining unit employees shall receive a yearly educational incentive stipend of \$600.00. Upon completion and verification of a Bachelor's degree, bargaining unit employees shall receive a yearly educational incentive stipend of \$1200.00.

Employees eligible for these yearly educational stipends shall make application to the Chief of Police prior to November 1 of each fiscal year. Upon approval by the University, payment shall be made in one lump sum no later than the first pay period in December. Payments shall not be cumulative in effect and will not be added to the hourly rate of pay for purposes of calculating any other economic benefit.

### Section 15.5 Training

Police Telecommunicators who are certified to train, as designated by the Chief of Police to provide training, shall be paid a differential of \$1.00 per hour above the employee's base salary rate while performing training and activities which are related to such training.

## **ARTICLE XVI: UNIFORM/EQUIPMENT PROVISIONS**

The Employer will furnish uniforms to Telecommunicators. Articles of the uniform will be at the discretion of the management and considered university property.

## **ARTICLE XVII: LIMITATIONS**

### Section 17.1 Savings Clause

Should any provision of this Agreement or any application thereof become unlawful by virtue of any federal or state law, executive order, decision of a court of competent jurisdiction, or administrative agency having final authority over its provisions, such provisions shall not be deemed valid and subsisting except to the extent permitted by law.

All other provisions of this Agreement will continue in full force and effect. Negotiations to substitute provision(s) for the invalidated provision(s) shall commence no later than thirty (30) days after either party has filed a written request to do so.

### Section 17.2 Other Expressed Limitations

This Agreement shall not supersede:

- a) Applicable Federal and State laws as such laws may become amended from time to time,
- b) Rules of federal and State agencies which have the force and effect of law as such may be amended from time to time,
- c) Board of Trustees Governing Policy, By-Laws and Regulations as such may be amended from time to time, not in conflict with the expressed provisions of this Agreement,
- d) Policies, procedures and provisions of employment as established by the Board of Trustees as such may be amended from time to time, not in conflict with the expressed provisions of this Agreement.

## **ARTICLE XVIII: MISCELLANEOUS**

### Section 18.1 Arbitration of Disputes

All new matters in dispute raised after the effective date of this agreement shall be addressed via arbitration. The parties agree that no bargaining unit member covered by this agreement will have the right to civil service board review.

### Section 18.2 Residency

Employees are required to reside within fifty (50) miles of the NIU Police Department. Any dispute as to whether a residence is within the boundary will be determined by Google Maps or other mutually agreed mapping application.

### Section 18.3 Travel Reimbursement

Travel payments or reimbursements are at the sole discretion of the Chief of Police.

### Section 18.4 Tuition Waivers

All requests for tuition waivers that require a supervisor's signature shall be submitted through the chain of command prior to scheduling any classes, with final approval by the Chief of Police or designee. Telecommunicators will notify the Department of any classes that they are taking, regardless of whether a supervisor's signature is required for the tuition waiver.



## **ARTICLE XIX: ENTIRE AGREEMENT**

### Section 19.1 Entire Agreement

The parties acknowledge that, during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Employer and the Union, for the duration of this Agreement, each voluntarily and unqualifiedly waives the right, and each agrees that the other shall not be obligated to bargain collectively with respect to any subject or matter referred to or covered in this Agreement, even though such subjects or matters may not have been within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Agreement.

This Agreement constitutes the entire Agreement and understanding between the parties and supersedes all prior written and oral agreements, commitments and such practices affected by the Agreement between the Employer and represented employees. This Agreement expresses all obligations of, and restrictions imposed on each of the parties during the term of this Agreement. This Agreement may only be amended during its term by written mutual agreement of both parties.

## **ARTICLE XX: TERMINATION**

### Section 20.1 Duration

This Agreement shall be effective upon ratification and approval of both parties and shall remain in full force and effect until June 30, 2024. It shall continue in effect from year to year thereafter, unless notice of "Request to Renegotiate" is provided in writing by email by either party no earlier than one-hundred-twenty (120) days and no later than ninety (90) days prior to the expiration date of the Agreement. Notices to renegotiate, as required and provided by the Employer, shall be addressed to the Metropolitan Alliance of Police, in care of the Local President, at NIU Department of Public Safety.

Notices to renegotiate, as required and provide by the Labor Union, shall be addressed to Northern Illinois University, Director of Labor Relations, Office of the General Council, Altgeld Hall 334 DeKalb, Illinois 60115-2854. Or JPerez1@NIU.edu Either party may, by written notice, change the address as noted above. Such notice to renegotiate shall be considered to have been given as of the date shown on the postmark.

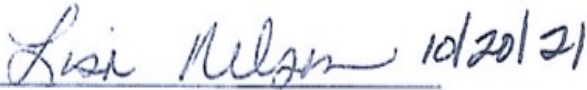
Notwithstanding any provision of this Article or Agreement to the contrary, this Agreement shall remain in full force and effect after any expiration date while negotiations are continuing for a new Agreement. In the event of an impasse in such negotiations, the procedures prescribed by the Illinois Educational Labor Relations Act shall be followed.


**ARTICLE XXI: ACCEPTANCE BY THE PARTIES**


In witness whereof, the Union and the Employer have caused this Agreement to be executed by their duly authorized representatives.

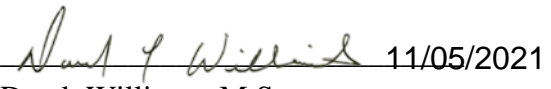
METROPOLITAN ALLIANCE OF POLICE  
NIU Telecommunicators #675

NORTHERN ILLINOIS UNIVERSITY

  
\_\_\_\_\_  
Lisa Nelson, President      Date  
M.A.P. Chapter #675

  
\_\_\_\_\_  
William Hodson  
Senior Associate Vice President and  
Chief Human Resources Officer

  
\_\_\_\_\_  
Keith George, President      Date  
Metropolitan Alliance of Police

  
\_\_\_\_\_  
Darek Williams, M.S.  
Chief Negotiator  
Assistant Director, Labor Relations

**COLLEGE OF HEALTH AND HUMAN SCIENCES OVERVIEW**

Dean Lynda Ransdell will present an overview of the College of Health and Human Sciences.

**2021 ANNUAL PERFORMANCE REVIEW OF PRESIDENT FREEMAN**

**Summary:** The Northern Illinois University Law requires the Board of Trustees to “complete an annual performance review of the president,” and such review “must be made available to the public on the University’s Internet website.” 110 ILCS 685/30-195(8) and 110 ILCS 685/30-200.

The 2021 Annual Performance Review of President Freeman is included below with the following items: President Freeman’s summary memorandum to the Board of Trustees and the Board of Trustees summary memorandum to President Freeman.



**Northern Illinois  
University**

Office of the President

November 1, 2021

Dear Chair Wasowicz and Members of the Northern Illinois University (NIU) Board of Trustees:

I began last year's summary of accomplishments with an acknowledgment of the profound disruption experienced by NIU because of the global pandemic, and a sincere expression of appreciation for the resiliency of the university community in the face of great uncertainty and continually changing conditions. Twelve months later, as we emerge, reopen and reunite, I remain deeply grateful for the resourcefulness, courage and compassion of our university's students, faculty and staff, as well as the support of our Board of Trustees. NIU is moving forward on a positive trajectory despite the persistent social, economic and health impacts of COVID-19. My commitment to our beloved university is strong, and my husband and I have continued our annual practice of donating \$25,000 to support scholarships.

The past year demanded not only that we balance the immediacy of COVID management with more future-focused planning, but also that we acknowledge and accept the myriad ways that our operating environment has been permanently altered. This includes recognizing and addressing the trauma and setbacks experienced by members of our community over the past 20 months. The university's efforts to rise to these challenges are evident in what we have accomplished and the goals we are working toward. Below, I highlight our progress across six strategic themes: empowerment and shared responsibility; student recruitment, student success and student experience; academic excellence and curriculum innovation; diversity, equity and inclusion; research, scholarship artistry and engagement; and resource development and fiscal responsibility. I connect NIU's AY2020-21 (FY21) performance to the [goals we have established for AY2021-22 \(FY22\) where relevant](#).

**Empowerment and Shared Responsibility**

NIU senior leadership engaged internal and external expertise to help us overcome challenges associated with planning on multiple horizons, find new opportunities embedded in present circumstances and enhance our success at attaining annual and longer-term objectives. In this context, strategic partners that use research, technology and consulting to address obstacles within the education industry were engaged. They supported NIU efforts to prioritize initiatives focused on administrative efficiency and to resume multi-year planning.

Significant progress was made toward simplification of academic and administrative processes and workflows in several areas prioritized by the university community. In the academic setting, strides were made to increase the efficiency and effectiveness of classroom scheduling, academic

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program review and assessment of student learning. Additionally, the policies historically maintained in the Academic Policies and Procedures Manual (APPM) are undergoing significant modification with appropriate policies made available through the Policy Library and the goal of retiring the APPM. In the administrative context, there has been headway automating the processing of additional pay, reimagining student billing and modernizing post-award grants management and accounting. These efforts have had positive impacts on our students and employees.

I am particularly pleased with the instances where campus-wide collaboration powered change. To inform our administrative efficiency project, feedback was solicited from more than 80 employees across the university to help identify existing time-consuming, paper-based processes that if automated or digitized would enable staff and faculty to spend their time on more fruitful efforts. Seventy potential projects were identified. A cross-functional team then narrowed down the list to 21 and prioritized these high-impact projects. We have completed moving the submission of student financial aid forms to an automated process that increases security, makes the financial aid application process more accessible to students and their families and enhances efficiency in the Financial Aid and Scholarship Office by greatly reducing the amount of staff effort devoted to document-processing. Most of the other Tier 1 projects are well underway with half already in the execution phase.

Campus-wide collaboration also drove the productivity of the [Remote Working/Flexible Scheduling Task Force](#). Members reflected on lessons learned from COVID-19 and resulting conditions, mined internal NIU experiences, collected models from external resources and offered recommendations for NIU operations moving forward. The guiding principles developed by the group embody Huskie core values and include prioritizing students' needs and service to students; promoting flexibility to enhance the recruitment, retention, health, well-being and engagement of a diverse and talented workforce; ensuring fairness and equity among employees; and ensuring or strengthening operational effectiveness and efficiency. Currently, the task force recommendations are being implemented as we revise the university's human resources policies to expand work-from-home options to be more modern and inclusive.

The work described is ongoing defined in the AY2021-22 (FY22) university goals and completion will happen over the course of the next several years. Other multiyear initiatives that progressed this year and are represented in next year's goals include design and construction of the Health Informatics Technology Center, planning and launch of NIU's comprehensive strategic fundraising campaign and delivery of a revised Strategic Enrollment Management (SEM) plan.

### **Student Recruitment, Student Success and Student Experience**

Guided by our [2019 Strategic Enrollment Management \(SEM\) Plan](#), NIU developed and introduced new programs and strategies designed to make an NIU degree even more accessible, equitable and affordable, such as test-free admission and merit scholarship processes, the Huskie Pledge and Rockford Promise programs, as well as the elimination of domestic out-of-state tuition premiums. Moreover, in AY2020-21 (FY21), NIU continued to collaborate with committed partners in support of academic equity planning, including the [Partnership for College Completion](#), [the Equity Working Group for Black Student Access and Success in Illinois Higher Education](#), [the Illinois Board of Higher Education \(IBHE\)](#) and the [Higher Learning Commission](#).

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The positive impact is reflected in growing numbers of new and high-achieving students. For Fall 2021, the freshman total of 2,285 is 325 students more than the original SEM plan target (1,960), and the average high school GPA of the Fall 2021 freshman class is 3.34, the second highest for an entering freshman class at NIU in 10 years. Furthermore, for the first time in recent years, NIU enrollment of U.S. students from outside of Illinois exceeded 1,000.

Disappointingly, even though NIU made significant gains in the size of its freshman class and is experiencing other highly positive enrollment trends, the university experienced a modest decrease in its overall Fall 2021 enrollment, largely attributable to pandemic-related challenges. Switches in learning modalities (online, in-person, hybrid) and technology deficiencies, along with financial, time-management and personal stresses brought on by the pandemic, made it challenging for our students, particularly freshmen and first-generation students, to stay focused on their studies and engage with support networks designed to help them succeed. Retention of first-year students dipped about 5 percentage points below the pre-pandemic level. These struggles of NIU first-year students reflected nationwide trends.

To respond to the disruptions introduced by COVID-19, the university is revising our original Strategic Enrollment Management (SEM) Plan (2019-23) to ensure that the proposed tactics and activities continue to support our overarching enrollment and equity goals. And, we have already taken steps to help with undergraduate retention. For example, the university resumed the majority of in-person classes while expanding and enhancing tutoring, advising and student financial-planning services. We have also increased our focus on enhancing the student experience outside the classroom. For instance, we have increased the resources available to support high-impact programming by the cultural diversity centers for all NIU students, and we are working toward reducing barriers experienced by students who plan and host social events. To specifically address adverse COVID impacts on persistence, NIU plans to stay in touch with first-year students who first enrolled in 2020 and did not re-enroll in 2021 to offer our continued encouragement and assistance. These actions and others are needed to respond to our dynamic operating environment, to continue to improve outcomes for all students and to respect our mission, vision and values.

Notably, when we established the [AY2020-21 \(FY21\) enrollment goals](#), we acknowledged that those multi-year plans might need to be updated to ensure that our strategies, tactics and activities continue to support the three overarching SEM goals: 1) strengthen our distinctive identity as a public university that combines educational opportunity with student engagement; 2) achieve student enrollment that respects our mission and values while positioning NIU for fiscal sustainability; 3) support equitable access, opportunity and success for students from diverse backgrounds where diversity is defined broadly. To respond to the disruptions introduced by COVID-19, the university is revising our original Strategic Enrollment Management (SEM) Plan (2019-23) to ensure that the proposed tactics and activities continue to support our overarching enrollment and equity goals. The university goals for AY2021-22 (FY22) project that a revised SEM Plan for 2023-25 will be delivered to campus in February 2022, and the NIU Board of Trustees will be updated at its March 2022 meeting.

Moving forward, we will continue to grow and stabilize NIU enrollment by attracting new students and improving retention rates for continuing students, and we will maintain our focus on closing

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equity gaps in retention rates and graduation rates. We will also track social mobility outcomes by monitoring not only the graduation rate of Pell grant recipients but also the ratio of the graduation rate of Pell grant recipients to the graduation rate of the overall student body. In addition, we will increase our focus on understanding and addressing post-graduation equity gaps.

### **Academic Excellence and Curriculum Innovation**

The COVID-19 pandemic and the accompanying social and economic turmoil have underscored our need to provide our undergraduate and graduate students with academic programs and experiences that are relevant, inclusive, transdisciplinary and integrated. Current events have also highlighted the ways that working adults have been left behind by higher education and have inspired discussions at NIU about how to provide expanded degree opportunities for adult learners and place-bound students using the technology and experience acquired over the course of the past 20+ months. This past year, we began working to realize these aspirations, recognizing that achieving our objectives would be a multi-year endeavor. Our efforts to date are summarized below.

In AY2020-21 (FY21), we embarked on an ambitious effort to identify and begin removing structural barriers that inhibit transdisciplinary scholarship and discourage curricular innovation and experimentation at NIU. Appropriately, this initiative was faculty-led with contributions from not only two dedicated task forces appointed by the provost but also from an active subcommittee of the Faculty Senate that is focused on social justice. Our university community understands that there is overlap between the systems that discourage academic innovation and those that promote inequitable outcomes for faculty from marginalized communities. Moreover, we recognize that our students, faculty and society suffer when inflexible hierarchies and metrics are used either to devalue transdisciplinary research, applied and community-based works or to dismiss scholarship on race, ethnicity and gender. At the same time, we realize that barriers and inequities did not emerge overnight, and that thoughtful dialogue and consideration are necessary to empower champions and implement change. In the context of a multi-year effort, I am encouraged by the ongoing faculty deliberations. Actionable recommendations are expected to be shared this academic year, and the faculty's suggestions about how to remove existing barriers and promote transdisciplinary scholarship and curricular innovation will be used to construct a plan and timeline for achieving the desired outcomes.

The past year also marked the beginning of a multi-year effort to strengthen graduate programs and enhance the graduate student experience. In this context, NIU has developed guiding principles for graduate education. In addition, an iterative process was designed to assess graduate programs with collaboration among deans, graduate faculty and the Office of the Provost. Specifically, in AY2020-21 (FY21), a set of metrics was developed and used to gather program data and stimulate discussions about the graduate student experience. Reports from the colleges are due to the executive vice president and provost in February 2022.

As NIU seeks to improve the quality of programs offered to our current undergraduate and graduate students, we are also working to leverage recent technology enhancements to expand degree opportunities for adult learners and place-bound students. The university is actively researching the numbers and needs of students who might benefit from streamlined pathways to

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credentials and degrees, including those who have left NIU within the past five years and were within 30 hours of degree completion, as well as those who have never attended NIU but live in the service area. We are also exploring the ways that external partnerships could support an expanded commitment to providing educational opportunities to non-traditional and place-bound students who wish to pursue those opportunities while balancing employment, childcare or other responsibilities. This commitment is seen in our endorsement and active participation in the Illinois Early Childhood Access Consortium for Equity, as well as in the work we have undertaken internally to understand and respond to the realities of the adult degree-completion market. We will continue to update the Board of Trustees about our progress.

### **Diversity, Equity, and Inclusion**

NIU is committed to diversity, equity, inclusion, belonging and social justice. Those traits are woven throughout our mission, vision and values; underpin our efforts to foster a welcoming university community; and inspire us to go beyond to identify, address and eradicate inequitable practices. Our work is summarized in an [active webpage that highlights NIU's diversity, equity and inclusion goals, engagement opportunities, action plans and progress](#). Highlights from AY2020-21 (FY21) are detailed below.

Last year, the university intentionally expanded social justice education training and programs to support an inclusive environment conducive to the success of all students, faculty and staff. Our efforts emphasized increasing faculty and staff participation and building a belonging community in DeKalb. In this context, total participation in programs and workshops increased by 62% and employee participation more than doubled (+111%).

There was also a focus on mentoring diverse faculty as the university supported new and expanded initiatives. The Office of the Executive Vice President and Provost continued to support faculty mentoring initiatives, including the ongoing work of the senior faculty mentor (now associate vice provost for Faculty Mentoring and Diversity) to launch a university-wide faculty mentoring program that supports all faculty with an emphasis on supporting faculty of color and fostering a faculty climate that values diversity, equity and inclusion. There was also continued university support for the initiatives designed to diversify the professoriate in our state, most notably the sixth annual Preparing Future Faculty Conference for Graduate Students of Color that was held in February 2021. Additionally, through the collaborative efforts of the divisions of Academic Affairs and Academic Diversity Equity and Inclusion, plans were developed for a Faculty Academy on Cultural Competence and Equity (FACCE) that includes monthly professional development seminars and a week-long summer institute. A partnership with the Association of College and University Educators (ACUE) provided training in inclusive and active-learning pedagogies to faculty.

The concept of “belonging” was discussed in a community conversation with Dr. John Powell, an internationally recognized expert in the areas of civil rights, civil liberties, structural racism, housing, poverty and democracy. NIU, the City of DeKalb and more than 40 members of the community helped to plan the conversation, which included more than 500 community members. Subsequently, a \$30,000 Healing Illinois grant from the Illinois Department of Human Services and a \$5,000 contribution from the DeKalb Community Foundation were received and directed to

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work being done collaboratively between NIU, the City of DeKalb, Family Service Agency, the Ellwood Museum and the DeKalb County History Center to advance racial healing.

NIU's overall commitment, progress and accomplishments have been recognized nationally through receipt of three awards:

[Great Colleges to Work For](#)-Category of Diversity, Inclusion and Belonging. This recognition category is reserved for program participants demonstrating an institutionalized commitment to diversity, as reported through the experiences of faculty and staff. It is based on measures of individual experiences of inclusion and belonging, as well as measures of the impact of institutional diversity policies and procedures at the individual level.

[2021 Higher Education Excellence in Diversity \(HEED\) Award from INSIGHT Into Diversity magazine](#). The INSIGHT Into Diversity HEED Award, open to all colleges and universities across the U.S. and Canada, measures an institution's level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs and outreach; student recruitment, retention and completion; and hiring practices for faculty and staff. NIU was among 101 award recipients in 2021.

[NIU selected as a Truth, Racial Healing & Transformation Campus Center](#). Established in partnership with the Association of American Colleges & Universities (AAC&U) and hosted by colleges and universities, Truth, Racial Healing & Transformation (TRHT) Campus Centers pursue the shared goal of preparing the next generation of leaders and thinkers to break down racialized practices and to dismantle the belief in a "hierarchy of human value." NIU was among 19 institutions selected this year and joins a total of only 49 such centers at institutions across the United States. Plans for the NIU TRHT Center are detailed in the AY2021-22 (FY22) University Goals.

### **Research, Scholarship, Artistry and Engagement**

In AY2020-21 (FY21), the university committed to launching a strategic development team (SDT) for the purpose of advancing institutional research, artistry and engagement priorities. The goal was to improve institutional synergy by promoting higher levels of collaboration and more intentional alignment of research, engagement and resource development. The vision was realized, and our expectations were surpassed by the success of the newly formed team comprised of staff members from the divisions of Research and Innovation Partnerships; Outreach, Engagement, and Regional Development; University Advancement; and the NIU Foundation.

As noted in [the February 18, 2021 report to the Research, Innovation, Legal and Legislative Affairs Committee of the Board](#), the work of the SDT is grounded in the broader university planning and prioritization and underpinned by NIU's mission, vision and values; strategic action planning framework; and annual and multi-year goals. This ensures that emerging opportunities and concepts are contextualized within the whole of ecosystem including planning bodies, existing programs and efforts, and early stage or planned programs.

During its first year, the SDT was successful at establishing its processes, expanding its network and generating high-potential opportunities for both the near and long term. For example, the

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team discussed and reviewed proposals previously submitted in 2019-2020 for faculty-led emerging research initiatives, immediate opportunities for collaboration with external partners in support of the [Northern Illinois Center for Community Sustainability](#) (NICCS) and long-term possibilities for the development of west campus. Notably, these deliberations led to two successful NICCS-related proposals for Community Project Funding that have been sponsored by [Representative Kinzinger](#) and [Senator Durbin](#). Work by the SDT also informed the transdisciplinary scholarship initiatives related environmental justice, STEM education and artificial intelligence/machine learning that are featured in AY2021-22 (FY22) university goals.

It is important to note that the achievements of the SDT rest heavily on the personnel supported and expertise created by NIU's ability to compete for external funding. NIU's sponsored funding portfolio has steadily increased over the past five years and, this past year, external funding achieved a 10-year high. This is a tremendous accomplishment for the faculty and staff who secured the awards under challenging circumstances, and an advantage for our students who gain distinctive research and experiential learning opportunities.

### **Resource Development and Fiscal Responsibility**

NIU is committed to making resource allocation decisions that are academically responsive and fiscally responsible, and this philosophy influenced decisions about our finances, technology and physical footprint during AY2020-21 (FY21). In this context, collaboration and communication across the university community, including the NIU Board of Trustees, promoted stewardship and responsible management of resources during an unprecedented time. The university leadership engaged the board in a quarterly process to provide updates on the budget and notable changes in assumptions. In addition, NIU leaders communicated transparently with the campus community about our dynamic financial situation, and the priority assigned to the health, safety and well-being of students, faculty and staff.

Budget: The university stayed steadfast in our commitment to refining and implementing the multi-year budget and financial planning process; however, this looked different as the result of COVID. We focused on making decisions with the best available information and prioritizing actions in support of health and safety, while preserving flexibility. This was reflected in our partnerships; our purchases of equipment, materials and services; and the allocation of our limited financial resources to student emergency assistance and technology support for teaching, learning and working. Still, there were specific actions, such as refinancing of the Series 2011 CHF Bonds, taken to provide NIU with flexibility in the transition back to multi-year planning. Notably, this successful refinancing will yield \$76.8 million in savings for NIU without extending the maturity, and of that total savings, about \$26.5 million will be realized between FY22 and FY25.

The university finished FY21 with a deficit of \$925,000 – a significant improvement over the original budget, which was drafted in a highly uncertain environment created by the COVID-19 pandemic and projected a deficit of \$32.1 million. This positive outcome was possible because of actions taken across our university community. I deeply appreciate the sacrifices endured by members of the university community as we delayed non-essential expenditures, including non-critical capital projects, and implemented a hiring chill, a voluntary retirement program for staff and voluntary salary reductions for senior leaders. The receipt of Higher Education Emergency

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Relief Funds (HEERF) also made a significant difference; absent this federal relief, NIU's year-end performance would have decreased by \$15.4 million.

As noted in the AY2021-22 (FY22) goals, after a difficult period of declining resources, fiscal deficits and operational challenges, including the COVID pandemic, NIU is ready to begin a growth trajectory that reflects additional student success, expanded research impact and enhanced community partnerships and engagement. The successful bond refinance and remaining HEERF funding will allow us to invest in initiatives that support a sustainable future, but these funds are not a permanent solution to our budgetary concerns. Moving forward will require courageous leadership, organizational alignment and hard choices as we rescale our fiscal model to match public support and revenue available from tuition, fees and other sources.

Technology: Classroom and communications technology was upgraded in response to the COVID-19 pandemic. These enhancements support both in-person and remote learning and working capabilities. Moving forward, they can be leveraged to create attractive multi-use spaces and to reduce time-consuming, error-prone, paper-based business processes. For example, Academic Affairs fully implemented 25Live for classroom scheduling. With a few exceptions for specialized spaces, all classes are now scheduled through this software. This capability has reduced the time spent by office personnel in manually scheduling classrooms, improved efficiency in the use of classroom space and allowed us to deploy technology to classrooms efficiently by targeting the most-used classrooms first. Academic Affairs will continue to enhance the data and information in 25Live to add capabilities and extend the use of this platform for scheduling of non-classroom spaces by other campus constituents. And, as noted in the AY2021-22 (FY22) university goals, we will also advance other technology planning priorities including learning spaces technology deployment; Wi-Fi expansion and upgrades; and the telephony project.

Physical Footprint: The university recognizes that space is costly both to build and to maintain, and we continue to be challenged by a growing demand for repairs and modernization. NIU is aligning investment and space objectives by pursuing opportunities to sell surplus property, directing investment into multi-use spaces and striving to modify space use and footprint without increasing square footage. Specific examples include the planned sale of the Hoffman Estates outreach center and the coupling of the Health Informatics Technology Center construction to the demolition of Lincoln Hall. Our intentions to balance investment in new construction, capital renewal and modernization, and to align our physical footprint with evolving demands and priorities, are reflected in the university goals for AY2021-22 (FY22). An update on our facilities planning efforts will be presented to the Board of Trustees this spring.

Philanthropy: Although progress fell short of the overall \$20 million fundraising goal with \$15.4 million raised, important progress was made in FY21. Year over year, individual giving increased 86%; corporate and business giving increased 160%; organizational giving increased 87%; and foundation giving increased 26%. In fact, total new gifts and pledges from these sources together increased 92.5%, with a fundraising shortfall realized only in the category of planned giving. Given the pandemic's adverse impact on meetings, events and celebrations, and the unanticipated level of staff illness and turnover experienced by the NIU Foundation, the results are encouraging and consistent with growing donor support for the university. Planning for NIU's comprehensive fundraising campaign has moved forward with key milestones in the multiyear process achieved on or ahead of time. A full report to the NIU Board of Trustees is anticipated in February 2022.

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**Looking Forward:**

As NIU president, I am committed to driving progress and to ensuring that our university will continue to serve students and deliver on its mission, vision and values for many years to come. I appreciate and am humbled by the continued support of NIU's Board of Trustees, as well as that of our faculty, staff, students, alumni, donors and partners. I am confident that, in the face of myriad challenges and opportunities, we will continue to move this amazing university forward. We are Huskies – and Huskies never quit!

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa C. Freeman". The signature is fluid and cursive, with a long horizontal flourish at the end.

Lisa C. Freeman, D.V.M., Ph.D.  
President, Northern Illinois University

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Northern Illinois  
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December 3, 2021

**MEMORANDUM**

**TO:** Lisa Freeman, President  
Northern Illinois University

**FROM:** Eric Wasowicz, Board Chair  
Rita Athas, Vice Chair  
Montel Gayles, Board Secretary  
Dennis Barsema  
John Butler  
Veronica Herrero  
Robert Pritchard  
Jacob Sommer

**Subject: Annual Presidential Evaluation**

This memorandum contains commentary by the members of the NIU Board of Trustees concerning the goals outlined by you for Academic Year 2020-21/Fiscal Year 2021 (FY21). This correspondence, along with a self-appraisal of presidential performance in the form of a letter from you to the Board, will be posted on the Board of Trustee's website (<https://www.niu.edu/board/>) and shall collectively serve as a written record of your performance evaluation for FY21.

The Board finds that your overall performance in FY21 met or exceeded the vast majority of your goals. We agree with your characterization of the demands of the past year: that the university community must balance the continuing need to respond to the global pandemic with a commitment to future-focused planning, and that we must acknowledge and accept the myriad ways that our operating environment has been permanently altered. We can confidently affirm that NIU has gone beyond managing a crisis during the past year. The university has resumed its multiyear planning, continued to serve students in the way they need to be served, made decisions conscious of a changing operating environment, and built on our commitment to diversity, equity, inclusion, and belonging across the broad range of activities that – taken as a whole – point its systems toward a sustainable and exciting future. We join you in expressing appreciation for the resiliency of the NIU community, recognizing the sacrifices of an institution experiencing the multifaceted impacts of COVID-19 and the progress made across the six strategic themes outlined below.

**Empowerment and Shared Responsibility**

The challenges faced in navigating the university through a pandemic are close to the same magnitude of those faced in emerging from one. With your leadership, the university was able to pivot from crisis response back to multiyear planning and a focus on future thinking. We recognize the importance of empowerment and shared leadership as a means to learn, innovate, perform, and adapt in response to a rapidly changing operating environment. The collaboration and progress made

possible through empowerment and shared leadership demonstrates that the goals you established for this area were met or exceeded in FY21.

You successfully prepared the university leadership to address particular challenges by seeking both internal and external resources and partnerships. You were able to align decision making and keep annual and longer-term objectives in mind. This was accomplished through senior leadership participation in a “Crisis Thinking Workshop,” use of the EAB Project Prioritization Framework, and resumption of an emphasis on multiyear planning. In several areas prioritized by the university community, significant progress was made to identify, select, and utilize the appropriate mix of internal and external resources and partnerships. Importantly, in what has become the hallmark of your presidency, the processes and discussions were open, inclusive, and highly collaborative.

The result of these initiatives were tangible deliverables, including prioritized ranking of university wide process automation and digitization, and other multiyear initiatives that progressed this year and are represented in next year’s goals (the design and construction of the Health Informatics Technology Center, planning for NIU’s comprehensive strategic fundraising campaign, development of a revised Strategic Enrollment Management (SEM) plan, and the Remote Working/Flexible Scheduling Task Force). The size and scope of these endeavors are significant. Some are complete and others are in various phases on the way to finalization. The multiyear horizon of these initiatives is completely understandable given the many challenges facing the university. However, the work accomplished in this year has already had a significant impact and must be recognized as a major accomplishment.

In line with this goal, we observe an impressive number and depth of practices, policies and procedures that were transformed, simplified, or eliminated. While not all of these initiatives attract enthusiastic public attention, they are high impact projects that keep the university moving forward and involve impressive levels of campus-wide collaboration, learning, and innovation. The progress made to date is outstanding. Those involved in these initiatives should be recognized for their diligence and dedication and commended for recognizing improvement opportunities across all aspects of the university’s workings.

### **Student Recruitment, Student Success, and Student Experience**

Overall, the goals established for this area have been met or exceeded. Although, the university did not achieve student enrollment numbers equal to or greater than the Strategic Enrollment Management (SEM) plan (2019-23) target number of 17,005, NIU only experienced a modest 3% decrease in population to 16,234 students. This slight decrease, as you have noted, is largely attributable to pandemic-related challenges. Similarly, a decrease in retention percentages of NIU’s first-year students (overall, 5 percentage points below the pre-pandemic level) is reflective of nationwide trends. However, we are still encouraged by the positive trends that can be seen in almost every category of new student. The number of freshman students in 2021 is up 12% – the largest year-over-year percentage increase in the freshman class in more than two decades – and this class is the most diverse in NIU’s history. While the number of new transfer and new Law School students generally remained flat compared to 2020, the number of new master’s level and professional degree students increased by 38%, and new doctoral students increased by 22%.

The growing number of new and high-achieving students follows the implementation of new programs and strategies designed to make an NIU degree even more accessible, equitable, and affordable. These include test-free admission and merit scholarship processes, the Huskie Pledge and

Rockford Promise programs, and the elimination of domestic out-of-state tuition premiums. For the first time in recent years, NIU enrollment of U.S. students from outside Illinois exceeded 1,000 (likely an achievement directly related to the new domestic rate structure). From 2017 to 2021, the number of out-of-state domestic students has increased by more than 50% and the NIU student population now represents all 50 U.S. states.

We are very pleased to see the steps the university has already taken to help with undergraduate retention and to offer NIU's continued encouragement and assistance to 2020's first-year students who did not re-enroll in 2021. And, we look forward to revisions the university will be making to the SEM Plan (2019-23) to account for the disruptions introduced by COVID-19 and to ensure that the proposed tactics and activities continue to support NIU's overarching enrollment and equity goals. These are appropriate actions in response to a changing operating environment.

### **Academic Excellence and Curriculum Innovation**

Overall, and considering the continued challenges to university and faculty life at NIU during the COVID-19 pandemic, the goals you outlined for academic excellence and curriculum innovation have been met or exceeded. We are excited about the ambitious effort to identify and begin removing structural barriers that inhibit transdisciplinary scholarship and discourage curricular innovation and experimentation (and achieve more equitable outcomes for faculty who are BIPOC). Progress of this effort is evident in the formation of the Task Force on Transdisciplinary Scholarship (noting its discussions in the Spring of 2021 continued work into AY2021-22), the formation of the Task Force on Curriculum Innovation (noting its activities in the same timeframe), and formal multiyear planning discussions among senior and academic leaders over the 2021 summer that led to goals in this area for AY2021-22. We recognize the interdependence of the work of these Task Forces and larger planning discussions, the potential for significant reform of curricular offerings and reward systems, as well as curricular efficiencies, that can emerge from shared leadership and collaboration in these areas.

We observe related achievement under the auspices of the Division of Academic Affairs to strengthen graduate programs and enhance the graduate student experience, noting efforts to analyze graduate student experience, develop graduate program data for each college, develop Guiding Principles for Graduate Education (including a focus on minimum rates of pay for graduate assistants and other considerations that might elevate NIU's graduate degree offerings), and examine – toward a longer-term reform initiative – the graduate student experience from recruitment through career placement (including special emphasis on the experience of BIPOC and international graduate students).

Finally, we are thrilled to observe the way NIU is leveraging lessons learned about course modalities during COVID-19 in a manner that have the potential to bring to life innovative degree and certificate programs that enable timely completion (noting particularly programming geared toward the incumbent early childhood education workforce and pathways for paraprofessionals to obtain professional educator licensure in special education), identify target student audiences for the proposed programs, and leverage recent technology enhancements initiated in response to the COVID-19 pandemic to provide expanded degree opportunities.

As collaboration in these areas continues to take shape, we want to clearly encourage those leading in these areas and acknowledge the importance of this work for the impact it will have on the university's ability to attract and retain excellent faculty and the quality and attractiveness of NIU's



undergraduate and graduate programs. Recognizing this as a multiyear initiative, we stand ready to assist in sustaining and escalating the pace of these improvements.

### **Diversity, Equity, and Inclusion**

Overall, the goals outlined in this area have been met, and in many respects exceeded. Under the leadership of you and many others who have devoted themselves to diversity, equity, and inclusion across a broad range of programs, policies, and procedures, NIU has emerged as an exemplar within the Illinois higher education community. This is due to a commitment to diversity, equity, inclusion, belonging, and social justice across NIU's mission, vision, and values, and a body of practical initiatives that foster a welcoming university community, and inspire community members to identify, address and eradicate inequitable practices. An active webpage communicates the university's diversity, equity, and inclusion goals, engagement opportunities, action plans and progress.

In FY21, particular progress was made to expand social justice education (SJE) and training to include anti-racism training and the continued promotion of social justice topics and programs that convey NIU's values. SJE programs and workshops experienced a marked increase in participation and engaged 5,836 total participants representing an increase from 2020 of more than 2,231 participants. The Office of the Executive Vice President and Provost continued to support faculty mentoring initiatives and collaborative efforts of the divisions of Academic Affairs and Academic Diversity Equity and Inclusion have formed a new Faculty Academy on Cultural Competence and Equity.

In 2021, NIU also continued its efforts to increase the recruitment, hiring, retention and professional advancement of diverse faculty, staff, and administrators. Evidence of collaboration towards achieving this goal can be found in documented efforts, and deliberations of several active groups at NIU, that include but are not limited to the Presidential Commission on Race and Ethnicity, the Faculty Senate Personnel Committee, the Council of Deans, the college councils, and college senates. We also applaud NIU's support for the initiatives designed to diversify the professoriate in our state (particularly, Preparing Future Faculty Conference for Graduate Students of Color held in February 2021).

NIU's overall commitment, progress and accomplishments in diversity, equity, and inclusion have been recognized nationally (we note three awards cited in your evaluation materials) and have informed critical local conversations on belonging and racial healing. We continue to praise the creative and tireless efforts of NIU's senior leadership, faculty, staff, and students as they collectively advance a culture of diversity, equity, and inclusion throughout the university community.

### **Research, Scholarship, Artistry and Engagement**

As we hope is illustrated by the Board's regular consideration of the topic of research and innovation through the auspices of one of its standing committees, we consider NIU's standing as a national research university to be a critical element of its success. You have, over many years, expanded our understanding and appreciation of this aspect of university operations, faculty life, and student success. Regarding the specific goal listed under this category, it is arguably one of the most significant steps taken by the university this year. Our assessment is that this goal has been met or exceeded.

With your leadership, a team has been established from the divisions of RIPS, OERD, and University Advancement to link university expertise, networks, and philanthropy. This multi-unit approach crossing and uniting disciplines, donors, investors, and projects will insure that all aspects of research, scholarship, artistry, and engagement continue to thrive and accelerate. We are confident that the establishment of the strategic development team will improve institutional synergy by promoting higher levels of collaboration and more intentional alignment of research, engagement and resource development. Holding regular meetings focusing on current projects, issues, and with an eye to the future provides a heightened level of sophistication. You and the team are to be commended for the establishment of the strategic development team and its initial progress. This process will provide dividends to the university for years to come.

### **Resource Development and Fiscal Responsibility**

Overall, the goals in this area were met or exceeded. Despite a year of significant uncertainty due to the global pandemic, the university with your leadership worked extremely hard to achieve a nearly balanced budget for FY21. This financial result was a significant improvement over the \$32 million loss expected at the beginning of FY21. You and your leadership team managed the changing COVID-19 protocols, the millions of dollars in lost revenue potential from housing and events, and the increased spending on technology to support on-line learning, air filtration, enhanced cleaning protocols for NIU facilities, and other timely needs.

NIU leadership put the needs of the university first in developing a spending plan that reflected the challenges faced due to the pandemic, and then proceeded to spend almost \$30 million less than forecasted while maintaining a safe and healthy environment for faculty, staff, and students. Moreover, your leadership team with its multiyear budget and fiscal planning was successful in refinancing the Series 2011 CHF Bonds which yielded interest savings of over \$76 million for NIU, without extending the maturity date. A significant portion of that savings will be realized over the next 4 fiscal years. Your evaluation materials include other noteworthy achievements that impact the availability and prudent use of university resources, such as the successful implementation of “25Live” for classroom scheduling. The university realized improved efficiency in the use of classroom and facility space, and analysis of this data will assist the university in future decisions on classroom and facility usage and prioritization.

The university also studied and acted upon unused or surplus space and facilities. An example of this was the decision to declare the Hoffman Estates building as surplus and listing it for sale. Significant strides were also made in the planning for the new Health Informatics Technology Center, demolition of Lincoln Hall, and creation of a Community Food, Health and Education Center in collaboration with the DeKalb County Community Gardens.

Finally, although the NIU Foundation goal for fundraising was not met, \$15 million of a \$20 million goal was received during an extremely trying and difficult year due to the pandemic. Results were impacted by factors such as normal meetings and events being cancelled due to safety protocols and personnel dynamics in the Planned Giving area of funding. It is encouraging to note that the Foundation met or exceeded their goals in all other major giving categories which indicates strong donor support for the university. Significant planning also took place during the fiscal year to ready the university for an upcoming capital campaign. A comprehensive feasibility study report is anticipated in early 2022.

In the area of resource development and fiscal responsibility, we are aware that significant sacrifices have been made by personnel across the university. Adapting to the changing operating environment has and will continue to require, as you have stated, courageous leadership, organizational alignment, and hard choices, as we rescale our fiscal model to match public support and revenue available from tuition, fees and other sources. We are immensely grateful for the devotion of so many to the core functions of NIU, and we wish to reinforce your deep appreciation for the sacrifices endured by members of the university community. We are optimistic that NIU is well positioned to begin a growth trajectory, that a foundation is being laid for longer-term fiscal sustainability and responsible resource management.

## **Conclusion**

In summary, Academic Year 2020-21 (Fiscal Year 2021) was a complex year in the life of a university that is robustly pursuing opportunities in the context of a continuing public health disruption. With your leadership, the goals you established for yourself and the NIU community have been met or exceeded. In areas where more challenging aspirations were frustrated by continued disruptions introduced by COVID-19, you and many others within the NIU community responded with the highest level of leadership. Through collaboration and shared responsibility, goals were accomplished, thoughtful plans were constructed, and an exciting future regarding many aspects of the university were envisioned. Across all this activity, the university operated in accordance with its mission, vision, and values. During this time, you continued to function as a fearless advocate for the interests of NIU students, faculty, administration and staff, alumni, and local communities. We view you as a role model for your leadership team, and one of the most creative, imaginative, and hardworking presidents in the State of Illinois, and higher education community overall. We look forward to a productive and inspiring AY2021-22.

Forward, Together Forward!

**2021 PRESIDENTIAL EVALUATION PERFORMANCE INCENTIVE PAY**

**Summary:** Section 3.2 of President Freeman’s contract states that the Board shall evaluate the performance of the President for the President’s annual performance in accordance with Article 1.3 of this Agreement. Based upon the President’s annual performance, the Board shall make a recommendation as to a performance incentive for the President and shall take action on its recommendation prior to December 31 of the calendar year. Such performance bonus shall not exceed Twenty-Five Thousand Dollars (\$25,000.00). Pursuant to 110 ILCS 685/30-195 and 30-200, the Board’s annual performance evaluation of the President must be considered for any performance-based bonus or incentive-based compensation. In accordance with 110 ILCS 685/30-195, any such compensation must be approved by the Board in an open meeting, and the performance upon which any such compensation is based must be made available to the public no less than forty-eight (48) hours before Board approval of the compensation. Retirement contributions will only be made on incentive compensation based on performance and in accordance with State of Illinois law and University regulations.

Based on the 2021 annual performance review completed under agenda item 9.a., the Chair of the BOT recommends that the President receives a performance bonus calculated by the earned percentages listed in item 9.b.

Goal	Eligible Percentage	Earned Percentage
Empowerment and Shared Responsibility	10%	10%
Student Recruitment, Success and Experience	20%	14%
Academic Excellence and Curriculum Innovation	15%	15%
Diversity/Equity/Inclusion	15%	15%
Research/Scholarship/Artistry	20%	20%
Resource Development and Fiscal Responsibility	20%	20%
<b>Total</b>	<b>100% (\$25,000)</b>	<b>94% (\$23,500)</b>

**Recommendation:** The Board of Trustees is being asked to take final action and approve the recommendation of \$23,500 in 2021 Presidential Evaluation Performance Incentive Pay.

## **CLOSED SESSION MINUTES REVIEW AND RELEASE**

**Summary:** The Illinois Open Meetings Act requires public bodies to review the minutes of their Closed Session Minutes on a semiannual basis and to determine what parts of the minutes they should make available to the public because they no longer require confidential treatment.

**Recommendation:** Upon review and advice of the Board's Parliamentarian, it is recommended that the Board approve no additional release from confidentiality of any of the previously unreleased sections of the Closed Session minutes at this time. Those sections which are still subject to confidentiality, together with sections from subsequent meetings, will be considered again in six months.