NORTHERN ILLINOIS UNIVERSITY

AY 2021-22 (FY22)
UNIVERSITY GOALS

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Background/Introduction:

These AY 2021-22 (FY22) goals, created in alignment with NIU's mission, vision and values, are organized according to the six themes presented in our Strategic Action Planning Framework. They are future-focused with both annual and multi-year objectives, consistent with our need to position NIU for long-term success while continuing to address present challenges such as the continued disruption caused by COVID-19.

The goals reflect feedback from across the university community. There is tremendous Huskie pride in our accomplishments and our unwavering commitments to all aspects of NIU's mission. However, faculty, staff and students also recognize that our operating environment is changing, and the university must evolve to respond to new external challenges and ensure long-term success and sustainability. In this context, we will continue to move forward together by establishing shared goals and holding ourselves accountable. In doing this work, we will strive to increase alignment, enhance strategic resource planning and leverage relationships as resources.

Increase Alignment

- Incorporate mission, vision and values in decision making throughout colleges and divisions.
- Promote and utilize consistent, equity-minded, data-informed and strategic decision-making approaches.
- Enhance training, leadership and professional development and succession planning.

Enhance Strategic Resource Planning

- Implement a multi-year financial model that is responsive to university resource priorities and challenges.
- Utilize a data-informed and transparent process to identify resource needs.
- Identify and allocate resources to academic and administrative areas in alignment with university strategic priorities.

Leverage Relationships as Resources

- Explore shared services and partnerships in support of core mission.
- Strengthen relationships with employers, alumni and supporters of NIU.
- Position NIU as a valuable asset and point of strength for the region and the state.

1. Empowerment and Shared Responsibility

The long-term success of NIU depends on our ability to respond effectively to looming external challenges, including unpredictable state and federal funding, declining numbers of traditional-age students, greater accountability pressures, new technologies and increasing competition. In this context, shared leadership offers an encompassing framework to foster co-ownership of goals and adoption of processes that emphasize adaptability, interdependence and collaboration. These attributes have been identified as a characteristic of organizations that are adept at learning, innovating, performing and responding effectively to external threats. Moreover, we know from our experience that NIU gets great results when cross-functional teams are empowered to think creatively, express their opinions and develop solutions.

It is for these reasons that shared leadership is a key element of these university goals, along with a multi-year commitment to invest in professional development, access to information and team-based work. These aims are well-aligned with NIU's strategic action planning framework, which emphasizes supporting the development of leaders; communicating transparently and effectively; and creating a culture of shared responsibility.

Goal 1A

Build capacity for shared leadership across the university to inspire innovation and foster a less risk-averse culture. Accomplish this by:

- Empowering cross-functional teams to address complex institutional problems and pursue opportunities that align with NIU strategic priorities.

- Leveraging partnerships and collaboration to support team-based work directly related to university goals.

    Key indicators of progress: the number of and successful outcomes from teams established to support University Goals 2-6.

- Providing team members with professional development designed to foster shared leadership and accountability.

    Key indicators of progress: successful delivery of new professional development opportunities; continued improvement in future years in the ModernThink (Great Colleges to Work For®) survey results in categories of collaboration and/or professional development.

- Recognizing and celebrating the success we have already achieved through shared leadership.

    Key indicators of progress: number of relevant recognitions and celebration events, and associated publicity.

- Increasing access to information (e.g., forums for brainstorming and sharing successes and failures, improved data-sharing and decision support)

    Key indicators of progress: number of and outcomes from forums held to support employees sharing ideas and making decisions.

Goal 1B

Continue to implement key recommendations developed by FY21 shared leadership initiatives related to remote working and administrative efficiency project prioritization.

Key indicators of progress related to meeting timelines/milestones advanced in these reports:

Current year

For remote working project – deactivate the Work at Home Policy and develop new Remote Work Policy; review other policies, such as Flextime Policy, Bring Your Own Device Policy and technology purchasing/ refresh policies; encourage remote working arrangements to be set locally, at the unit-level and create collaborative forums for sharing successes and best practices; update job descriptions to reflect modality options; develop toolkits, templates and processes to support supervisors and employees.

For administrative efficiency project – develop prioritization methodology for new project approvals; develop communication templates to update key stakeholders on progress and key milestones and seek recommendations for new projects; work with campus partners to develop and encourage appropriate change management practices in support of new technology and processes.

Multi-year

For remote working project – assess impact of remote work on campus spaces (parking, flexible office space, environmental impact, etc.) and respond accordingly; assess impact of remote work on service to students and respond accordingly; continue to develop toolkits and training to support supervisors and employees; offer all mandatory training virtually (recognizing that it might be desirable to retain face-to-face opportunities for reinforcement).

For administrative efficiency project – develop prioritization methodology for technology and digitization project approvals and pipeline review; assess impact of implemented technology solutions to staff, faculty and students and respond accordingly; continue to develop toolkits and training to support campus users; offer all training modules virtually.

2. Student Recruitment, Student Success and Student Experience

Guided by our 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, and the elimination of domestic out-of-state tuition premiums. 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, including attracting more U.S. students from outside Illinois, 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. For example, to help with undergraduate retention, the university has moved to a majority of in-person classes while expanding and enhancing tutoring, advising and student financial-planning services. NIU also plans to stay in touch with 2020 first-year students who 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.

Goal 2A

Continue to grow and stabilize NIU enrollment by attracting new students and improving retention rates for continuing students, guided by strategies and targets presented in updated SEM plan as well as related equity plans. Maintain focus on closing equity gaps in retention rates and graduation rates.

- Employ and adhere to health and safety measures that combat the spread of COVID-19 so that NIU can maintain our in-person campus experiences that attract students and enhance their success.

  Key indicators of progress: Sustained commitment to Protecting the Pack, and following public health guidance.

  - Preliminary enrollment target for AY2022-23:

    - Fails to meet expectations/fails to show progress < 16,150

    - 16,150 <Meets expectations/shows progress < 16,650

    - Exceeds expectations > 16,650

- SEM Plan 2.0 for FY23-25 is to be delivered to campus in February 2022 and expected to include the elements below. The NIU Board of Trustees will be updated about the SEM Plan 2.0 goals, strategies and objectives at its March 2022 meeting.

  - Plan and launch a re-enrollment campaign that targets students who "stopped out" of NIU over the past five years, emphasizing students who did not persist from Spring 2021 to Fall 2021.

    An expanded formal campaign is under development, and critical details such eligibility, incentives, support services and outreach strategies will be decided no later than the end of the Spring 2022 semester.

- Develop appropriate advising and academic services to support the retention of students who have gaps in their attendance at NIU.

    Key indicators of progress to include increase in number of advisors trained to work specifically with such students; creation of a re-orientation program; creation of at least one graduation pathway that will be attractive to working adults who want to complete their bachelor's degree in a program that uses prior credit and prior learning assessment.

- Pursue equity goals articulated in our Higher Learning Commission Quality Initiative Proposal (HLCQIP) and Illinois Equity in Attainment (ILEA) Equity Plan to increase student success by removing structural barriers, adopting appropriate strategies from other partners such as Every Learner Everywhere. Briefly, the HLCQIP is focused on decreasing the number of gateway courses that have success rates of less than 80% and reducing equity gaps in those courses. It is part of a more comprehensive effort described in the ILEA Equity plan that features a pre-COVID-19 expectation that these milestones will be reached by Fall 2023:

    - Increase six-year graduation rate by reducing equity gaps for Latinx students to 5% or less.

    - Increase first-year retention rates by reducing equity gaps for Black new freshmen to 10% or less.

    - Increase first-year retention by reducing equity gaps for Black transfer students to 6% or less.

    - Increase the six-year graduation rates by reducing equity gaps for both Black new freshmen and transfer students to 10% or less.

- Complete the launch of Student Financial Advising Services.

    Metrics and milestones to be completed in FY22 include hiring one additional financial advisor; educating the campus on this useful resource; training and workshops for campus partners, development of a website; move to a physical office location with easy student access; development of a peer advising program and implementing new learning modules.

Goal 2B

Partner with Braven to offer NIU students additional opportunities to build skills, confidence, experiences and networks, thereby enhancing their potential to transition to strong first jobs.

Key indicators of progress:
- *Letter of Intent signed October 2021.*
- *MOU signed December 2021.*
- *Launch Fall 2022.*
- *Commitment to scale student participation from 151-300 in FY23 to 951-1000 in FY27.*

Goal 2C

Use lessons learned from COVID to make our student experience more equitable and engaging.

- Launch and successfully complete a national search for VP Student Affairs.

  Progress indicated by completion of search process milestones and final outcome.

- Revise Student Code of Conduct guided by recommendations that emerged from the FY21 review, and develop shared framework for an innovative restorative justice practice and process between social justice education and student conduct.

  Key indicators of progress: revised processes (student conduct and student of concern) in place for AY 2022-23 and accompanied by appropriate training for students, community advisors and other relevant faculty and staff; student training developed and presented using language, experiences and norms that students will understand; clear process description including flow-charts and rubrics available on the Student Conduct website.

- Develop and launch a long-term plan to revitalize Greek life at NIU in collaboration with the NIU Foundation, as well as Greek alumni and students representing the Interfraternity Council (IFC), National Pan-Hellenic Council (NPHC), Panhellenic Association (PHA) and United Greek Council (UGC).

  Key indicators of progress: formation of NIU Task Force on Revitalization of Greek Life; completion of task force assessment of the current state of our Greek community with recommendations for revitalization.

3. Academic Excellence and Curriculum Innovation

Academic disciplines are intellectual communities devoted to the study of a particular subject. As such, they are characterized by shared assumptions, concepts, theories, vocabulary and methods. At universities, disciplines have had a particular institutional structure including an academic department with faculty experts, undergraduate majors and graduate programs; through these, accepted knowledge is shared and new knowledge is created. Disciplines are important because they establish distinct bodies of knowledge to master, skills to acquire and tools and approaches to deploy.

Many contemporary issues demand that scholars work at the intersections and beyond disciplinary boundaries. Increasingly, methods and analytical approaches are moving across disciplines. Moreover, questions are being raised about whether the ways universities organize around disciplinary perspectives inhibit creativity, collaboration, academic excellence and curriculum innovation. These developments do not mean the end to traditional disciplines. Rather, they underscore the importance of preparing students and scholars to build on their disciplinary foundations by broadening their thinking; to teach them to be open to integrating additional concepts, theories and methods; and to accept the legitimacy of work that is transdisciplinary and/or collaborative. The COVID-19 pandemic has underscored our need to provide our undergraduate and graduate students with

academic programs and experiences that are relevant, inclusive, transdisciplinary and integrated with each other. Last year, we began working to realize these aspirations, recognizing that achieving our objectives would be a multi-year endeavor. This year's goals build on the progress we've made over the past 12 months. They also incorporate insights derived from our pandemic response, and approaches put forward in the Illinois Board of Education (IBHE) strategic plan, A Thriving Illinois.

Goal 3A

Continue efforts to identify and remove barriers that inhibit transdisciplinary scholarship and curricular innovation and experimentation; provide positive incentives to faculty, departments and other units to pursue transdisciplinary scholarship and curricular innovation (could include enhanced grad funding, post-doc fellowships or visiting assistant professorships and/or enhanced operating budget through streamlined curriculum).

- Support ongoing work of task forces empowered during FY21 to mitigate barriers to transdisciplinary scholarship and curricular innovation as they produce analyses, recommendations and plans for implementation. Provide groups with professional development focused on shared leadership.

    Key indicators of progress: professional development opportunities; receipt of and action on task force recommendations.

- Support aspirations of Faculty Senate Social Justice Committee to review and reassess tenure and promotion processes, annual faculty evaluation and the environment for early-career faculty (Note: overlap and synergy with Goal 4B and 4C).

    Key indicators of progress: FSSJC involvement in a formal Community of Practice as an element of Shared Equity Leadership Framework; professional development opportunities.

- Empower, support and incentivize teams to develop transdisciplinary initiatives in the areas of social, racial and ethnic inequities, environmental justice, STEM education and artificial intelligence/machine learning (AI/ML), encouraging them to frame research questions with multiple lenses and seek to address inequitable conditions. Resultant projects will generate transdisciplinary opportunities for student engagement and learning and could 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. (Note overlap and synergy with Goals 4C and 5B)

    Key indicators of progress:

    Teams empowered to develop transdisciplinary teaching, learning, research and engagement initiatives; competitive offers extended, and Diversity, Equity and Inclusion (DEI) fellow(s) appointed in at least one of the proposed areas of social, racial and ethnic inequities, environmental justice, STEM education, and AI/ML; continued commitment to invest in three initiatives over three years.

Goal 3B

Complete assessment of graduate student programs and experience using metrics developed during FY21 to measure alignment with NIU mission; allocate and reallocate resources accordingly.

Key indicators of progress: departmental reports due to deans in October; college reports due to provost in March; recommendations to inform curricular process in AY 23-24 with programmatic changes evident in AY 24-25.

Goal 3C

Review and refresh strategy for developing and marketing online programs to expand degree and credential opportunities available to non-traditional age students, to improve service to the incumbent workforce and to help students succeed in the workplace of the future. Leverage lessons learned from COVID-19 response and employ appropriate approaches cited in Illinois Board of Education (IBHE) strategic plan to ensure academic programs meet the needs of region and state.

Key indicators of progress: refreshed marketing and recruitment strategies as well as expanded credential and degree offerings.

4. Diversity, Equity and Inclusion

NIU's commitment to equity, diversity, inclusion and belonging underpins our efforts to foster a welcoming university, to live our values and to realize our mission and vision. We have enacted specific strategies to improve access, academic equity, inclusion and social justice education at NIU, and have been inspired to go beyond to identify, address and eradicate inequitable practices that limit the potential of our students, faculty and staff. Although we have made laudable progress, there is still much more to be done – to diversify our faculty and staff so that it's reflective of our students and region; to review and revise our policies to promote inclusive practices; to provide greater opportunities for professional development; and to co-create a community where all voices are heard, valued and respected. To sustain our momentum, we need to make clear that equity is everyone's work and hold each other accountable. A coherent, overarching leadership framework will facilitate these efforts.

Goal 4A

Create a Shared Equity Leadership (SEL) model for NIU that will support our efforts to make meaningful and lasting changes in university policies, practices and structures that promote and sustain inequity.

Key indicators of progress:

DRAFT SEL model created, and strategies shared with campus stakeholders for feedback; formation of a formal NIU Equity Community of Practice (CoP); adoption of accountability mechanisms by Equity CoP participants (these might include annual reports or presentations that highlight work, success, challenges and progress toward goals).

The NIU Equity CoP will use a shared leadership model to engage departments, committees and commissions whose focus is to advance equity. As part of this process, engagement will include community stakeholders focused on faculty and staff hiring, mentoring, faculty cultural competency and equity (FACCE), anti-racist education, conversations on diversity and equity (CODE) trainings, professional development and

education, the Truth, Racial Healing and Transformation (TRHT) Campus Center and inclusive student experiences. In addition, the CoP will encourage dialogue across the NIU community on bias, systems and structures that impede the success and advancement of students and BIPOC faculty. This approach will elevate recommendations from the Faculty Senate Social Justice Committee and the Transdisciplinary Scholarship Task Force.

Goal 4B

Establish Truth, Racial Healing and Transformation (TRHT) Campus Center at NIU with funding received from the Association of American Colleges & Universities (AAC&U) subaward funded by Wiley Education Services. (Note: overlap and synergy with Goal 3A and 4C)

Key indicators of progress:The newly established TRHT center will provide space for social justice, racial healing and restorative justice work. The TRHT will take a trauma-informed approach to promote a campus culture of healing through restorative dialogue; for example, by incorporating programming in student centered healing circles.

Goal 4C

Increase the recruitment, hiring, retention and professional advancement of diverse faculty, staff and administrators, using an approach that continues effective practices and introduces innovative strategies and tactics.

- Continue effective practices.

  Key indicators of progress: evidence of sustained effort to deliver programs (e.g., implicit bias training, mentoring programs, position advertisement in diverse publications) to support the retention and success of new faculty of color; and to improve our faculty and staff search processes to reduce bias, achieve diverse applicant pools and ensure fair evaluation of all candidates.

  Key indicators of progress: planning for and launch of Diversity Opportunity Hire Fund.

- Support aspirations of Faculty Senate Social Justice Committee (FSSJC) to review and reassess tenure and promotion processes, annual faculty evaluation and the environment for early-career faculty (Note: overlap and synergy with Goals 3A and 4B).

  Key indicators of progress: FSSJC involvement in a formal Community of Practice as an element of Shared Equity Leadership Framework; provision of relevant professional development opportunities.

- Expand the Diversity, Equity and Inclusion Post-doctoral/Post-graduate Fellowship program that was established by the NIU Division of Academic Diversity Equity and Inclusion and the NIU Division of Research and Innovation Partnerships with the goal of creating a pipeline to diversify the faculty workforce. Seek applicants with perspectives and expertise that will enhance transdisciplinary scholarship at NIU in the areas of social, racial and ethnic inequities, environmental justice, STEM education and artificial intelligence/machine learning (AI/ML) as described under Goal 3A and 5B.

Key indicators of progress: revised description of Diversity, Equity and Inclusion post-doctoral/post-graduate fellowship program that allows scholars to be hired not only as fellows, but also as visiting, research or instructional faculty; competitive offers extended and DEI fellow(s) hired in at least one of the proposed areas of social, racial and ethnic inequities, environmental justice, STEM education and AI/ML; continued commitment to invest in three initiatives over three years.

5. Research, Scholarship, Artistry and Engagement

NIU will continue to prepare our students and the communities we serve for a century of change by bringing our resources to bear on complex challenges that benefit from transdisciplinary approaches, such as responding to environmental and ecosystem change and adaptation; advancing technology; preparing for shifting demographics; and interpreting the world around us. In this context, we will leverage NIU's strengths and strategic advantages to address problems of significance facing our university, community and world, while simultaneously advancing institutional innovation and community collaboration in alignment with our priorities.

Acknowledging that shared leadership structures and processes enhance organizational learning, innovation, performance and accountability, we will empower teams made up of faculty, staff and students with diverse and relevant experiences to think and act creatively in support of established and emerging opportunities for transdisciplinary research, scholarship, artistry and engagement. Their efforts will advance our reputation as a Carnegie High Research Activity (R2) university, strengthen our designation as a Carnegie Community Engagement institution and enhance the recognitions that NIU has received from the Association of Public and Land-grant Universities (APLU) as an Innovation & Economic Prosperity University, and from *INSIGHT Into Diversity* as a 2021 Higher Education Excellence in Diversity Award winner.

Goal 5A
Advance development of the Northern Illinois Center for Community Sustainability (NICCS) and the surrounding west campus acreage.

• Continue to develop and position NICCS as NIU's hub in the Illinois Innovation Network.

  Key indicators of progress:

  - Recruitment of potential collaborators and partners.

  - Advocacy for release of NICCS funding.

  - Lectures and programs consistent with NICCS developed and offered to maintain presence and build momentum.

- Advance vision for west campus by expanding upon the conceptual branding plan and establishing Phase One of an implementation plan for west campus.

  Key indicators of progress:

  - Action plans for advancing the development of the mission-critical anchor project NICCS.

  - Scoping of additional west campus facilities tied to current and emerging interdisciplinary research, innovation, engagement and experiential learning priorities, including projects synergistic with the Health Information Technology Center currently in design phase.

  - Outreach and collaboration framework for potential investors, philanthropists, relevant state and federal agencies and regional business partners.

Goal 5B

Support selected transdisciplinary work inspired by either the planning process for NICCS or the previous call for Emerging Research Initiatives, specifically transdisciplinary initiatives in the areas of environmental justice, STEM education and artificial intelligence/machine learning (AI/ML) that frame research questions with multiple lenses and seek to address inequitable conditions. Such initiatives can include research, scholarly and creative activities as well as community engagement. The university expects to invest in three initiatives over three years. (Note overlap and synergy with goals 4C, 3A and 5C)

Key indicators of progress:

Teams empowered to develop transdisciplinary teaching, learning, research and engagement initiatives; competitive offers extended and DEI fellow(s) appointed in at least one of the proposed areas of social, racial and ethnic inequities, environmental justice, STEM education and AI/ML; continued commitment to invest in three initiatives over three years.

Goal 5C

Elevate community collaboration and engagement as key elements of NIU's innovation ecosystem and evidence of the university's commitment to our students, region and state.

- Strengthen community-engaged scholarship infrastructure (multi-year goal).

  Key indicators of progress:

  - Support efforts to reframe University Outreach Advisory Committee to provide more valuable engagement for members, more strategic purpose for the Division of Outreach, Engagement, and Regional Development and increased alignment among NIU's mission, culture, leadership, resources and practices that support interdisciplinary outreach activities and community engaged learning. (begin immediately)

- Design and implement Carnegie Engagement Task Force to assess, align and improve institutional processes, policies and reward structures to support community partnerships and integration of community engagement into teaching, learning and research. The work of this task force will help to ensure NIU's continued designation as a Carnegie Engaged Institution. (by end of FY22)

- Informed by work with collaborators, consultation with faculty and feedback from Carnegie Engagement Task Force, determine most strategic set of programs, processes, services and initiatives to effectively facilitate a culture of engaged scholarship; develop metrics and data collection, analysis and reporting methodologies. (plan in FY22, operationalize beginning in FY23)

• Strengthen and celebrate meaningful community partnerships that demonstrate collaborative practices of mutual benefit and reciprocity and a high level of understanding of knowledge assets, cultural wealth and strategic outcomes.

Key indicators of progress: active participation and positive outcomes of university partnerships with Opportunity DeKalb and other AGN revitalization efforts; Opportunity Unbound and other DCEDC economic development efforts including IGNITE!; DeKalb-area business and non-profits through 40tude and initiatives of the Center for Nonprofit and NGO Studies and other academic programs; Belonging Council; DeKalb County Community Gardens (DCCG); and Safe Passage.

6. Resource Development and Fiscal Responsibility

NIU's pledge to sustaining an academically responsive and fiscally responsible budget reinforces our commitments to be student-centric, equity-minded and true to our mission, vision and values. To fulfil our responsibilities as a public university, we pursue financial sustainability through a combination of fiscal balance, innovation and entrepreneurship.

After a difficult period over the past decade 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. Moving forward will require courageous leadership, organizational alignment and hard choices, as our fiscal model is rescaled to match public support and revenue available from tuition, fees and other sources.

Available fiscal resources cannot cover all that NIU wants to do – let alone needs to do – to fulfill our commitments. However, we are not unique; even much wealthier, better-endowed universities face this reality and must be creative in overcoming the associated challenges. We will move forward driven by bold ambitions, exciting priorities and an unwavering commitment to excellence, with a plan to harness and integrate the varied and valuable resources available to us. These assets include not only our financial resources, but also the expertise and ingenuity of our talented faculty and staff, the support of our engaged alumni and donors, the wherewithal of committed partners and collaborators and the additional possibilities created by technology platforms, real estate and prominent academic, research and outreach efforts. We will create, rescale and grow by instituting incentives and investing in shared priorities aligned with our mission, vision and values. Thoughtful, intentional and transparent allocation of resources will position NIU for long-term sustainability and continued success.

Goal 6A

Continue to refine and implement a multi-year, comprehensive planning and budget process.

- Continue to engage the BoT in a quarterly process to communicate the status and progress toward identified budget milestones and targets.

  Key indicator of progress: Quarterly updates at BoT meetings

- Focus on the following initiatives to increase NIU's progress toward increasing vendor diversity and expenditures under the Business Enterprise Program (BEP) Act, 30 ILCS 575 and Illinois Procurement Code as amended by Senate Bill 1608 (the Economic Opportunity bill signed March 23, 2021, by Gov. Pritzker).

  - Develop and implement BEP achievement targets for purchased goods and services by categories (e.g., professional services, construction, commodities, etc.) to gain visibility into spending, to understand trends and to identify opportunities to increase participation.

  - Pilot project to document internal equivalents of BEP professional services participation achieved as the result of employee diversity in the Office of the General Counsel.

  - Increase awareness and engagement of NIU business staff to increase BEP participation by designing and delivering training materials, templates and management reporting. These tools will also be used to inform actions at the level of senior leaders and in divisions and colleges.

  - Continue to advocate for enhancements and efficiencies from the state, including those that streamline the registration process for eligible vendors.

- Empower a cross-functional team(s) to develop a transparent, inclusive university budget planning process as part of shared leadership development.

  Key indicators of progress: team(s) named and provided with professional development; timeline created with deliverables and milestones; process fully implemented for FY24 planning.

- Provide more actionable data and decision support to the university community to help members understand decisions and inform actions. Approach to be informed by APLU Commission on Information, Measurement and Analysis (CIMA) resources, and the NIU success to date with enrollment, course outcome and diversity data in Tableau. Prioritize key initiatives that include continued implementation of Academic Performance Solutions (APS) as decision tool in academic affairs, dashboards related to faculty/staff diversity to inform workforce planning strategy and affirmative action plan compliance, and a student enrollment forecast that can inform decision making at key points throughout the fiscal year. This is a multi-year goal.

  Key indicators of progress: additional Tableau licenses and training provided to university community; New dashboards developed and under development; decision support tools and training available to campus

decision makers and influencers; enrollment prediction model in development and/or being tested as planning tool.

- Continue to pursue opportunities to expand joint purchasing and shared services to control and reduce institutional administrative costs as outlined in the IBHE strategic plan.

  Key indicators of progress: recommendations and actions arising from the Illinois Partnership to Advance Technology in Higher Education (IPATHE) Shared Purchasing Task Force and/or the Shared Purchasing Working Group considering opportunities unrelated to technology (e.g., opportunities to enhance purchasing power and lower unit cost by coordinating activity across engaged public universities, or opportunities to increase BEP achievement through inter-institutional collaboration).

Goal 6B

Resume campus master facilities and technology planning efforts.

- Advance facilities planning priorities (e.g., NICCS, Health Information Technology Center [HITC], Human Resource Services [HRS] relocation, sale of Hoffman Estates facility) in the context of continued efforts to align physical footprint with evolving academic priorities, changed economic conditions and resumed emphasis on master planning.

  Key indicators to reflect progress on prioritized projects.

- Technology planning priorities including telephony project and learning spaces technology deployment.

  Key indicators to reflect progress on prioritized projects.

Goal 6C

Transition from the planning phase to the launch of the initial fundraising phase of a multi-year, comprehensive strategic fundraising campaign.

- To prepare for and complement the campaign's initial phase, focus on organizational readiness in the following areas:

  - Improve annual fundraising achievement to 30% increase year over year

  - Develop and implement full campaign engagement plan for board-level volunteers (both BOT and NIUF).

  - Continue building the capacity of academic leaders to fundraise by designing and delivering campaign training program

- Officially launch the initial campaign phase, the focus of which will be principal and lead gift identification and solicitation, by July 1, 2022.

  Key indicator of progress: successful launch of campaign initial phase by July 1, 2022