



Regular Meeting
of the
Board of Trustees

December 10, 2020

**Regular Meeting of the
BOARD OF TRUSTEES OF NORTHERN ILLINOIS UNIVERSITY
9:00 a.m. – Thursday – December 10, 2020**

This BOT meeting is being conducted through video conferencing communications and is being conducted pursuant to Section 6 of Executive Order 2020-7 (Suspending OMA requirements of in person attendance by members of a public body).

AGENDA

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 - 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
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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. For more information contact Crystal Doyle, 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 or (815) 753-1273, as soon as possible.

Minutes of the
Board of Trustees of Northern Illinois University
Special Meeting
November 12, 2020

CALL TO ORDER AND ROLL CALL

The meeting was called to order at 1:05 p.m. by Board Chair Dennis Barsema virtually. This Special meeting was conducted through video conferencing communications pursuant to Section 6 of Executive Order 2020-7 (Suspending Open Meetings Act requirements of in person attendance by members of a public body). Recording Secretary Crystal Doyle conducted a roll call.

Trustee Rita Athas: Present	Trustee John Butler: Present
Trustee Montel Gayles: Present	Trustee Veronica Herrero: Present
Trustee Bob Pritchard: Present	Trustee Aidan Shields: Present
Vice Chair Eric Wasowicz: Present	Board Chair Dennis Barsema: Present

All members of the Board of Trustees were present.

Also present: President Lisa Freeman; General Counsel Bryan Perry; Board Liaison Matt Streb; Executive Vice President and Provost Beth Ingram; Vice President for Administration and Finance 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; and University Advisory Council (UAC) Representatives Cathy Doederlein and Kendall Thu.

VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

General Counsel 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 Barsema asked for a motion to approve the meeting agenda. Vice Chair Wasowicz so moved, and Trustee Gayles seconded.

Chair Barsema asked Ms. Doyle to conduct a roll call vote.

Trustee Rita Athas: Yes	Trustee John Butler: Yes
Trustee Montel Gayles: Yes	Trustee Veronica Herrero: Yes
Trustee Bob Pritchard: Yes	Trustee Aidan Shields: Yes
Vice Chair Eric Wasowicz: Yes	Board Chair Dennis Barsema: Yes

The motion was approved.

REVIEW AND APPROVAL OF MINUTES OF SEPTEMBER 17, 2020

Chair Barsema asked for a motion to approve the minutes of September 17, 2020. Trustee Herrero so moved, and Vice Chair Wasowicz seconded.

Chair Barsema asked Ms. Doyle to conduct a roll call vote.

Trustee Rita Athas: Yes	Trustee John Butler: Yes
Trustee Montel Gayles: Yes	Trustee Veronica Herrero: Yes

Trustee Bob Pritchard: Yes

Trustee Aidan Shields: Yes

Vice Chair Eric Wasowicz: Yes

Board Chair Dennis Barsema: Yes

The motion was approved.

CHAIR'S COMMENTS/ANNOUNCEMENTS

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

UAC Representative Kendall Thu commended President Freeman on the NIU goals and the inclusive process that included input from shared governance. The FY21 goals are already shaping some of the work that is being done in shared governance, particularly on the social justice committee.

Chair Barsema made brief remarks.

PUBLIC COMMENT

Chair Barsema introduced the public comment portion of the meeting. General Counsel Perry indicated that there was no request for public comment.

PRESIDENT'S REPORT NO. 146

Chair Barsema asked President Freeman to present the President's Report No. 146.

President Lisa Freeman presented Agenda Item 7.a. FY21 Goals for Northern Illinois University and President Lisa Freeman

Chair Barsema asked for a motion to approve item 7.a. Trustee Gayles so moved, and Trustee Athas seconded.

Board members expressed gratitude, pride, and excitement about the inclusiveness of the goal setting process, updated timeline, and future for NIU. President Freeman thanked Board members and the members of the University community that helped create the FY21 goals.

Chair Barsema asked Ms. Doyle to conduct a roll call vote.

Trustee Rita Athas: Yes

Trustee John Butler: Yes

Trustee Montel Gayles: Yes

Trustee Veronica Herrero: Yes

Trustee Bob Pritchard: Yes

Trustee Aidan Shields: Yes

Vice Chair Eric Wasowicz: Yes

Board Chair Dennis Barsema: Yes

The motion was approved.

President Lisa Freeman presented Agenda Item 7.b. FY21 Recommendation for Faculty Tenure and/or Promotion

President Freeman noted that the FY21 Recommendation for Faculty Tenure and/or Promotion item was discussed in detail at the AASAP meeting earlier today.

Chair Barsema asked for a motion to approve item 7.b. Vice Chair Wasowicz so moved, and Trustee Pritchard seconded.

Chair Barsema asked Ms. Doyle to conduct a roll call vote.

Trustee Rita Athas: Yes

Trustee John Butler: Yes

Trustee Montel Gayles: Yes

Trustee Veronica Herrero: Yes

Trustee Bob Pritchard: Yes

Trustee Aidan Shields: Abstain

Vice Chair Eric Wasowicz: Yes

Board Chair Dennis Barsema: Yes

The motion was approved.

President Lisa Freeman presented Agenda Item 7.c. DeKalb Campus – Central Campus Roadway Improvements

President Freeman noted that the DeKalb Campus – Central Campus Roadway Improvements item was discussed in detail at the FACFO meeting earlier today.

Chair Barsema asked for a motion to approve item 7.c. Vice Chair Wasowicz so moved, and Trustee Gayles seconded.

Chair Barsema asked Ms. Doyle to conduct a roll call vote.

Trustee Rita Athas: Yes

Trustee John Butler: Yes

Trustee Montel Gayles: Yes

Trustee Veronica Herrero: Yes

Trustee Bob Pritchard: Abstain

Trustee Aidan Shields: Yes

Vice Chair Eric Wasowicz: Yes

Board Chair Dennis Barsema: Yes

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 10, 2020 at 9:00 a.m.

CLOSED SESSION

Chair Barsema 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; 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 Herrero so moved, and Vice Chair Wasowicz seconded.

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

Trustee Rita Athas: Yes

Trustee John Butler: Yes

Trustee Montel Gayles: Yes

Trustee Veronica Herrero: Yes

Trustee Bob Pritchard: Yes

Trustee Aidan Shields: Yes

Vice Chair Eric Wasowicz: Yes

Board Chair Dennis Barsema: Yes

The motion was approved.

The Board closed the public meeting at 1:34 p.m.

The meeting reconvened from closed session at 3:03 p.m.

Chair Barsema asked Dr. Streb to conduct a roll call vote.

Trustee Rita Athas: Present

Trustee John Butler: Present

Trustee Montel Gayles: Present

Trustee Veronica Herrero: Present

Trustee Bob Pritchard: Present

Trustee Aidan Shields: Present

Vice Chair Eric Wasowicz: Present

Board Chair Dennis Barsema: Present

The motion was approved.

ADJOURNMENT

Chair Barsema asked for a motion to adjourn. Trustee Athas so moved, and Trustee Herrero seconded.

Chair Barsema asked Dr. Streb to conduct a roll call vote.

Trustee Rita Athas: Yes

Trustee John Butler: Yes

Trustee Montel Gayles: Yes

Trustee Veronica Herrero: Yes

Trustee Bob Pritchard: Yes

Trustee Aidan Shields: Yes

Vice Chair Eric Wasowicz: Yes

Board Chair Dennis Barsema: Yes

The motion was approved.

The meeting adjourned at 3:04 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 12, 2020. Two action items appeared on the agenda: Sabbatical Postponements to FY22 Due to COVID-19 and Recommendation for Faculty Tenure and/or Promotion, both were approved. The committee received three information items: Professional Excellence Awards for Faculty and Staff, Academic Calendar and Oversight of Academic Programs.

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

The Finance, Audit, Compliance, Facilities and Operations Committee met on November 12, 2020. The committee was presented with three Financial Update items: Annual Financial Summary and Budget to GAAP Reconciliation as of June 30, 2020, Quarterly Financial Summary – FY21 First Quarter as of September 30, 2020 and the Periodic Report on Investments for Period Ending September 30, 2020. The committee approved three action items: FY22 Budget Request, FY22 IBHE Capital Budget Request, and the DeKalb Campus – Central Campus Roadway Improvements. The committee also received five information items. These included Quarterly Summary Report of Transactions in Excess of \$100,000 for the Period July 1 to September 30, 2020, FY20 Annual Report of Transactions Involving Real Property, FY20 Report on Facilities and Infrastructure Capital Investments, Facilities Update and the FY20 Clery Report Update.

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

The Research and Innovation, Legal and Legislative Affairs Committee met on November 12, 2020. Dr. Gerald Blazey, Vice President for Research and Innovation Partnerships reported that despite the challenges posed by the pandemic faculty and staff have continued and expanded their entrepreneurial and scholarly achievements. He reported on new partnerships and COVID-19 research activities. The Committee received five information items. Jenna Mitchell, State Legislative Liaison, reported that NIU received Governor's Emergency Education Relief (GEER) funds as well as funds from the Illinois Capital Development Board to begin the planning process for the new Health IT building. Ms. Mitchell also discussed the November state election results, as well as state funding for FY21 and FY22. Dr. Blazey provided the federal relations report, during which he discussed the results of the November federal election results. Brian Perry, General Counsel, reviewed the legal services provided by the office of general counsel to the University. Dr. Melani Duffrin, Professor of Interdisciplinary Health Professions, presented her FoodMASTER initiative, which promoted science and math literacy through food.

d. Illinois Board of Higher Education

The IBHE met on August 4, 2020 and approved New Units of Instruction at Public Community Colleges (Kennedy-King College, South Suburban College); New Operating and/or Degree Granting Authority for Independent Institutions (Midwestern Career College); New Units of Instruction, Public Service, and Research at Public Universities (Southern Illinois University Carbondale, University of Illinois at Chicago, University of Illinois at Urbana-Champaign); and further approved consent agenda and other routine business items. The IBHE also met on September 15, 2020, October 26, 2020, and December 8, 2020. 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 Merit Board has not met since its last meeting on August 13, 2020. The Merit Board was scheduled to meet on November 19, 2020, but that meeting was rescheduled for December 10, 2020 (beginning at 1pm via teleconference), the same day as the NIU Board of Trustees Regular Meeting. If the agenda for the December 10th Merit Board meeting identifies matters that can be productively addressed prior to the meeting, the NIU Board of Trustees' representative to the Merit Board will provide any additional information orally during the December 10th NIU Regular Meeting.

f. Northern Illinois Research Foundation

The Northern Illinois Research Foundation Board of Directors are scheduled to meet on December 14, 2020. A summary of that meeting will be submitted for the next NIU Board of Trustees meeting.

g. Northern Illinois University Alumni Association

Events – The NIUAA and Foundation have hosted 28 virtual events so far this fiscal year. Among our most popular are the “Meet A Huskie” series, featuring alumni, faculty, and staff sharing their experiences with participants. We continue to see diverse new participants who have not yet been engaged.

Communications – Communications continue to be robust, with a lot of recent support given to the **Thousands Strong** engagement event. We continue to see high level of engagement on social media and anticipate the next issue of *Northern Now* coming out by the end of the calendar year.

Volunteerism – A new program involving alumni sending encouraging postcards to current students is picking up steam with more than 50 participants in less than a month. This program will benefit greatly for the return of in-person events. Additionally, the NIUAA facilitated its first foray into federal advocacy with a campaign executed to boost benefit given to the University in COVID-19 relief.

Board –The NIUAA board is preparing for its next cohort of new board members, with the process kicking off in January. We anticipate having three to five vacancies to fill.

h. Northern Illinois University Foundation

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

SABBATICAL POSTPONEMENTS TO FY22 DUE TO COVID-19

Summary: Due to COVID-19 conditions, many faculty and SPS sabbatical leave plans have been disrupted. A temporary adjustment to the limit of one sabbatical for every 25 full-time eligible employees is needed for FY22. Specifically, any approved sabbatical leave granted in FY21 that is declined is carried forward to FY22 for that eligible employee and does not count towards the sabbatical limit.

Background: Under the Board of Trustees Regulations articulated in Section II (Faculty and Administrative Employees), Subsection E (Sabbatical Leaves), 2 (Procedures), the number of sabbaticals granted annually is limited to one for every 25 full-time eligible employees, ordinarily limited to tenured faculty members and non-temporary full-time supportive professional staff (SPS) members. Sabbatical leaves commonly include opportunities for travel to conduct research and other forms of professional development.

Funding: N/A

Recommendation: The Academic Affairs, Student Affairs and Personnel Committee recommends Board of Trustees approval of the request for Sabbatical Postponements to FY22 due to COVID-19.

FY22 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 and the Governor’s Office of Management and Budget. Staff also uses this request when developing the University’s detailed budget request and other budgetary reporting materials for the Illinois General Assembly.

For FY22, NIU requests a funding level of \$98,972,808.

Background Information: For FY21, the University submitted a Board-approved budget request of \$93.6M to the Illinois Board of Higher Education. That request reflected an overall return to the revised FY15 base funding level of \$91.1M plus an additional \$2.5M for academic program priority requests. That request was not fully realized; however, State appropriations in FY21 remained at \$87.8M. For FY20 and FY21 NIU received the greatest total appropriations during a two-year period (\$175.6M) since FY14 and FY15 (\$184.5M), a demonstration of the focus that Governor Pritzker has placed on higher education.

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. NIU has committed to holding base tuition flat and has not raised tuition since FY16. NIU has also reduced the amount of general fees students pay in this time.

During the past several years, state General Funds appropriations provided to Northern Illinois University have stabilized. The aggregate funding level during the past seven years reflects a state funding shortfall of \$88M, 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)
			(\$88.0 million)

The FY22 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 FY22 request for \$98.97M 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 and academic program priorities.

FY 2022 Budget Request Detail

TOTAL BUDGET REQUEST: \$98,972,808

A State funding level of \$98.97M will offset a minimum seven percent increase in expected and known cost increases to the NIU Income Fund, which funds 80 percent of NIU's budgeted personnel services expenditures and 55 percent of the University's budgeted contractual services spend, based on the current fiscal year budget (FY21). The Income Fund is reliant on revenues from State appropriations and student tuition and some fees. Maintaining recent stability in State appropriations while offsetting the expected cost increases in the Income Fund requires \$93.95M in State appropriations in FY22. In addition to this maintenance funding request, the \$98.97M appropriations request includes funding for the following initiatives and work that will not be possible without this additional State funding:

- **Data Sciences (\$764,200)** – This initiative will support increasing enrollments and number of degrees awarded in existing degree programs related to data sciences including programs in operations management and information systems, computer science, statistics, engineering and educational research and evaluation. Specifically, efforts will focus on increasing equitable enrollments and outcomes in data-oriented Science, Technology, Engineering, Math (STEM) programs, contributing to statewide efforts to address existing inequities. The initiative will also expand the vision of what data sciences encompasses at NIU by bringing in data utilization and applications in areas such as humanities and social sciences as well as business, natural sciences, and engineering. Further, the initiative will support the exploration of the integration of these aspects of data sciences through the potential development of an interdisciplinary graduate program in data sciences.
- **Nursing Education (\$554,900)** – 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 (\$600,000)** – In October 2020, the Capital Development Board informed NIU that there are capital revenues available for the planning and design process of the new state-funded Health IT building to move forward. This initiative seeks funding to support the costs associated with the development of academic and programmatic initiatives that will be possible in connection with this space, including re-organization of existing, dispersed academic programs into the new building in a manner supportive of transdisciplinary research, public-private partnerships, community engagement and philanthropic opportunities. To facilitate future programming, this initiative asks for funding for the hiring of a group of faculty (“cluster hire”) whose research interests coincide with the transdisciplinary focus of the project and, in addition, would increase the diversity of the faculty.
- **Expanded Support for Student Services (\$3,103,000)** – This initiative will support the creation, expansion and/or implementation of various student support services in an effort

to strengthen the holistic support system provided to students once enrolled. In order to provide a comprehensive system of support to NIU's diverse population of students with varying degrees of need, investment in various academic, financial and social support services are necessary. The requested level of funding would provide the following:

- (1) \$1.8M for academic support services including 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;
- (2) \$320K for financial support services, specifically the creation of a student-facing Financial Aid Counseling unit made up of six full-time staff members: and,
- (3) \$1M for 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.

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 Illinois Board of Higher Education (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 the FY22 Budget Request of \$98,972,808.

FY22 IBHE CAPITAL BUDGET REQUEST

Summary: The Illinois Board of Higher Education (IBHE) Capital Budget Request is submitted in the fall 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. Eleven capital projects, totaling approximately \$483M, and fourteen capital renewal projects totaling approximately \$67M, were included for submission in the October submission. Included within the fourteen renewal projects is a subset of seven projects that were identified as critical/emergency type projects in February 2020 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 were 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 lists major repairs and system improvement projects with estimated budgets in excess of \$100K.

Priorities for capital projects were 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 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 FY21 budget included re-appropriation of capital projects which includes the University's priority capital project, Health Informatics & Technology Center, and approximately \$53M of capital renewal funding for deferred maintenance. Unfortunately, these authorizations continue to remain on hold due to the pandemic's impact on state revenues which were anticipated to fund these requirements. 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 the FY22 IBHE Capital Budget Request.

Regular Capital Project Priorities for FY22 IBHE Budget Submission

Priority	Project Title	Total Estimated Cost (\$K)
1	Health Informatics & Technology Center	77,000*
2	Wirtz Hall Renovation	25,351
3	Williston Hall Renovation	29,804
4	Still Hall and Still Gym Renovation	62,609
5	Gabel and Graham Complex Renovation	86,990
6	Davis Hall Renovation	42,806
7	McMurry Hall Renovation	22,818
8	Reavis Hall Renovation	19,587
9	Watson Hall Renovation	20,270
10	Psychology/Computer Science Renovation	42,936
11	Montgomery Hall Renovation	52,946
	Total Regular Capital Projects	\$483,117

*Note: #1 has been re-appropriated at \$77M.

Capital Renewal Project Priorities for FY22 IBHE Budget Submission

Priority	Project Title	Total Estimated Cost (\$K)
R1	Swen Parson Hall Roof Repairs	4,468
R2	Visual Arts Building Structural Repairs	3,264
R3	Anderson Hall Structural Repairs	4,657
R4	East Campus Electrical Infrastructure Repairs	3,191
R5	Masonry and Stone Restoration: Still Hall and Still Gym	517
R6	Music Building Roof Repair	1,398
R7	Gabel Hall Roof Repair	1,657
R8	Academic Buildings - Teaching and Shared Space Improvements	12,765
R9	Campus Wide Boiler Replacement – Phase II	9,906
R10	East Campus Chilled Water System Reconfiguration	5,744
R11	DeKalb Campus HVAC and Hood Repairs	3,537
R12	DeKalb Campus – Fire Protection Upgrades – Phase I	6,510
R13	Campus-wide Electrical Infrastructure Upgrades	5,234
R14	DeKalb Campus – ADA Repairs – Phase I	3,766
	Total Capital Renewal Projects	\$ 66,614

Note: Items R1-R7 have been identified as Critical/Emergency projects in a February 2020 interim submission and therefore are included ahead of the regular capital renewals projects

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 health informatics learning labs and single classes for corporations and individuals. 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.

2. Wirtz Hall Renovation

This 1964 building and the connected McMurry Hall, built in 1911, currently house the College of Health & Human Sciences which will be relocated with the completion of the Health Informatics project. This renovation will allow functions to be consolidated to the central campus and improve synergies with other programs. The repurposing of this building will ultimately lead towards right sizing the overall campus footprint by creating opportunities to dispose of underutilized properties/structures. With no major renovations since original construction the building is in need of building envelope, infrastructure and finishes upgrades to bring it 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 woman’s dormitory. Converted to administrative office space in 1969, the building has had no other major renovations over the last 49 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 preform major renovations on Williston Hall to address space functionality of the building and the overall building structure and systems.

4. Still Hall and Still Gym Renovation

The Still Hall and Still Gym buildings were built in 1928 and were converted into office and classroom space in 1964, and currently supports the College of Engineering and Engineering Technology. No other major renovations have occurred in the buildings over the last 54 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 tuck pointing have caused significant concerns for water intrusion and structural deterioration as the exterior walls are deflecting outward. This project seeks to update the building structure and its 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 and Graham Complex Renovation

Gabel Hall was constructed in 1958, and Graham Hall was constructed in 1964. The buildings are interconnected, and access corridors flow directly between the two “buildings”, 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 a classroom and faculty use, additional

efficiencies need to be made in order to achieve more optimal learning environments, a more modern, student-focused, technology-oriented teaching experience needs to be created. The roof system is in critical need of replacement. The buildings incorporate large amounts of asbestos containing materials and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current technological teaching methods.

6. Davis Hall Renovation

This Gothic style building was built in 1942 and constructed with steel, steel reinforced concrete and then sheathed with Joliet Limestone. Davis Hall was constructed as the institutions 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 systems 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 roof sections are failing, and two sides of the building need major repairs to the stonework including overall tuck pointing. In order to continue to be of functional value, 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 sixth and seventh floors and restroom locations are not compliant with today's 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 tuck-pointing of all exterior masonry/stonework and a number of comprehensive infrastructure updates, including an upgraded electrical system and a new Heating, Ventilation, and Air Conditioning (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, additional efficiencies need to be made in order 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 a classroom and faculty use, additional efficiencies need to be made in order to achieve more optimal learning environments, a more modern, student-focused, technology-oriented teaching experience needs to be created. The buildings incorporate 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 technological 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 efficiencies need to be made in order to achieve more optimal learning environments, a more modern, student-focused, technology-oriented teaching experience needs to be created. The

buildings incorporate 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 technological 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 a classroom and faculty use, additional efficiencies need to be made in order to achieve more optimal learning environments, a more modern, student-focused, technology-oriented teaching experience needs to be created. The buildings incorporate 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 technological 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 a classroom and faculty use, additional efficiencies need to be made in order to achieve more optimal learning environments, a more modern, student-focused, technology-oriented teaching experience needs to be created. The buildings incorporate 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 technological teaching methods.

Capital Renewal Projects

R1. Swen Parson Hall Roof Repairs

This is a significant historic building originally constructed in three sections with original center section in 1952 and then north and south wings in 1962-63. Over the years the limestone façade with mortar joints and a brick backup wythe have deteriorated from normal weather and winter freeze thaw cycle. Lack of a proactive preventative maintenance program due to limited funding has resulted in degradation of the stone and mortar at the perimeter parapet walls. The degradation of the stone has been found to have accelerated in the last few years. There are many examples of where the roof parapet has deteriorated severely displacing stones, damaging the soft brick backup and as a result allowing water infiltration damaging the building interior. The limestone coping stones are also being displaced by this freeze thaw cycle and are leaning precariously inward toward the roof. The exterior stone facade is degrading in many locations such that pieces have been falling to the ground. The roof membrane anchored to the parapet walls are compromised and water penetrating the walls has impacted the roof insulation which is now saturated. The building is occupied by the College of Law consisting of 260 students and 62 faculty members. The main campus computer network is also housed in this building which if impacted by water infiltration would create a major disruption on the whole campus. Additionally, the Bursar's Office, Cashiering Office and Account Counseling financial services which serve the student body are housed on the second floor of the building. The building's central location on campus creates significant pedestrian traffic around and through the building. The deterioration of the masonry facades has required NIU to take intermediate steps to mitigate including constructing temporary protective roof structures above building entrances and cordoning off areas around the perimeter. Additionally, netting has been installed at most of the building parapets in an effort to restrain the loose stone.

R2. Visual Arts Building Structural Repairs

The 48-year-old Visual Arts building has developed severe fractures and spalling in the exterior concrete structural columns and beams which are in urgent need of repairs. Additionally, the main north and south exterior entry stairs are in a severe state of disrepair needing to be completed

replaced, with sections currently having to be caution taped off for safety due to crumbling concrete. Project scope to also include tuckpoint the building envelope, caulking all building expansion/control joints, windows and doors, replacement of the deteriorated north entry deck area which has occupied space below, exterior perimeter balcony railings currently providing little fall protection to be replaced, drainage improvements at specific entry points of the building and on grade concrete at approaches to the building to mitigate water intrusion.

R3. Anderson Hall Structural Repairs

This building was originally constructed in 1964 and has received no significant renovations. Structural and mechanical system deterioration over the years have created a need for critical repairs. This project seeks to repair the exterior precast panel and curtain wall envelope encompassing the swimming pool area. Critically, the structural angles and brackets tying the precast panels back to the column are deteriorating causing the panels to pull away from the structure. The swimming pool deck is a structural slab with original tile that is allowing chlorinated water to infiltrate and degrade the slab and reinforcing.

The HVAC system for the natatorium space is also in need of a major overhaul to adequately maintain proper climate and humidity control for the entire building. Additionally, the west side exterior concrete deck is deteriorated and allowing water infiltration to mechanical rooms and academic cadaver labs below. Water infiltration from large horizontal expanses of concrete slabs, is creating critical interior structural damage to both beams and columns. The anatomy cadaver lab is located below this area and is directly affected by this infiltration. This project seeks to do a permanent repair of the concrete deck and all damages that have resulted from water infiltration to interior spaces.

Anderson Hall houses the campus indoor pool facility, the Department of Kinesiology and Physical Education, with an average of over 2,800 students enrolled per semester. The swimming pool is used by academic programs throughout the year and is the only functioning swimming pool on campus. Failure of the building envelope enclosing the pool area will close the pool operations and impact the supported programs. Anatomy classes are being taught in a classroom where water infiltration is being collected in containers and affecting the climate control required to adequately preserve the teaching cadavers. There is concern of both contamination of the cadavers, and additional health risks to the students.

R4. East Campus Electrical Infrastructure Repairs

This project will address critical electrical improvements for the east portion of the campus involving Swen Parson Hall, Davis Hall, and the Health Services Building. Portions of the existing electrical infrastructure were constructed in the 1940s, 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 Hall which serves as the data and phone backbone for the entire campus. Significant failures to the infrastructure supporting this system would expose the campus to a high-risk situation for data loss and emergency communications.

R5. Masonry and Stone Restoration: Still Hall and Still Gym

Still Hall and Still Gym are brick and stone historic buildings dating to the 1920's. Lack of adequate sustainment invest over the decades has resulted in degradation including significant sagging and bowing of exterior walls. While a temporary measure was implemented in 2014 to slow the progression of the deflection, the walls in other areas continue to show evidence of similar masonry failure. Additionally, due to water infiltration from the roof membrane, and through the mortar joints in the wall, the steel lintels and steel bar joist have corroded. The rust corrosion is causing the steel to expand which in turn has displaced the brick and stone bearing wall. This will require

significant structural repair and restoration including interior wall and window repairs.

R6. Music Building Roof Repair

The original roof on the NIU Music Building was installed in 1972. While a portion of the roof system has been replaced, approximately 75% is original and has deteriorated to the point that patching and intermediate repairs are no longer feasible. The all-weathercrete insulation is saturated and has led to water infiltration and secondary damage within the building. This project seeks to replace approximately 55,000 sq. ft. of roofing and flashings for this building.

R7. Gabel Hall Roof Repair

This project seeks to replace the roofing and skylights on the single story south west wing of this 1950's vintage building. The most recent roofing installed on this section of Gabel Hall was installed in 1984 and has deteriorated in 36 years to the point that patching and intermediate repairs are no longer feasible. Water infiltration and secondary damage is increasingly occurring within the building creating concerns for mold development. Leaking skylights and water damaged asbestos plaster ceilings are also a significant issue. Roof replacement is necessary to correct the problem.

R8. Academic Buildings – Teaching and Shared Space Improvements

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 date back to the 1960's and 70's or before, therefore there is a significant imbalance between the newest spaces on campus and older buildings. The goal of this 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.

R9. Campus Wide Boiler Replacement – Phase II

Phase I was authorized in FY19 legislation and will begin the process of replacing the outdated heat generation capacity for the University. A three phased project in total, Phase II will add an additional 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. 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. The complete phased replacements will allow the new heat generation to be more energy efficient and capable of varying to seasonal demand fluctuations. Phase III will be refined as Phase II gets completed and will complete the entire process of replacing the outdated heat generation capacity for the University. All three phases then, are required to completely remove reliance on the existing over-age boilers. While each phase reduces the risk presented by a catastrophic boiler failure during peak of winter demand, the risk of campus wide impact will not be adequately mitigated until all three phases are complete and existing boilers can be demolished.

R10. East Campus Chilled Water System Reconfiguration

Several buildings located on the Northern Illinois University campus are operated by stand-alone HVAC systems. The equipment comprising these systems have or will reach the end of their recommended lifespan relatively soon. Due to equipment age, these systems have become costly to maintain and operate. This project seeks to expand the chilled water generation capacity of the East Chiller Plant and connect Anderson Hall, Engineering Building, Barsema Hall, Still Gym,

Still Hall, and McMurry Hall to the east campus chilled water loop. Based on preliminary evaluation, this would be the more cost and energy efficient method of cooling than replacing the existing stand-alone equipment. 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.

R11. DeKalb Campus HVAC and Hood Repairs

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. In many cases, buildings may be 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 include improvements for 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 deteriorating issues such as failing fireproofing, duct insulation mold issues, mold growth in stairwells and closets, condensate drains being inadequate, and excessive corrosion to mechanical units.

R12. DeKalb Campus – Fire Protection Upgrades – Phase I

While fire protection systems are built to code requirements at the time of construction, systems can become antiquated with limited feasibility for repair and other systems may require improvements or replacement to meet evolving code requirements. This project will assess, prioritize, and address fire protection improvements to various campus buildings with available project funding.

R13. Campus-wide Electrical Infrastructure Upgrades

The existing electrical infrastructure on the 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.

R14. DeKalb Campus – ADA Assessment and 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 decades. While the University has addressed many accessibility concerns through focused efforts or indirectly with occasional 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 address accessibility deficiencies and enhancements within available funding.

PROFESSIONAL EXCELLENCE AWARDS FOR FACULTY AND STAFF

The university sponsors a number of programs designed to recognize excellence in faculty and staff performance. One faculty member received the Board of Trustees Award, selected by a committee chaired by the Executive Vice President and Provost. Two faculty members were recognized as a Presidential Teaching Professor, selected by a faculty and alumni committee chaired by the Vice Provost for Undergraduate Studies. Two faculty members are also recognized as Presidential Research, Scholarship and Artistry Professors, selected by a faculty committee chaired by the Vice President for Research and Innovation Partnerships. One additional faculty member is recognized as a Presidential Engagement Professor, selected by a committee composed of members of the Outreach Advisory Committee, a dean, a student, and faculty chaired by the Vice President of Outreach, Engagement, and Regional Development. Another three faculty members received the Excellence in Undergraduate Teaching Award, and one instructor received the Excellence in Undergraduate Instruction Award, through a selection process initiated by students and reviewed by student advisory committees in each college, with the final decision made by the university-level Committee on the Improvement of the Undergraduate Academic Experience. The Operating Staff and Supportive Professional Staff Councils each selected four employees for recognition following a university-wide nomination process coordinated by a subcommittee of each council.

2020 Board of Trustees Professorship Award

Anne Britt Department of Psychology

2020 Presidential Teaching Professors

Brad Cripe Department of Accountancy

Laura Vazquez Department of Communication

2020 Presidential Research, Scholarship and Artistry Professors

Michael Barnes School of Art and Design

Michael E. Papka Department of Computer Science

2020 Presidential Engagement Professor

Keri Burchfield Department of Sociology

2020 Excellence in Undergraduate Teaching Award Recipients

Alicia Finch Department of Philosophy

Jamie Mayer School of Allied Health and Communicative Disorders

Douglas Wallace Department of Psychology

2020 Excellence in Undergraduate Instruction Award Recipient

Kerry Sagebiel Department of Anthropology

2020 Operating Staff Outstanding Service Award Recipients

Alan Clemens Illinois Interactive Report Card

Jennifer Ridge College of Health & Human Sciences

Leslie Shive International Training Office

Patricia Wallace NIU Office of Research Compliance, Integrity and Safety

2020 Presidential Supportive Professional Staff Award for Excellence Recipients

Dara C. Little Sponsored Programs Administration

Charles Eric Hoffman Department of English

Merlynette V. Griffin School of Nursing

Stephanie Richter Center for Innovative Teaching and Learning

ACADEMIC CALENDAR

Continuing to reduce the risk of exposure and spread of COVID-19 requires that the university adjust the spring schedule. University Council met October 7, 2020 and approved a revised spring 2021 academic calendar. The spring semester will start Monday, January 11, 2021 and will end one week earlier, on April 30, 2021. There will be no spring break and, instead, the university will offer all students, faculty and staff an administrative closure day on Thursday, February 11, 2021 and a three-day weekend (administrative closure) beginning Friday, March 12, 2021. Classes will not meet and university offices will be closed. Final exams will be held April 24, 26-30, 2021, and commencement dates will remain unchanged for now.

These changes help reduce travel-related exposures but also allow for breaks in the semester to recharge.

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 Business for review in 2019-2020 were the:

- B.S. in Accountancy
- Master of Accounting Science (M.A.S.)
- Master of Accountancy (M.A.C.)
- Master of Science in Taxation (M.S.T.)

The programs in the College of Education scheduled for review in 2019-2020 were the:

- M.S. in Educational Research and Evaluation
- M.S.Ed. in Instructional Technology
- Ph.D. in Instructional Technology
- M.S.Ed. in Educational Psychology
- Ph.D. in Educational Psychology
- M.S.Ed. in School Business Management
- M.S.Ed. in Educational Administration
- Ed.S. in Educational Administration
- Ed.D. in Educational Leadership and Policy Studies

The program housed in both the College of Education/College of Liberal Arts and Sciences scheduled for review in 2019-2020 was the:

B.S. in Applied Management

The programs in the College of Health and Human Sciences scheduled for review in 2019-2020 were the:

B.S. in Hospitality and Tourism Management

B.S. in Nutrition, Dietetics, and Wellness

M.S. in Nutrition and Dietetics

The programs in the College of Liberal Arts and Sciences scheduled for review in 2019-2020 were the:

B.A./B.S. in English

M.A. in English

Ph.D. in English

M.S. in Statistics

B.S. in Mathematical Sciences

M.S. in Mathematics

Ph.D. in Mathematical Sciences

The IBHE also requires that the university review organized research and public service centers on a regular schedule. The Vice President for the Division of Research and Innovation Partnerships (RIPS) reported on the research center reviews undertaken by RIPS for 2018-2019 and 2019-2020. Centers reviewed were:

Center for the Interdisciplinary Study of Language and Literacy (CISLL)

Northern Illinois Center for Accelerator and Detector Development (NICADD)

Center for the Study of Family Violence and Sexual Assault (CSFVSA)

Institute for the Study of Environment, Sustainability, and Energy (ESE)

Center for Burma Studies

The information submitted to the IBHE to meet its reporting requirement for 2019-2020 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. These 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 and (re)approval 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 26 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

2020 Program Review Report

September 2020

Reporting Institution: Northern Illinois University
Date: 2019-2020
Contact Person: Dr. Carolinda Douglass
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College of Business

Program: B.S. in Accountancy (52.0301)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Accountancy prepares students with a solid accounting foundation and a broad-based general education background. In addition to core requirements, all undergraduate majors in the College of Business complete foundational courses in finance, management, marketing, and operations and management information systems. A B.S. in Accountancy prepares a graduate to work for clients in a number of environments including corporations, governments and private individual firms. According to the U.S. Bureau of Labor Statistics, B.S. prepared accountants earn a median salary of \$71,550 a year and the profession is anticipated to grow six percent (as fast as average) between 2018-2028.
- Major findings and recommendations: The program and department demonstrate a strength in teaching activities with numerous faculty members having received teaching awards and a faculty committed to student engagement. The program holds many career events for diverse students. For example, the department collaborates with the National Association of Black Accountants in providing a week-long accounting immersion for high school students to stimulate interest in business professions and professional opportunities in accountancy and business. In addition, a student organization, the Association for Latino Professionals for America, hosts an event in the fall semester, Latinos in Business, to reach out to Latino high school students. The program has robust relationships with community colleges and strong relationships with businesses and alumni in attracting new students and supporting student career events. Undergraduate enrollments in the program declined from 719 in 2014 to 609 in 2018. While the enrollment numbers have declined, undergraduate credit hours produced remains relatively stable. With respect to new freshmen, the trend in the applied-to-admitted ratio is improving, going from 62 percent in fall of 2014 to 70 percent in the fall of 2018. In addition, the trend in admitted-to-enrolled ratio for this group is relatively stable, ranging from 30 percent in the fall of 2014 to 29 percent in the fall of 2018. While total enrollment has declined, the number and percentage of transfer students has increased substantially, from 254 (35 percent) in fall 2014 to 318 (52 percent) in fall 2018. Further, the number of students graduating with a B.S. in Accountancy has been fairly consistent over the past five academic years and the percentage of minorities has remained relatively stable from 2014 to 2018. The program provides strong role models for women in accounting, as eleven of the eighteen tenure-track faculty members are women. The program has demonstrated strength in

their Assurance of Learning (assessment of student learning outcomes) processes and have solid alumni outcomes. Alumni respondents indicated that they felt prepared for their jobs (from 92 percent to 98 percent over the review period) and are satisfied with their degree (from 92 percent to 100 percent over the review period). The program is encouraged to examine the possibility of offering more courses online.

- Actions taken since the last review: Since the previous program review, the faculty of the B.S. in Accountancy have been diligent in working to improve the curriculum of the program and to engage in continuous quality improvement. For example, following up on assessment results, the program undertook a multi-pronged approach to address concerns about students' ability to apply appropriate technology to solve problems in beginning in 2013-2014. The program first invested in a summer series in Excel to strengthen faculty skill and comfort with the Excel platform and encouraged faculty to participate in workshops/training that would provide knowledge regarding data analytics. The program faculty then developed a three credit required data analytics course that students take in their senior year. This course discusses a critical thinking framework, highlights decision making biases, and requires students to clean, manipulate, and analyze data. It also includes the utilization of Tableau for visual presentations. To further advance students' knowledge and to provide employers and external stakeholders with additional confidence as to students' basic and advanced Excel knowledge, the program now requires students to complete Microsoft Excel Certification testing during their senior year in the program.
- Actions taken as a result of this review: In response to the findings of this program review, the program is working to increase the number of undergraduate accountancy courses offered online. The department's relationships with high schools and community colleges are noted as a best practice and these relationships are maintained by sending NIU accountancy faculty to engage with students on community college campuses (visits, presentations, competitions, etc.) and bringing high school and community college faculty and students to the NIU campus (competitions, symposiums, events with employers, etc.) The program intends to continue these practices and document the impact they have on attracting students to NIU.

Outcome

- Decision:

___x___ Program in good standing (review in 2024-2025 to align with AACSB accreditation cycle).
- Explanation: The Bachelor of Science (B.S.) in Accountancy program demonstrates strengths in teaching, engagement of students, and outreach to a diverse student body. Faculty members engage regularly in assessment practices and continuous improvement efforts.

Program: Master of Accounting Science (52.0301)

Major Findings and Recommendations:

- Major changes in the program: The Master of Accounting Science (M.A.S.) provides its graduates with the professional skills, knowledge, and competencies necessary to be successful professional accountants in today's complex business environment. This degree program focuses on broad-based accounting knowledge; knowledge in other business disciplines that complements a professional accounting career; the ability to integrate this knowledge to make business decisions; the development of research, communication, technology and team-building skills; and an understanding of ethical issues and expectations for professional conduct, in order to prepare graduates for leadership level careers. As with the B.S. in Accountancy, graduates work with clients in a variety of settings. According to the U.S. Bureau of Labor Statistics, accountants earn higher than average salary and the profession is anticipated to grow between 2018-2028.
- Major findings and recommendations: Current review of the M.A.S. degree indicated that the program attracts a robust and growing pool of students. Graduates of the program are well prepared to pursue careers in accountancy, as evidenced by high pass rates of the Certified Public Accountant (CPA) exam in Illinois. Program alumni pass at the rate of 65 percent on the first try (compared to a national first try pass rate of 47 percent). The program's goal to matriculate between 120-150 students per year has been met over the review period. This range allows the program to provide an exceptional learning environment for students given the current number of tenure-track faculty and staff. The percentage of women enrolled in the program from 2013 to 2018 ranged from 41 percent to almost 50 percent and the number of minority students increased from 17 percent in 2013 to 27 percent in 2017. The department sponsors three student organizations focusing on diversity that likely contributes to a more diverse applicant pool for the M.A.S. degree program. Ninety-eight percent of alumni surveyed over 2013-2017 reported being employed full time and 78 percent obtained their first job within six months of graduation. Further, 98 percent of alumni agreed that they were satisfied with M.A.S. program outcomes. This success is due to a robust internship program and multiple department career fairs. Alumni are regularly on campus, in classrooms, and at events. In 2018-2019, alumni sponsored or attended over 100 separate events (classroom presentations, student organization meetings, career fairs, NIU Cares Day, and others) to speak and interact with students. As with the undergraduate program, the faculty in the M.A.S. program are rigorous in their use of continuous improvement processes and student learning outcome assessment. The program staff were encouraged to continue their efforts in leveraging their alumni connections to develop financial and other support for the program.
- Actions taken since the last review: Quality improvement activities that have taken place since the last review have consisted of curricular revisions to improve student learning outcomes, specifically in the areas of student ability to support research conclusions, increased ability to perform data analytics, and in-depth learning in leadership and professional development. In October 2015, the program faculty revised and affirmed the M.A.S. learning outcomes and objectives to better position students for leadership roles in the dynamic business environments in which they will work.

- Actions taken as a result of this review: The program will continue to recruit a strong, consistent pool of M.A.S. candidates who perform well on the CPA exam and report success in their careers long after graduation. Maintaining enrollments at an optimal level will also remain a priority for the program as they strive to balance enrollment growth and resource allocations effectively. The program will continue to emphasize the role of alumni support, both financial and experiential, to maintain the vibrancy of the program.

Outcome

- Decision:

 x Program in good standing (review in 2024-2025 to align with AACSB accreditation cycle).

- Explanation: The Master of Accounting Science (M.A.S.) program demonstrates strengths in student learning outcomes, engaged and experiential learning activities, and positive alumni outcomes including high pass rates on the CPA exam. Faculty members engage regularly in assessment practices and continuous improvement efforts.

Program: Master of Accountancy (52.0301)

Major Findings and Recommendations:

- Major changes in the program: The Master of Accountancy (M.A.C.) program affords individuals with an undergraduate degree in a discipline other than accounting to pursue this field and qualify to sit for the Certified Public Accountant (CPA) exam in Illinois. The M.A.C. was started in the fall of 2017 and has been offered in the evening at the NIU Naperville Center and online with students completing courses on a part-time basis as part of a cohort, with the ability to complete the degree in two years. According to the U.S. Bureau of Labor Statistics, accountants earn higher than average salary and the profession is anticipated to grow between 2018-2028.
- Major findings and recommendations: Fifteen students enrolled in the M.A.C. program as part of the initial fall 2017 cohort group. The cohort possessed a varied range of earned undergraduate degrees and included four students already possessing advanced degrees. Students in the first two M.A.C. cohorts are diverse; approximately 25 percent are ethnically diverse, and 58 percent are female. Additionally, the students range in age from 23-56 and have varying years of work experience (1-25+ years). The faculty expects to admit 12-15 new students to the M.A.C. program each fall. As of the time of the review, the M.A.C. enrollment was at 24 students with an enrollment goal of 30 – 50 students per year. Although no alumni data were available at that time, the program was found to be providing a robust vehicle for promoting positive career change for students. At the time of the review, assessment processes were in place, but little assessment of student learning data had been collected. The program was recommended to continue with the collection and use of assessment data.

- Actions taken since the last review: This is the first program review for the M.A.C.
- Actions taken as a result of this review: As a result of this review, the program will continue to monitor and balance the needs to be achieved between M.A.C. enrollment growth and M.A.S. enrollment stability. The program faculty plan to leverage the success of the M.A.C. program, especially with respect to online options, in the M.A.S. and B.S. programs as appropriate. The program will continue to increase its collection and use of student learning assessment data.

Outcome

- Decision:

 x Program in good standing (review in 2024-2025 to align with AACSB accreditation cycle).

- Explanation: The Master of Accountancy (M.A.C.) program is a new program that is showing early signs of success. Students seem pleased with the program and the program faculty are building up assessment processes.

Program: Master of Science in Taxation (52.1601)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Taxation (M.S.T.) program is an advanced study in taxation designed to prepare students to provide professional services to taxpayers to assist them in navigating complex and frequently changing tax laws. The program provides opportunities to develop knowledge related to federal, state, local and international tax laws. The U.S. Bureau of Labor Statistics estimates the mean income for tax preparers at \$49,000 a year and projects a flat to negative job growth outlook in the period from 2018-2028.
- Major findings and recommendations: All faculty in the M.S.T. program have active tax practices or are former practice professionals. All faculty hold a CPA designation or license to practice tax law. This provides the faculty with the ability to enrich classroom discussion with their practitioner experience. Faculty are encouraged to bring practicing professionals to class and many take advantage of their relationships with the practice community. The program enjoys significant participation by both women and minority students. The program now has a minority student enrollment of one-third, and over half of the program participants were women over most of the years under review. However, both enrollments and graduates have declined during the period. Overall enrollment has declined from a peak of over 250 students to around 50 in the spring of 2019. Graduates from the program decreased from 31 to less than 10 during this same time.

- The program faculty have tried to determine the reasons behind the enrollment decline.

Alumni report very favorable impressions of the quality of education, satisfaction with time to degree and overall satisfaction with the M.S.T. program. Instructors and faculty are enthusiastic about teaching and have reported a very favorable impression of both students and the quality of their work. Faculty have also heard from employers who report a favorable impression of M.S.T. degrees in the marketplace and see value in hiring employees with this degree. Finally, the practice of taxation is growing ever more complex – necessitating the skills delivered by an advanced degree in the subject. The shortage of students in the M.S.T. degree program appears to be due to factors that cannot be easily controlled including a reduction in employer reimbursement for M.S.T. coursework as more corporations elect to offer this training in-house. The M.S.T. program is currently being phased out with the last students completing by summer 2021. While the M.S.T. program was found to be a quality program, the market demand for all M.S.T. programs has declined. The department has tried to market tax education products in an executive education format, but competitive challenges have limited success in that area. Therefore, the department will seek to enhance tax education offerings, including the possibility of offering a CPA review course within the M.A.C. and M.A.S. programs.

- Actions taken since the last review: Since the last program review, faculty in the M.S.T. program have engaged in several continuous quality improvement activities. Among these are changes in the curriculum to align with changes in tax laws, the introduction of a “levelling course” to ensure foundational knowledge for all students as they enter the program, and the initiation of an online format for the program.
- Actions taken as a result of this review: As a result of the current review, the program faculty has made a decision to terminate the M.S.T. within the next year. Future taxation options will be considered within other programs.

Outcome

- Decision:
 Program to be eliminated at the request of the Department
- Explanation: The Master of Science in Taxation (M.S.T.) program has experienced decreased demand despite consistent quality. The faculty of the Department of Accountancy have determined that the program should be eliminated.

College of Education

Program: M.S. in Educational Research and Evaluation (13.0601)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Educational Research and Evaluation prepares students to utilize data through educational assessment, evaluation, and

qualitative and quantitative research. Students design educational evaluations, implement, and interpret qualitative and statistical data analytic procedures, and relate the findings to educational and social science policy. Students pursue this degree either in a general track or with an area of study in advanced quantitative methods, in assessment, or in program evaluation. Study in the general track allows students to focus on a specific discipline of the department, e.g., evaluation and technology or qualitative research. The area of study in advanced quantitative methods prepares students for careers as data analysts/statisticians in educational, business, and professional settings, as well as in governmental agencies. The area of study in assessment furthers students' knowledge of the theory and practice of assessment; this specialization also provides opportunities for teacher professional development. The area of study in program evaluation prepares students for careers as evaluators for school districts, business and professional organizations, culturally based institutions, and military and government agencies.

- Major findings and recommendations: Enrollment in the M.S. in Educational Research and Evaluation has increased significantly over the review period from 2015 (7 enrolled students) to 2019 (19 enrolled students), and the department anticipates increased enrollment growth in the future. Enrollment gender diversity has also grown with females representing 29 percent of the students in 2015 and 74 percent in 2019. Program faculty are heavily involved in recruitment, targeting promising B.S. students, and promoting offerings at area high schools, to increase awareness of the graduate degree. The program faculty encourage students to undertake one of the three graduate certificate programs related to this area to further distinguish themselves in the field. These are in the areas of quantitative methods, qualitative methods, and response to intervention (RtI). Alumni express support for the program and attribute success to faculty members. Throughout the review period, 100 percent of respondents to the NIU annual alumni survey indicated that they felt the degree prepared them for their current job and 100 percent indicated that overall they were satisfied with the degree. The program has both online and face-to-face offerings providing flexibility for students. Faculty in this program and others in the Department of Educational Technology, Research, and Assessment grapple with high teaching and advising loads in comparison with peer institutions. The department is looking at ways to address this issue.
- Actions taken since the last review: Since the last review, the program has engaged in several quality improvement activities. Among these: (1) the program has standardized the process for facilitating student internships and practicums. A clinical faculty member now coordinates these activities, collects information from internship/practicum supervisors concerning how student learning outcomes have been met by these experiences, and ensures that submission deadlines for these experiences are met by students; (2) greater effort has been put towards enhancing online course offerings in a manner that provides engaged collaborative learning among students. Further, a number of the courses are offered in “flipped” format, whereby lecture material is pre-recorded and students may access this material at their convenience. This allows class time to be reserved for discussion, practice exercises, problem-solving, and student presentations; and (3) the program is working towards having 100 percent of the courses available in online format.
- Actions taken as a result of this review: As a result of this review, the program faculty plan to work to develop new endorsements and Certificates of Graduate Study to further enhance

program growth. For example, the program faculty plans to develop two stackable teaching endorsements in the computer applications and education areas. Such efforts would provide students additional opportunities to obtain specialized teaching endorsements in high demand areas (e.g., STEM), as well as graduate degrees in Research and Evaluation, and Instructional Technology. Additionally, the department plans to collaborate with NIU Outreach to develop a Certificate of Graduate Study in STEAM learning. A second important area the program plans to address is faculty workload and retention. Several of the internal reviewer comments related to opportunities for growth were centered around the issue of high teaching and advising loads compared to peer institutions. The department chair, program directors, and department personnel committee will continue to seek ways to minimize service responsibilities for pre-tenure faculty, so as to maximize the amount of time available for research endeavors. Additionally, the department and college are currently working on a workload policy plan that would attempt to appropriately support faculty for the work that they undertake and where possible more evenly distribute these tasks.

Outcome

- Decision:

__x__ Program in good standing (review in eight years in 2027-2028).

- Explanation: The Master of Science (M.S.) in Educational Research and Evaluation has been growing in enrollments over the review period. Alumni are satisfied with the degree program and the faculty are engaged in continuous improvement efforts.

Program: M.S.Ed. in Instructional Technology (13.0501)

Major Findings and Recommendations:

- Major changes in the program: The Masters of Science in Education (M.S.Ed.) in Instructional Technology prepares students to be competent practitioners and creative leaders in all major areas of the field. Students develop competencies in such areas as performance technology, instructional software design and development, information access, materials' selection and evaluation, media administration, program evaluation, and instructional design, development, and evaluation. According to the U.S. Bureau of Labor Statistics, individuals in this field with a master's degree earn a median of \$66,290 per year. The profession is projected to grow at about 6 percent between 2018 and 2028.
- Major findings and recommendations: Enrollments in this program have declined over the review period from a high of 91 students in 2014 to a low of 47 students in 2017. Recently the numbers have increased to 61 in 2018, in response to the faculty's recruitment and retention efforts. This degree fits within a very competitive marketplace and the program needs to build on recent enrollment gains. Delaware Cost Study data indicate that the program is very cost effective for the university. Alumni and faculty are in regular contact and significantly add to recruitment and retention efforts. Alumni report an overall

satisfaction with the degree program over the review period that ranges from 90 to 100 percent. Blended, face-to-face and online offerings help provide flexibility to students and faculty. The program faculty engage in regular continuous quality improvement efforts.

- Actions taken since the last review: Actions taken as a result of the previous review include: (1) the faculty have increased the Technology Specialist Cohort program with ten General Technology Specialist cohorts and three specialized cohorts (in Huntley, Rockford, St. Charles) and (2) the M.S.Ed. program has been redesigned to meet state requirements. Faculty have engaged in extensive curricular mapping and have aligned/realigned all courses and field experiences to new Illinois Teaching Standards as well as standards of the Association for Educational Communications and Technology, and the International Society for Technology in Education. Along with this, faculty have revised and continually updated course content, added new assignments, and developed online modules to better prepare students for the job market.
- Actions taken as a result of this review: As with the M.S. in Educational Research and Evaluation, as a result of the current review, the M.S.Ed. in Instructional Technology program faculty plan to work to develop new endorsements and Certificates of Graduate Study, and address faculty workload and retention. In addition, a recent loss of online support staff continues to be a priority. In order to sustain high quality and rapid growth in online offerings, the department is working diligently to secure funding to reinstate an online support staff position. Additional actions focus on aligning budgetary funds earned by the department, such as differentiated tuition costs, to support technology and curricular needs.

Outcome

- Decision:

__x__ Program in good standing (review in seven years i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).

- Explanation: Students graduating from the Masters of Science in Education (M.S.Ed.) in Instructional Technology program have good job prospects and this is likely to increase with the recent COVID-19 pandemic moving more educational offerings at all levels online. Alumni are satisfied with the degree program and the faculty are engaged in continuous improvement efforts.

Program: Ph.D. in Instructional Technology (31.0501)

Major Findings and Recommendations:

- Major changes in the program: The Doctor of Philosophy (Ph.D.) in Instructional Technology prepares students for positions of leadership in research and the development of new knowledge and applications in instructional technology. Students explore issues and

advances in performance, instruction, and computer-based and distance-learning environments. Graduates are prepared for technology leadership roles in diverse settings including all levels of education, industry, government, and not-for-profit agencies. The doctoral program builds on the practical competencies of the master's program to prepare the student for the integration of theory and skills as the base for original research. As part of this program review process, the program and the department undertook an external review. Both internal and external peer review comments are embedded in this report.

- Major findings and recommendations: External peer reviewers indicated: (1) the department's fiscal and administrative resources were adequate to exceptional; (2) faculty have a high level of scholarly productivity in the department, (3) there is a high level of dissertation supervision per faculty member and advising loads are high; (4) the department would benefit from a more coherent vision to support external funding; (5) recruitment efforts appear active and effective. The student demographics are diverse and includes international students; and (6) collegiality and morale among faculty, staff, and students is commendable compared to other programs nationally. Added to these findings, the internal peers from NIU found that the degree has high demand with over 100 students in the last year of the review and, per Delaware Cost Study data, has a low cost per credit hour ratio. The internal reviewers also concurred with the external reviewers in several areas including the need to reassess faculty advising and dissertation supervision loads to ensure that students are receiving the proper level of support for their learning and scholarship.
- Actions taken since the last review: Since the previous review, program faculty proposed and gained approval to have the degree changed from an Ed.D. to a Ph.D. to better reflect the substance of the degree program. The transition to a Ph.D. program enabled NIU to tap unmet demand in the state as prior to the NIU degree conversion, no public university in Illinois had a Ph.D. in Instructional Technology. The new Ph.D. degree became available to students beginning Fall 2016, when enrolled students were offered the option of changing to the Ph.D. program and completing the new degree requirements or remaining as Ed.D. students. Program and curriculum updates and development work by program faculty have enabled the offering of the Ph.D. program primarily online, which has enabled students from outside of Illinois to take the program and has increased the overall number of Ph.D. applicants. In collaboration with students, faculty, and program staff, the ETRA Graduate Student Association was created and has been officially recognized by NIU's Student Association. The department has cosponsored with the Graduate School to host Graduate Student Colloquium on a regular basis.
- Actions taken as a result of this review: As a result of the current review, the program faculty and department leadership plan to further develop Certificates of Graduate Studies, address issues of faculty workload including advising, maintain and increase online course offerings, and further promote faculty scholarship. While maintaining a very high level of credit hour generation at reasonable costs, department faculty are actively engaged in scholarship. On average each year a typical faculty member will present three papers at professional conferences, publish 1-3 refereed articles, and participate in grant and contract

activities. An area of growth emphasis is to increase the number of externally funded grants/contracts secured. To realize this goal, faculty are seeking to develop more formalized, organized and collaborative strategies to seek external funding. In particular, the department has proposed to establish an initiative called the Knowledge Network for Integrated Transformation (KNIT), centered on technology, learning analytics, partnerships, and diversity. The KNIT initiative would allow faculty a unique opportunity to collaborate on projects bridging these interest areas with the pursuit of large-scale funding often not feasible with a single investigator.

Outcome

- Decision:

__x__ Program in good standing (review in seven years, i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).

- Explanation: The Doctor of Philosophy (Ph.D.) in Instructional Technology program has faculty with a high level of scholarly productivity, strong and effective recruitment efforts, student demographics that are diverse, and a low cost per credit hour.

Program: M.S.Ed. in Educational Psychology (42.2806)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Education (M.S.Ed.) in Educational Psychology program promotes the understanding and practical application of theory and empirical knowledge regarding human development, learning, and motivation in sociocultural contexts. Courses relate to learning and developmental processes within educational settings (e.g., schools, family, work, and neighborhood). The program includes two tracks, one for students going on to pursue the Ph.D. in Educational Psychology and another for those who wish to boost their teaching effectiveness. All students are required to successfully complete a master's thesis or project.
- Major findings and recommendations: Enrollments have declined over the review period from a high of nine students to a low of two. In Fall 2019, there were only four students in the program. Retention has also been a concern with 25 percent of the applicants withdrawing or dropping during the review period. In terms of degrees conferred for the program, the rate has remained relatively steady, ranging from two to four graduates per year between FY2014 and FY2018. The Department of Leadership, Educational Psychology and Foundations (home department of the program) underwent an external review as a component of this program review and the external reviewers found that while the program effectively serves students in both tracks, the difference in populations may be a primary source of the ongoing recruitment and retention difficulties. Further, they noted that there was “no clear evidence of an active recruitment program.” Given

changes in the field, the external reviewers did not believe the program, in its current form, was an area for likely growth.

- Actions taken since the last review: Since the last review, the program appeared on the IBHE's Annual Report of New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities in 2019 and has been in a redesign phase since 2018. Changes have been made to the curriculum and faculty are exploring the viability of diversifying teaching and learning modalities (i.e., online/hybrid). The program faculty has been planning to use a cohort-based model to offer the redesigned program.
- Actions taken as a result of this review: As a result of the current review, the program faculty will consider the future viability of the program given the number of years the program has experienced low enrollment.

Outcome

- Decision:

 x Program in good standing but under further review by department and college (update on program status to be submitted in one year).

- Explanation: While the program had been in redesign prior to this review, it is now under consideration for future viability.

Program: Doctor of Philosophy (Ph.D.) in Educational Psychology (42.2806)

Major Findings and Recommendations:

- Major changes in the program: The Ph.D. in Educational Psychology enables students to acquire an understanding of psychological processes that underlie human development, learning, and teaching and to develop necessary skills to interpret and design research in educational settings. The program provides students with opportunities to develop original and creative thinking and research in the areas of human development, cognition and learning, and motivation. Students relate this knowledge to selected areas of interest, which include sociocultural, historical, and philosophical foundations of education, instructional technology, research methods and assessment, linguistics, special education, or teacher education. Applicants are required to have completed a master's degree in educational psychology, psychology, special education, curriculum and instruction, educational research and evaluation, or a related field.
- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers noted the level of commitment of faculty to teaching and learning as a program strength. Further, the utility of the degree and student interest in the degree were also determined

as strengths for this program. Reviewers recommended that faculty increase their research productivity and scholarship and work to secure more external grants to support research and provide graduate assistantships. The external peer reviewers echoed these recommendations. Specifically, the external peers noted that “from the perspective of disciplinary equivalents, as well as from the perspective of the service, teaching, and research load expectations for the faculty in LEPF, the overall productivity is lower than what would be expected.” Further, they commented that “compared to similar programs, it appears that students in this doctoral program have limited opportunities to gain access to long-term funding solutions that will enable them to work in their field while pursuing a degree. Additional financial resources to support graduate students may assist in this and improve the time to graduation.” Enrollments in the program have been increasing over the review period from 14 in Fall 2014 to 24 in Fall 2018. Delaware Cost Study data indicate that both the cost per credit hour and cost per student for the program is below the costs for peer institutions.

- Actions taken since the last review: Since the last program review, the program faculty sought and received approval from NIU and the IBHE to change the degree designation from a Doctor of Education (Ed.D.) to a Doctor of Philosophy (Ph.D.) to better reflect program curriculum and the career paths of graduates. This approval, granted in 2014, had a positive impact on enrollments as noted above.
- Actions taken as a result of this review: The program faculty are committed to engaging in a more scholarship and pursuing grant opportunities and, where possible, the program and department will look to provide support for graduate assistantships.

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The Ph.D. in Educational Psychology has growing enrollments and low costs compared with peer programs. The faculty are committed to increasing research, scholarly productivity, and grant opportunities.

Program: M.S.Ed. in School Business Management (13.0499)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Education (M.S.Ed.) in School Business Management program prepares students to serve as school business managers. Students engage in a plan of studies that includes course work, internship, and field experiences directly related to the school business management function in elementary and secondary, or higher educational systems. A student who completes the M.S.Ed. in School Business Management satisfies the educational requirements for the chief school

business official endorsement to the Type 75 Illinois Administrative License. According to the U.S. Bureau of Labor Statistics, individuals in this profession in Illinois earned a mean annual salary of \$57,000 in 2019.

- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers found that this is a unique program where in addition to training students for a M.S.Ed., the curriculum also offers a certification program for those students who already obtained a M.S.Ed., and expedited licensure for those students who already have an M.B.A. or associate degree in business. The program recruits' students from several locations around the state and admits a cohort of approximately 30 students every other semester. At the time of the review, 43 students were enrolled in the program. Most program courses follow a hybrid model, which consists of a combination of online synchronous/asynchronous lectures as well as face-to-face meetings. The program has a well-established mechanism for assessment and update of the program (e.g. yearly meetings with the Board of Directors of the Illinois Association of School Business Officials (IASBO)). The program has a first-time pass rate for the Type 75 Illinois Administrative License exam of over 90 percent. External reviewers described the program as "a national leader" in the field and noted that there are strong quality control mechanisms in place and a ready pool of applicants. Further, the external reviewers stated, "the expertise that has been collected through clinical faculty and adjunct instructors serves a specific and important need. The approach to recruiting both masters-seeking students as well as certificate program completers is a wise approach that should be continued to serve as many individuals as possible." Among the strengths of the program the external reviewers underscored the dedication and expertise of the clinical faculty in the program, the strong relationship of the program with IASBO, and strong recruitment of and service to students.
- Actions taken since the last review: The program faculty engage in continuous quality improvement. Since the last review several changes have been made including: (1) modifications to the model for internship instruction with a single Internship Supervisor who organizes and directs all candidates; (2) receiving and making adjustments according to important feedback on program quality from the IASBO advisory group; and (3) developing greater flexibility with regards to coursework and the scheduling of classes.
- Actions taken as a result of this review: In response to the current program review, the program faculty plan to continue to support existing relationships with IASBO partners and utilize their professional publications, communication outlets, and conference venues as a key strategy for recruiting students from across Illinois. The program will also continue to meet on a regular basis with the IASBO/NIU Advisory Board to ensure that ongoing curricular developments and programmatic innovations are sustained.

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The M.S.Ed. in School Business Management program has solid enrollments and has been described as a “national leader” by qualified external peer reviewers. The program has a strong partnership with the Illinois Association of School Business Officials that helps keep its curriculum current.

Program: M.S.Ed. in Educational Administration (13.0401)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Education (M.S.Ed.) in Educational Administration program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The program focuses on the knowledge, skills, and dispositions required for persons who are interested in obtaining a principal endorsement on a Professional Educator License (PEL) in order to be eligible to work as a principal, an assistant principal, or in related or similar positions. The goal of the program is to prepare visionary leaders with the skills and knowledge to effectively implement and manage an educational environment that utilizes evidence of student learning to drive continuous school improvement. According to the U.S. Bureau of Labor Statistics, master-prepared K-12 principals make a median salary of \$96,400 and the occupation is anticipated to grow four percent between 2018 and 2028.
- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. The internal reviewers cited the demand for the program, high placement/advancement rates for graduates of the program, high retention of students in the program and the quality of core and adjunct faculty in the program as strengths. The external reviewers stated the “overall program quality is excellent.” They noted similar strengths highlighted by the internal reviewers. They identified challenges in the areas of: (1) a burden placed on faculty due to significant amounts of travel to teaching locations and internship sites; (2) high class sizes that can negatively influence learning; and (3) unpredictability of cohort locations for each admission cycle, as these are based on enrollment numbers, which can result in challenges for recruitment. Despite these challenges, enrollments have grown over the review period from six in fall of 2014 to 47 in fall of 2018. Alumni satisfaction with the degree has been high throughout the review period ranging from 88 percent to 100 percent.
- Actions taken since the last review: Since its last review, the program underwent an

extensive redesign as a result of Illinois Public Act 096-0903 and the accompanying changes to the Illinois Administrative Code and the Illinois School Code. With the requirement that all programs in Illinois be approved under the state's new program rules by June 1, 2014 or cease operation, faculty in LEPF formed the required school district partnership agreement with Kaneland Community Unit School District 302 and developed the newly designed program, receiving approval from the Illinois State Educator Preparation and Licensure Board on August 2, 2013. Improvements to the program included a more complex comprehensive program admissions process, the development of new courses and fieldwork, a three-semester supervised internship with structured activities, the addition of an on-site principal mentor, an 80-hour residency and preparation for the successful passage of the new content tests and teacher evaluation modules.

- Actions taken as a result of this review: As a result of the current review, the program faculty will limit the number of internship supervision assignments to eight students per course and attempt to geographically coordinate supervision placements. This should ease faculty burden. The department has also requested an additional Clinical Assistant Professor position to join the department and assist with upcoming new student cohorts.

Outcome

- Decision:

 x Program in good standing (review in seven years i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).

- Explanation: The M.S.Ed. in Educational Administration program has high and steady enrollments, rigorous curriculum aligned with state standards, high alumni satisfaction, and strong core and adjunct faculty.

Program: Ed.S. in Educational Administration (13.0401)

Major Findings and Recommendations:

- Major changes in the program: The Educational Specialist (Ed.S.) in Educational Administration program is designed to prepare candidates for school district superintendent level positions. The program includes course work and an internship that provides for a yearlong district leader preparation experience. Students earn their superintendent endorsement upon successfully completing the program and fulfilling all state requirements. The goal for the program is to prepare visionary leaders with the skills and knowledge to effectively implement and manage an educational environment that utilizes evidence of student learning to drive continuous school improvement. NIU's Ed.S. in Educational Administration was the first in the state to match the updated standards mandated by the Illinois General Assembly.

- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers noted several strengths in the program including a 100 percent pass rate on superintendent licensure, a well-designed course sequence and clinical faculty members with strong practitioner experience. External reviewers found: (1) a strong curriculum that is “well articulated and includes handbooks and master syllabi for each course that include key assessments for licensure;” (2) “excellent strategies in place to recruit and maintain students;” and (3) solid research and scholarship among the faculty. Enrollments have been increasing during the review period with seven in fall 2014 to 47 in fall 2018.
- Actions taken since the last review: Since the last review, The Ed.S. in Educational Administration program has been substantially modified to meet the new requirements adopted by the Illinois State Board of Education. Course content, activities, and internship experiences have become more rigorous, while aligning to and addressing the State Standards and Educational Leadership Constituent Council Standards is more evident. In addition, internship mentors must now submit assurance verifications supporting his/her leadership qualities and school district assurances, in order to serve in this capacity. This significant change has enhanced the program with a higher quality of preparation for the professional field, as required by Administrative Code Part 33. Professional leadership learning standards have been aligned throughout course content with a corresponding rubric assessment ensuring student mastery. All students to date (2016 enrollment forward) have satisfactorily passed the State Content Test required for superintendent licensure.
- Actions taken as a result of this review: In response to the current review, the program will conduct additional market research on whether it might be feasible and consistent with prospective student needs to link degree requirements for the M.S.Ed, in School Business Management to the Ed.S. in Educational Administration. The program will also look for opportunities to increase core faculty and/or practitioner experts.

Outcome

- Decision:
 Program in good standing (review in seven years i.e., 2026-2027 to align with the Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).
- Explanation: The program has a strong curriculum aligned with the requirements adopted by the Illinois State Board of Education, enrollments are growing, and graduates of the program are successful in passing the superintendent licensure exam.

Program: Ed.D. in Educational Leadership and Policy Studies (13.0401)

Major Findings and Recommendations:

- Major changes in the program: The Doctor of Education (Ed.D.) in Educational Leadership and Policy Studies is intended to prepare individuals for administrative service and leadership positions in schools, institutions of higher education, or other agencies. The doctoral program provides instructional experiences designed for satisfactory development of conceptual, human, and technical skills and understandings required for successful leadership in various administrative roles with emphasis on educational research, the role of the leadership in society, community power structure, and organizational theory. Students choose between two distinct specializations: Educational Leadership or Educational Policy Studies. The Educational Leadership specialization is designed as a pathway for individuals who have completed their Ed.S. and hold an Illinois Superintendent Endorsement. The Educational Policy Studies specialization is designed for individuals who hold a master's degree but do not hold or wish to pursue an Ed.S. degree and are interested in doctoral-level analysis of educational issues, policies, and practices. The program underwent substantial revision in 2017.
- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers found there is a need and desirability for the program, revisions and changes in curriculum seem to have made the program more marketable, and the practitioner experience of faculty connected with program has added substantially to the overall quality of the program. Further, they expressed a concern that faculty seem to be overwhelmed with responsibilities, including serving on or chairing many dissertation committees and recommended that establishing an interdisciplinary collaboration with other units might help reduce this burden and assist students in graduating in a more timely manner. External reviewers commended the program for being proactive in the past few years to address the large number of dissertation pipeline students and guide them to completion and for temporarily suspending program admissions to allow time for thoughtful curriculum revision. The external reviewers described the modified curriculum as “sound and comparable to that of peer Ed.Ds.” As with the internal reviewers, the external reviewers expressed concern about the dissertation load for faculty and recommended that the program adopt national trends by encouraging students to simultaneously work on course and dissertation work. This would involve a greater number of faculty in the dissertation process and ease the load of the few faculty members in the program who currently shoulder the majority of dissertation advising.
- Actions taken since the last review: Since the last review, starting in the fall of 2015 and concluding in the fall of 2017, a faculty steering group met to re-imagine the Ed.D. in Educational Leadership and Policy Studies program. In addition to being deliberate about the need to move students through the dissertation in a more timely manner, the group: (1) discovered that the Ed.S. and Ed.D. programs were often taken in an overlapping fashion, meaning that a student earning the Ed.S. and superintendent licensure were often taking Ed.D. course credits as well. This led the faculty group to re-design the EdD. into two

pathways; (2) modified the entrance requirements such that a candidate must have earned an Ed.S. prior to applying for the Ed.D. program; (3) modified entrance requirements such that a candidate with an Ed.S. from an institution other than NIU could be admitted to the program; (4) more tightly sequenced the coursework in the program; and (5) better aligned the program with national trends for doctoral level preparation in educational leadership and policy studies.

- Actions taken as a result of this review: As a result of the current review, the program plans to reach out to other peer institutions to engage in conversations about how to reduce the faculty burden in the dissertation process. The program faculty will also engage in cross-departmental collaborations with faculty experts at NIU in an effort to address the dissertation load issue.

Outcome

- Decision:

__x__ Program in good standing (review in seven years i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).

- Explanation: The Doctor of Education (Ed.D.) in Educational Leadership and Policy Studies program has solid demand, a sound curriculum and the program faculty engage in meaningful continuous quality improvement activities.

College of Education and College of Liberal Arts and Sciences

Program: B.S. in Applied Management (30.9999)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Applied Management program has two options one housed in the College of Education within the Department of Educational Technology, Research and Assessment and the other in the College of Liberal Arts and Sciences within the School of Public and Global Affairs. Each option is distinct. The B.S. in Applied Management within the College of Education focuses on Instructional Technology, Training, and Evaluation (ITTE) and prepares students in this field for careers in business, government, and education. The program is an online bachelor's degree completion program designed for students holding an Associate of Applied Science (A.A.S.) degree in a discipline directly related to the program's emphasis, including computer software development, graphic design, management or web development, or for professionals who hold either an Associate of Arts (A.A.) or Associate of Science (A.S.) degree.

Within the College of Liberal Arts and Sciences, the B.S. in Applied Management focuses on public service and gives mid-level managers and first responders the skills and knowledge

needed for public sector leadership in a rapidly changing world. Designed for professionals with an A.A.S., or an A.A./A.S. degree in criminal justice, law enforcement, fire science and emergency management, the program builds on this foundational knowledge and provides new pathways for career advancement and further education. Given the distinct nature of each of these options, the program review was conducted looking separately at both options.

- Major findings and recommendations: The Bachelor of Science (B.S.) in Applied Management ITTE option has been operating in its current state for three years. It is a fully online program. Enrollments in the program are low with a range of 9 to 18 students over the last three years. However, there is a diverse student population within these ranks with 45 percent of the students being female and 50 percent identifying as non-white over the review period. The program faculty have been active in a number of recruitment activities conducted through online webinars, college fairs, fliers, and leveraging the program's website, the faculty actively use Navigate, a predictive analytics tool for retention, to monitor and modify retention activities. To date, only seven individuals have graduated from the program but those alumni who responded to an alumni survey (n=4) all indicated that they were satisfied with faculty interactions, advising, courses, time to degree, and overall with the degree.

The Bachelor of Science (B.S.) in Applied Management Public Service option was redesigned by program faculty and implemented in fall 2017. Significant curricular issues in the redesign process included meeting the demands by the College of Liberal Arts and Sciences curriculum committee for (1) a research methods requirement and (2) an academically sound process and basis for awarding the B.S. in Applied Management Public Service option proficiency credits. The former issue was resolved through the offering of an online section of a Department of Political Science research methods course for B.S. in Applied Management Public Service option students. The latter was resolved with the creation of a new course whereby a School of Public and Global Affairs instructor assists students in developing a portfolio that aligns prior learning with the B.S. in Applied Management Public Service option core competencies. As of the time of this review, there were no graduates of the redesigned option.

- Actions taken since the last review: This is the first program review for the Bachelor of Science (B.S.) in Applied Management ITTE option. The Bachelor of Science (B.S.) in Applied Management Public Service option was redesigned between 2015-2017 following the last program review. The program now better meets the needs of police, fire, and public works employees. A major change to the new B.S. in Applied Management Public Service option was opening the degree to working adults who had an A.A. degree.
- Actions taken as a result of this review: As a result of the current review, the program faculty supporting the B.S. in Applied Management ITTE option will continue to grow partnerships with community colleges in Illinois to market and promote the program. The faculty are also working with two local community colleges to develop a clear pathway for students transferring to NIU from these institutions. To provide additional funding for the program, the faculty are working with the College of Education to develop a differential tuition proposal and with several outside agencies to enhance external grants and funding.

As a result of the current review, the Bachelor of Science (B.S.) in Applied Management Public Service option will focus on moving the program 100 percent online, building a

stronger pipeline of students from community colleges, and considering the possibility of transitioning the program into a distinct degree (e.g., a B.S. in Public Management or a B.S. in Public Service Management).

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The B.S. in Applied Management ITTE option is slowly growing enrollments and has a diverse student body. The Bachelor of Science (B.S.) in Applied Management Public Service option has been redesigned to better serve its target audience and is working on building enrollments.

College of Health and Human Sciences

Program: B.S. in Hospitality and Tourism Management (52.0901)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Hospitality and Tourism Management program prepares graduates with the foundational knowledge, demonstrated skills, and professional attitudes required in the field of Hospitality and Tourism Management. Graduates from this program are prepared for entry-level management positions and advanced study in hospitality and tourism management. Students gain up-to-date knowledge of hotel operations, food service, meeting and event management, as well as the skills needed to work in the industry's complex business environment. The program offers a degree completion option to students holding an Associate of Applied Science degree from a community college.
- Major findings and recommendations: The B.S. in Hospitality and Tourism Management program has had steady enrollments throughout the review period with an average of 88 students enrolled in the program. Alumni of the program report high levels of satisfaction with their time to degree (ranging from 80 percent to 100 percent across the review period) and with the overall program (100 percent across the review period). The program has a solid record of assessing student learning outcomes and utilizing that information for program improvement. The review demonstrated evidence of meaningful partnerships and affiliation agreements with local community colleges, innovative curricular developments, and ongoing continuous quality improvement activities. Recommendations were made to the program to increase alumni involvement in recruiting and placement efforts, using more social media to post events and activities, and moving beyond the standard NIU Alumni Survey to develop a specialized survey for graduates of the program to better understand programmatic outcomes.

- Actions taken since the last review: A variety of quality improvement activities have been conducted since the last review. In 2015, The Illinois Board of Higher Education approved the stand-alone B.S in Hospitality and Tourism Management degree program and the program became operational in 2016. Further, the degree has been modified to address ongoing trends and growth in the hospitality and tourism industry. For example, the degree now offers two areas of study including the Hotel and Meeting/Event Management, and Restaurant Management areas of study. The last review referenced recommended collaborations with community colleges and program faculty have accomplished this goal with articulations/degree pathways articulated with six community colleges as well as the addition of the degree completion program. The previous program document also referenced a gender imbalance in the faculty; a male faculty member was hired in 2014 to address this situation.
- Actions taken as a result of this review: As a result of the current review, faculty members in the B.S. in Hospitality and Tourism Management program plan to work with the NIU Alumni Association to turn the Hospitality Tourism Management Day (created in 2019) into an annual event for alumni to return to campus to share their success and recruit interns and graduates. The program faculty will also make greater use of social media outlets and will gather input from their Advisory Board to develop online surveys for alumni and employers to better gauge the effectiveness of the B.S. in Hospitality and Tourism Management program.

Outcome

- Decision:
 ___x___ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Bachelor of Science (B.S.) in Hospitality and Tourism Management program has steady enrollments, high alumni satisfaction, good use of assessment of student learning outcomes data, and meaningful continuous quality improvement activities.

Program: B.S. in Nutrition, Dietetics, and Wellness (51.3101)

Major Findings and Recommendations:

- Major changes in the program: The Bachelors of Science (B.S.) in Nutrition, Dietetics, and Wellness program provides basic preparation for fulfillment of the baccalaureate requirements for careers in community nutrition programs, health and wellness, dietetics, as well as in other related areas. In addition, students are eligible for graduate studies in these areas. Students learn how to work with individuals, families, and the community to enhance holistic living and to be part of a health care team that advances nutrition to treat and prevent disease. There are two areas of study within this major: (1) Didactic Program in Dietetics (DPD) which prepares students for the dietetic internship necessary to become a Registered

Dietitian, and (2) Nutrition, Health and Wellness, which provides students with the background necessary for roles in community agencies, educational institutions, corporate wellness programs, and personal training/consulting and health and fitness clubs. The didactic program option is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). According to the U.S. Bureau of Labor Statistics, bachelor prepared dietitians and nutritionists have a median pay of \$61,270 annually and the field is expected to grow 11 percent (faster than average) between 2018 and 2028.

- Major findings and recommendations: Enrollments among women have declined steadily throughout the review period, in parallel with overall enrollments at NIU, while enrollments among men have remained relatively stable. Most enrollments currently come from transfers rather than freshmen. Diversity among enrolling students is lower than other majors in the School of Health Studies but is consistent with national trends in the field. Increasing scarcity in internships in this field, which are in high demand from students seeking the Registered Dietician Nutritionist (RDN) credential, is a national concern that has an impact on enrollments. Faculty recognize the need to participate in open houses at different community colleges and have begun to do so in order to bolster recruitment efforts. As with enrollments, degrees conferred on men in the major has remained stable. Among women, a 2017 drop occurred in degrees conferred due to the decreased availability of internships for those qualifying to seek the RDN. The consequent delay in graduation was corrected in 2018. Due to competition in the DPD for internships, the program has revised the non-internship area of study to increase graduates' qualifications for employment in positions not requiring the RDN certification. Assessment practices in the program are strong. The program is in good standing with ACEND. It is recommended that the program faculty add community college advisors to the Advisory Committee's membership to enhance the likelihood of recruiting majors and increasing diversity among the student population; continue the practice of using assessment to improve course requirements and new courses to enhance curriculum for students not qualifying for an internship; and consider pursuing development of an online curriculum for theoretical courses. These actions will likely make the B.S. increasingly attractive to employers seeking program graduates.
- Actions taken since the last review: In 2015, The Illinois Board of Higher Education approved the stand-alone B.S in Nutrition, Dietetics, and Wellness degree program, following which the program and its faculty moved to the School of Health Studies (from the School of Family and Consumer Science) which provided more structural coherence and easy recognition from students looking to become a Registered Dietician Nutritionist (RDN). (The M.S. in Nutrition and Dietetics also moved to the School of Health Studies at this time.) Faculty have implemented curricular modifications to the Nutrition, Health, and Wellness Area of Study to expand student interest in this program option. The focus of this area of study is on how nutrition and healthy eating play a role in health maintenance and prevention of chronic disease. Courses include preparation for job entry in the fields of community education, corporate wellness, and fitness/wellness counseling. This area of study also prepares students for graduate studies.

- Actions taken as a result of this review: In response to the current review, the program intends to include both short and long term priorities related to increasing enrollments, assessment of undergraduate curriculum with possible revisions, continued utilization of advisory committees, and faculty discussions of online delivery of curriculum. The top priority of the program will be dedicated to increasing enrollments which will be addressed through communication and advertising with college advisors, faculty mentors, and student groups. The undergraduate curriculum will be evaluated to determine if there are hidden barriers to student enrollment in various courses in the program.

Outcome

- Decision:

 x Program in good standing (review in seven years i.e., 2026-2027 in alignment with accreditation by the Accreditation Council for Education in Nutrition and Dietetics).

- Explanation: The Bachelor of Science in Nutrition, Dietetics, and Wellness program has engaged in strong assessment and continuous quality improvement activities to meet the changing needs of students, employers, and the field. The didactic program is in good standing with its disciplinary accreditor.

Program: M.S. in Nutrition and Dietetics (51.3101)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Nutrition and Dietetics program is designed to prepare students interested in community nutrition to work as registered dietitians in a variety of public and private health organizations in county, state, and government agencies or as patient-care dietitians in hospitals and other health care settings. Coursework focuses on both prevention and treatment of nutrition-related diseases, with course topics including maternal and infant nutrition, geriatric nutrition, obesity and eating disorders and counseling skills and strategies. Elective courses outside the discipline include topics in behavior change and the health care system. The program also prepares students to advance their studies in doctoral programs. Applicants are required to have completed a Didactic Program in Dietetics (DPD).
- Major findings and recommendations: The M.S. in Nutrition and Dietetics program has experienced steady but small enrollments over the review period (14-16 students). Ethnic diversity in enrollments remains low but is similar to national trends. Ninety-six percent of graduate students who sit for a first-time take of the Registration Exam for Dietitians pass, higher than the national average of 83 percent. Time to degree completion averages 2.5 years, but some students working on the thesis option may take 3 years. Students choosing the non-thesis option sit for a written comprehensive exam, with a 75-80 percent first-take pass rate. Alumni data report satisfaction in all programmatic categories. The program is in

good standing with ACEND. The program was recommended to: (1) consult with their Advisory Committee for advice on attracting graduate student scholarships, to assist with increasing diversity among recruits; (2) work more extensively with the national professional organization to help market the M.S. program; (3) develop a professional portfolio for graduates not seeking licensure as RDNs that includes program designs and program assessments for nutrition care in acute-care community agencies and educational programs; and (4) pursue development of online courses.

- Actions taken since the last review: In 2016, the M.S. in Nutrition and Dietetics program and faculty moved to the School of Health Studies (from the School of Family and Consumer Science) which provided more structural coherence and easy recognition for students and more opportunities for collaboration with similar health care academicians within the school. Also, since the last review, the program faculty have engaged in rigorous assessment of student learning activities and continuous quality improvement activities, among which is the change from oral to a written comprehensive exams for the non-thesis program option.
- Actions taken as a result of this review: In response to the current program review, the program faculty will be implementing short and long term priorities related to increasing enrollments, continued utilization of advisory committees, faculty discussions of online delivery of curriculum and development of a professional portfolio for graduates not seeking licensure for RDN. The top priority of the program will be dedicated to marketing the M.S. program through communication and advertising with college advisors, faculty mentors, and professional organizations.

Outcome

- Decision:

__x__ Program in good standing (review in seven years i.e., 2026-2027 in alignment with accreditation by the Accreditation Council for Education in Nutrition and Dietetics).

- Explanation: The M.S. in Nutrition and Dietetics program has strong assessment processes and continuous quality improvement activities in place. Graduates of the program have high pass rates on exams and high levels of employment and/or continuing education. The program is in good standing with its disciplinary accreditor.

College of Liberal Arts and Sciences

Program: B.A./B.S. in English (23.0101)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Art (B.A.) and Bachelor of Science (B.S.) degrees in English allow students to pursue one of three tracks: Studies in Literature, Secondary Licensure in English Language Arts or Studies in Writing, depending upon their

professional interests. Studies in Literature traces the development of British, American and world culture and thought, from the earliest years to the most recent. This track leads to many career possibilities where the ability to read closely, interpret productively, think critically, and speak and write persuasively are essential skills. Secondary Licensure in English Language Arts prepares students to teach grades 9–12. Studies in Writing includes internship opportunities in professional writing, and editing on campus or with local businesses, companies, and organizations. Students select to earn either the B.A. or B.S. degree. The B.A. degree requires the fulfillment of the NIU foreign language requirement, and the B.S. degree requires the fulfillment of the NIU laboratory science/mathematical/computational skills sequence.

- Major findings and recommendations: The Department of English underwent an internal and external peer review as part of the program review. Internal reviewers noted that while enrollments in the undergraduate program have declined during the review period, commensurate with overall declines in university enrollments, they appear to have leveled off in the three years from 212 in fall 2016 to 214 in fall 2018. Alumni of the program report high satisfaction with their time to degree (from 81 percent to 100 percent during the review period) and with the degree overall (from 91 percent to 100 percent during the review period). External reviewers noted the curriculum has been revised in the program to make pathways to degrees more flexible and that teacher licensure, specifically has worked well in revising the curriculum continuously based on assessment feedback. The external reviewers also noted that, while there persists a “climate of survival” as the legacy of austerity measures that have been taken due to budget restrictions, there was “amazingly high morale and commitment among faculty, staff, and students.” Recommendations for the program include: (1) consider developing a strategic plan that will identify priorities and coordinate action steps on the priorities; (2) consider developing a leadership succession plan to prepare for near-term retirements of senior faculty who have guided critical programs; and (3) consider developing an advisory board that will increase engagement with alumni and provide a venue for testing changing market conditions for graduates.
- Actions taken since the last review: Since the last review (which was for the B.A. program only), the program faculty drafted an extensive revision of the B.A. curriculum to streamline an overly limited set of required courses that a reduced staff could not sustain; revised the First Year Composition courses in collaboration with NIU’s general education program; formed cross-curricular Themed Learning Communities; integrated NIU’s Common Reading Experience into the curriculum; adopted a 3 + 3 English B.A./Law J.D. option for students, and designed and received IBHE approval for the B.S. in English.
- Actions taken as a result of this review: In response to the current review, the department chair attended a meeting for campus leaders sponsored by the NIU Alumni Association on the topic of advisory boards and will research this possibility further with the program faculty. The department chair and directors have met to identify and advance department priorities, such as decreasing the size of certain department service committees to reflect the changing faculty size. Department leadership has emphasized shared governance and transparency, which seems to have contributed to the department’s high morale noted by external reviewers. In addition, the chair is working with directors and faculty to plan for

leadership succession. Specific to the B.A./B.S. program, the program faculty plans to restructure department advising, continue to seek support for student research and to actively recruit and retain undergraduate students, and collaborate with university leadership on how to best serve the increasing number of NIU students whose first language is not English.

Outcome

- Decision:

___x___ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The B.A./B.S. in English program has steady enrollments, a variety of options for students, positive alumni outcomes, and is engaged in meaningful continuous quality improvement activities.

Program: M.A. in English (23.0101)

Major Findings and Recommendations:

- Major changes in the program: The Master of Arts in English program offers two tracks for students to choose from depending on the student's academic and professional goals. Track I is designed to prepare students for graduate work at the doctoral level. Students in this track must pass a proficiency examination in one foreign language. Track II is designed for students who are currently teaching in secondary schools or community colleges or who plan to teach at one of these levels, whether in literature, composition, or professional, technical writing; students who plan to teach English as a second language; students who seek careers as technical writers, editors, or trainers; students interested in other careers, such as business or public relations, that require strong written communication skills; and practicing professionals in any other professional field seeking to sharpen their written communication skills. Students have the option of taking a final comprehensive examination or writing a thesis. Students pursuing the M.A. in English may choose one of seven areas of study: (1) British and American literature; (2) English education; (3) film and literature; (4) linguistics; (5) literature and rhetoric/composition; (6) rhetoric and writing; and (7) teaching English as a second language.
- Major findings and recommendations: The Department of English underwent an internal and external peer review as part of the program review. Internal reviewers noted that enrollments in the M.A. program had dropped slightly during the review period (from 49 in fall 2014 to 42 in fall 2018) as had degrees conferred (from 27 in 2014 to 22 in 2018). Alumni of the program report high satisfaction with their time to degree (100 percent during the review period) and with the degree overall (from 87 percent to 100 percent during the review period). External reviewers noted that faculty expertise is strong in their areas of specialty, graduate student training in teaching is a hallmark of the M.A. and Ph.D. programs, and job placement is above average. They highlighted the need to plan for future retirements and concluded by saying "this is a solid program consistent with national averages but one that is

made above average by the commitment of its faculty and students' investment in their own education." As with the undergraduate program, recommendations for the program include: (1) consider developing a strategic plan that will identify priorities and coordinate action steps on the priorities; (2) consider developing a leadership succession plan to prepare for near-term retirements of senior faculty who have guided critical programs; and (3) consider developing an advisory board that will increase engagement with alumni and provide a venue for testing changing market conditions for graduates.

- Actions taken since the last review: Since the last program review, the M.A. program has increased focus on four major areas of continuous quality improvement: (1) professionalization of students (e.g., increasing internship opportunities for students and involving students to a greater degree in committee work that shapes department policy, influences curriculum, and emulates workplace collaboration); (2) assessment (e.g., implementation in 2013 of a thesis options for all areas of study and the development of a thesis-defense rubric); (3) program revision (e.g., expanding faculty areas of expertise to cover areas lost through retirements); and (4) enhancement of student learning outcomes (e.g., expanding outcomes and assessment of outcomes in the educator licensure area to better prepare students to understand state and national standards for secondary teaching). The Program has responded productively to changing workplace/academic expectations, disciplinary/state standards, and faculty attrition.
- Actions taken as a result of this review: In response to the current review, the department chair attended a meeting for campus leaders sponsored by the NIU Alumni Association on the topic of advisory boards and will research this possibility further with the program faculty. The department chair and directors have met to identify and advance department priorities, such as decreasing the size of certain department service committees to reflect the changing faculty size. Department leadership has emphasized shared governance and transparency, which seems to have contributed to the department's high morale noted by external reviewers. In addition, the chair is working with directors and faculty to plan for leadership succession. Specific to the M.A. in English program, the faculty plan to develop an M.A. student recruitment plan; reconfigure M.A. concentrations and certificates based on reduced faculty; and expand the assessment procedures that provide direct and authentic measures of graduate-level courses.

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The M.A. in English program has steady enrollments, a variety of options for students, positive alumni outcomes, and is engaged in meaningful continuous quality improvement activities.

Program: Ph.D. in English (23.0101)

Major Findings and Recommendations:

- **Major changes in the program:** The Doctor of Philosophy (Ph.D.) in English program offers study in such areas as British and American literature, rhetoric and composition, language and linguistics, professional and technical writing, and film and literature. Distribution requirements direct students into applied as well as theoretical course work, preparing them for academic and nonacademic careers. A graduate faculty member works with each student to plan an appropriate program. Small graduate seminars enable each student to develop the critical and investigative skills and insights necessary to perform successful scholarship and teaching. Graduates go on to a wide variety of professional careers. NIU's Department of English has established connections with industry professionals across the Chicagoland area, where students will find positions in writing, editing and technical communication. For students seeking faculty positions in higher education, graduates of the NIU Ph.D. program find academic positions in colleges and universities. The department offers regular professionalization workshops on topics such as abstract writing, presenting at conferences and publishing in scholarly journals. The Job Placement Advisor in the Department of English offers hands-on assistance for job seekers developing application materials and preparing for interviews.
- **Major findings and recommendations:** The Department of English underwent an internal and external peer review as part of the program review. Internal reviewers noted that enrollments in the Ph.D. program have been high with a small decline toward the end of the review period (from 61 in fall 2014 to 51 in fall 2018). Degrees conferred follow a similar pattern (with degrees ranging from 4 to 10 annually throughout the review period). Alumni of the program report unanimous satisfaction across several variables throughout the review period with 100 percent expressing satisfaction with their time to degree, preparedness for their current jobs, and overall satisfaction with the degree. External reviewers noted that faculty expertise is strong in their areas of specialty, graduate student training in teaching is a hallmark of the M.A. and Ph.D. programs, and job placement is above average. They also described the program faculty as a "high achieving faculty maximizing resources and exceeding expectations." They took note of the prestigious awards faculty had received and the intramural and external funds faculty sought. They indicated that "faculty members are exceeding productive for a program of this size and scope" and "they are doing interesting, innovative, and relevant work." As with the undergraduate and masters programs, recommendations for the program include: (1) consider developing a strategic plan that will identify priorities and coordinate action steps on the priorities; (2) consider developing a leadership succession plan to prepare for near-term retirements of senior faculty who have guided critical programs; and (3) consider developing an advisory board that will increase engagement with alumni and provide a venue for testing changing market conditions for graduates.
- **Actions taken since the last review:** Since the last program review and in alignment with the M.A. program, the Ph.D. program has increased focus on four major areas of continuous quality improvement: (1) professionalization of students, (2) assessment, (3) program revision, and (4) enhancement of student learning outcomes. One area that is unique to the

Ph.D. program in these continuous quality improvement efforts is that of dissertation reviews. As a part of the assessment of student learning, external dissertation reviewers are regularly engaged to provide evidence that approved revisions in the Ph.D. program hold promise for producing continued high-quality work in candidates' scholarship.

- Actions taken as a result of this review: In response to the current review, the department chair attended a meeting for campus leaders sponsored by the NIU Alumni Association on the topic of advisory boards and will research this possibility further with the program faculty. The department chair and directors have met to identify and advance department priorities, such as decreasing the size of certain department service committees to reflect the changing faculty size. Department leadership has emphasized shared governance and transparency, which seems to have contributed to the department's high morale noted by external reviewers. In addition, the chair is working with directors and faculty to plan for leadership succession. Specific to the Ph.D. in English program, the program continues to seek additional support for graduate student research.

Outcome

- Decision:
__x__ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Ph.D. in English program has steady enrollments, a variety of options for students, positive alumni outcomes, and is engaged in meaningful continuous quality improvement activities.

Program: M.S. in Statistics (27.0501)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Statistics program is designed to help students develop the skills necessary for immediate employment as statisticians or applied probabilists, or for more advanced study. Individuals in this field develop and/or apply mathematical or statistical theory and methods to collect, organize, interpret, and summarize numerical data to provide usable information. They may specialize in fields such as biostatistics, agricultural statistics, business statistics, or economic statistics. NIU's M.S. program is unique for its emphasis on applied statistics and probability courses. According to the U.S. Bureau of Labor Statistics, the average mean income of statisticians nationwide is \$95,680 and the job growth is high in this field, projected at 30 percent (much faster than average) between 2018-2028.
- Major findings and recommendations: The M.S. in Statistics program has solid enrollments with an average of 21 students each year of the review period. Retention of students is good as are alumni outcomes. For example, across the review period, 83 percent of alumni reported employment within six months of graduation and 84 percent reported overall

satisfaction with the degree. The program has recently revised the student learning outcomes for the program and is linking those with strong assessment methods. Program faculty have strong records of productivity in the field. According to the Delaware Cost Study, the program operates with less cost per students and cost per credit hour than peer institutions.

- Actions taken since the last review: Since the previous review, program faculty completed a major overhaul of the M.S. program in connection with the development of the new Department of Statistics and Actuarial Sciences established in 2019. This major undertaking in program revision mainly concentrated on modernization of the M.S. program. New course development was a major part of this initiative. Statistics and the data sciences are increasingly based on sophisticated computer dependent modeling techniques. At the same time the new M.S. degree was designed to be more flexible, letting students build their own degree based on their specific interests while keeping a small set of core courses focused on topics that every student should know. To address the quality of in-class instruction the program faculty have instituted a system of in class peer reviews of fellow faculty. The M.S. program assessment plan has evolved and now includes much more direct assessment of student learning in several of the core courses in the program.
- Actions taken as a result of this review: In response to the current program review, program faculty are planning to grow the M.S. in Statistics. The program's curriculum has been re-designed with that in mind and the program could double in size without needing any additional resources. Program faculty are committed to implementing a good marketing campaign to achieve this. Program faculty are also currently developing a Ph.D. in Statistics proposal to better serve students interested in pursuing doctoral studies in the field. The program is in the process of forming an advisory board, consisting of alumni from industry in positions of leadership. The program faculty will consider offering more off-campus or online courses.

Outcome

- Decision:
___x___ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Master of Science (M.S.) in Statistics program has solid enrollments with plans to expand them even further, alumni outcomes are strong, and the program faculty engage in continuous quality improvement activities.

Program: B.S. in Mathematical Sciences (27.0101)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Mathematical Sciences program prepares students with diverse career goals, and develops unique strengths and talents, which are valuable in an increasingly technical society. The B.S. degree program

results in many obvious career skills such as attention to detail, comfort with numbers and computation, and a familiarity with standard mathematical models. In addition, latent skills that develop during the study of higher mathematics are rigorous, logical thinking, problem-solving skills, appreciation of and familiarity with complex structures and algorithms, and the ability to learn technical, detailed, or abstract material. Students choose from one of four emphases within the program: (1) general, (2) applied mathematics, (3) computational mathematics, and (4) mathematics education.

- Major findings and recommendations: The Department of Mathematical Sciences underwent an internal and external peer review as part of the program review. Internal reviewers noted that the program provides a great benefit to the University through the provision of service courses but that enrollments in the major have been declining over the review period, with 165 students in fall 2014 and 116 in fall 2018. Likewise, degrees conferred have dropped from 55 in 2014 to 46 in 2018. However, the percentage of minority students in the program has been on the rise over the review period and alumni outcomes have been strong. Over the review period, 84 percent of alumni reported that the degree prepared them for their jobs, 71 percent reported obtaining employment within 6 months of graduation, and 96 percent reported overall satisfaction with the degree. The internal reviewers also noted that the program faculty face challenges in developing and implementing effective coursework for today's students. Compared to five years ago, students are less prepared and need more remedial help. The program has implemented the use of academic supports e.g., instructional videos, and offered various pilot sections of basic mathematics courses that included co-requisite courses, both strategies that appeared enhance student learning. With adequate funding, the program would like to run more co-requisite courses to stimulate enrollment and support students. The external peer reviewers noted that overall, the program faculty "are doing relatively well given the limited resources and loss of faculty. While enrollment is down, it is down less than that of the university as a whole. The department would benefit from creating a clearly defined shared vision for the future of the department. The faculty within the department have great potential. Creating a realistic strategic plan would allow the faculty to fully engage and focus on creating paths for success within the realities of recent changes." The program was recommended to continue to provide evidence as to how development of basic mathematics co-requisite courses will stimulate enrollment, increase retention, and prove to be a positive action for the University as a whole and consider ways to attract more students.
- Actions taken since the last review: Since the last program review, the department has addressed its service role to the overall undergraduate mission of the university in several ways. For example, the department secured funding for "lightboard" equipment and set up a small studio for the production of short instructional videos. So far, over 65 video segments have been produced, mainly for the first semester calculus course. These videos are used to elaborate on subjects and techniques presented in the classroom and are available on YouTube; since June 2018 they have been viewed thousands of times. The department has continued to improve the B.S. program, adjusting to changes in the overall job market and state-mandated alterations to the teacher licensure program. For example, the department completed a thorough examination of the math modeling course (MATH 360) and has instituted substantial changes to the student assessment scheme for this course. The Illinois State Board of Education (ISBE) enacted sweeping changes to its teacher licensure program

during the review period. This necessitated substantial changes to the advising and course planning for our undergraduate majors pursuing the mathematics education emphasis, in addition to careful monitoring of ISBE's actions.

- Actions taken as a result of this review: In response to the current program review, the

program faculty has developed an instructional plan to address the burgeoning number of admitted students who are not academically prepared for the beginning university course in mathematics for B.S. students, MATH 110, and hopes to expand the co-requisite course model. In addition, the program faculty has instituted plans for a few smaller sections of MATH 101 (the basic computational competency general education requirement for all B.A. majors) to be offered to underprepared students. These sections will also include enhanced support for students.

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The Bachelor of Science (B.S.) in Mathematical Sciences has solid alumni outcomes, is working to improve recruitment, and is actively involved in addressing issues across the campus related to students who enter NIU and are underprepared for basic mathematics courses.

Program: M.S. in Mathematics (27.0101)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Mathematics program prepares students for work in multiple fields with courses in a wide variety of subjects including applied mathematics, complex analysis, differential equations, differential geometry, functional analysis, group theory, mathematics education, matrix computations, number theory, numerical analysis, optimization, probability theory, ring theory, statistics, and topology. The M.S. in Mathematics offers specializations for students in Pure Mathematics, Mathematics Education, Applied Mathematics, and Computational Mathematics. According to the U.S. Bureau of Labor Statistics, the average mean income of masters-prepared mathematicians nationwide is \$95,680 and the job growth is high in this field, projected at 30 percent (much faster than average) between 2018-2028.
- Major findings and recommendations: The Department of Mathematical Sciences underwent an internal and external peer review as part of the program review. Internal reviewers noted that the program supports student preparation for strong career paths in both education and industry. Graduates' employment numbers were strong over the review period with most

alumni hired within 6 months of graduation and 80 percent reporting the degree prepared them for their current job. One-hundred percent of alumni reported over the review period that they were satisfied with the time to degree and the overall degree program. Enrollments over the review period have remained steady with 22 students in fall 2014 and 23 in fall 2018. Similarly, degrees conferred have been steady with 12 in 2014 and 10 in 2018. Assessment of the student learning outcomes in the M.S. program has been incomplete at times over the review period. The program developed new student learning outcomes in 2017 following a review by the NIU University Assessment Panel which recommended expanding upon and/or revising the student learning outcomes to provide more detail about what students will learn specifically related to the discipline. The Panel also suggested including more direct methods of assessment, both formative and summative, that would provide more meaningful data in assessment processes. The internal reviewers also noted that the program faculty have no plans to develop fully online courses or hybrid courses to service M.S. students and they recommended consideration of these in addition to leveraging the success of graduate placement to increase enrollments in the future. External peer reviewers noted that student demographics of the program are typical and that stipends for M.S. students are appropriate. However, they pointed out that “the assessment plan the department currently follows is time intensive and the reports do not seem complete. Improving this plan could save time and result in information that could be used by the department more effectively.”

- Actions taken since the last review: Since the last program review, the program faculty have undertaken several steps to improve the M.S. degree program. First, the faculty overhauled the comprehensive examination structure to allow more flexibility and better align with the required coursework for the degree. More Graduate Teaching Assistantships were made available for eligible M.S. students, and the stipend increased to make these more competitive. Course scheduling was altered/enhanced to better serve part-time M.S. students employed as full-time teachers in local high schools. Finally, small but significant changes to the course requirements in the Graduate Catalog were made to the various M.S. degree emphases to better prepare students for application to doctoral programs and future employment, both within and outside academia.
- Actions taken as a result of this review: In response to the current program review, the program faculty will increase recruitment efforts to enroll M.S. degree seeking students. The faculty are also considering the development of on-line courses to serve area high school teachers wishing to pursue an M.S. in Mathematics Education. Historically the department has had approximately 6-10 area high school teachers, but further recruitment has been hampered since such students were confined to evening classes during the regular academic year and available for summer offerings. The department expects greatly increased enrollment if sufficient resources are available to develop the necessary online curriculum.

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The Master of Science (M.S.) in Mathematics program has steady enrollments and is working to enhance these. Alumni outcomes are strong, and the program faculty are working to improve methods for assessment of student learning outcomes.

Program: Ph.D. in Mathematical Sciences (27.0101)

Major Findings and Recommendations:

- Major changes in the program: The Doctor of Philosophy (Ph.D.) in Mathematical Sciences is a nontraditional program in that all students work with an application (typically with a heavy computing component) of current mathematics in another academic discipline or industry. This culminates in a semester interning at a governmental or industrial research facility as part of the degree requirements. The result is a perspective of the mathematical sciences as an integrated whole with appropriate roles for both pure and applied mathematics. The required combination of course work, experience, and research enables a graduate of the program to pursue a career in either academic or non-academic settings.
- Major findings and recommendations: The Department of Mathematical Sciences underwent an internal and external peer review as part of the program review. Internal reviewers noted the program strongly supports student preparation for strong career paths in both education and business. Over the review period, 100 percent of alumni reported both preparedness for their current job and overall satisfaction with the Ph.D. degree. Program faculty deliberately limits admission to ensure a quality education is provided to students and that students have an opportunity to work one-on-one with faculty. With the reduction in faculty in the program, doctoral student enrollments have also decreased from 46 in fall 2014 to 32 in fall 2018. Internal reviewers noted that additional faculty could lead to growth of the Ph.D. program. External peer reviewers noted that the program was “doing relatively well given the limited resources and loss of faculty.” They also stated that “overall research and scholarship of the faculty is lower than would be expected from a department of this size...however, examination of the vitas provided indicates that overall research levels of tenure-line faculty members are strong” and that, “the quality of the scholarship overall is good.” Further, the external reviewers stated that, “The department would benefit from creating a clearly defined shared vision for the future of the department. Creating a realistic strategic plan would allow the faculty to fully engage and focus on creating paths for success within the realities of recent changes.” Internal recommendations included continuing efforts to develop strong ties with past graduates of the program to encourage financial and other support and hire additional faculty positions, as possible, to promote program growth.
- Actions taken since the last review: Since the last program review, the program faculty have undertaken several steps to improve the Ph.D. degree program. First, the Graduate Teaching Assistantship stipend was increased to make it more competitive. Second, curricular improvements were made to allow greater flexibility for students. Last, small but significant changes to the course requirements in the Graduate Catalog were made to the various course

groups for the doctoral degree to better align the coursework with available specializations.

- Actions taken as a result of this review: In response to the current program review, the department's Advisory Committee has begun work on a strategic plan last semester, in conjunction with the dean's request for a four-year hiring plan. The department chair is working to encourage faculty members to seek more external grant funding. There are several active grants and grant proposals to outside funding agencies pending as of this writing, with more to come in the near future. The department intends to further restrict

enrollment in the Ph.D. program due entirely to the greatly reduced number of faculty able to direct doctoral dissertations. If and when the number of tenured/tenure-track faculty returns to appropriate levels to support it, the program will return to historical levels.

Outcome

- Decision:
__x__ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Doctor of Philosophy in Mathematical Sciences has lost faculty members over the review period but has scaled back the number of doctoral students accordingly and continues to have solid alumni outcomes.

Centers and Institutes

Center: Center for the Interdisciplinary Study of Language and Literacy (90.1399)

Major Findings and Recommendations:

- Major changes in the program: The Center for the Interdisciplinary Study of Language and Literacy's (CISLL) mission is to support research about understanding the processes involved in language and literacy skills in order to enhance quality of life at home, at work, and in the community. CISLL's expertise includes research about: (1) the development of language and literacy skills across the lifespan; (2) literacy skills for changing technologies and communications; (3) how people teach, learn, understand and produce spoken and written language; (4) understanding why some individuals struggle in these domains, and how to help; and (5) how these processes and activities can be optimized for all individuals.
- Major findings and recommendations: CISLL has demonstrated the affiliates' (1) strong commitment to support the Center, (2) scholarly productivity, (3) new research on language and literacy and the collaborations to enhance productivity around language and literacy.
- Actions taken since the last review: Since the last review, CISLL has had some changes in key leadership. Of the four founding members in 2009, only one still remains in a leadership position in the Center. The Center has and continues to put effort toward sustaining

leadership and faculty affiliates over time. CISLL established its current mission in 2010 and has and will continue to engage in continuous strategic planning that are driven by the Center's mission.

- Actions taken as a result of this review: Recommendations offered by the review panel were (1) revision of the mission, vision, goals, areas of emphasis, and public service to clarify and project an identity; (2) affiliates' engagement in strategic action planning; and (3) articulation of current research projects to differentiate the Center from competitors. Administrative leadership recommended continuation of the Center.

Outcome

- Decision:

__x__ Center is in good standing (review in 2022).

- Explanation: The Center for the Interdisciplinary Study of Language and Literacy has demonstrated the faculty affiliates with a strong commitment to support the Center and high levels of current and projected future scholarly productivity. The Center engages in continuous planning.

Center: Northern Illinois Center for Accelerator and Detector Development (90.4001)

Major Findings and Recommendations:

- Major changes in the program: The Northern Illinois Center for Accelerator and Detector Development (NICADD) is dedicated to the research and development of new particle accelerator and detector technologies. These advances help ensure the vitality and future of particle physics. NICADD collaborates with colleagues at Argonne National Laboratory, Fermilab, the European Organization for Nuclear Research (CERN), and other institutions on a number of research projects. These resources allow NICADD to provide valuable research opportunities to the many NIU students who assist with this work. NICADD research focuses on a range of subject areas and includes the following: (1) studies of the dynamics of very intense particle beams; (2) development and design of particle beams, accelerators, beam diagnostics detectors and algorithms; (3) participation in world-leading collider experiments; and (4) development of detectors and detector technologies for use in high-energy physics experiments and medical physics.
- Major findings and recommendations: The Center clearly demonstrated (1) NICADD researchers have had great success in winning external funding for their collaborative research projects, largely through their research partnerships with Argonne, Fermilab, and CERN; (2) the Center serves as an important locus of facilities and resources for beams physics and high energy physics; instrument development and graduate programs are key dimensions to support the NICADD research; (3) faculty affiliates, particularly those in

physics, are very productive and well established in their areas of research; and (4) it is a high performing research center with close connections to Argonne National Laboratory, Fermi National Accelerator Laboratory, and CERN.

- Actions taken since the last review: Since the last review, in addition to the high level of scholarly productivity noted above, NICADD has been heavily involved in outreach activities both with NIU students and the broader community. Among these, NICADD helped to establish the STEM Outreach program, NICADD faculty and students help to maintain and operate the Davis Hall Observatory, and NICADD affiliates have engaged in numerous public activities such as the STEM Café, Fermilab tours, and the Ask-a-Scientist program.
- Actions taken as a result of this review: Two recommendations provided by the panel review were (1) utilization of overhead funds to recruit graduate students (e.g., supplement scholarships and GA stipends); and that (2) the College of Liberal Arts and Sciences and NICADD should work together to prioritize NICADD space needs. Administrative leadership recommended continuation of the Center.

Outcome

- Decision:

___x___ Center is in good standing (review in 2022).
- Explanation: Northern Illinois Center for Accelerator and Detector Development has demonstrated the success in gaining external funding, collaboration with national laboratories in innovative research, and extensive community outreach.

Center: Center for the Study of Family Violence and Sexual Assault (60.4407)

Major Findings and Recommendations:

- Major changes in the program: The Center for the Study of Family Violence and Sexual Assault (CSFVSA) is dedicated to conducting research designed to understand the diverse causes and consequences of various forms of interpersonal violence, including child maltreatment, intimate partner violence and sexual assault. The Center strives to provide an empirical foundation that promotes accurate assessment, as well as effective prevention and treatment of interpersonal violence and related conditions, such as post-traumatic stress.
- Major findings and recommendations: CSFVSA's showed (1) outstanding Center productivity; (2) an excellent record of external funding; (3) strong cooperation with the Department of Psychology – including funding of graduate students; and (4) strong community relationships. The review panel observed that the Center (1) might consider applying for a diversity post-doc through the Office of Diversity, Equity and Inclusion in the next round of competition; (2) development of a five-year strategic plan; (3) connecting

future goals and targets for productivity in scholarship and extramural funds to the Center's mission; and (4) revision of the Center's vision, mission, and strategy as well as articulation of the relationship with NIU's mission.

- Actions taken since the last review: Since the last review, the CSFVSA has continued its long-standing record of externally supported research in critical areas as described above and has strengthened its commitment to engaging in military related research including identifying recruits' pre-military history of violence and the consequences of this history on functioning while serving in the military; attempting to understand the impact of combat deployment on rates of family violence (child maltreatment and spouse abuse) within military families; assisting the military in developing and evaluating family violence-related assessment methods; assisting the military in developing and evaluating family violence and sexual assault intervention and prevention programs; and tracking and understanding changes in the annual rates of child maltreatment and spouse abuse in military families.
- Actions taken as a result of this review: It is recommended that the Center (1) consider applying for a diversity post-doc through the Office of Diversity, Equity and Inclusion in the next round of competition; (2) develop a five-year strategic plan; (3) create a strong connection of future goals and targets for productivity in scholarship and extramural funds to the Center's mission; and (4) consider revision of the Center's vision, mission, and strategy as well as articulation of the relationship with NIU's mission.

Outcome

- Decision:

___x___ Center is in good standing (review in 2023).
- Explanation: Center for the Study of Family Violence and Sexual Assault has demonstrated the success in gaining external funding and serving the public interest.

Center: Institute for the Study of Environment, Sustainability, and Energy (90.3099)

Major Findings and Recommendations:

- Major changes in the program: The mission of the Institute for the Study of Environment, Sustainability, and Energy (ESE) is to foster interdisciplinary research, education, and community engagement to promote understanding of the environment and the development of creative and effective solutions to environmental and sustainability issues. The ESE integrates perspectives and methods from the natural sciences, social sciences, humanities, technology, and engineering. The Institute offers a collaborative B.A./B.S. degree program and interdisciplinary research with faculty from the College of Liberal Arts and Sciences, College of Engineering and Engineering Technology, and the College of Law. Other Colleges at NIU join in the collaborative efforts, including the School of Art and the College of Health and Human Sciences, through team-taught courses and research programs.

- Major findings and recommendations: Institute for the Study of Environment, Sustainability, and Energy (1) is a broad program that fosters interdisciplinary research, undergraduate education and community engagement; (2) offers a rigorous undergraduate program and engages students in various forms of experiential learning; (3) encourages public dialogue about environmental issues through community outreach and education; and (4) promotes sustainability and environmental awareness at NIU. ESE has been successfully growing its undergraduate program and linking grant opportunities to educational goals.
- Actions taken since the last review: This is the first full review for ESE.
- Actions taken as a result of this review: It is recommended that ESE (1) articulate research opportunities with the development of the new Northern Illinois Center for Community Sustainability; (2) discuss with the Division of Research and Innovative Partnerships the allocation of facilities and administrative costs (F&A) as the institute generates higher revenues; and (3) consider transforming the Certificate of Undergraduate Study in Sustainable Food Systems into a bachelor's degree emphasis.

Outcome

- Decision:
 ___x___ Center is in good standing (review in 2023).
- Explanation: The Institute for the Study of Environment, Sustainability, and Energy fosters interdisciplinary research, undergraduate education, and community engagement. The center encourages public dialogue about environmental issues through community outreach and education.

Center: Center for Burma Studies (60.0501A)

Major Findings and Recommendations:

- Major changes in the program: The Center for Burma Studies is a non-political, non-degree granting, administrative and academic unit with its major objective to collect and preserve information and artifacts of all kinds concerning the study of the peoples and cultures of Burma/Myanmar, and to make these materials broadly available for research and study. The Center has nine goals in support of that objective: (1) the maintenance and expansion of a comprehensive research library to sustain the field of Burma studies; (2) the collection, care, and exhibition of the arts of Burma; (3) the support and promotion of undergraduate and graduate teaching concerning Burma; (4) the organization and hosting of self-supporting national and international conferences on Burma studies; (5) the publication of relevant scholarship on Burma; (6) the care and enhancement of archival resources such as photographs, music records, oral histories, personal papers, and field notes; (7) the promotion of outreach activities to schools and communities; (8) encouraging the

performance of Burmese arts; and (9) the securing of educational opportunities through scholarships, internships, and fellowships.

- Major findings and recommendations: The Center for Burma Studies (1) has its own *Journal of Burma Studies* that is published twice a year; (2) serves as a unique center in the country for cataloguing and maintaining historical pieces from Burma; (3) has been creating collaboration opportunities for research opportunities (e.g., environmental studies, anthropology, geology, geography, and health studies); and (4) has engaged in scholarly productivity that has kept scholars engaged and small grants are leading to bigger grants, such as the \$250,000 support from the Institute for Museums and Library System (IMLS) to organize a workspace to house the Burma Art Collection in Founders Memorial Library on the NIU campus.
- Actions taken since the last review: In addition to the findings listed above, since the last review, the Center has engaged in continuous improvement in outreach to students and the broader community. For example, the Center has implemented on-line teaching modules such as the *Arts of Burma* and the *Burmese Literature and Burmese Language* online modules. These have been well received. Another example, *The Art of Burma: The Journey of Karen Refugees of Illinois*, is a travelling art exhibit that has been shared widely with local community colleges and libraries.
- Actions taken as a result of this review: Two recommendations were made to the Center: (1) *develop* a succession plan for the leadership and (2) articulate collaborations with external institutions in Myanmar (e.g., Mandalay University, Yadanaban University, and University of Yangon) and internal collaborations in NIU (e.g., ENVS).

Outcome

- Decision:

___x___ Center is in good standing (review in 2023).

- Explanation: The Center for Burma Studies serves as a long-standing and unique center in the U.S. in multiple ways including the publishing of the *Journal of Burma Studies* and the cataloguing and maintaining of an extensive collection of historical pieces from Burma.

Agenda Item 8.b.4.
December 10, 2020

Information

STATE LEGISLATIVE REPORT

State Legislative Liaison, Jenna Mitchell, will provide a verbal report.

FEDERAL LEGISLATIVE REPORT

Vice President for Research and Innovation Partnerships, Dr. Gerald Blazey will provide a verbal report.

SPONSORED PROGRAM ADMINISTRATION QUARTERLY REPORT

For the first quarter of FY21, NIU received 37 sponsored awards totaling \$4.6 million (Figure 1). Overall funding is up 24% over this period from last year and research funding is up 14%. A number of this quarter’s awards provide funding for existing NIU programs. No new COVID-19 funding is included in this quarter’s totals. See Table 1 on this report for more information on the status of these funds.

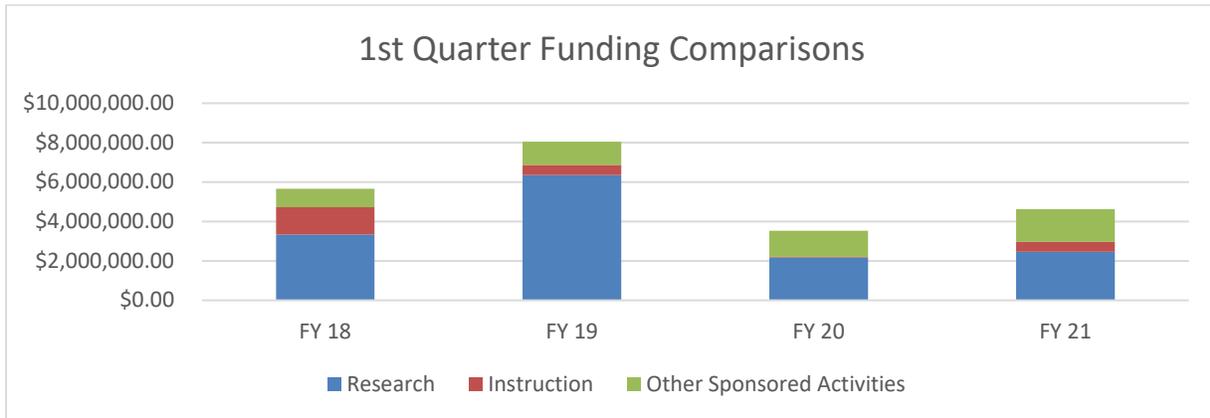


Figure 1

Funding from the U.S. Department of Education (USED) accounted for over half of this quarter’s funding for other sponsored activities (i.e. not research or instruction). See Figure 2. The NIU Pre-Collegiate Upward Bound Office received \$260k from USED that will enable NIU to deliver services to low-income, first-generation and/or disabled students to foster flexible and affordable pathways for college success. In the Center for Southeast Asian Studies, an additional \$620k from the USED will allow the Center to continue providing foreign language fellowships to NIU students. As a new source of local support, the Illinois Criminal Justice Authority is providing funding to faculty in the Department of Kinesiology and Physical Education to establish educational programming to promote fitness and health at an area youth center.

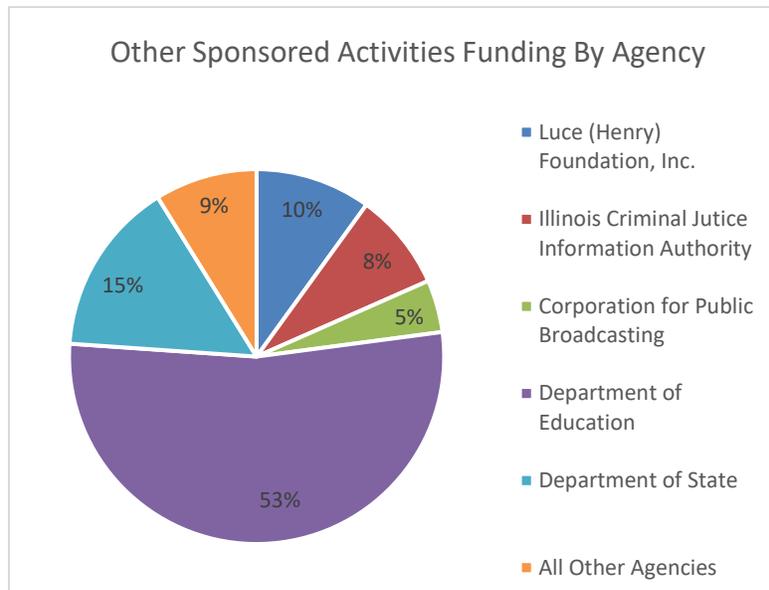
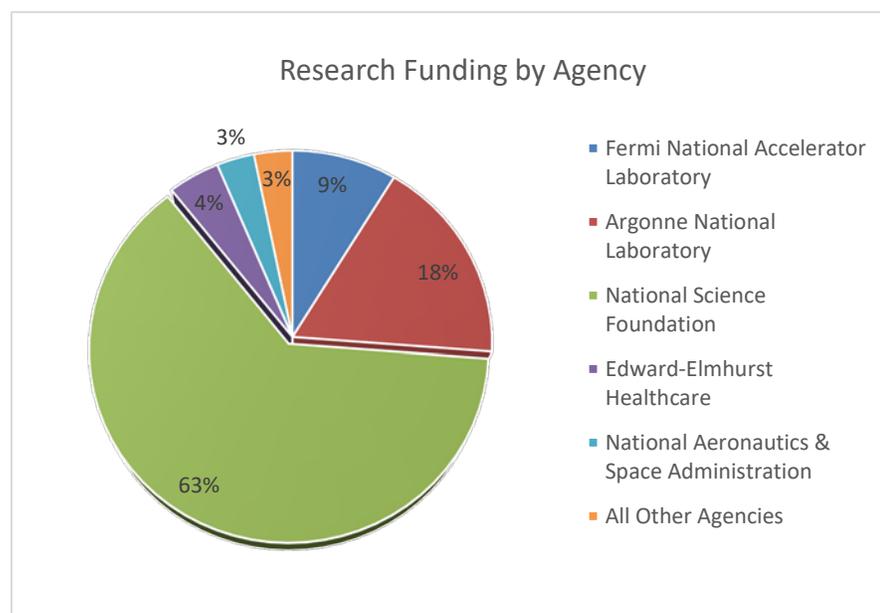


Figure 2

The National Science Foundation (NSF) was a significant source of research funding this quarter with NIU receiving six new awards from the Foundation (See Figure 3).

A particularly commendable award is a \$250k NSF grant secured by faculty in the Department of Biological Sciences to acquire a highly specialized

microscope through the NSF's Major Research Instrumentation (MRI) program. The addition of this microscope to NIU's suite of research instrumentation will greatly expand the university's research infrastructure and educational reach. SPA and the Office of the Vice President for Research and Innovation Partnerships



coordinated with university faculty and departments to determine which proposals to move forward to NSF for this highly competitive national research instrumentation program. Support this quarter from Argonne National Laboratory and Fermilab is primarily due to finalizing various faculty joint appointments between the university and laboratories.

A full listing of awards received for the first quarter is available beginning on page 10 of this report.

Faculty and staff have continued to pursue funding to offset the financial impacts of COVID-19 and to explore new research opportunities related to it. Since the pandemic began, SPA has managed \$17 million in COVID-19 related funding actions. Table 1 provides the status of these actions since the pandemic began. As of writing this report, the \$3.4 million that NIU is slated to receive from the Governor's Emergency Education Relief Fund (GEER) is in the process of being awarded. These figures will be reported in the SPA second quarter funding totals that will be provided to the Board during the RILLA Committee meeting schedule on February 18, 2021.

Other pending projects include a request for funding to support the mental well-being of college students during COVID-19 and the exploration of aggressive communication styles and psychology distance in risk communications. Two COVID-19 projects were negotiated between NIU and the Illinois Emergency Management Agency but were ultimately withdrawn.

Table 1

COVID-19 Related Projects (as of 9/30/2020 – FY21 Qtr.1)		
Status	Total	# of Projects
Awarded	\$7,670,396.00	4
<i>CARES*</i>	\$7,487,589.00	2
<i>GEER</i>	\$0	0

Other	\$182,807.00	2
Pending	\$4,116,210.00	10
CARES	\$0	0
GEER	\$3,445,856.00	2
Other	\$670,354.00	8
Declined	\$1,687,962.00	6
Withdrawn	\$3,839,859.00	2
Total Actions	\$17,314,427.00	22

* Table 1 does not include the \$7.4 million student aid portion of the CARES funding. As noted in the August 2020 SPA report, these figures are reported under financial aid. SPA did assist with the submission of this proposal.

Some faculty and staff have had to modify their programs to accommodate delays and disruptions due to COVID-19. Twelve projects have been submitted for no cost extensions due to COVID-19 and the need for additional time to finalize the scope of work. At least one federally funded international clinical trial project had to significantly change the scope to accommodate COVID-19 disruptions. This change of scope required months of coordination between the Principal Investigator, SPA and the federal agency before receiving formal agency approval to proceed with the changes.

In SPA's August report to the Board, our preliminary review of COVID-19 grant expenses and obligations were \$137k. This amount has not changed since our last reporting, suggesting that Principal Investigators may not be incurring significant costs for pausing or restarting their work. SPA will continue to monitor this activity.

Funding across colleges and university units continues to track normal patterns for level and type of funding (Table 2). The College of Engineering and Engineering Technology includes two awards from the National Science Foundation as well as funding from the Illinois Space Grant Consortium through the University of Illinois at Urbana-Champaign that will provide internships and fellowships to NIU students for STEM engagement. The increase in the College of Education includes the previously mentioned project funded by the Illinois Criminal Justice Authority as well as funding through the Rockford Public School District.

Table 2

College/Division	Research	Instruction	Other	Total – QTR. 1 FY 21	Total – QTR. 1 FY 20	%Change
Business	\$0	\$0	\$0	\$0	\$0	0%
Education	\$25,515.95	\$0	\$45,000.00	\$70,515.95	\$24,951.90	183%
Engineering and Engineering Technology	\$571,575.12	\$0	\$0	\$571,575.12	\$57,903.47	887%
Health and Human Sciences	\$0	\$349,670.00	\$44,999.00	\$394,669.00	\$269,227.00	47%
Law	\$0	\$0	\$0	\$0	\$0	0%

Liberal Arts and Sciences	\$1,872,952.60	\$13,905.00	\$1,058,303.00	\$2,945,160.60	2,337,807.57	26%
Visual and Performing Arts	\$0	\$0	\$0	\$0	\$50,000.00	0%
Outreach, Engagement and Regional Development	\$0	\$0	\$345,950.00	\$345,950.00	\$544,631.00	-36%
Other Academic Units	\$0	\$127,780.00	\$165,385.00	\$293,165.00	\$441,869.27	-34%
Other University Units	\$0	\$0	\$0	\$0	\$0	0%
Total	\$2,470,043.67	\$491,355.00	\$1,659,637.00	\$4,621,035.67	\$3,726,390.21	24%

BIOLOGICAL SCIENCES

Directorate for Biological Sciences/NSF for "Collaborative Research: The Roles of Community Assembly and Consumer Impacts in Shaping Ecosystem Function." Holly Jones.

Award: \$458,547.00.

July 15, 2020 - January 31, 2024. (Organized Research) Applied Research.

To determine how community assembly influences ecosystem function by establishing a unique biodiversity experiment informed by field data to create realistic, nonrandom community changes in richness, composition, and functional diversity.

National Science Foundation/NSF for "MRI: Acquisition of a Zeiss LSM 900 with Airyscan 2 for Research and Education at Northern Illinois University." Linda S. Yasui.

Award: \$252,548.00.

August 1, 2020 - July 31, 2023. (Organized Research) Applied Research.

A diverse collection of NIU researchers request NSF major research instrumentation funds to acquire a Zeiss LSM 900 with Airyscan2 confocal laser scanning microscope to vitally improves NIU's research infrastructure and educational outreach.

Illinois Department of Natural Resources for "Multi-site Comparison of Blanding's Turtle Head-starting." Richard B. King.

Award: \$35,303.94.

May 20, 2020 - December 31, 2021. (Organized Research) Applied Research.

Plans are in place for the release of head-started Blanding's Turtles at five sites in northern Illinois. To maximize the information gained from these releases, we seek funds to support monitoring efforts during the 2020 field season.

CENTER FOR GOVERNMENTAL STUDIES

Region 1 Planning Council for "Census 2020 Hard to Count Phase III." Sherrie J. Taylor.

Award: \$9,062.00.

July 1, 2020 - September 30, 2020. (Other Sponsored Activities) Public Service.

The purpose of this proposal is to support Phase III of the Region 1 Planning Commission Complete Count Committee efforts to coordinate an informational campaign to promote a complete and accurate count for the 2020 Decennial Census.

CENTER FOR SOUTHEAST ASIAN STUDIES

Office of Postsecondary Education/Department of Education for "National Resource Center and Foreign Language and Areas Studies Fellowships." Eric A. Jones.

Award: \$621,000.00. (Cumulative \$1,863,000.00).

August 15, 2020 - August 14, 2021. (Other Sponsored Activities) Other.

Funds will continue to be used to support the Center for Southeast Asian Studies.

Department of State for "PYLP: Engaging Young Advocates in Environmental Preservation and Peacebuilding." Rhodalyne Q. Gallo-Crail/Eric A. Jones.

Award: \$250,000.00. (Cumulative \$829,990.00).

September 17, 2018 - December 31, 2021. (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.

CENTER FOR THE STUDY OF FAMILY VIOLENCE AND SEXUAL ASSAULT

Kansas State University for "Department of Defense Family Advocacy Program FASOR/NPSP Quality Assurance Projects." Joel S. Milner/Julie L. Crouch/Randy J. McCarthy.

Award: \$11,529.00. (Cumulative \$1,535,009.00).

September 1, 2017 - August 31, 2021. (Other Sponsored Activities) Public Service.

This project assists the U.S. Air Force to accurately assess child maltreatment and intimate partner violence and implement prevention and treatment.

CHEMISTRY AND BIOCHEMISTRY

Directorate for Mathematics and Physical Sciences/NSF for "Superelectrophiles in the Synthesis of Materials for Organic-Based Electronics." Douglas A. Klumpp.

Award: \$350,000.00.

August 1, 2020 - July 31, 2023. (Organized Research) Applied Research.

Superelectrophilic reactions should be able to provide new architectures of compounds suitable for organic light emitting diodes (OLED) materials and other applications.

Argonne National Laboratory for "NIU to Argonne Joint Appointment: Dr. Tao Li: FY21." Tao Li.

Award: \$73,854.90.

August 16, 2020 - May 15, 2021. (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.

EDUCATIONAL TECHNOLOGY, RESEARCH AND ASSESSMENT

School District #205, Rockford for "Scientific Argumentation in Transportable Invention Space

(SAITIS) 3.0 in Rockford School District." Pi-Sui Hsu/Eric M. Lee.

Award: \$25,515.95.

October 5, 2020 - August 31, 2021. (Organized Research) Applied Research.

The purpose of the project is to develop and implement an after-school science program that incorporates maker education and scientific argumentation for middle-school students.

ENGINEERING TECHNOLOGY

Edward-Elmhurst Healthcare for "Patient Discharge Transportation Process Improvements @ Edward-Elmhurst Healthcare." Shanthi Muthuswamy/Purushothaman Damodaran.

Award: \$50,905.26. (Cumulative \$286,835.22).

August 15, 2020 - May 30, 2021. (Organized Research) Applied Research.

Four engineers in residence will assist Edward-Elmhurst Healthcare to develop policies and procedures surrounding the patient discharge process.

Edward-Elmhurst Healthcare for "Patient Discharge Transportation Process Improvements @ Edward-Elmhurst Healthcare." Shanthi Muthuswamy/Purushothaman Damodaran.

Award: \$56,250.18. (Cumulative \$286,835.22).

July 15, 2020 - May 30, 2021. (Organized Research) Applied Research.

Four engineers in residence will assist Edward-Elmhurst Healthcare to develop policies and procedures surrounding the patient discharge process.

National Science Foundation/NSF for "Collaborative Research: Enhance Design Teamwork Experience in Engineering Education." Shun Takai.

Award: \$179,261.00.

October 1, 2020 - September 30, 2023. (Organized Research) Applied Research.

The goal is to use team effectiveness theory to improve design-team forming methodology and find a team-building design exercise to enhance team member collaboration.

FAMILY & CONSUMER SCIENCES

Illinois Network of Child Care Resource & Referral Agencies for "Development of Alternative Pathways to the Early Childhood Education Credential through Competency-Based Online Modules." Melissa Clucas Walter.

Award: \$44,999.00.

July 22, 2020 - December 30, 2020. (Other Sponsored Activities) Public Service.

Family & Consumer Sciences faculty propose to work collaboratively with faculty from other higher education institutions to develop online modules aligned with the Gateways to Opportunity Early Childhood Credential.

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

Award: \$349,670.00. (Cumulative \$705,100.00).

July 1, 2019 - June 30, 2021. (Instructional Programs) Instructional Programs.

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

GEOGRAPHIC AND ATMOSPHERIC SCIENCES

DeKalb County Economic Development Corporation for "Graduate Student Internship with DeKalb County Economic Development Corporation." Philip P. Young.

Award: \$13,905.00.

August 15, 2020 - May 14, 2021. (Instructional Programs) Instructional Programs.

This project provides one Graduate Assistant to the DeKalb County Economic Development Corporation (DCEDC) to provide research services of mutual benefit to NIU and the DCEDC.

GRADUATE SCHOOL

Waubonsee Community College for "Graduate Student Placements at Waubonsee Community College." Bradley G. Bond.

Award: \$30,780.00. (Cumulative \$80,238.60).

August 1, 2020 - May 15, 2021. (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 (one student).

Illinois Board of Higher Education for "Diversifying Higher Education Faculty in Illinois (DFI) FY2021." Bradley G. Bond.

Award: \$97,000.00.

July 1, 2020 - June 30, 2021. (Instructional Programs) Instructional Programs.

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

KINESIOLOGY AND PHYSICAL EDUCATION

Illinois Department of Juvenile Justice for "Fitness Leadership Experience (FLEX)." Jennifer M. Jacobs/Zachary Wahl-Alexander.

Award: \$45,000.00.

July 30, 2020 - June 30, 2021. (Other Sponsored Activities) Public Service.

The purpose of the program is to establish mentoring relationships at a youth center to provide educational programming that promotes fitness and health.

MECHANICAL ENGINEERING

Illinois Space Grant Consortium for "NIU/ISGC NASA Internships, Fellowships, and Scholarships, STEM Engagement, Institutional Engagement, Educator Professional Development Project." Donald R. Peterson/Sachit Butail/Benedito J. Fonseca/Lichuan Liu/Suma Rajashankar/John T. Shelton/Bobby Sinko/Mansour Tahernezehadi/Jifu Tan/Ziteng Wang.

Award: \$77,500.00.

April 10, 2018 - April 9, 2021. (Organized Research) Research Training.

Funds are requested to support ISGC's mission to positively influence and support students in the pursuit of space sciences and aerospace engineering careers.

Fermi National Accelerator Laboratory for "FNAL-funded Mechanical Engineering Project for Assistant Professor Saelhinia." Iman Salehinia.

Award: \$8,989.00. (Cumulative \$108,450.00).

September 30, 2020 - December 31, 2020. (Organized Research) Applied Research.

Professor Iman Salehinia will lead a team of graduate students in design and analyze components of SRF cryomodules for PIP-II project.

Fermi National Accelerator Laboratory (Fermilab) for "PIP-II Warm Unit Preliminary Design." Nicholas A. Pohlman.

Award: \$59,990.68.

September 1, 2020 - August 31, 2021. (Organized Research) Applied Research.

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

National Science Foundation/NSF for "Cues and Actions for Efficient Nonverbal Human-Robot Communication." Sachit Butail.

Award: \$138,679.00.

September 1, 2020 - August 31, 2022. (Organized Research) Applied Research.

The goal is to perform theoretical and experimental investigation into effective non-verbal communication toward tightly integrated human-machine intelligence.

NORTHERN PUBLIC RADIO

Corporation for Public Broadcasting for "FY20 CARES Stabilization Grant." Staci Hoste.

Award: \$75,000.00.

April 16, 2020 - September 30, 2021. (Other Sponsored Activities) Public Service.

The stabilization funding is being provided to address the emergent situation due to COVID-19.

PHILOSOPHY

Institute for Humane Studies for "Hayek Scholars Fund." Craig D. Warmke.

Award: \$300.00.

August 1, 2020 - August 31, 2020. (Organized Research) Applied Research.

This project will fund the production of what will likely be the first major publication on cryptocurrency by analytic philosophers, which will explain the relevance of cryptocurrencies to Philosophy, Politics, and Economics.

PHYSICS

Argonne National Laboratory for "NIU to Argonne Joint Appointment: Dr. Andreas Glatz: FY 21." Andreas Glatz.

Award: \$95,283.72.

August 16, 2020 - May 15, 2021. (Organized Research) IPA or Joint Appointment.

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

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

Award: \$38,714.00. (Cumulative \$111,441.20).

September 1, 2020 - August 31, 2021. (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.

Argonne National Laboratory for "NIU to Argonne Joint Appointment: Dr. Philippe Piot: FY 21." Philippe Piot.

Award: \$84,324.24.

August 16, 2020 - May 15, 2021. (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.

Directorate for Mathematics and Physical Sciences/NSF for "Phenomenology of Electroweak Symmetry Breaking, Supersymmetry, and the Frontiers of the Standard Model." Stephen P. Martin.

Award: \$180,000.00.

September 1, 2020 - August 31, 2023. (Organized Research) Basic Research.

The goal of this project is to conduct research that advances the theoretical understanding of the frontiers of the Standard Model of high energy physics.

Fermi National Accelerator Laboratory for "Chattopadhyay Joint Appointment NIU-FNAL FY20." Swapan Chattopadhyay.

Award: \$147,246.55.

September 1, 2019 - August 31, 2020. (Organized Research) IPA or Joint Appointment.

FY20 Joint Appointment for Dr. Swapan Chattopadhyay.

Argonne National Laboratory for "Fabrication and Characterization of Nanomagnets Samples for Creating Local Magnetic Field in Diamond Anvil Cell." Zhili Xiao.

Award: \$16,951.17.

June 16, 2020 - July 15, 2020. (Organized Research) Applied Research.

Funds will be used to provide service on producing nanomagnets that can induce local magnetic field in a diamond anvil cell.

Argonne National Laboratory for "NIU to Argonne Joint Appointment: Dr Zhili Xiao: FY 21." Zhili Xiao.

Award: \$121,782.78.

August 16, 2020 - May 15, 2021. (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.

September 1, 2020 - August 31, 2021. (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.

PSYCHOLOGY

Cornerstones of Science for "Patron Experience Pilot (PEP) project." Amanda M. Durik.

Award: \$36,052.00.

February 2, 2020 - December 31, 2020. (Other Sponsored Activities) Public Service.

This project aims to foster interest in earth and space science among public library patrons by implementing evidence-based strategies that are suitable to the public library context.

University of Ottawa for "Parent Engagement in the Learning of Children with ADHD." Julia A. Ogg/Alecia M. Santuzzi/Liz Shelleby.

Award: \$18,096.30. (Cumulative \$22,641.24).

April 1, 2020 - March 31, 2021. (Organized Research) Applied Research.

This project will examine the reciprocal relationships between parent engagement and child ADHD symptoms, and how these relationships influence academic and social-emotional outcomes over time.

Illinois Criminal Justice Information Authority for "Saving Blue Lives Through Training on Mental Health, Suicide, Resilience, and Peer Support - FY21." Michelle M. Lilly.

Award: \$139,722.00.

July 14, 2020 - June 30, 2021. (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.

UNIVERSITY LIBRARIES

Ohio University for "LuceSEA with CORMOSEA/UM." Hao N. Phan.

Award: \$165,385.00. (Cumulative \$338,232.00).

May 11, 2020 - June 5, 2021. (Other Sponsored Activities) Other.

Funding will help to strengthen digital collections on Southeast Asian studies through the documentation of Cham religious rites, digitization of selected palm leaf manuscripts, and development and updating of online language and cultural materials.

GENERAL COUNSEL REPORT

General Counsel, Bryan Perry will provide a verbal report.

FACULTY REPORT

Professor of Interdisciplinary Health Professions, Dr. Melani Duffrin will provide a verbal report.

ANNUAL FINANCIAL SUMMARY AND BUDGET TO GAAP RECONCILIATION AS OF JUNE 30, 2020

Background: With the completion of the fiscal year in June and the subsequent financial audit, the University presents its final FY20 operating results.

The university ended FY20 with an all-funds deficit of \$15.3M based on total revenues of \$402.7M and total expenditures of \$418M.

Total revenues decline \$6.1M from the prior year and missed budget by \$10.3M. Tuition and fee revenues trailed the prior year by \$5.8M, while revenues across all other categories trailed by only \$351,000 collectively.

Total expenses for FY20 finished \$184,000 below budget, bolstered in part by a bond refinancing that closed in March 2020. Personnel spending exceeded prior year by \$10.1M reflecting costs associated with the COVID-19 pandemic and workforce investments, including increments for represented and non-represented employees. With the exception of miscellaneous expense, all non-personnel expense categories finished \$19M below budget. Total non-personnel expenses declined \$354,000 from the prior year.

Scholarship expenses exceeded prior year by \$7.3M, primarily reflecting the distribution of student aid provided through the Federal Coronavirus Aid, Relief, and Economic Security Act (CARES Act). In addition to \$5.5M disbursed as direct relief to students, \$5.5M in CARES Act funds reimbursed the University for refunds triggered by the pandemic. An additional \$1.9M in student relief and \$1.9M in institutional relief made available through the CARES Act will be realized in FY21.

To minimize the overall financial impact of responding to the COVID-19 pandemic, management implemented new protocols and reviews of budgeted spending to minimize the FY20 deficit and protect University cash reserves. These actions, along with limited campus operations in the fourth quarter of FY20, resulted in spending control and deferrals on equipment, capital projects, and contractual services. Longer-term efforts, including restrictions on in-year expense budget increases, implemented earlier in the fiscal year, contributed to the University's ability to navigate this difficult, pandemic-driven fiscal environment and reduce the final FY20 deficit from previous FY20 reports and expectations.

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, 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. This category also includes miscellaneous year-end accrual and other adjustments.

Following is a financial summary of the University's operations as of the end of the 2019-20 fiscal year and a comparison the previous fiscal year.

Northern Illinois University
as of June 30, 2020
(\$ in thousands)

	Current Year FY20			Prior Year FY19	
	Full Year			Full Year	
	YTD Actuals	YTD Budget	Variance	YTD Actuals	Variance
Revenue					
Tuition & Student Fees	\$ 166,713	\$ 176,085	\$ (9,372)	\$ 172,481	\$ (5,769)
Gifts, Grants, & Contracts	64,953	59,331	5,622	57,580	7,373
Other Fees and Fines	6,246	7,172	(926)	8,009	(1,763)
Sales	26,572	32,606	(6,034)	32,218	(5,646)
Rental & Room Income	25,220	33,735	(8,515)	31,198	(5,978)
Gate Receipts & Commissions	3,145	4,809	(1,664)	4,392	(1,247)
Miscellaneous & Investment Income	22,068	11,479	10,589	19,337	2,731
State of Illinois	87,825	87,804	21	83,647	4,178
Total Revenue	\$ 402,742	\$ 413,021	\$ (10,279)	\$ 408,862	\$ (6,120)
Expenses					
Cost of Sales	\$ 4,447	\$ 5,599	\$ (1,152)	\$ 5,012	\$ (565)
Personnel Services	227,218	210,829	16,389	217,088	10,130
Contractual Services	78,914	85,079	(6,165)	83,134	(4,219)
Commodities	4,874	6,276	(1,402)	6,251	(1,377)
Travel	3,540	5,531	(1,991)	4,622	(1,082)
Automotive	1,048	1,153	(105)	1,220	(172)
Scholarships	58,447	59,338	(891)	51,179	7,268
Telecommunications	255	323	(68)	623	(368)
Equipment & Library Materials	6,842	9,374	(2,532)	8,095	(1,252)
Capital Repairs	1,779	2,650	(871)	-	N/A
Debt Service	28,091	31,921	(3,830)	-	N/A
Miscellaneous Expense	2,539	105	2,434	-	N/A
Capital Repairs, Debt Service & All Other	N/A	N/A	N/A	30,996	1,413
Total Expenses	\$ 417,994	\$ 418,179	\$ (184)	\$ 408,218	\$ 9,776
Net Revenue	\$ (15,252)	\$ (5,158)	\$ (10,094)	\$ 644	\$ (15,896)

To ensure that the amount reported per the budget is reconciled with the University's FY20 Financial Statement results, a reconciliation has been performed between Budget (Fund Accounting) and GAAP (Generally Accepted Accounting Principles).

An explanation of Generally Accepted Accounting Principles (GAAP) versus Fund Accounting (Budget):

- GAAP - a common set of accounting principles, standards, and procedures that the University must follow when compiling financial statements.
- Budget - based on fund accounting which is a method of accounting that emphasizes accountability rather than profitability. The focus is on "fund balances" that are set aside to achieve a specific goal with the organization.

The change in net position as of June 30, 2020 is a preliminary draft and will not be final until the FY20 audit has concluded, and the audit report released around January 2021. Following is the reconciliation from the University's Budget to GAAP financial statements as of June 30, 2020.

Budget to GAAP Reconciliation		
As of June 30, 2020		
(\$ in thousands)		
Net Revenue, per Budget		(15,252)
Depreciation Expense	(28,365)	
Debt principal	<u>6,312</u>	
<i>Decrease in Net Position, before adjustments</i>		(22,053)
 <u>One-time Adjustments:</u>		
Debt Refunding adjustments, net		<u>(692)</u>
Total Decrease in Net Position, per draft Financial Statements*		\$ (37,997)

**Unaudited*

The expected decrease to net position for the year-ended June 30, 2020 is \$37.9M. This decrease is based on the decline related to the budget-to-GAAP adjustments for depreciation expense and debt principal totaling \$22.1M. In addition, a one-time adjustment to the balance sheet related to the required accounting treatment for the Series 2010/2011 debt refunding. The expected ending net position for FY20 is as follows:

FY20 Change in Net Position	
For the Year-Ended June 30, 2020	
(\$ in thousands)	
Net Position, June 30, 2019	\$ 167,845
Decrease in net position	<u>(37,997)</u>
Net Position, June 30, 2020*	<u>\$ 129,848</u>

**Unaudited*

QUARTERLY FINANCIAL SUMMARY - FY21 FIRST QUARTER AS OF SEPTEMBER 30, 2020

Background: With the September 30 conclusion of the first quarter of the 2020-21 fiscal year (FY21), 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. A full-year projection, primarily based on current spending, is also provided.

The FY21 Year to Date Forecast presented today incorporates an all-funds deficit of \$37.7M based on total revenues of \$362.6M and total budgeted expenditures of \$400.3M.

Through the first quarter of FY21, the University received \$66.4M more revenue (\$161.4M) than it spent (\$95.1M). This net revenue total is 5.1 percent (\$3.6M) less than the prior year. Tuition and Student Fee revenue grew 6.6 percent, or \$5.7M in the first quarter compared to one year ago; however, the growth is partially due to an operational change concerning when some fee revenues are recognized. Overall, revenue lagged the first quarter of FY20 by \$11.6M, mostly due to the impact of the COVID-19 pandemic on housing, sales, and athletics-related revenues. With fewer students electing to stay in campus housing than originally expected, overall revenues trailed budget by \$10.8M.

On the expense side, overall spending relative to FY20 decreased by 7.8 percent (\$8.0M), including lower overall Personnel Services expenses by 5.6 percent (\$2.8M) and lower Contractual Services expenses by 27.4 percent (\$4.4M). Scholarship spending increased \$3.8M from the prior year, partially driven by the federal CARES Act and the AIM High scholarship program. Overall, expenses through the first quarter of FY21 are \$2.7M below budget.

Current revenue and spending trends suggest full-year expenses may exceed revenues by \$37.7M, barring additional federal or state financial support. Expenses are trending well below budget on for the year (\$20.6M, or 4.9 percent); however, revenues also are trending below budget by \$26.1M, or 6.7 percent.

Leadership continues to monitor the budget including the active review of revenue assumptions regarding student credit hours, tuition and student fees; receipt of state appropriations and additional federal assistance; and anticipated auxiliary revenue associated with housing, dining, sales and conferences. NIU leadership is closely monitoring information provided by the Governor and the Illinois Department of Public Health. The health, wellness, and safety of the entire campus community is a priority and at the center of our decision-making. Because this is 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 2021 noting quarterly budget performance, summarizing variances, and providing year-to-date forecasts.

The university will resume planning efforts for future fiscal years, including a revision of the multiyear framework mid-FY21.

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, 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. This category also includes miscellaneous year-end accrual and other adjustments.

Following is a financial summary of the University's operations as of the end of the first quarter of FY21 compared to the previous fiscal year and the FY21 budget.

Northern Illinois University
as of September 30, 2020
(\$ in thousands)

	Current Year FY21			Prior Year FY20		Current Year FY21		
	First Quarter			First Quarter		Annual		
	YTD Actuals	YTD Budget	Variance	YTD Actuals	Variance	YTD Forecast	Budget	Variance
Revenue								
Tuition & Student Fees	\$ 91,424	\$ 86,809	\$ 4,615	\$ 85,769	\$ 5,655	\$ 169,824	\$ 168,734	\$ 1,089
Gifts, Grants, & Contracts	17,297	14,370	2,927	16,240	1,057	60,081	57,476	2,605
Other Fees and Fines	1,189	2,440	(1,252)	2,874	(1,686)	2,600	5,303	(2,703)
Sales	6,687	12,335	(5,648)	11,416	(4,729)	16,622	28,711	(12,090)
Rental & Room Income	9,931	18,701	(8,770)	16,199	(6,268)	18,088	29,116	(11,028)
Gate Receipts & Commissions	-	321	(321)	575	(575)	200	1,757	(1,557)
Miscellaneous & Investment Income	2,241	2,106	134	4,749	(2,508)	7,341	9,788	(2,447)
State of Illinois	32,666	35,179	(2,513)	35,187	(2,521)	87,804	87,804	-
Total Revenue	\$ 161,434	\$ 172,262	\$ (10,828)	\$ 173,009	\$ (11,574)	\$ 362,560	\$ 388,689	\$ (26,130)
Expenses								
Cost of Sales	\$ 517	\$ 872	\$ (355)	\$ 944	\$ (427)	\$ 2,204	\$ 4,108	\$ (1,904)
Personnel Services	46,876	48,715	(1,839)	49,652	(2,776)	215,260	222,932	(7,673)
Contractual Services	11,592	17,516	(5,924)	15,968	(4,376)	80,000	86,565	(6,565)
Commodities	656	2,215	(1,558)	1,284	(627)	6,307	8,409	(2,102)
Travel	60	1,311	(1,251)	1,135	(1,075)	1,741	4,090	(2,349)
Automotive	171	300	(128)	264	(93)	790	1,188	(398)
Scholarships	29,295	25,469	3,826	26,758	2,537	57,617	55,632	1,985
Telecommunications	96	120	(25)	52	44	585	590	(5)
Equipment & Library Materials	1,771	1,810	(39)	1,653	118	7,392	7,495	(103)
Capital Repairs	28	468	(440)	279	(252)	1,041	2,977	(1,935)
Debt Service	3,355	2,862	493	3,258	97	24,500	24,672	(172)
Miscellaneous Expense	653	1,551	(897)	1,810	(1,157)	2,835	2,175	660
Total Expenses	\$ 95,070	\$ 103,208	\$ (8,138)	\$ 103,057	\$ (7,987)	\$ 400,272	\$ 420,833	\$ (20,562)
Net Revenue	\$ 66,364	\$ 69,054	\$ (2,689)	\$ 69,952	\$ (3,588)	\$ (37,712)	\$ (32,144)	\$ (5,568)

To ensure that the amounts reported per the budget are in line with the University's anticipated financial statement results, a reconciliation between Budget (Fund Accounting) and GAAP (Generally Accepted Accounting Principles) has been prepared.

An explanation of Generally Accepted Accounting Principles (GAAP) versus Fund Accounting (Budget):

- GAAP - a common set of accounting principles, standards, and procedures that companies must follow when compiling financial statements.
- Budget - based on fund accounting which is a method of accounting that emphasizes accountability rather than profitability. The focus is on "fund balances" that are set aside to achieve a specific goal with the organization.

The change in annual net position presented below is a projection for FY21. The depreciation projection for FY21 is calculated using the FY20 annual depreciation expense. Debt - Principal is based on the scheduled debt service to maturity for FY21. Following is the reconciliation from the University's Budget to GAAP financial statements based on year-to-date projections.

Budget to GAAP Reconciliation
Year End Projection
(\$ in thousands)

Net Revenue, per Budget	(37,712)
Depreciation Expense	(28,365)
Debt - Principal	<u>8,293</u>
Total Decrease in Net Position, per draft Financial Statements*	(57,784)

*Unaudited

PERIODIC REPORT ON INVESTMENTS FOR PERIOD ENDING SEPTEMBER 30, 2020

In accordance with the approved University 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, 2020
- Investment Earnings for the quarter ended September 30, 2020

The *Cash and Investment Holdings Summary* at September 30, 2020 shows NIU's total holdings at \$125.8M. Of the total holdings balance, approximately \$70M is available for daily operations providing just over 60 days cash on hand. The remaining balance is restricted per collateralization requirements and contractual obligations. The total holdings balance has decreased \$2.3M since the last quarter end June 30, 2020. A portion of the decrease is a result of planned spending of Build America Bond proceeds on the Holmes Student Center renovation project. The remaining decrease is a result of lower cash receipts and higher cash disbursements over the first quarter of FY21. At September 30, 2020, the university had vouchered the State \$32.7M for FY21 appropriations and as of this date has received \$8.7M.

Most operating funds were invested in money markets and investment savings accounts because cash and cash equivalents were earning higher yields than long term investment instruments during the first quarter of FY21.

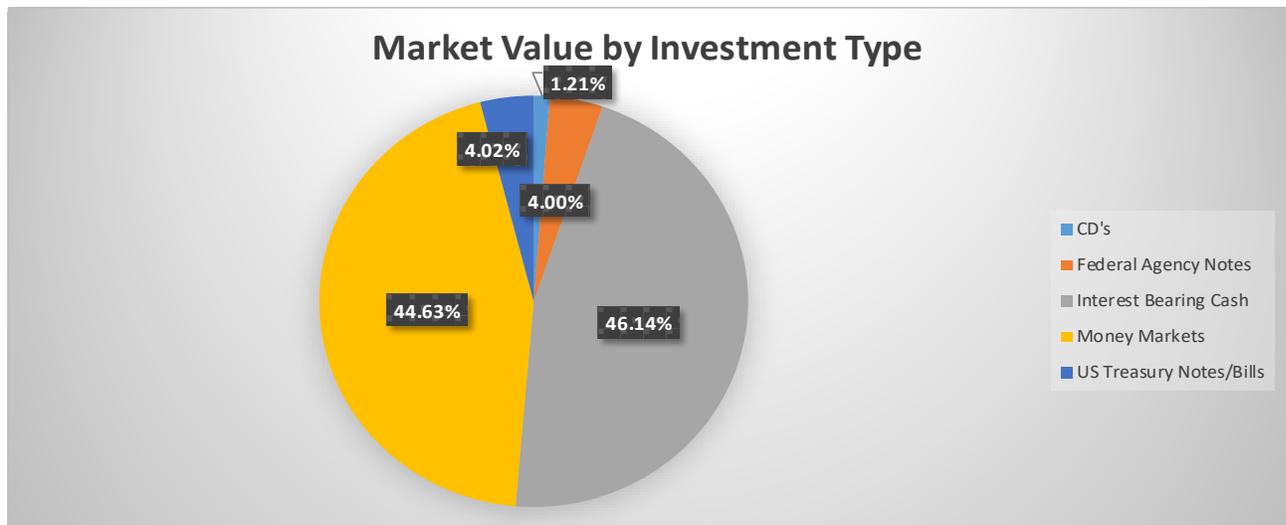
The *Investment Earnings* report shows income of \$112,664 and an overall annualized rate of return of .35% for the 1st quarter. The lower return this quarter over prior quarters resulted from lower interest rates and cash balances.

The COVID-19 pandemic continues to cause economic hardship across the globe. The Federal Open Market Committee in its recent meeting decided to keep the target range for the federal funds rate at 0 to 1/4 percent. Economists predict this will not change for the next two years. Given the unknown timeline for a virus containment and second federal government stimulus program, it is difficult to predict the timing of a financial turnaround. Management continues to monitor cash flow activity and provide senior leadership with information to aid in aligning fiscal policy with operating capacity.

NORTHERN ILLINOIS UNIVERSITY
CASH and INVESTMENT HOLDINGS SUMMARY

September 30, 2020
For Fiscal Year 2021

Investment Type	Purch Price/ Ending Bal *	Book Value **	Market Value ***
CD's:			
Local Funds	\$ 1,514,208	\$ 1,514,208	\$ 1,514,208
Federal Agency Notes:			
Local Funds	\$ 5,049,336	\$ 5,000,234	\$ 5,002,085
Interest Bearing Cash Accounts:			
Local Funds	\$ 57,656,129	\$ 57,656,129	\$ 57,656,129
Money Markets:			
Contributory Trust	\$ 9,839,000	\$ 9,839,000	\$ 9,839,000
Local Funds	45,212,661	45,212,661	45,212,661
Project Funds	724,363	724,363	724,363
	\$ 55,776,024	\$ 55,776,024	\$ 55,776,024
US Treasury Notes/Bills:			
Local Funds	\$ 5,048,438	\$ 5,016,350	\$ 5,028,905
TOTAL INVESTMENT HOLDINGS	\$ 125,044,135	\$ 124,962,945	\$ 124,977,351
Non-interest Bearing Cash	\$ 747,285	\$ 747,285	\$ 747,285
TOTAL CASH & INVESTMENT HOLDINGS	\$ 125,791,420	\$ 125,710,230	\$ 125,724,636
TOTAL REPORTED FOR 09/30/2019	\$ 163,451,111	\$ 163,658,944	\$ 163,675,941



* 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 2021
July 1, 2020 - September 30, 2020**

	September 30 Ending Balance	Qtr 1 Average Daily Balance	Percent of Portfolio	Qtr 1 Income Earned	Annualized Rates of Return				
					FY2021	FY 2020			
					1st Qtr	4th Qtr	3rd Qtr	2nd Qtr	
Short-Term Investment Accounts									
Illinois Funds	\$ 45,212,661	\$ 48,302,279	37.27%	\$ 21,505	0.177%	0.713%	1.521%	1.818%	
Investment Accounts - Financial Institutions	\$ 57,656,129	\$ 52,154,370	40.24%	\$ 37,742	0.287%	0.856%	1.555%	1.865%	
Contributory Trust	\$ 9,839,000	\$ 9,838,768	7.59%	\$ 2,112	0.085%	0.437%	1.180%	1.540%	
Investment Accounts - Project Funds	\$ 724,363	\$ 1,044,476	0.81%	\$ 9	0.003%	0.424%	1.585%	1.776%	
CD's	\$ 1,514,208	\$ 1,514,054	1.17%	\$ 221	0.058%	0.186%	1.072%	1.347%	
ST Investment Accounts Total	\$ 114,946,361	\$ 112,853,947	87.08%	\$ 61,589	0.217%	0.741%	1.524%	1.695%	
Fixed Income Securities									
Local Funds	\$ 10,097,774	\$ 16,746,619	12.92%	\$ 51,075	1.210%	2.025%	1.890%	1.915%	
Fixed Income Securities Total	\$ 10,097,774	\$ 16,746,619	12.92%	\$ 51,075	1.210%	2.025%	1.890%	1.915%	
Non-interest Bearing Cash	\$ 747,285	-	-	-	-	-	-	-	
COMBINED TOTAL	\$ 125,791,420	\$ 129,600,566	100.00%	\$ 112,664	0.35%	1.05%	1.61%	1.73%	

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, 2020 TO SEPTEMBER 30, 2020**

Purchase Amount	No. of Transactions	Appropriated *	Non-Appropriated	Total
Over \$100,000	14	\$588,719	\$1,972,019	\$2,560,738

TRANSACTIONS DETAIL:

Purchases:

1. Continuing Professional Education requested permission to contract with this vendor as part of a consortium that makes up the National Safety Education Center. The services include the planning and presentation of Occupational Safety and Health Administration (OSHA) courses to be taught during the period July 1, 2020 through June 30, 2021. (Construction Safety Council, Hillside, IL) 200,000
2. Utilities/Facilities requested permission to issue an open order for the removal of solid waste and recycling for the NIU campus for the period July 1, 2020 through June 30, 2021. This was the third year of a five-year renewal option. This item was advertised under Request for Proposal (RFP)#SMO040318. (Waste Management, Batavia, IL) 225,000
3. Renewal was required of the contract for Identify Management Software that is used to programmatically manage computing accounts for the entire University involving students and staff. The period of coverage is August 1, 2020 through July 31, 2021. This purchase was exempt from posting on the Illinois Procurement Bulletin as it is covered by a Midwestern Higher Education Compact (MHEC) contract. (Micro Focus Software, Provo, UT) 105,318*
4. Renewal was required of an electronic research administration system for the period July 1, 2020 through June 30, 2021. This system can cover all facets of research administration and compliance within one software package from one vendor. This was the first of nine one-year renewal options. This item was advertised on the Illinois Procurement Bulletin – RFP #KMC21544 on 4/4/19. (InfoEd International Inc., Albany, NY) 129,360

5. The Division of Research and Innovation Partnerships requested permission to enter into a contract with Northern Illinois Research Foundation (NIRF), established as a not-for-profit 501(c)(3) in Illinois, for the principal purpose of aiding and assisting Northern Illinois University in advancing its economic development, public service, research and educational mission. This contract is for the period July 1, 2020 through June 30, 2021. This order was exempt from advertising per IL Code 30 ILC1-10(b)(1). (Northern Illinois Research Foundation, DeKalb, IL) 186,625
6. Integrated Media Services requested permission to issue an open order for Standard Mail postage and annual permit fees for DeKalb permit #120 for the period July 1, 2020 through June 30, 2021. This vendor is a government entity and therefore exempt from advertising. (United States Postal Service (USPS), DeKalb, IL) 233,275
7. The Division of Research and Innovation Partnerships requested permission to enter into an agreement for an umbrella service plan for the Core Facilities instruments through Shimadzu Scientific Instruments to support the university's research and Core facilities mission. The service agreement ensures the instruments can be maintained and serviced. This is the second year of a Sole Source (kef165505) that included four one-year renewal options. The intent to award this contract was advertised in the Illinois Public Higher Education Cooperative (IPHEC) Procurement Bulletin. (Shimadzu Scientific Instrument, Addison, IL) 217,404*
8. Renewal was required for copy paper for use across campus in connection with Anywhere Prints for the period July 1, 2020 through June 30, 2021. This was the sixth of nine annual renewal options. The original order was advertised (KMC146496) on May 15, 2014. IPHEC renewal award was dated June 12, 2020. (Lindenmeyer Munroe, Carol Stream, IL) 245,000
9. Campus Dining requested permission to issue an open order for food and non-food related items needed to operate the Starbucks HSC Retail Store for the period July 1, 2020 through June 30, 2021. Sole Source Authority for Starbucks Coffee Co. - #Starbucks NIUHSC19-7/1/2018-6/30/28, in the amount of \$1,380,000.00 (inclusive of license, royalties, food, and non-food). (Starbucks Coffee Co., Chicago, IL) 150,000
10. 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, 2020 through June 30, 2021. This was a Sole Source under #PSCMAB123119, published on 4/24/20, with a term 3/1/20-6/30/20, and a one-year renewal option. (Frontier North Inc., Sycamore, IL) 235,000
11. The Division of Information Technology requested permission to purchase Adobe User license to be used by faculty and staff and includes Document Cloud storage and services for the period September 1, 2020 through August 31, 2021. This is an IPHEC vendor and therefore exempt from advertising. (CDWG, Chicago, IL) 160,855*

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|--|----------|
| 12. The Division of Information Technology requested permission to purchase laptops to be deployed to NIU students, faculty, and staff as needed for the fall semester. This is an IPHEC vendor and is exempt from advertising.
(Dell Marketing LP, Round Rock, TX) | 105,142* |
| 13. Facilities Management requested permission to make an emergency COVID-19 purchase of HEPA Air Filter Machines and filters to be used in various classrooms across campus. IPHEC vendors have been reviewed and they either had less availability, greater cost, or a combination of the two.
(Occupational Training & Supply Inc., Willowbrook, IL) | 248,859 |

Capital Improvement Projects:

- | | |
|---|---------|
| 1. The Stevenson residential complex hot domestic water booster pumps located in the south mechanical room have exceeded their expected lifespan. Electrical issues have severely impacted the normal operation of these pumps and limits operation at full capacity only regardless of demand. Replacement of the hot water pumps will be performed over winter break to least impact residents and allow for the purchase of long lead time equipment.
Work will be completed by outside contractors with internal trade workforce assistance under the coordination of a NIU project manager. | 118,900 |
|---|---------|

*Appropriated/Income Funds

**FY20 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 the September 2019 Board meeting 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.

Transaction Type	Number of Transactions	Transaction Percentage	Dollar Volume	Dollar Percentage
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Surplus Real Property: Reflects proceeds from the sale of the President’s residence in March 2020.

Total	1	100%	\$252,267	100%
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In-leases (NIU as lessee): Includes support for academic activities (e.g. steel drum workshop, art studios), law clinic, outreach activities (e.g. NPR operations), and research (e.g. robotic submarine).

Under \$100K	15	88%	\$327,901	43%
\$100K to \$250K	1	6%	\$112,452	15%
Over \$250K	1	6%	\$319,000	42%
Total	17	100%	\$759,353	100%

Out-leases (NIU as lessor): Includes support for government organizations (e.g. IL Board of Examiners, IL Dept. of Agriculture, State University Retirement System), commercial operations (e.g. ATM machines, bookstore in HSC farmland rental), and research (e.g. American Institute for Research in the Biological Sciences*).

Under \$100K	10	84%	\$409,339	49%
\$100K to \$250K	1	8%	\$156,014	19%
Over \$250K	1	8%	\$264,951	32%
Total	12	100%	\$830,304	100%

Facility capital leases: Includes the annual payments for the Illinois Association of School Business Officials Building, and the New Hall/Northern View Residential Complexes. The Chessick/Yordon structures were incorrectly listed as capital leases in past year reports.

IASBO Building

- Payments made in FY20		\$69,926
- Payments to date	\$1,474,284	
- Remaining debt	\$273,879	
- Ending date of term	May 2024	

New Residence Hall Complex/Northern View Residential Complex

- Payments made in FY20	\$10,620,128	
- Payments to date	\$86,889,630	
- Remaining debt	\$252,003,382	
- Ending date of term	April 2043	

FY20 REPORT ON FACILITIES AND INFRASTRUCTURE CAPITAL INVESTMENT ACTIVITIES

Background: While the pandemic has placed a value on remote learning and virtual interactions for the sake of limiting the virus spread, the benefits of face to face instruction, experiential learning, student interactions, etc. continue to remain important factors. Most universities have physical campuses to create these enhanced learning opportunities in a welcoming and inclusive environment. Sustaining the physical campus to provide an enriched learning environment continues to be viewed as critical for the university mission. With this premise, the campus must be sustained to ensure the buildings and infrastructure can be effectively and efficiently used for the intended life span.

This report reviews and summarizes a holistic capital investment perspective based on the layered investment strategy of maintenance, major repairs, and mission enhancement capital improvement projects. A historical view is presented from information collected from FY00 through FY20. This view is also categorized by the two major classifications of campus buildings as noted below. This differentiation is critical to understanding the source of funds required to support each type of building and the supported University operation.

- **General Revenue:** Consists predominantly of academic and administrative operations, associated buildings and proportional supporting infrastructure. This conservatively represents about \$1.2B of Plant Replacement Value (PRV) which serves as a common denominator for comparing buildings.
- **Auxiliary Revenue:** Consists predominantly of athletics, housing/dining, recreation, and Holmes Student Center operations, associated buildings, and proportional supporting infrastructure. This also conservatively represents about \$1.2B of PRV.

The format of this report is consistent with previous capital investment reports with the intent to (1) provide a strategic view of all investments made in facility assets, (2) present an indication of the level of investment required, and (3) continue to illustrate the overall health of the campus physical plant. A traditional reporting description of capital projects is provided in appendix A showing highlights of significant actions approved between FY11 and FY20. Appendix B is the semi-annual accounting of all current active projects >\$100,000. These appendices do not provide strategic perspective with the information provided but help illustrate examples for the types of work supported by the various investment categories.

Information presented represents a best effort at collecting and interpreting historical financial data into a meaningful format and developing an investment strategy/model to guide future focus. Improvements and refinements are anticipated for subsequent reports as data is better characterized with future investments. The facility sustainment investment model, initially described in the FY17 report, continues to be utilized as a method of comparison to industry standards and a required investment level. The basis of this model is built on the premise that about 2% of PRV is the required maintenance and repair investment to keep up with the expected rate of deterioration. Industry facility management experts have concluded that investment levels of between 2% and 4% are generally required depending on the type of facility, level of use, and current state of deferred deficiencies. If investments levels are too low, the backlog of deferred requirements continues to build as deficiencies accumulate, and overall repairs become more costly to restore to acceptable conditions as deficiencies worsen. Like with any valuation criteria, this PRV calculation will vary by time. For the sake of simplicity when illustrating this budget model, a

conservative \$2B PRV total was used for this report and is considered a reasonable representation of average value for this 21-year time span.

This sustainment investment model has gained some recognition and influence for the financial modeling being done by the Illinois Board of Higher Education (IBHE) and helped some state politicians improve their overall understanding for the capital investment issue beyond the overly simplistic metric of a deferred maintenance backlog. Recognizing that a minimum annual investment level is required just to stop a deferred maintenance backlog from growing is a significant step towards understanding this complicated capital investment issue.

Key updates in this report compared to past years:

- **Rebuild Illinois Capital Plan:** In FY20, the State authorized a six-year investment plan for public infrastructure requirements. Since revenue sources had not yet materialized and State fiscal demands were further complicated by the pandemic, these investment authorizations were placed on hold.
- **Comparison of Preventive Maintenance and Corrective Repair efforts:** While the multi-year effort to build a formal preventive maintenance program continued, accomplishing all preventive maintenance efforts continue to be challenged by the need to repair failed systems to keep buildings operational.
- **Building Inventory summary:** As the pandemic drives uncertainty with revenue flows supporting facility sustainment, buildings and infrastructure continue to age with 55% of building spaces being greater than 50 years.

Maintenance Investments

Maintenance is fundamental investment required to keep facilities operational and functional. The actions represented in this investment category include (1) preventive maintenance (PM) which helps ensure building systems function for the intended life, and (2) corrective repairs which allow for smaller critical (and sometimes interim) repair actions to keep the building functioning on a daily basis. A key strategy continuing to be implemented to help ensure available funding is utilized in the most effective manner is the implementation of a formal PM program. The effort that began in FY17 to document PM requirements and track accomplishment for about 8,465 individual items represents the steady progress planned to continue through FY21, as shown in Figure 1 below.

To be clear, the chart represents PM requirements that should be accomplished to best maintain building systems; how much PM work can be accomplished depends on the available sustainment funding and on the amount of corrective repairs which may be necessary to keep building systems functioning. The magnitude of corrective repairs required to be addressed reflects the level of major repair investment. As major repairs continue to be deferred, corrective repair demands increase and become more significant. Consequently, PM efforts often must be deferred/not performed to accommodate unavoidable corrective repairs.

Preventive Maint. Implementation Planning

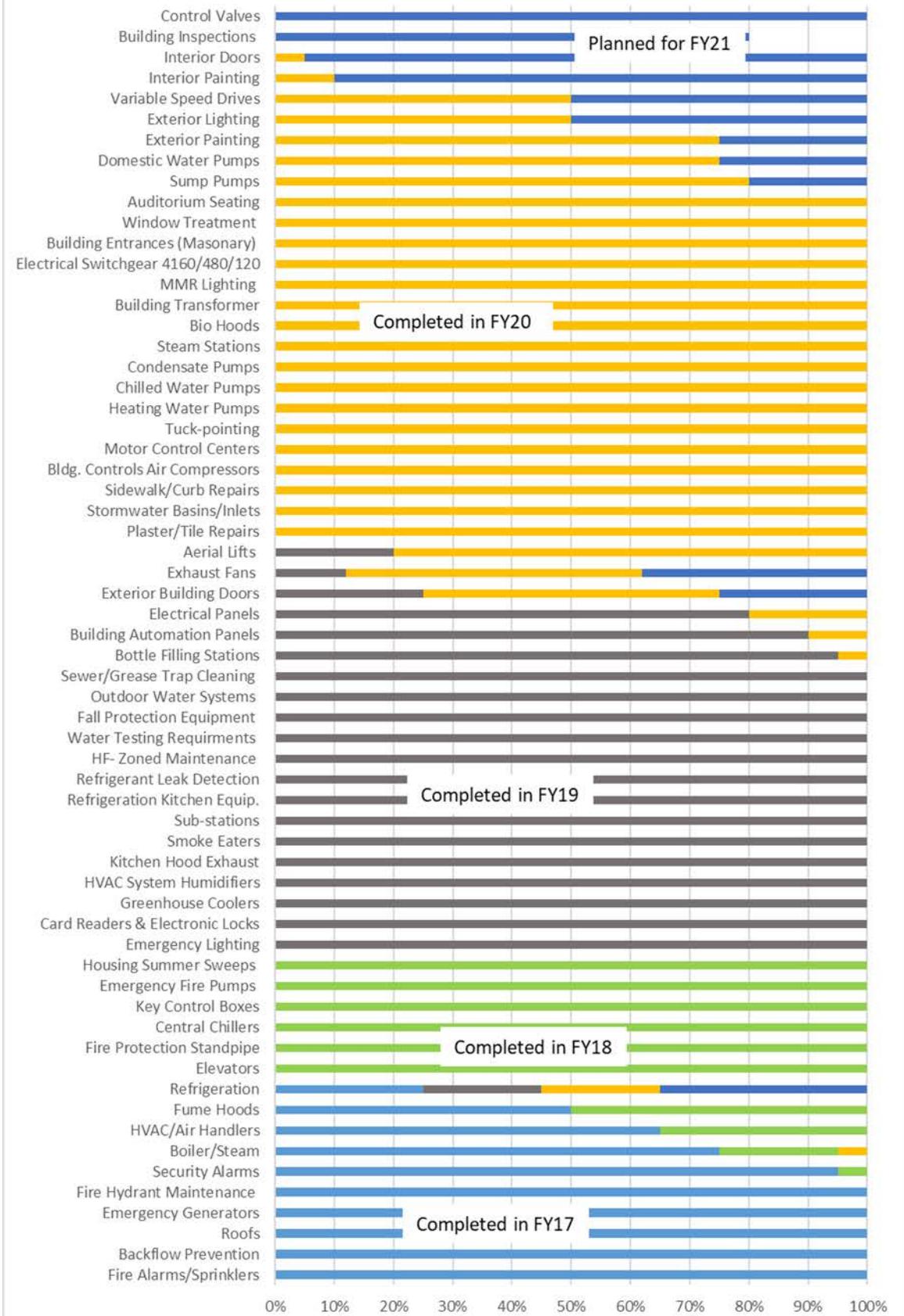


Figure 1

Figure 2 reflects the amount of preventive maintenance and corrective repairs performed over the past few years. In well maintained systems, the ratio between PMs and corrective repairs should be about 80/20 where more preventive maintenance efforts are expended and suppressing the need for unplanned corrective repairs. Unfortunately, this balance is reversed for NIU due to decades of under investment in facility sustainment. Realizing the \$53M of capital renewal authority appropriated by the State under the Rebuild Illinois Capital Plan will go a long way towards assisting NIU in addressing this PM to corrective repair imbalance.

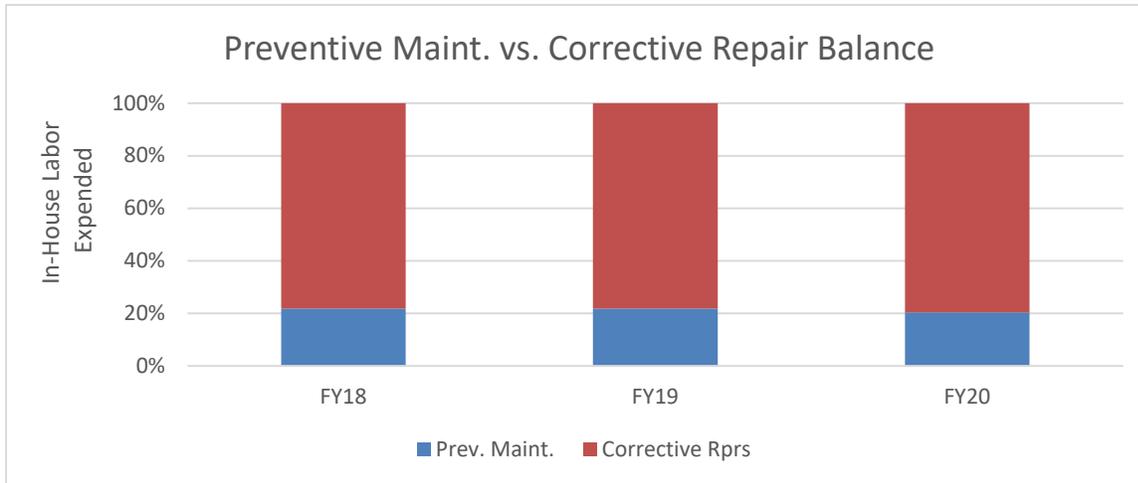


Figure 2

How much should be invested in maintenance depends on the necessary PM actions and historic levels required to address smaller corrective repairs. Presented in Figure 3 below is a historical view of maintenance investment made on general revenue facilities/infrastructure between FY00 through FY20. While 2% of PRV is the overall investment target for both maintenance and repair, 0.5% is the approximate target for maintenance only. This investment level is particularly important as larger repair investments continue to be deferred.

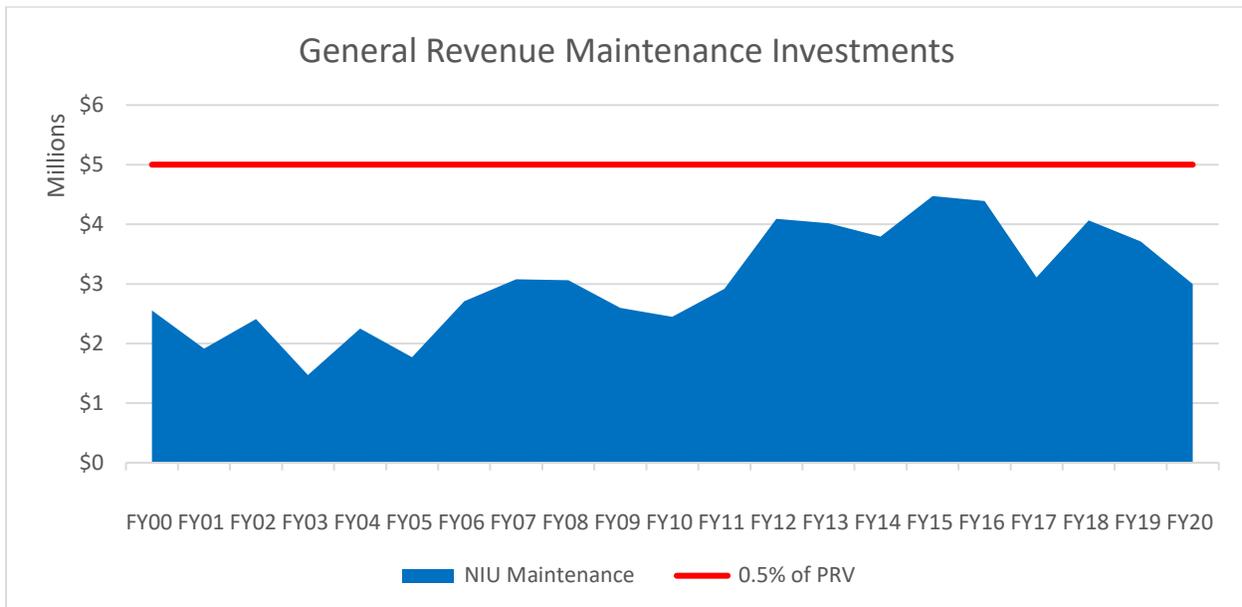


Figure 3

In general, the University has succeeded in increasing General Revenue maintenance investments over the past 21 years. From a low point in FY03 of just under \$1M, this investment has increased nearly four times to create a respectable investment level for this fundamental layer of facility

sustainment. In FY17, this funding level dipped to \$3M due to the need to weather the uncertainty of state funding between FY16 and continuing into FY17. Unfortunately, the maintenance investment declined again to \$3M in FY20 particularly due to the onset of the pandemic and the need to preserve cash for the uncertainties in this period.

In a similar manner, the facility maintenance investment supporting Auxiliary Operations was plotted in Figure 4. This shows an overall improved level of investment between FY00 and FY15 which may be due to less volatility in funding support as the typical bond-based financing terms require more attention to protecting these facility assets. However, a significant decline has been seen in this investment profile since FY15 due to overall budgetary pressures caused by enrollment decline. In FY20, this suppressed investment level continued particularly due to the onset of the pandemic.

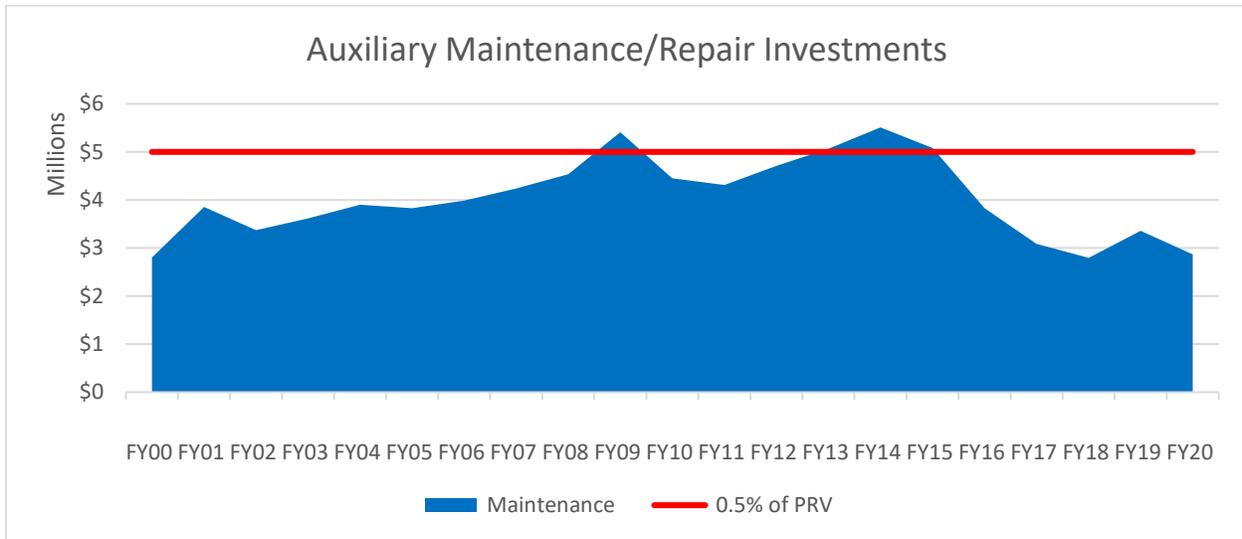


Figure 4

Major Repair Investments

Major repairs are the next critical investment priority after maintenance. Major repairs commonly include significant restoration/replacement of building components to return the system to near original operating capability. The combined investment of both maintenance and repair is key to maximizing a facility’s service life.

Viewing the campus under the General Revenue and Auxiliary portions as shown previously, each portion of the campus represents about \$1B of PRV for a conservative total of \$2B. A 2% investment in maintenance and repair would amount to a total of \$40M, or \$20M for each portion. In Figure 5, the maintenance and repair General Revenue investment history is presented since FY00, and, on average, the investment level has been only 0.5% despite the inclusion of sporadic support of State repair funding. The void between the investment levels made over these years and the 2% of PRV target represents over \$315M in under-investment in this 21-year period alone.

Since deferred maintenance is a very imprecise measurement and has no comparison standard to indicate acceptable levels, the investment level trending shown by this PRV sustainment model is

NIU’s average investment level only reaches 25% of the model recommendation.

a better indication of the overall campus condition. In this case, NIU’s average investment level only reaches 25% of the model recommendation. This clearly indicates that the campus is not keeping pace with deterioration and is at higher risk of unplanned system failures which could

affect the university mission.

Framing the University’s facility investment requirements in this clear manner has helped to bring recognition to the plight faced by Illinois’ public universities and started to generate additional funding support. In FY19, approximately \$11.8M of state funds were identified to support critical boiler replacements and steam line distribution repairs. Entering FY20, NIU had been authorized \$77M for constructing a new Health Informatics and Technology Center and \$52.9M for miscellaneous capital renewal improvements under the Rebuild Illinois capital plan. While the availability of these funds was known to be dependent on new tax revenue generation, the pandemic created an additional challenge to realize these revenue gains for state capital investments. In Figure 5, an assumption is made that funds may not be available until FY22 and, optimistically, renewal funds may be distributed evenly over the following six-year period. While disappointing to see this intended capital investment delayed in actual appropriation, the authorization continues to demonstrate the state’s recognition for increased capital investments. Until these funds can be realized, there will continue to be significant pressure on maintenance funding and increased risk for keeping facilities operational.

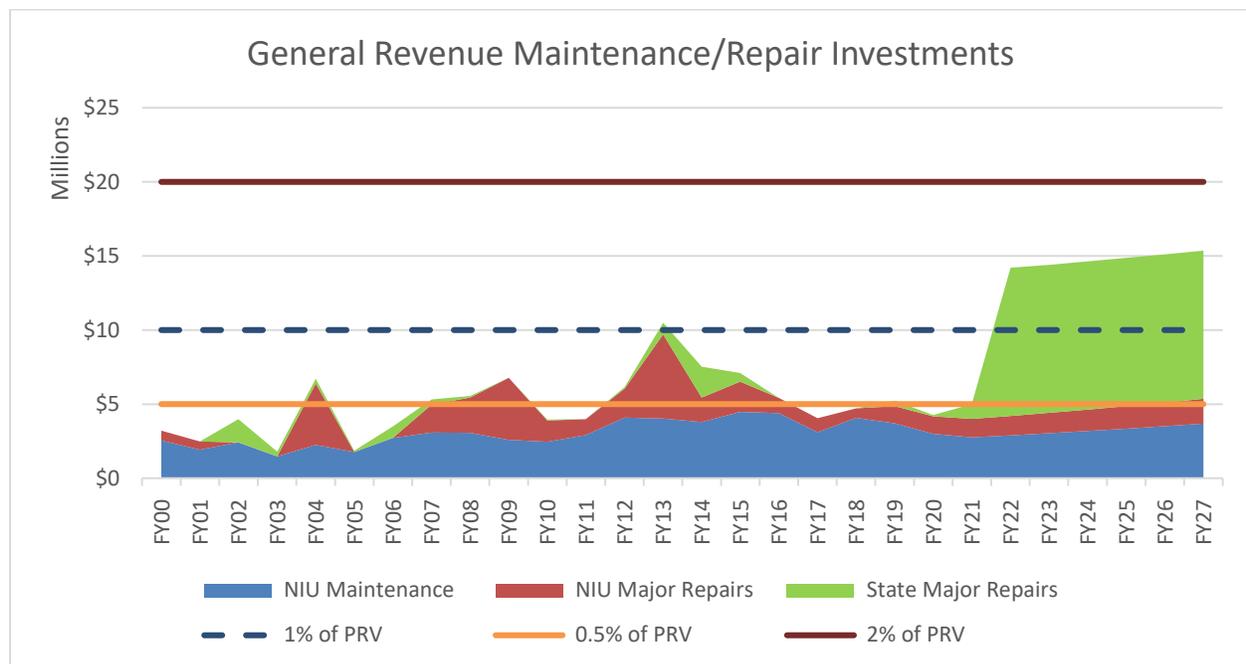


Figure 5

While the level of historic and current investments has not been sufficient to keep up with the constant accumulation of facility deficiencies, the anticipated improved investment level for FY22-FY27 might reach approximately 1.5% of PRV which is a respectable investment level compared to the past. Sustaining this investment level combined with periodic capital/mission enhancement investments (as noted later in this report) and the demolition/sale of surplus structures, may stop the backlog of deferred deficiencies from growing and possibly start to reduce the backlog.

In a similar manner, the total facility maintenance/repair investment supporting Auxiliary buildings was plotted in Figure 6. On average, particularly with an investment spike in FY13-FY14 supported by Build America Bond financing, this investment level comes to 0.6% which is slightly above the average General Revenue investment level of 0.5%. As previously addressed under the construct of the 2% of PRV investment model, FY20 Auxiliary investments fell short of the 2% industry standard by \$15M. When considered cumulatively over this 21-year period, the under-investment from the 2% of PRV objective represents over \$289M. As discussed previously,

this cumulative deferred maintenance amount is not as informative as understanding the long-term trend of investing, on average, only 25% of the recommended level for maintenance and repair needs. As noted for the General Revenue portion, the Auxiliary portfolio of buildings is also not keeping pace with deterioration rates and will be under increased risk of unplanned building failures.

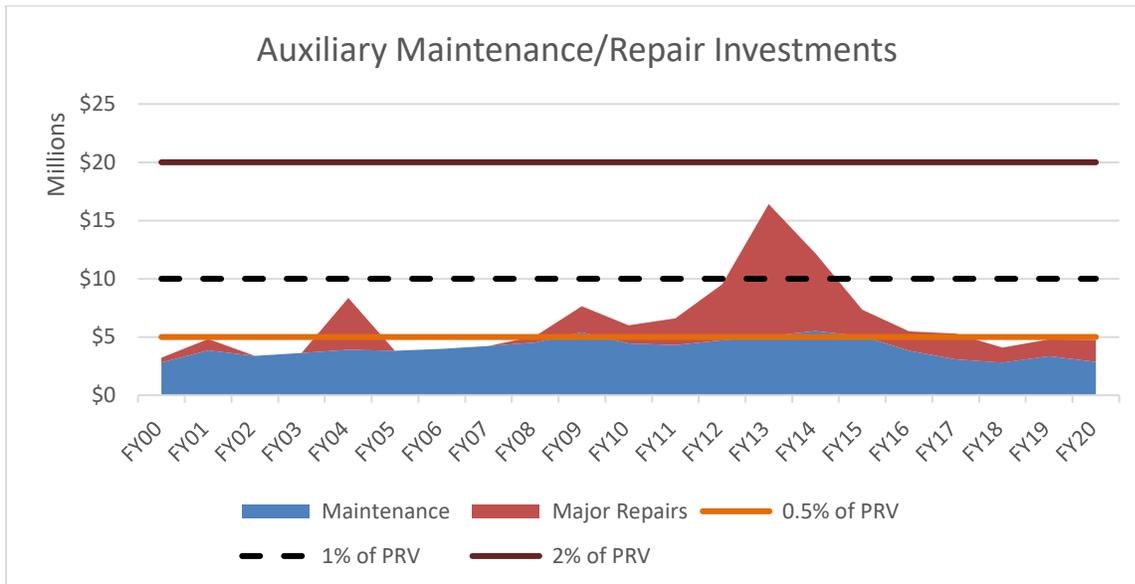


Figure 6

Mission Enhancement Investments

Mission enhancement investments in facilities are defined as improvements that are new or add to an existing capability. As such, these investments may or may not have a direct impact on sustaining a building for its intended life span. This could include modernization updates to a building’s appearance, reconfiguring spaces to better accommodate the supported mission, or adding other capabilities not previously present in the structure. While still important investments for enhancing a building’s appeal and general functionality, this category is differentiated from the maintenance/repair investments which are meant to sustain facilities.

Mission enhancement investments in General Revenue buildings are plotted in Figure 7 below. The 2% of PRV investment model is shown as a reference for the magnitude for this investment, but the entirety of the mission enhancement investment should not be construed as contributing towards achieving this sustainment investment target. Major renovation projects may address facility deficiencies in a portion of the project scope. However, new construction would not address existing facility deficiencies unless accompanied by demolition.

Assuming for a moment that the entirety of mission enhancement investments did contribute towards a building’s sustainment, the combination of maintenance, repairs, and mission enhancement investments over this 21-year period averaged to only 1% of the PRV (50% of target level). This cumulative gap of over \$217M from reaching the 2% investment target further illustrates the magnitude of under-investment for the General Revenue facilities and infrastructure. Mission enhancement investments for FY20 consisted mostly of smaller NIU-funded projects which totaled about \$1M.

The Figure 7 chart also forecasts the authorizations from the Rebuild Illinois Capital Plan, specifically pertaining to the construction of the Health Informatics & Technology Center project. Following the previous discussion for state funding, an assumption is made that funding for this project may not be available until FY22, at best, and may be distributed over a three to four year period.

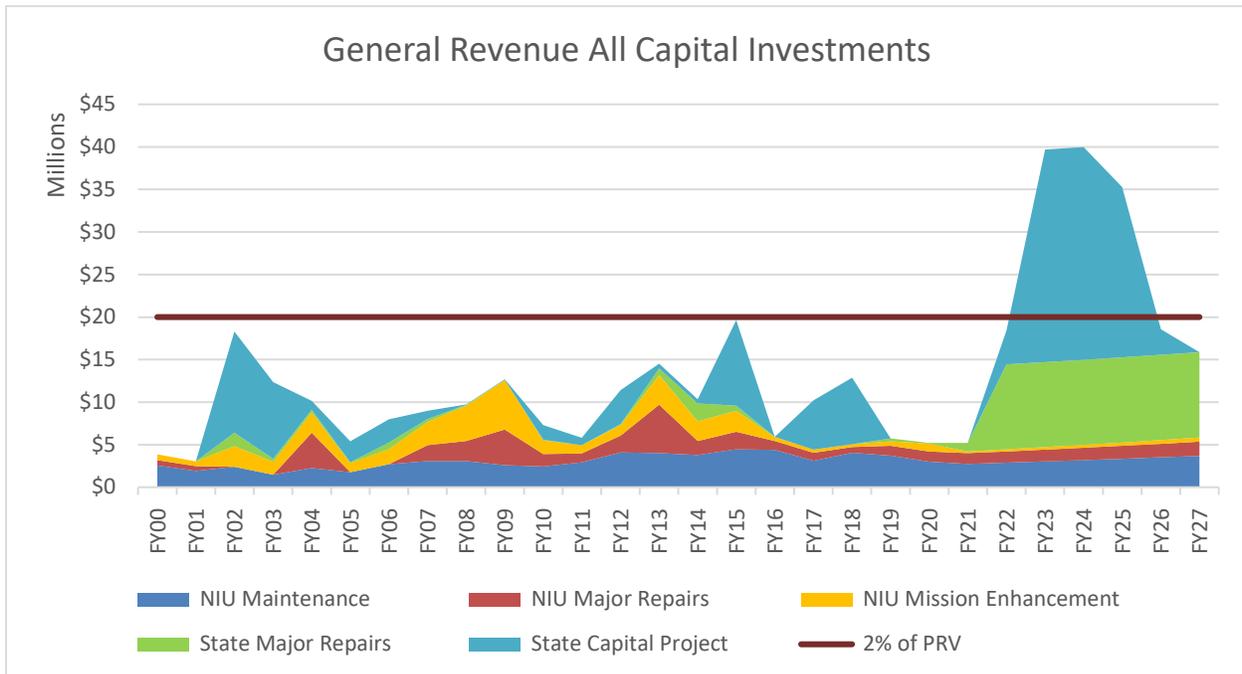


Figure 7

Mission enhancement investments in Auxiliary/Bond Revenue buildings are plotted in Figure 8 below¹. Again, the percent of PRV investment model is shown as a reference only to illustrate the magnitude for this investment. Assuming for a moment that the entirety of maintenance, repair, and mission enhancement investments would contribute towards sustaining a building/infrastructure, the total investments over this 20-year period would average to 1.2% of PRV. While slightly better than the General Revenue side, this cumulative gap of over \$162M from reaching the 2% investment target also further illustrates the magnitude of under-investment in Auxiliary buildings/infrastructure.

The largest period of investment in the Auxiliary portion of the campus occurred during the FY11-FY16 period and was spurred by the financing from the Build America Bonds. This supported projects such as the Gilbert Hall renovation, Grant North Towers renovation, Outdoor Recreation Center construction, fire sprinkler installation for Stevenson Hall, and the Lucinda Ave extension following the Douglas Hall demolition. The remaining Build America Bond funding was expended mostly in FY19 and FY20 for the Holmes Student Center ground floor renovation.

¹ The financed construction investment of the New Residential Hall was not able to be incorporated into this historical assessment at this time and will be evaluated in future assessment reports as more information is gathered.

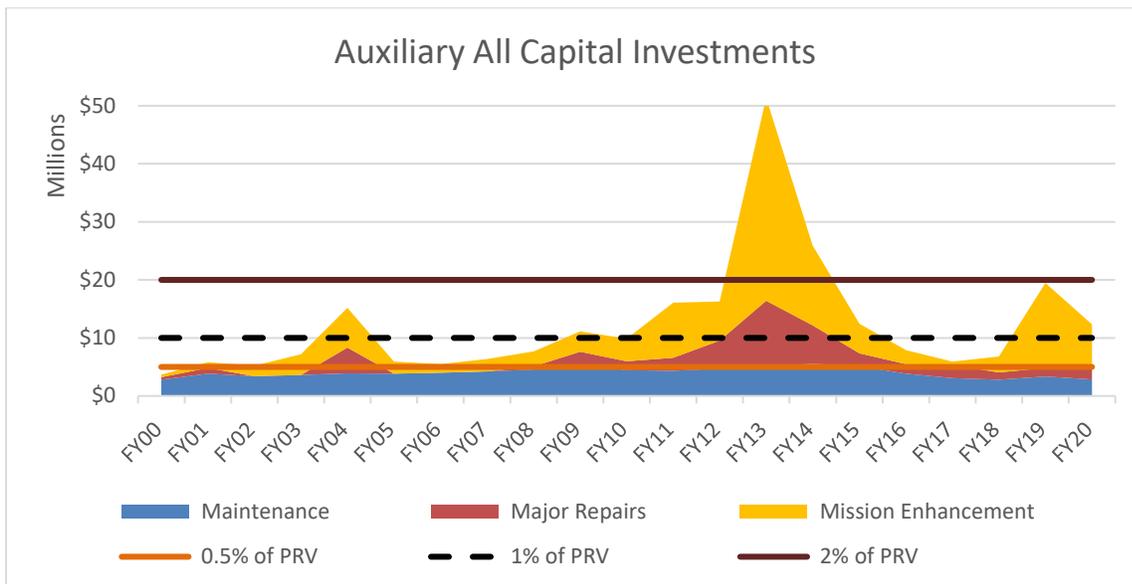


Figure 8

Building Inventory

This is a new section added to this year’s report intended to provide a high-level overview of the campus buildings. The university campus is comprised of approximately 85 major buildings with an average age of 48 years. Sixty-four (64) buildings are considered General Revenue support and twenty-one (21) buildings are considered Auxiliary support.

While the number of buildings differs between the two financial systems, the space contained is roughly equal with the General Revenue buildings holding about 3.95 million square feet and the Auxiliary buildings holding about 3.84 million square feet. Of the entire approximately 7.8 million square feet of university buildings, 55% (44 buildings) is greater than 50 years of age and at a higher rate of deterioration.

Of the entire approximately 7.8 million square feet of university buildings, 55% (44 buildings) is greater than 50 years of age and at a higher rate of deterioration.

The combination of aging infrastructure and continuing under investment for facility sustainment requirements, as addressed earlier in this report, is creating a growing financial liability. This liability can only be addressed by increasing investments, reducing the facility inventory, or a combination of both actions. Reducing the inventory could be accomplished through consolidation and disposing of excess structures. Disposal actions may be through demolition or sale of buildings and property determined to be surplus to the university needs.

In FY20, the former President House on Woodlawn Drive had been sold under the relatively new authority provided by the State Property Control Act (30 ILCS 605). The intention of the revised Act was to further address deferred maintenance liabilities by requiring sale proceeds to be used only for this purpose. Other properties such as the Art Annex along Sycamore Road is in the process of consolidating supported functions and preparing the property for sale. Structures not appropriate for sale and situated best for demolition would include the Lincoln Hall residential complex and Adams Hall. Both buildings are vacant and awaiting demolition possibly in combination with the new construction associated with the Health Informatics & Technology Center project authorized under the Rebuild Illinois capital program. Further opportunities to consolidate and right-size functions will be evaluated to identify additional structures which may

be disposed. In the long term, this action will allow the university to place more resources towards remaining structures and other operations enhancing the university mission.

Conclusion

This report continues to highlight the extended period of past systematic underinvestment which has created a dire need for repair and modernization investments. While the anticipated increase in state funding has been delayed awaiting tax revenue realizations and economic impacts from the pandemic, the intention for increased investment remains hopeful for future years. The immediate challenge will be mitigating the most critical deficiencies in the most efficient manner possible until larger repairs and modernization improvements can be supported.

While political attention will be naturally focused on pandemic impacts and recovery, the need for infrastructure investment efforts to convince political leaders to continue this improved investment beyond the current Rebuild Illinois initiative will be critical. Buildings and infrastructure have been stressed literally to the breaking point and repeated cycles of underinvestment in the future will not be as tolerable and will likely lead to more failures impacting the University mission to a greater degree than experienced in the past.

In the meantime, the University will need to continue to systematically prioritize facility investments and look for opportunities to reduce the sustainment liability through reduced facility assets. For FY20, as shown in Figure 9, this has focused more General Revenue funding towards maintenance/repair requirements. For Auxiliary operations, FY20 investments were skewed by the completion of the major Holmes Student Center renovation project.

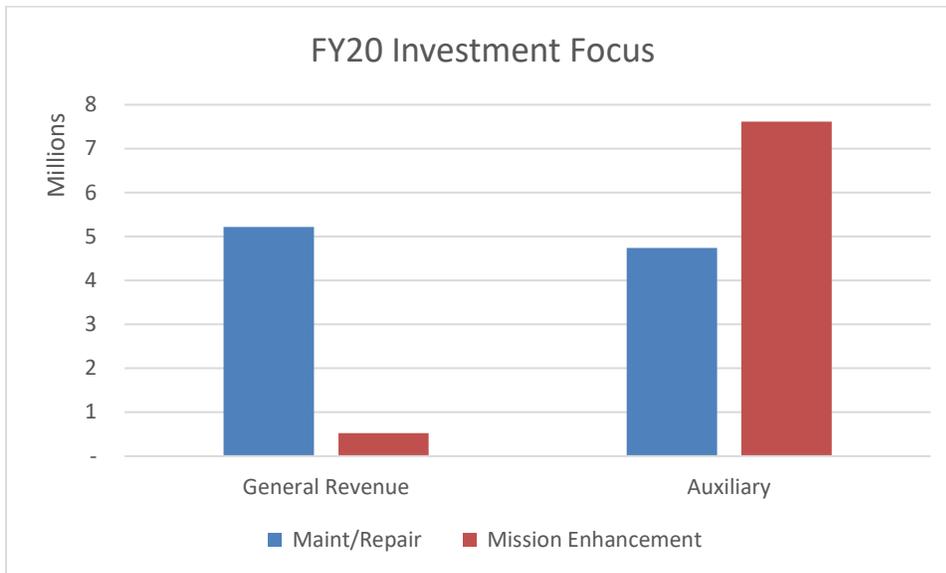


Figure 9

Appendix A Historical Highlights of Approved Projects

In Fiscal Year 2011, the Board approved seven projects in excess of \$1M: \$85.76M for projects related to Campus Non-Instructional Modernization and Capacity Improvement; \$7M for the renovation of parking facilities; \$5.24M for a new outdoor recreation facility; \$3M for Grant Tower Renovation Phase I; \$2.88M for electrical infrastructure upgrades; \$2.69M for Stevenson Fire Sprinkler System; and \$1.74M approval of Capital Development Board (CDB) funds for roof replacement on seven general revenue buildings. There was one project between \$500K and \$1M: \$970K was approved for the roof replacement at Holmes Student Center. There were two project approvals between \$250K and \$500K that totaled \$692K: \$365K for campus alert phase II; and \$327K to repair the building envelope at Lincoln Hall. There were three project approvals between \$100K and \$250K that totaled \$602K, and twenty-seven projects under \$100K were approved. There were ten repair and remodeling projects approved for research, learning, classroom, and support spaces.

In Fiscal Year 2012, the Board approved two projects in excess of \$1M: \$3.3M for Huskie Stadium scoreboard; and \$1.8M for campus 100% wireless coverage. In addition, the CDB approved a budget increase of \$2.9M for Stevens Building Renovation. There was one project between \$500K and \$1M: the CDB approved a budget increase of \$572K for roof replacements on seven campus buildings. There was one project approval between \$250K and \$500K: \$385K for campus alert phase III. There were ten project approvals between \$100K and \$250K that totaled \$1.8M, there were twenty-seven projects under \$100K approved, fourteen of which were under \$25K. There were eight repair and remodeling projects approved for research, learning, classroom, and support spaces. Notable projects include the new Department of Defense (DOD) supercomputer for Department of Computer Science, 100% wireless coverage for campus, three smart classrooms, and a new laboratory for Department of Computer Science.

In Fiscal Year 2013, the Board approved two projects in excess of \$1M: \$2.58M for electrical infrastructure; and \$1.25M for campus alert systems. In addition, campus maintenance projects totaled \$1.65M for general campus improvements. There was one item between \$500K and \$1M approved by the Board: \$650K for new electronic advertising fascia boards at Huskie Stadium. There was one project between \$250K and \$500K: \$271K for emergency repairs of the entry plaza/mechanical room deck at Montgomery Hall. There were fifteen project approvals between \$100K and \$250K that totaled \$2.4M, and there were twenty-three projects under \$100K approved, nine of which were under \$25K. There were ten repair and remodeling projects approved for research, learning, smart classroom, and support spaces. Notable projects include the new entry door system for Founders Memorial Library, four smart classrooms, and a renovated temporary Anthropology lab space for use during the renovation of Stevens Building.

In Fiscal Year 2014, the Board approved two projects in excess of \$1M: \$2.25M for a new Public Safety radio system; and \$1.38M for electrical infrastructure. In addition, campus maintenance projects totaled \$1.59M for general campus improvements. There was one project between \$250K and \$500K: \$450K for new “beta version” small bus transit system for central campus. There were ten project approvals between \$100K and \$250K that totaled \$1.7M, and there were fifty projects under \$100K approved, thirty of which were under \$25K. There were twenty repair and remodeling projects approved for research, learning, smart classroom, and support spaces. Notable projects include three smart classrooms, the new walk-in cooler for Geology research in Davis Hall, and a new computerized video message board system for the College of Education.

In Fiscal Year 2015, the Board approved one project in excess of \$1M: \$1.5M for planning the renovation of Holmes Student Center and Neptune Residential Complex. There were two projects over \$500K: Grant Central roof replacement at \$812K; and renovation of the Animal Research

Facilities located in Psychology/Computer Science and Montgomery Hall at \$850K. Maintenance project approvals totaled \$3.03M for general campus improvements with an additional \$373K approved for two emergency repairs. There were five projects between \$250K and \$500K, most notably two projects at Huskie Stadium: \$460K for a new turf field; and \$300K for additional Light-emitting diode (LED) advertising ribbon boards. There were twenty-one project approvals between \$100K and \$250K that totaled \$4.76M and there were forty-nine project approvals under \$100K, thirty were under \$25K. There were seventeen repair and remodeling projects approved for academics, research, smart classrooms, and support spaces. Notable projects include the renovation of the Animal Research Facilities for Psychology and Biology, nine smart classrooms and classroom upgrades, additional compact storage for the Anthropology Museum, the first electric car charging station on campus, and this year one new facility was added, a new salt shed for Grounds Department to help manage purchasing and storing of winter de-icing salt.

In Fiscal Year 2016, the Board approved three projects in excess of \$1M: the reallocation of \$20M in Build America Bonds for the renovation of Holmes Student Center; \$1.9M for renovation of New Hall Dining and Residence; and \$1.25M for a phased roof replacement of Gabel Hall. There were five projects over \$400K: \$750K for Grant Steam Vault, \$700K for the Boiler Assessment and Phase I Design; \$625K for Stevenson Towers (A & D) Roof Replacement; \$440K for Lucinda Avenue Realignment; and \$400K for DuSable Steam Vault Repairs. There were four projects between \$200K and \$400K. Most notable was the repair of the heating system for the Child Development Lab for \$246K. There were twenty-three project approvals between \$25K and \$200K that totaled \$1.5M, and there were twenty-eight projects under \$25K approved. There were twelve projects approved for General Revenue buildings. The majority of these projects were major repairs to critical building systems such as heating, ventilating, air conditioning, leaking roofs, and deteriorated walls.

In Fiscal Year 2017, the State Budget impasse and the University's budget constraints played a major role in the number and dollar value of capital projects approved in FY17. The Board approved only one project over \$1M: the reallocation of \$5.4M in Build America Bonds to begin remodeling, maintenance, repairs, and updates to Neptune Residential Complex. There were only two projects over \$250K: \$750K for Grant South Steam Vault replacement; \$625K for Stevenson Towers (B & C) Roof Replacement; and \$500K to facilitate and complete the move-in to Stevens Building. The anticipated completion of Stevens by the State of Illinois Capital Development Board is spring 2018. There were six projects between \$100K and \$250K that totaled \$1.1M and six projects between \$50K and \$100K that totaled \$424K. There were 52 projects less than \$50K totaling \$850K. Total investment in FY17 was 67 projects totaling \$9M in approvals. There were nine boiler, heating plant, steam tunnel, steam piping, and valve related repairs. Five other projects also related to mechanical systems and equipment on campus were completed. There was one major emergency repair to the water main at Neptune Residential Complex.

In Fiscal Year 2018, continuing enrollment and budget uncertainties played a role in the number and dollar value of capital projects approved in FY18. The Board reconfirmed approval of the budget and use of Build America Bond funds for Holmes Student Center renovation at \$20M. The Board approved only one additional project over \$1M: \$1.27M to replace the video boards and scoreboards at the Convocation Center. There were only two projects approved over \$250K: \$468K for the renovation of Founders Café and \$275,000 for the renovation of the Nelson Suite at Convocation Center. There were eight projects between \$100K and \$250K that totaled \$1.26M and six projects between \$50K and \$100K that totaled \$449K. In addition, there were approximately 75 other projects totaling \$1.7M. There was one major emergency repair to the steam tunnel on Normal Road at LaTourette Hall.

In Fiscal Year 2019, increased attention for state capital renewal funding began to produce additional investments for the University. The first phase of the boiler replacement project had

been authorized with about \$6.2M of state funding which was augmented with about \$9.8M of funds from the University Auxiliary Reserves. Additionally, about \$5.5M of state funding authorization was provided for steam line repairs. To compensate for higher than expected construction bids responding to the Holmes Student Center renovation project, the Board approved an increase of the budget from \$20M to \$20.9M. The Board also approved moving forward with design of the Northern Illinois Center for Community Sustainability (NICCS) a \$22.9M partially State/grant funded project of which \$7.9M is to be provided by NIU. There were no other projects approved over \$1M approved by the board. There were four projects approved over \$250K: Convocation Nelson Suite remodel for \$300K; steam isolation valve and expansion joint replacement project for \$501K of which \$476K is funded through Capital Development Board (CDB); Yordon Performance Center remodel for \$275K; and Stevenson Dining Area remodel for \$450K. There were twelve projects between \$100K and \$250K, totaling \$2.1M. There were eleven projects approved between \$50K and \$100K totaling \$734K. In addition, there were 101 other smaller projects approved totaling \$1.2M.

In Fiscal Year 2020, the year began with the optimism for significantly increased state funding for both capital and capital renewal investments stemming from the Rebuild Illinois capital investment initiative. However, the timing for anticipated tax revenues which were further impacted by the pandemic hitting mid fiscal year delayed this expected investment boost. The previously FY19-approved and in-process capital renewal-funded projects for Campus Boiler Replacements and Steam Tunnel repairs were both delayed a few months but continued progressing with the CDB. In the first half of the year, the Board approved two NIU-funded projects. The first was the \$1.1M Recreation Center changing room remodeling. This project proceeded through the design phase but was put on hold due to budget uncertainties resulting from the pandemic. The second was \$1.5M for the Holmes Student Center tower elevator upgrades. This project was also put on hold due to the same budget uncertainties. In the second half of the fiscal year, the Board approved two projects: a \$350K renovation for a Burma Art Collection storage area in the Founders Memorial Library and a \$400K renovation for the College of Business Creativity and Empathy Lab in Barsema Hall. These projects were mostly grant/donation funded and were not impacted financially by the pandemic.

Appendix B
Semi-Annual Progress Report of Active Capital Projects
with a Budget over \$100,000

All projects listed herein were previously approved by the Board of Trustees or the President and are currently in process. The Authorization Date is identified for all NIU-funded projects; the fiscal year is identified for all CDB-funded projects. Status reports are provided on any project, regardless of initiation date, until all work has been completed and all payments have been made.

A. CAPITAL DEVELOPMENT BOARD PROJECTS

I. Projects in the Planning Phase

1. Health Informatics and Technology Center Building

Total Project Budget: \$80,000,000

Funding Sources: State Appropriation

Authorization Date: January 2020 (for \$7.7M)

Status: The University was notified by CDB in January 2020 that funds were pending from the State Comptroller office. As the pandemic began to emerge and revenue streams planned to support the Rebuild Illinois efforts failed to materialize, this project was placed on hold. While reappropriated in the FY21 state budget, it continues to remain on hold pending improvements in tax revenues.

2. Northern Illinois Center for Community Sustainability

Total Project Budget: \$20,000,000

Funding Sources: Grant Funding & NIU Local Funds

Authorization Date: December 2018

Status: The University was notified by CDB in February 2020 that this project will be executed by the CDB. Funds have not yet been released due to fiscal implications caused by the pandemic.

II. Projects in the Design Phase

1. DeKalb Campus – Repair Steam Tunnel Distribution

Total Project Budget: \$5,024,000

Funding Sources: FY19 - CDB State Appropriated

Authorization Date: September 2018

Status: The University was notified by CDB in May 2019 that funds were pending release from the State Comptroller office for this project. In March 2020, CDB contracted with a consultant engineering firm to develop design and construction documents. The project was on a brief hold during the early stages of the pandemic but resumed in May 2020. Finalized scope has been confirmed and preparation of construction documents for the procurement process will begin shortly. Completion is targeted for summer of 2021.

2. DeKalb Campus – West Heating Plant and Boiler Replacement Phase I

Total Project Budget: \$16,000,000

Funding Sources: Institutional – Auxiliary Reserves
& FY19 – CDB State Appropriated

Authorization Date: August 2017

Status: The University entered into an inter-governmental agreement with CDB to manage the project using a “design/build” project delivery method and contribute \$9.6M of Auxiliary funding towards the project. CDB contracted with a firm to develop bridging documents to select a design/build contractor. While delayed initially by the pandemic, the design/build contractor selection process is underway with an award anticipated in early

2021. Completion is projected for summer 2022.

III. Projects in the Construction Phase

1. Stevens Building – Addition & Renovation

Total Project Budget: \$37,300,135

Funding Source: FY10 – CDB Amended FY17
& FY17 – NIU Appropriated Funds

Status: Construction work was completed in May 2018 and building commissioning was completed during the summer 2018. School of Theatre and Dance and Department of Anthropology moved back into the facility in mid-May 2018 and classes were hosted for fall semester 2018. Design oversight with Heating, Ventilation, Air Conditioning (HVAC) humidity control is currently being addressed with an anticipated completion by fall 2020.

B. NORTHERN ILLINOIS UNIVERSITY PROJECTS

I. Projects in the Planning Phase

None at this time.

II. Projects in the Design Phase

1. Recreation Center – Changing Room Remodel

Total Project Budget: \$1,100,000

Funding Source: Institutional - Auxiliary Reserves

Authorization Date: September 2019

Status: Design development was completed March 2020. Project is on hold due to pandemic funding uncertainties.

2. Stevenson and Grant Residence Halls - Building Envelope Repairs

Total Project Budget: \$525,000

Funding Source: Institutional - Auxiliary Reserves

Authorization Date: December 2016

Status: Project was previously (pre-pandemic) on hold due to limited funding availability. As plans were made to begin assessment and design efforts in FY20, the pandemic uncertainties again placed this project on hold. Plans will be made to resume efforts in FY22.

3. Holmes Student Center Hotel Tower - Building Envelope Repairs

Total Project Budget: \$250,000

Funding Source: Institutional - Auxiliary Reserves

Authorization Date: December 2016

Status: Project was previously (pre-pandemic) on hold due to limited funding availability. As plans were made to begin assessment and design efforts in FY20, the pandemic uncertainties again placed this project on hold. Plans will be made to resume efforts in FY22.

III. Projects in the Construction Phase

1. East Plant-Summer Repairs 2020

Total Project Budget: \$201,700

Funding Source: Institutional Auxiliary Reserve Funds
& Appropriated Income Funds

Authorization: June 2020

Status: Project in process and is approximately 15% complete.

- 2. Neptune Complex – Security Camera Upgrade**
Total Project Budget: \$120,000
Funding Source: Bond Series 2010 Project
Authorization: May 2020
Status: This DoIT led project is in process and is approximately 70% complete.
- 3. East Campus-2020 Steam Outage Repairs**
Total Project Budget: \$132,050
Funding Source: Institutional Auxiliary Reserve Funds
& Appropriated Income Funds
Authorization: May 2020
Status: Project in process and is approximately 85% complete.
- 4. West Campus-2020 Steam Outage Repairs**
Total Project Budget: \$176,750
Funding Source: Institutional Auxiliary Reserve Funds
& Appropriated Income Funds
Authorization: May 2020
Status: Project in process and is approximately 85% complete.
- 5. College of Business – Creativity and Empathy Lab**
Total Project Budget: \$400,000
Funding Source: Donor Funds
Authorization Date: March 2020
Status: Under NIU Foundation executed design and construction contracts, construction was able to proceed over the summer and completed in October. This will be the final report on this project.
- 6. Holmes Student Center – Restroom Upgrades**
Total Project Budget: \$104,760
Funding Source: Bond Series 2010 Project
Authorization Date: March 2020
Status: Initially delayed by the pandemic, efforts were able to proceed over the summer and were substantially completed by September. This will be the last report on this project.
- 7. Convocation Center – Passenger Elevator Controls Upgrade**
Total Project Budget: \$172,400
Funding Source: Bond Series 2010 Project
Authorization Date: March 2020
Status: Initially delayed by the pandemic, efforts were able to proceed over the summer and were substantially completed by September. This will be the last report on this project.
- 8. Convocation Center – Cooling Tower Fans – Drive Upgrades**
Total Project Budget: \$122,850
Funding Source: Bond Series 2010 Project
Authorization Date: March 2020
Status: Initially delayed by the pandemic, efforts were able to proceed over the summer and were substantially completed by June. This will be the last report on this project.
- 9. West Plant – 2019/2020 Winter repairs**
Total Project Budget: \$114,950
Funding Source: Institutional Auxiliary Reserve Funds
& Appropriated Income Funds
Authorization Date: January 2020

Status: Project is complete and final payments are in process. This will be the last report on this project.

10. West Plant - FY20 Chiller & Cooling Tower Maintenance & Repairs

Total Project Budget: \$114,750

Funding Source: Institutional Auxiliary Reserve Funds
& Appropriated Income Funds

Authorization Date: January 2020

Status: Project is complete and final payments are in process. This will be the last report on this project.

11. Holmes Student Center – Huskie Den Bowling Center Upgrades

Total Project Budget: \$248,600

Funding Source: Bond Series 2010 Project

Authorization Date: December 2019

Status: Initially delayed by the pandemic, efforts were able to proceed over the summer and were substantially completed by August. This will be the last report on this project.

12. Founders Memorial Library – B30 Burma Art Compact Storage Install

Total Project Budget: \$350,000

Funding Source: Grant Funding & Institutional Local Funds

Authorization Date: December 2019

Status: Initially delayed by the pandemic, efforts were able to proceed over the summer and were substantially completed by August. This will be the last report on this project.

13. Holmes Student Center Tower Elevator - Controls Upgrade

Total Project Budget: \$1,500,000

Funding Source: Institutional Auxiliary Reserve Funds

Authorization Date: December 2019

Status: Due to the fiscal magnitude of these repairs and funding uncertainties during the pandemic, this project was placed on hold and deferred to the spring/summer of 2021.

14. Stevenson Towers A, B, C & D – Roof Replacement

Total Project Budget: \$1,400,000

Funding Source: Institutional Auxiliary Reserve Funds

Authorization Dates: March 2020

Status: Construction bids were received November 2019. As the construction contract was being prepared for award, the pandemic onset and fiscal uncertainties required this project to be placed on hold and deferred to spring/summer of 2021.

15. Holmes Student Center South Entrance Elevator – Controls Upgrade

Total Project Budget: \$198,950

Funding Source: Bond Series 2010 Project

Authorization Date: February 2020

Status: Initially delayed by the pandemic, efforts were able to proceed over the summer and were substantially completed by July. This will be the last report on this project.

16. Soccer Field Complex - Press Box Replacement

Total Project Budget: \$129,000

Funding Source: Institutional Local Funds

Authorization Date: June 2019

Status: Partially delayed by the pandemic, efforts were able to proceed over the summer and were substantially completed by July. This will be the last report on this project.

17. Neptune Complex Upgrade

Total Project Budget: \$5,400,000

Funding Source: Bond Series 2010 Project

Authorization Date: March 2017

Status: Renovation efforts to improve building systems and living/common spaces were systematically executed during academic break periods between FY18 through early FY21. Final work items to provide air conditioning in Neptune East student lounges was initially delayed by the pandemic but was able to proceed over the summer and complete by October. This is the last report for this project.

18. DeKalb Campus - Electrical Infrastructure Replacement Phase III

Total Project Budget: \$2,550,000

Funding Source: Appropriated Funds, Bond Series 2010 Project &
Institutional Auxiliary Reserve Funds

Authorization Date: March 2014

Status: Construction work began in late 2014 and is approximately 75% complete before being placed on hold due to past year funding concerns and competing priorities. Due to the project's overall age, limited remaining critical scope will continue while other requirements will be prioritized with subsequent projects. Final items are expected to be complete before the next report.

FACILITIES UPDATE

The following is a quarterly update intended to provide an overview on major facility projects at some active stage of execution. This report is not a complete listing of all projects as typically shown in the semi-annual report of active projects >\$100K, nor does it provide a strategic overview for facility investments as contained in the annual report of capital investments. Organized around funding sources, this report highlights significant projects recently completed, underway, in development, or temporarily placed on hold due to fiscal uncertainties. Due to the current pandemic, many previously planned capital investments have been deferred unless there is an unavoidable critical need to sustain a building system or structure.

- Active state-funded projects administered by the Capital Development Board (CDB):
 - o Capital projects:
 - Health Informatics (*In Development*): While \$7.7M was released to the CDB to begin planning/design efforts for this project, pandemic delays have caused this effort to hold. NIU will be working with CDB to develop a project narrative that will be used to solicit design consultant services to begin this effort.
 - Stevens humidity control improvements (*Underway*): This is a latent defect correction following the substantial completion of the Stevens building reconstruction in summer 2018 to address problems experienced with high humidity levels in the building. Although this work, estimated at approximately \$155,000, experienced some delay in execution due to the pandemic it was able to be completed over the summer, commissioning and final punch list items are anticipated to be complete by end of October.
 - o Capital Renewal projects:
 - Boiler Replacement Phase I (*Underway*): A two-phased selection process for awarding a design-build contract was delayed while in process due to the pandemic. The first phase selection effort to determine finalists to compete in the second phase with detailed price and technical proposals was completed and the second phase began in late September with proposals due at the end of October. A design-build contract award estimated at approximately \$16M may be made this winter depending on cash flow implications.
 - Steam Tunnel Repair (*Underway*): Design efforts for this project were delayed due to the pandemic but the scope was able to be finalized to fit within the \$5M budget for this project. Construction documentation in preparation for bidding has been delayed due to the pandemic but is anticipated to restart before the end of the calendar year. Construction may be targeted for summer 2021.
- State grant-based projects administered by the Capital Development Board (CDB):
 - o Northern Illinois Center for Community Sustainability (NICCS) (*On Hold*): CDB has not yet received funding to proceed with this approximately \$15M project. Project scope development has been prepared internally within NIU to better define and align the program with intended facility features, ready for when this project

moves forward.

- Donor/Grant funded projects:

- o Barsema Hall Creativity & Empathy Lab remodel (*Underway*): A Construction contract was executed in late June for \$295,344 and renovation work was substantially completed by the end of September. Several longer lead time items are anticipated to be received by the end of October, once installed construction will be complete. Schedule for opening of the newly renovated spaces is to be determined at this time. Below is a photo of the nearly completed project.





- Major NIU-funded projects:
 - o Auxiliary funded:
 - Neptune Renovation (*Underway*): Final renovation efforts (\$180,000 of the larger \$5M project) to install air conditioning within the student lounge areas of the east and west wings of the complex began over the summer but were delayed due to the pandemic, this work is anticipated to be completed by November.
 - Security camera upgrades in Holmes Student Center (HSC) and Neptune Residential Complex totaling \$156,000 progressed over the summer and are anticipated to be completed by November.
 - Infrared scanning of various flat roofs on campus were carried out for Auxiliary buildings and a structural assessment of the Stadium west stands is underway at a combined cost of \$46,000. These efforts are aid planning for future repair projects.
 - The following projects totaling \$4.7M have continued to be on hold pending improved financial resources or the next available construction window: Stevenson, Grant and HSC exterior envelope repairs, HSC tower elevators, Stevenson towers roofs and Recreation Center locker room remodeling.
 - o Appropriated Funds:
 - Two smaller repair projects previously on hold but now proceeding ahead due to urgent need include an initial phase of humidity control upgrades for the Fay Cooper Cole Hall Museum and Davis Hall masonry repairs with a combined cost of \$116,000 have been initiated and are targeted to be completed as soon as possible before winter.
 - Infrared scanning of various flat roofs on campus were carried out to assist with planning for future necessary repair projects at a cost of \$18,000 for General Revenue buildings was completed.
 - The following projects totaling approximately \$250,000 have remained on hold pending improved financial resources or the next available

construction window: Broadcast Center building automation system (BAS) upgrades, Wellness & Literacy (Monsanto) building automation system (BAS) assessment, Faraday and Zulauf exterior façade assessments.

- Utility Reserve Funds:
 - Previously put on hold, Altgeld building automation system (BAS) assessment is in process of being initiated at a cost of \$34,000.

FY20 CLERY REPORT UPDATE

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires NIU to publish crime statistics each year by October 1. The Department of Police and Public Safety prepared statistics concerning reported Clery crimes within NIU Clery Geography with information collected from 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. Early each year these statistics are audited, and in October they are submitted to the Department of Education and published in the Annual Security Report. The statistics from the 2019 calendar year are below:

Reported Crimes against Persons Incidents

- Murder/Non-Negligent Manslaughter – 0
- Manslaughter by Negligence - 0
- Rape - 13
- Fondling – 6
- Incest – 0
- Statutory Rape -0
- Robbery -1
- Aggravated Assault - 6

Reported Crimes against Property Incidents

- Burglary - 5
- Motor Vehicle Theft - 0
- Arson - 2

Reported Violence against Women Act Offenses

- Domestic Violence - 7
- Dating Violence - 21
- Stalking - 4

Weapons Arrests and Referrals

- Weapons Arrests - 5
- Weapons Referrals - 0

Alcohol Arrests and Referrals

- Alcohol Arrests - 8
- Alcohol Referrals - 87

Drug Arrests and Referrals

- Drug Arrests - 6
- Drug Referrals - 5

*As of January 1, 2020, possession and recreational use of small quantities Cannabis and Cannabis infused products is legal under State law for adults over 21 years of age. However, due to provisions of the Illinois Cannabis Regulation and Tax Act, Illinois Compassionate Use of Medical Cannabis Program Act, and the Federal Drug Free Schools and Communities Act, possession and use of Cannabis on colleges or Universities in Illinois remains prohibited. We are continuing to work with the Department of Education regarding the impact of changes in State law and potential statistical implications under the Clery Act.

Clery reportable statistics from 2017-2019 are available in the Annual Security Report at www.niu.edu/clery.

APPOINTMENT OF INTERIM DEAN OF THE COLLEGE OF HEALTH AND HUMAN SCIENCES

After conducting an internal search, including feedback from campus stakeholders, a faculty member and administrator at Northern Illinois University (NIU) since 2013, Dr. Beverly Henry has been appointed, pending Board approval, to serve as the Interim Dean of the College of Health and Human Sciences. Dr. Henry currently serves as the director for the Ph.D. program in Health Sciences. She previously served as Associate Dean for Academic Affairs in the college, as well as Interim Chair in the School of Interdisciplinary Health Professions. Dr. Henry's work history is a blend of clinical, community and academic responsibilities with extensive experience in practice, classroom and governance roles.

Dr. Henry earned a bachelor's degree from NIU, master's degree from the University of Illinois at Chicago and doctorate degree from Loyola University Chicago. Her research interests focus on person-centered care, interprofessional education and nutrition care for children and families.

Recommendation: The University recommends Board of Trustees approval of the request to appoint Beverly Henry as the Interim Dean of the College of Health and Human Sciences, effective January 1, 2021.

AUTHORIZATION FOR RELEASE OF REIMBURSABLE FUNDS FOR PARTICIPATION IN MID-AMERICAN CONFERENCE FOOTBALL COVID-19 TESTING PROGRAM

Summary: On September 25, 2020, the Mid-American Conference (MAC or Conference) announced the resumption of the football season for the fall of 2020, with approval of the MAC Council of Presidents (Council). A component of this football season resumption was that regular COVID-19 testing would occur pursuant to a testing regimen and protocols established by the Conference.

By consensus, the Council approved Quest Diagnostics as the preferred testing partner for the Conference during the 2020 football season. In addition, the Council approved the use of Conference College Football Playoff revenue to cover the cost of football COVID-19 testing. Pursuant to this approval, the MAC contracted for a football testing program through Quest Diagnostics for the 2020 season, whereby the MAC would pay the costs of the football testing program directly to Quest Diagnostics.

In giving its approval, it was also the understanding and agreement of the Council that institutions participating in the football testing program may need to provide funding to the MAC to cover testing costs up front and be reimbursed by the MAC when the College Football Playoff revenue is received in April of 2021. The MAC has indicated that there is a need for institutions to provide such funding and has estimated that overall up-front costs for each institution would be \$390,000.00. The Conference will reimburse participating institutions for the actual testing costs incurred at their institution from 2021 College Football Playoff distributions, after reconciling funds advanced by the institution to the number of tests performed, less testing reimbursements received from any other sources, if applicable.

Recommendation: The University recommends that the Board of Trustees approve and authorize the expenditure of funds not to exceed \$390,000.00 to the MAC to cover up-front costs for the 2020 football testing program with Quest Diagnostics, with the understanding and agreement of the MAC that these expenses shall be reimbursed back to the University through College Football Playoff revenue in early 2021, as approved by the MAC Council of Presidents.

COVID-19 TESTING COSTS FOR REMAINDER OF FY21

Summary: To ensure the health and safety of students, faculty, and staff, the University requests permission to purchase COVID-19 diagnostic tests for the remainder of FY21.

Background: In response to the COVID-19 pandemic, the University has instituted COVID-19 testing protocols for students, faculty, and staff. These tests are necessary to identify, treat, and isolate individuals. Additionally, the testing helps the university monitor the spread of COVID-19 in our community.

To date, undergraduate and graduate students who live in NIU residence halls and/or have select face-to-face courses, as well as student athletes, and employees working on campus in areas where students live and learn or where it is difficult to maintain physical distance are tested. These tests have been provided through Northwestern Medicine (NWM), NIU's campus health services provider. The University will continue to work with NWM to provide testing through the remainder of the fiscal year. Testing protocols for the spring semester will be similar to the fall semester with the following exceptions:

- All students living in NIU residence halls will be required to take a COVID-19 test before moving into their rooms for the spring semester. The cost of those tests will be covered by the university.
- Any student who is taking or faculty/instructor who is teaching a fully in-person class (or classes) in the spring semester will be part of the surveillance testing pool.
- The frequency of testing students living in residence halls may increase as needed.

In the past, individual tests have cost approximately \$80 each, but the university anticipates costs will decrease markedly in CY 2021 to \$20-25 per test owing to the availability of potentially new lab testing partners. Approximately 3000 tests per week will be required to meet the protocols; therefore, for a sixteen-week semester, 48,000 tests will be needed for the remainder of FY21. At \$25 per tests, the cost will be \$1,200,000 with potential for reduced costs.

Funding: Institutional – funds

COVID-19 diagnostic tests not to exceed: \$1,200,000

Recommendation: The University recommends that the Board of Trustees approve the COVID-19 Testing Costs for Remainder of FY21.

DRAFT FY22 UNDERGRADUATE, GRADUATE, AND LAW FEE PRICING RECOMMENDATION

Summary: The following item presents a pricing recommendation that addresses Northern Illinois University's undergraduate, graduate, and law fees for FY22. These recommendations were developed with the goals of addressing affordability concerns and maintaining fiscal responsibility by keeping the total cost of attendance for full-time students as low as possible. The recommendations include the introduction of a Cultural Diversity Programming Fee, though the overall fees are decreasing from FY21 to FY22.

Background: The University has numerous student activities, programs, services, and operations that are supported to various degrees by the assessment of dedicated-use student charges. These charges are aggregated into a more manageable number of fees. This item describes the purpose of each charge, then provides a summary of the fee rates for FY21 and recommendations for FY22.

Undergraduate, Graduate, and Law Fee Categories

Student Support Services Fee is comprised of the following charges:

Student Activities and Services Charge supports the student government, student programming, campus wide programming initiatives (Welcome Days, Homecoming, Open Houses, etc.) and the activities of student recognized organizations. These charges are also allocated to departments to maintain and improve student services.

Undergrad – Fee remains constant at FY21 level (\$5.10)

Grad – Fee remains constant at FY21 level (\$2.60)

Law – Fee remains constant at FY21 level (\$3.65)

Holmes Student Center Charge supports the operational costs of Holmes Student Center and student programs provided in the facility.

Fee remains constant at FY21 level (\$11.80)

Health and Wellness Charge allows students to use Health Services with little to no direct cost to students and helps fund programming that promotes wellness and healthy lifestyle choices and related state and federally mandated education and awareness campaigns.

Fee remains constant at FY21 level (\$7.90)

Grants-in-Aid Charge supports an institutional merit-based scholarship program, as well as supporting a needs-based Financial Aid fund for students, by which state institutions are eligible for matching funds from the State of Illinois per statutory requirements.

Fee remains constant at FY21 level (\$1.40)

Campus Recreation Charge is used for financing, constructing, maintaining, and improving new and existing recreational sports facilities and programs, including the sport club operations.

Fee remains constant at FY21 level (\$8.00)

Northern Star is the student-run newspaper and provides free access to the campus community.

Fee remains constant at FY21 level (\$0.27)

Arts and Culture Fee enhances the University's arts culture and provides students with a means to enjoy the School of Music and School of Theater and Dance productions without direct cost to the student.

Fee remains constant at FY21 level (\$0.80)

Cultural Diversity Programming Fee will be used to develop and support cultural programming resources for students by NIU's diversity resource centers. Programming will address the intersecting identities of students, including race, ethnicity, gender identity, class, nationality, sexual orientation, and others and may include high-impact speakers, films, lecture series, exhibits, Heritage Month Celebrations, and more.

New fee of \$0.80

University Advancement Fee is comprised of the following charges:

Capital Improvement Charge provides funding for educational and support facilities for students, faculty, and staff in a manner that maximizes the effectiveness of the capital investments, maximizes the use of existing facilities, and promotes orderly, planned campus development. Support for debt service of previously approved projects including west campus improvements, and the living and learning initiatives are also included in this charge.

Fee remains constant at FY21 level (\$14.90)

Transportation Access Charge funds the Huskie Bus System, the Huskie Line, parking lot lights, security and maintenance, and the creation of additional parking and transportation services. This charge also supports the University's Huskie Line bus and Freedom Mobile paratransit services. All fee-paying students are eligible to utilize Huskie buses without being charged fares. A decrease in costs allows for a decrease in the fee.

Decrease of \$1.50 from FY21 (\$8.50) to FY22 (\$7.00)

Athletic Fee is comprised of the following charges:

Athletic Program Charge supplements the University's diverse athletic programs and provides students with a means to enjoy the athletic events without direct cost to the student.

Fee remains constant at FY21 level (\$22.29)

Convocation Center Charge helps fund the operational costs of the Convocation Center and supports student events held in the athletic space utilized by students.

Fee remains constant at FY21 level (\$8.20)

Huskie Stadium Charge helps fund the operational costs of Huskie Stadium and provides support for student activities and programs that are held in the stadium.

Fee remains constant at FY21 level (\$2.40)

Graduate Program Support contains the following charges:

Graduate Colloquium Charge supports the Graduate Colloquium program, which brings scholars, artists, professionals, and public figures to lecture or perform at NIU.

Remains flat at \$2.00

Career/Professional Development Charge supports career/professional development workshops, seminars, and coursework for graduate students.

Remains flat at \$4.00

Graduate Outreach Charge is assessed to support infrastructure provided by the Division of Outreach, Engagement & Regional Development that is needed to deliver regional courses (e.g., operations of NIU regional centers, rental of non-NIU facilities).

Remains flat at \$18.00

Law Program Support contains the following charges:

Law Student Bar Charge supports the Student Bar Association and student organization activities at the College of Law.

Remains flat at \$2.35

Law Excellence Charge provides enhancements to College of Law course offerings and experiential learning opportunities such as clinics, mock trials, and moot court.

Remains flat at \$120.00

Academic Program Enhancement and Instructional Surcharge is assessed in order to meet the ever-emerging demands for cutting edge academic programs and services for NIU students. Critical areas for funding include technology upgrades as well as support for identified academic strategic planning initiatives designed to strengthen, direct, and further improve academic programs, research, and the academic experience of students.

Undergrad – Remains flat at \$125 per semester for students enrolled in 6 or fewer credit hours and \$250 for 7 or more credit hours

Grad and Law (Technology Surcharge) – Remains flat at \$22.00 per credit hour

Regional Delivery Fee is assessed to undergraduates to support the delivery of off-campus courses by the Division of Academic Affairs.

Remains flat at \$50.00 (non-School of Nursing courses)

Remains flat at \$100.00 (School of Nursing courses)

Outreach Fee is assessed to support infrastructure provided by the Division of Outreach, Engagement & Regional Development that is needed to deliver regional courses (e.g., operations of NIU regional centers, rental of non-NIU facilities).

Remains flat at \$56.00

FY21 Rates and Recommendations for FY22 Rates - Summary

Undergraduate, Graduate, and College of Law Fees	Per Credit Hour Rate (12 Hours Max. Rate)								
	Undergraduate			Graduate			Law		
	FY21	FY22	Difference	FY21	FY22	Difference	FY21	FY22	Difference
Athletic	\$ 32.89	\$ 32.89	\$ -	\$ 32.89	\$ 32.89	\$ -	\$ 32.89	\$ 32.89	\$ -
Student Support Services	35.27	36.07	0.80	32.77	33.57	0.80	33.82	34.62	0.80
University Advancement	23.40	21.90	(1.50)	23.40	21.90	(1.50)	23.40	21.90	(1.50)
Graduate Program Support	-	-	-	24.00	24.00	-	-	-	-
Law Program Support	-	-	-	-	-	-	122.35	122.35	-
Grad/Law Technology Surcharge	-	-	-	22.00	22.00	-	22.00	22.00	-
TOTAL	\$ 91.56	\$ 90.86	\$ (0.70)	\$135.06	\$134.36	\$ (0.70)	\$234.46	\$233.76	\$ (0.70)
Academic Program Enhancement Support*	250.00	250.00	-						
Regional Delivery**	50.00	50.00	-						
Outreach***	56.00	56.00	-						

*Charged as a flat fee of \$125 per semester for students enrolled for six or fewer credit hours; and a flat fee of \$250 for students enrolled for seven or more credit hours.

**Assessed to undergraduates for off campus courses. Regional delivery fee for courses in the School of Nursing is \$100.

***Assessed to support infrastructure provided by the Division of Outreach, Engagement, & Regional Development.

Recommendation: The University recommends that the Board of Trustees approve the Draft FY22 Undergraduate, Graduate, and Law Fee Pricing Recommendation.

FY22 ROOM AND BOARD FEE RECOMMENDATION

Summary: The university is presenting a pricing recommendation to establish Northern Illinois University's room and board fees for FY22. The collection of room and board from students living in University residence halls supports Housing and Residential Services as well as Campus Dining Services operations and related Revenue Bond obligations. These recommendations were developed to address the goal of student affordability and keeping costs for students as low as possible, while also acknowledging increasing costs of operations.

The University is recommending that room and board rates increase 2% for FY22, approximately \$100/semester.

No changes to the meal plans are requested for FY22.

Background: Room rate recommendations typically address service contract costs, software support, indirect costs, contractual services, general operating expenses, and debt service payments related to renovations to the residence halls and dining locations. This item describes the proposed room and board rates, then provides a summary of the original fee rates for FY21 and recommendations for FY22. (NOTE: Rates for New Hall (and Northern View), the Collegiate Housing Foundation II Project, are considered separately and are not included in this recommendation but are provided for informational purposes only.)

Original FY21

FY22

LOCATION	RATE	VARIANCE
NEPTUNE HALL		
Double-Occupancy	\$ 4,954	1.3%

LOCATION	RATE	VARIANCE
NEPTUNE HALL		
Double-Occupancy	\$ 5,053	2.0%

GILBERT HALL		
Single-Occupancy	\$ 6,323	0.0%
Double-Occupancy	\$ 5,440	0.0%

GILBERT HALL		
Single-Occupancy	\$ 6,449	2.0%
Double-Occupancy	\$ 5,549	2.0%

GRANT TOWERS		
Single-Occupancy	\$ 6,323	0.0%
Double-Occupancy	\$ 5,440	0.0%

GRANT TOWERS		
Single-Occupancy	\$ 6,449	2.0%
Double-Occupancy	\$ 5,549	2.0%

STEVENSON TOWERS		
Single-Occupancy	\$ 6,278	-1.0%
Double-Occupancy	\$ 5,404	-1.0%
Suite, with bathroom	\$ 5,440	0.0%

STEVENSON TOWERS		
Single-Occupancy	\$ 6,404	2.0%
Double-Occupancy	\$ 5,512	2.0%
Suite, with bathroom	\$ 5,549	2.0%

NEW HALL		
Single-Occupancy	\$ 6,969	2.0%

NEW HALL		
Single-Occupancy	\$ 7,108	2.0%

NORTHERN VIEW		
2 Bedroom unit	\$ 3,860	2.6%
3 Bedroom unit	\$ 3,724	2.0%
Single unit	\$ 4,500	3.6%
2 Bedroom buyout	\$ 7,780	3.4%

NORTHERN VIEW		
2 Bedroom unit	\$ 3,937	2.0%
3 Bedroom unit	\$ 3,798	2.0%
Single unit	\$ 4,590	2.0%
2 Bedroom buyout	\$ 7,936	2.0%

Other Mandatory Residential Fees

ResNet Access/Support Charge	\$92/semester
Residence Hall Surcharge	\$50/Semester
Living-Learning Communities	\$50/semester
Double Room Buyout Charge	\$1,092/Semester

All prices are in addition to the

students applicable base

Proposed Residential Meal Plan Upgrades (Dining Dollars)	Room and Board Fee	Rate
Block 12 per week with \$100 dining dollars per term	Included with room and board	
Block 15 per week with \$100 dining dollars per term		\$175
Block 19 per week with \$100 dining dollars per term		\$275

Recommendation: The University recommends that the Board of Trustees approves the FY22 Room and Board Fee Recommendation.

**AUTHORIZATION TO RETAIN EXECUTIVE SEARCH FIRMS FOR THE
APPOINTMENT OF SPECIFIC DEAN AND EXECUTIVE LEVEL
POSITIONS**

Summary: At the May 29, 2014 Special Board meeting, the Board authorized the President to select executive search firms for the search for University Deans and that such selection be from the list of prequalified search firms. It was further recommended that the President periodically report back to the Board regarding selection and status of such searches. Further, provisions of Public Act 97-0814 and the Northern Illinois University policy on the use of external search firms approved by the Board of Trustees on May 23, 2013, allow the use of an external search firm for senior executive level positions when needed.

In Fiscal Year 2021, searches for the positions of Dean of the College of Health and Human Sciences, and the Chief Human Resources Officer, will begin. Both of these senior leadership positions are critical to the success of the university and require an expert in the area of search to ensure the most qualified and diverse pool of applicants.

Pursuant to the provisions of Public Act 97-0814 and the Northern Illinois University policy on the use of external search firms approved by the Board of Trustees on May 29, 2014, it is recommended that the Board authorize the President to retain such executive search services to assist with these searches, with the provision that the President report such plans to the Board when practicable. Due to the critical roles and functions that deans and chief officers fulfill at the university, there is a justifiable need to use search firms for such positions, per paragraph (2) of the university's policy.

Recommendation: The University recommends that the Board of Trustees approve the Authorization to Retain Executive Search Firms for the Appointment of Specific Dean and Executive Level Positions.

**NORTHERN ILLINOIS UNIVERSITY POLICY
ON THE USE OF EXTERNAL HIRING SEARCH FIRMS**

Pursuant to the Northern Illinois University Law, as amended by Illinois Public Act 97-814, it is the policy of Northern Illinois University that charges for the services of an external hiring search firm may not be paid from any source of university funds, except:

- (1) In the hiring of the President of the University, or
- (2) In the case of when the Board of Trustees and the President demonstrate a justifiable need for guidance from an individual or firm with specific expertise in the field of hiring.

In furtherance of this authority, the President may implement this policy through the development of further guidelines and procedures for determining when the use of an external hiring search firm is justified. The Board and/or the President may delegate their respective responsibilities under this policy to appropriate university officials as deemed necessary.

Any NIU hiring department or entity that wishes to utilize the services of an external hiring search firm must make a request to the Office of the President for appropriate review under this policy before engaging the services of such search firm. In determining whether a request qualifies for the justified use of an external hiring search firm, the President will consider the following applicable criteria:

- The nature and scope of the position being filled (e.g., senior level versus non-senior level);
- The nature and scope of the search (e.g., nationwide versus local or regional);
- The university's goals and priorities surrounding the search;
- The availability of personnel, monetary resources and other university resources to dedicate to the search;
- An external search firm's ability to help recruit and screen candidates;
- An external search firm's ability to enhance the quality of a candidate pool;
- An external search firm's ability to help conduct and coordinate the logistics of a search;
- The expertise/specialization of an external search firm in conducting searches
- An external search firm's ability to bring fresh and new perspectives from outside of the university.

Northern Illinois University understands that the determination of whether a search is justified in using the services of an external hiring search firm depends upon the unique circumstances of the search being conducted. The President is not prohibited from considering other factors that may be deemed relevant and important for a search.

Upon completing a review, the President will determine whether justifiable need exists for the selection of an external hiring search firm and shall make a recommendation to the Board of Trustees for final action on the matter at any regular or special meeting of the full Board of Trustees. In its consideration of the matter, the Board will consider the above-referenced applicable criteria, as well as any other factors that may be deemed relevant and important. The Board's decision will be final.

COLLEGE OF LAW OVERVIEW

Dean Cassandra Hill will present an overview of the College of Law.

2020 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 2020 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, 2020

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

The past year presented our university, state, nation and world with great uncertainty and significant challenges as the result of the global COVID-19 pandemic, and the national reckoning on racial injustice and systemic inequity. Appropriately, NIU focused on crisis response during the initial phases of the public health emergency, and on adjusting to constantly changing conditions thereafter. As a result, well-laid plans were upended; specific goals, milestones, and deadlines were pushed back or set-aside.

In the face of profound disruption, I am proud of the ways that NIU protected our mission and adhered to our values during these difficult and confusing times. We prioritized the needs of students and our community above individual concerns. And, to address those needs, we embraced key aspects of our vision-- innovation and creativity.

The transition to virtual teaching and learning was unexpected – abrupt by necessity, and amazing because of the ingenuity and resilience of NIU faculty and staff across the university. Our ability to effectively provide flexibility and support to employees and respond to the public health emergency was enabled by our Board of Trustees’ willingness to delegate emergency powers and authority governing campus operations to the president. I am grateful for the resourcefulness, courage and compassion exhibited by the entire Huskie community during this exceptional year.

In the following sections, I highlight the progress that NIU sustained across five areas of focus: enrollment; diversity, equity and inclusion; research, artistry, innovation and regional engagement; key leadership initiatives; and fiscal sustainability. I conclude by linking NIU’s FY20 performance to our FY21 goals.

During this year like no other, I am particularly proud of these achievements that are described in more detail in the following sections:

- Total enrollment for fall 2020 climbed to 16,769, up 160 students overall (1%) from 2019- with that growth driven by an 8 percent increase in the number of new freshmen (2,047) and a 6 percentage point-improvement in retention of first-year students.
- Our first-year retention rate of 78% was a 15-year high that reflected significant progress in closing first-year retention rate gaps for Black, Latinx, first-generation and Pell-eligible students.

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- NIU created a more supportive and convenient environment for students to build relationships and access resources, as a result of the [Holmes Student Center renovation](#) and the co-location of student-centered programs and services in the [Campus Life Building](#).
- NIU was recognized for innovation impact, and the university delivered a strong research performance, with our faculty and staff generating 325 sponsored awards totaling \$44M.
- NIU was redesignated as a Carnegie Community Engaged Institution, in recognition of our mission, culture, leadership, resources and practices that support dynamic community engagement, and the high level of community engagement, engaged teaching and engaged scholarship occurring throughout the university.

Enrollment:

More than one year prior to the pandemic, NIU introduced its [Strategic Enrollment Management \(SEM\) goals](#), strategies and objectives, along with an [accountability framework](#). This plan maps out a multi-year approach to creating a sustainable enrollment at NIU while respecting the university's mission and values, and it formed the basis for our FY20 goals.

Prior to the onset of the pandemic, data indicated that our enhanced recruitment strategies were succeeding in attracting excellent students from diverse backgrounds to NIU, as evidenced by an overall increase in total new undergraduate applications by more than 4% (over 800 students), with an increase in new freshmen applications by more than 6% (1,000 students). It is notable that increased interest from students of color (over 850 students) contributed significantly to the increase in new freshman applications.

Throughout the spring and summer, we were highly concerned about whether the uncertainties produced by COVID-19, the associated pivot to remote learning, and the reduction in face-to-face services would prevent NIU from enrolling those applicants in academic year 2020-21. In April, the American Council on Education predicted an enrollment drop of 15% across institutions of higher education. Moreover, as of September 24, the [National Student Clearinghouse](#) reported that nationwide undergraduate enrollment is running 4% below last year's level, with the largest decline (-16%) in first-time beginning college students. In this context, we were pleased when the Fall 2020 10-day student census showed an enrollment of 16,769, an increase of 1% over Fall 2019, and reflected not only increased success at attracting excellent new students, but also significant progress in closing first-year retention rate gaps for Black, Latinx, first-generation and Pell-eligible students.

This year's incoming class boasts a strong academic profile. The average high school grade point average among new freshmen was 3.32, the second highest it has been in 11 years, and the percentages of applicants with a GPA of 3.0 and 3.5 grew 12 percent and 18 percent respectively. Some of that increase was likely created by the university's new [Huskie Pledge program](#).

Implemented this past year, the Huskie Pledge guarantees that all tuition and fees will be covered by grants and scholarships for any Illinois students with a high school GPA of 3.0 or better and whose families have an income of \$75,000 or less. Clearly, the program achieved its goal of providing access and opportunity to talented students who might otherwise have found NIU financially unattainable. Huskie Pledge recipients (719 students) made up 35% of the new freshman class. They were

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predominantly first in their family to enroll in college (74%) and students of color (80%), and they averaged a 3.57 high school GPA.

NIU also saw a significant increase in the percentage of students from the Fall 2019 freshman class who returned as second year students this fall. Specifically, the first-year retention rate increased from 72% to 78% --the highest rate in 15 years. NIU made significant progress in closing first-year retention rate gaps for Black, Latinx, first-generation and Pell-eligible students. Retention rates increased 10 percentage points over Fall 2019 for students of color, with retention of Black students at 71%, Latinx students at 77% and Asian students at 94%. The retention rate for both first-generation and Pell-eligible students was 74%, representing an 8 percentage point year-over-year increase for the former group, and a 9 percentage point increase for the latter.

Enrollment in the NIU College of Law grew for the third straight year to 307 students, an increase of 12% (33 students). Total graduate and professional program enrollment held steady (4,185) despite significant decreases in international students (-20%) and new graduate students (-19%). Enrollment in the eight, online programs supported by NIU's partnership with Wiley Education Services increased in both total students (+48.7%) and student-credit-hours (+53.5%).

It's gratifying to see these positive outcomes from our SEM plan. Although some of our tactics changed as the result of the pandemic, we held fast to our core values and continued to aggressively pursue our recruitment and student success goals. The fall enrollment numbers are cause for great optimism and Huskie pride, especially during this challenging time.

Diversity, Equity and Inclusion

NIU's [core values](#) include equity and inclusion. They affirm that we seek and are strengthened by the diverse perspectives of our university community, and the FY20 goals were designed to foster an equity-minded learning environment and culturally competent community where students, faculty and staff from a wide range of backgrounds flourish. This past year, under unprecedented circumstances, NIU made an extraordinary effort to sustain our commitments to provide access and opportunity for students from currently and historically underserved populations, to improve systems that impact workforce diversity and inclusion, and to enhance vendor diversity.

Student Success

As noted in the previous section, this past year, NIU improved undergraduate retention and narrowed equity gaps for students of color, first generation students, and students from low income backgrounds. The strategies we pursued to achieve these outcomes are detailed not only in the accountability framework that supports our [SEM plan](#), but also in our [ILEA Equity Plan](#). In FY20, NIU took significant actions consistent with these plans: adopting an equity statement; expanding the use of [NIU Navigate](#); and eliminating standardized test scores for general admission and merit scholarship decisions. We also acted with urgency in ways that were not scripted to respond to inequities that were introduced or exacerbated by COVID-19. We did this through enhancing academic advising and student assistance services, creating new mechanisms for rapid distribution of student emergency funds and relaxing financial barriers to reenrollment. I am immensely proud of the ways that the Huskie family came together to support struggling students and enable them to remain in school and on the path to

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graduation. What we have accomplished this past year will inspire and empower us to do more going forward.

Student Experience

In January, NIU relocated a number of student-centered programs and services to the Campus Life Building. This action responded to specific student concerns and created a more supportive and convenient environment for them to access resources and build relationships. The [CHANCE](#) program moved into updated space with a dedicated lounge space. [Military and Veterans Services](#) created a welcoming space specifically for our military students and their families to study, relax and create community. The [Disability Resource Center](#) expanded to become more accessible, and to include more low-distraction testing rooms and technology-equipped workspaces, a lounge area and waiting room. The [Center for Student Assistance](#) was formed to provide students with a single point of consultation to seek resources to address student conflicts, food and housing insecurity, advocacy and victim services, landlord and tenant disputes and financial wellness concerns. These improvements were enabled by the renovation of the [Holmes Student Center](#) and creation of The OASIS, a space with offices and collaborative workspaces for student government and student organizations.

NIU Workforce

NIU began to address compression, inversion and salary equity issues identified through the analyses committed to by the administration in the context of shared governance and collective bargaining. For example, the collective bargaining agreement for the faculty represented by the United Faculty Alliance defines a process for determining salary equity, compression and inversion adjustments, and the required salary study formed the basis for the adjustments that were applied to faculty salaries on June 15, 2020. Fifty-nine faculty received adjustments.

Additionally, based on the collective bargaining agreement between NIU and AFSCME, we agreed to allocate \$250,000 for two years to address salary equity for the employees in this union. This year's funds went to providing a market adjustment for 150 employees on July 1 which brings those employees to as close to market as possible (83.216%). Going forward, using proprietary models available to Affirmative Action, Equal Opportunity and Education (AAEOE), NIU will analyze compensation by department, by demographic, and across the organization to identify potential patterns of disparity in compensation.

In FY19, NIU saw positive outcomes from the changes initiated in the faculty recruitment process when collaborative efforts across departments and units led to the hire of 15 faculty of color out of approximately 30 hires. The FY20 goals sought to build on this success, by developing programs to support the retention and success of new faculty, and by continuing to improve our faculty and staff search processes to reduce bias, achieve diverse applicant pools and ensure fair evaluation of all candidates.

To facilitate these outcomes, a new position, senior faculty mentor, was created under the Vice Provost for Faculty Affairs in the Office of the Executive Vice President and Provost. An NIU faculty member was appointed to the role in August 2019, and charged with developing a university-level mentoring program for new and continuing faculty, with an emphasis on faculty of color. Despite the pandemic, the senior

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faculty mentor worked to strengthen and expand relationships across campus, collaborating with Academic Diversity, Equity and Inclusion (ADEI) and other offices to ensure the work is responsive to the needs of new and mid-career faculty. A formal proposal informed by this work has been developed, and the program is now expected to launch in FY21. Nonetheless, there was significant progress made this past year, expanding on the foundational work done previously by NIU's academic colleges as well as the successful NIU-hosted annual conference for fellows of the [Diversifying Higher Education Faculty in Illinois](#) (DFI) program.

The processes used to recruit talent to NIU were also strengthened in FY20 despite the pandemic's challenges and decrease in hiring activities. The requirement for implicit bias training was extended to include Supportive Professional Staff (SPS) as well as faculty search committees. A thoughtful analysis of NIU's annual job postings resulted in changes that included more inclusive position descriptions, more cost-effective spending on job advertising and more consistent posting in outlets that target diverse candidates. AAEOE also collaborated with hiring departments to diversify search committees, establish equitable interview processes, and develop and implement fair and effective practices for virtual recruiting. In FY20, faculty of color accounted for 6 of 12 ranked faculty hires, and 24 of 86 unranked faculty hires. In addition, 40 of 161 staff hires were classified as minorities.

Vendor Diversity

Regrettably, the university fell short of its FY20 goal of improved, year-over-year progress toward achieving the aspirational goal of having 20 percent of our viable purchasing spend go to vendors classified as minority-owned, women-owned, veteran-owned and disadvantaged-owned businesses under the State of Illinois Business Enterprise Program (BEP). Based on currently available information, NIU fell short of the university's BEP goal of \$16.99M out of \$84.96M spend subject to the goal, attaining only 8.7 percent with this level of accomplishment based on expenditure of \$7.39M. This performance is inferior to FY19, when a 9.8 percent BEP achievement rate was reported based on \$6.87M achieved out of a \$14.01M goal based on \$70.03M spend subject to BEP. The increase in the dollar basis for our BEP goal from FY19 to FY20 was the result of changes instituted by the Illinois Department of Central Management Services.

The decreased BEP achievement in FY20 was directly related to the adverse impacts of COVID-19 due to the university's need to reduce overall spending and the postponement of key facility projects. For NIU, facility contracts are the primary contributors to BEP spend and the postponement of such initiatives limited potential BEP opportunities.

Research, Artistry, Innovation, and Regional Engagement

Research, Artistry and Innovation

NIU was recognized for innovation impact, and the university delivered a strong research performance in FY20. Specifically, NIU was ranked third in innovation impact productivity among U.S. universities with less than \$100 million in total research funding in an independent analysis performed by Southern Methodist University, the George W. Bush Institute and Opus Faveo Innovation Development. In addition, the university achieved its highest level of sponsored funding in five years, receiving 325 awards totaling \$44 million. This success was achieved despite substantial disruptions associated with the pandemic.

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To protect the health and well-being of NIU faculty, staff and students and adhere to public health guidance, most on-site research activities were paused in March and allowed to resume with appropriate guidelines and approvals in May. Many researchers were able to modify their program schedules to remain productive while working remotely, but others had work disrupted or even canceled. In addition, many faculty had less time to dedicate to scholarly activity, because of additional demands related to the rapid, unexpected transition to virtual learning by the university and public schools.

COVID-related travel restrictions also adversely impacted NIU artists, scholars and students by eliminating professional conferences and limiting access to field sites and specialized facilities. In this context, all current probationary tenure-track faculty members were granted an automatic tenure clock extension.

The university timeline for establishing new Emerging Research Initiatives was also impacted by the COVID-19 pandemic. Six proposals advanced from a competitive review process, but commitments of institutional recognition and funding decisions were delayed. As noted in the FY21 annual goals, these proposals have been shared with a strategic development team comprised of members from the divisions of Research and Innovation Partnerships, Outreach, Engagement and Regional Development and University Advancement, so that the team can identify relevant public and private funding opportunities and partnerships.

Regional Engagement

In December 2019, NIU was informed that its endorsement as a Carnegie Community Engaged Institution was renewed through 2026. This endorsement recognizes our excellent alignment among campus mission, culture, leadership, resources and practices that support dynamic community engagement, as well as the high level of community engagement, engaged teaching and engaged scholarship occurring throughout the university. Notably, only 359 U.S. institutions of higher education currently hold the prestigious Carnegie Community Engagement Classification.

The experts who reviewed our application provided us with helpful feedback regarding areas for continuous improvement – two of which are directly relevant to established university goals. Specific suggestions were provided about ways to document and assess community partnerships and create coordinating infrastructure to support engagement and effective collaboration with community partners. This guidance will help us as we continue to evolve our partnership survey and pursue our Public Engagement Networks initiative.

In FY20, leaders of this initiative presented the concept and solicited feedback from faculty and staff across the university. Five networks were recognized: Arts and Culture; Workforce Development; Esports; Nonprofit/NGOs and P-20. Network co-chairs were recruited in the fall and the first network meetings were held in the spring. While the pandemic disrupted the momentum of the Public Engagement Network, the conversations and meetings put the network's framework in place, created new relationships and heightened levels of awareness that have been paying dividends while faculty and staff have been operating remotely.

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For example, NIU's success in public engagement and our ability to respond to community needs has been highlighted in the co-creation of DeKalb County UNITES. UNITES is an acronym for Universities and Neighbors Investing Together for Economic Success – a grassroots organization, created in the early days of the pandemic, co-led by NIU's chief engagement officer and a local business owner currently chairing the board of the DeKalb County Economic Development Corporation. Since its inception in March, UNITES has created a website with information and tools for small businesses, hosted more than 30 free webinars, conducted a local consumer behavior survey designed by a faculty member from our College of Business, and implemented public awareness campaigns about masks and public health guidelines. NIU's work with UNITES has also led to a new community engagement project called 40TUDE. Under this program, NIU students will work under the supervision of a College of Business faculty member and the owner of a local marketing company to create websites, e-commerce pages and social media visibility for small businesses and nonprofits whose operations have been significantly impacted by COVID-19.

Key Leadership Initiatives

Key leadership initiatives for FY20 included a presidential commitment to lead change by reimagining Human Resource Services (HRS) and developing a university-level strategic plan to support and advance facilities master planning and development of philanthropic campaign priorities. As detailed below, the pandemic accelerated some aspects of these initiatives and delayed others.

Human Resource Services

An opportunity for NIU to reimagine HRS was created when senior leaders in that unit departed to pursue new opportunities. The objective was to identify changes that will allow HRS to be viewed widely as a collaborative and engaged partner; to provide recommendations for HRS becoming a unit celebrated for timely, effective communication and the willingness to work through challenges; and to find opportunities for success and ultimately better integration of NIU core values into HRS processes.

To support this effort, the university engaged an active NIU College of Business alumna with over 30 years of experience as a human resources executive to assess our current functions and recommend ways to foster talent growth, process modernization and strengthen relationships across the university. Consultation began in February, and the role expanded to that of interim HRS director during March to May when additional support was needed as COVID-19 stressed critical systems. These unusual circumstances greatly informed the recommendations offered in a [formal report to the university](#). As noted in the report summary, this is a pivotal time for NIU to transform its human resource function, and there is great confidence in the HRS team because of their extraordinary response to the myriad pressures of the pandemic.

Since March, HRS staff have been exceptional in their support of employees adjusting to working remotely and their efforts to re-engineer process to be both employee-supportive and compliant. Amidst great uncertainty and change, they have been effectively communicating and collaborating with employees about difficult topics. COVID-19 accelerated the reimagination of HRS and sustaining positive momentum will require continued focus on improving processes, workflows and communications as well as investing in technology. A senior leader with a history of supporting transformational change at

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NIU was appointed to the position of Interim Chief Human Resources Offices to drive continued progress.

Strategic Planning and Facilities Master Planning

During FY19, the university revised our [vision, mission and values](#) statements, and identified six strategic themes interwoven throughout existing university and college plans. In February 2020, the university introduced a [strategic action planning framework](#) that expands upon those themes. The framework was informed by institutional reference documents and community feedback, and intended to support the university's multi-year planning efforts by guiding leader's choices among competing divisional and departmental priorities, informing facilities planning and helping to identify compelling initiatives for a comprehensive fundraising campaign.

Understandably, our original plans and timeline for implementing the strategic action planning framework and initiating a facilities master planning process were upended by COVID-19 and the associated disruptions in university operations. However, the actions taken by NIU during the pandemic to prioritize and address concerns related to the health and wellbeing of our Huskies are reflective of the framework's elements. For example, our [Protecting the Pack](#) plan, and the modifications we made to enhance our classroom technology, air-handling systems, occupancy rates and sanitation protocols, are consistent with our commitment to "encourage student well-being through programs, policies and partnerships that focus on the health, safety and resiliency of our students."

Our university's FY21 goals were created in alignment with the strategic action planning framework, and it will guide our efforts to position NIU for long-term sustainability and future success. These will include facilities planning actions that ensure that our space use and physical footprint reflect evolving academic priorities and economic conditions.

Comprehensive Fundraising Campaign

NIU's comprehensive campaign planning was impeded by the pandemic. Coming off a strong year in FY19, there was momentum building in FY20 with philanthropic performance on pace towards the \$25M goal. However, after COVID-19 disruption, final year-end results were below projections with total activity (\$15M) at 60 percent of goal and down 31 percent year-over-year. This reflects the reality that the individuals and corporations who are committed to supporting NIU are concerned about economic stability and have less to give comfortably. Accordingly, completion of a case for support and launch of a campaign feasibility study were delayed until at least FY21.

There have also been encouraging accomplishments during the COVID crisis as donors came forward to help address the financial challenges faced by students and the university. Unrestricted giving increased by 6 percent, and these funds have allowed NIU to address unexpected and emerging needs. Total scholarship giving from all sources increased 18 percent. During the early days of the pandemic, fundraising focused on the Student Emergency Fund raised critical dollars to augment CARES Act and other institutional funds. Subsequently, the successful "Huskies United" campaign raised \$468,368 from 1500 donors over 48 hours to support student and faculty initiatives, scholarships and the Student Emergency Fund. In an overwhelming show of generosity and compassion, 672 employees deferred their parking refunds and donated \$27,413 to the Student Emergency Fund. The shift of donor priorities

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toward the immediate needs of students made a real difference for many who were struggling more than ever during this unexpected crisis. As we face continued uncertainty and unprecedented challenges, philanthropy will remain a touchstone for our university community's resilience and strength.

Fiscal Sustainability

NIU implemented a multiyear strategy to produce a structurally balanced university budget no later than FY24. University leaders recognized that closing a structural deficit would require a multiyear commitment to reducing costs and increasing revenues. To that end, they began to create plans that included restructuring for efficiency, investing in mission-aligned areas with revenue-generating potential, incentivizing fiscally responsible behaviors and controlling spend-down of cash reserves. In February, the university was on-track to meet its FY20 budget goals through those efforts in conjunction with targeted budget reductions, bond refinancing and the successful execution of our strategic enrollment management plan.

In March, COVID-19 completely disrupted university operations, interfering with multi-year planning efforts and rendering original FY20 budget projections obsolete. At the outset of the pandemic, the university acted quickly and aggressively to protect the health and well-being of our NIU community, maintain teaching and learning, support our students, and provide flexibility to our employees. These actions allowed us to continue delivering on our mission, vision and values, but also resulted in significant revenue losses and unbudgeted expenses.

In May, NIU projected a final FY20 budget deficit of \$36.5M which was \$31.3M worse than the FY20 budget approved by the Board of Trustees. NIU was able to use \$7.4M of federal CARES Act funding to mitigate institutional expenses related to COVID-19. The university took additional actions to minimize the FY20 deficit and protect cash flow by postponing planned purchases and capital projects, limiting contractual obligations, and implementing a hiring chill. These steps, along with limited campus operations in the fourth quarter of FY20 helped us to navigate this difficult, pandemic-dominated fiscal environment and reduce the projected FY2020 deficit. NIU ended FY2020 with an all-funds deficit of \$15.3M based on total revenues of \$402.7M and total expenditures of \$418M.

Looking Forward:

As NIU's President, I am committed to driving progress at NIU and ensuring that our university will continue to serve students and deliver on its mission, vision and values for many years to come. Accordingly, I appreciate the Board of Trustees approval of [FY21 goals](#) that reflect the intentions and ambitions of the university community and its leaders.

Our FY21 goals build upon the successes, shortcomings and lessons learned during FY20, a year like no other in our lifetime. They reflect NIU's mission, vision, values and incorporate feedback from students, faculty, staff and alumni. Importantly, our goals emphasize NIU's unwavering commitment to racial justice, equity and inclusion, and recognize the importance of actionable data to drive change. The goals also acknowledge the importance of using our strategic action planning framework to advance ideas and develop plans that will position NIU to recover from the financial shock of the pandemic and emerge stronger. I am confident that we will achieve these aspirations. We are Huskies – and Huskies never quit!

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In closing, I want to again express my sincere appreciation to NIU's Board of Trustees, as well as our faculty, staff, students, alumni, donors and partners. In the face of myriad challenges and opportunities, we remain relentless in our pursuit of excellence. Together, we will continue to move our beloved NIU forward.

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

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Northern Illinois
University

Board of Trustees

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December 10, 2020

MEMORANDUM

TO: Lisa C. Freeman, President
Northern Illinois University

FROM: Dennis Barsema, Chair
Eric Wasowicz, Vice Chair
Robert Pritchard, Secretary
Rita Athas
John Butler
Montel Gayles
Veronica Herrero
Aidan Shields

Subject: Annual Presidential Evaluation

This memorandum contains commentary by the members of the NIU Board of Trustees concerning the goals outlined by you for Fiscal Year 2020 (FY20). 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 Trustees' website (<https://www.niu.edu/board/>) and shall collectively serve as a written record of your performance evaluation for FY20.

The Board finds that your overall performance in FY20 met or exceeded the vast majority of your goals. The year 2020 brought many unexpected and unprecedented challenges to our campus, our country, and our world. As we entered the calendar year, NIU was continuing its recent success and was on a tremendously positive trajectory. Early in 2020, COVID-19 impacted every corner of our collective lives in an extremely negative and challenging way. Still, you managed to successfully lead the university through the immense challenges presented by COVID-19 and prepare us for the realities of living in a pandemic. Through it all, you and your leadership team kept student and employee health and safety at the forefront of every decision made. During this time, we also took important steps to alter the timeline and focus of our annual review and setting of presidential goals, so that we benefitted from a broader picture of the university's performance at the start of the fall semester, particularly in terms of enrollment and financial position, and so that goal setting could occur within the context of, and benefit from, a thriving and present campus community. Below, we have detailed our comments on your performance for each of your FY20 goals.

Enrollment

Overall, you met or exceeded the goals in this area. With all the financial and emotional uncertainties in our state and the dire national predictions of declines in college attendance, we are extremely pleased with NIU's fall enrollment, which showed an overall student increase of 1%, including an increase in retention of first- to second-year students. The incoming class was 8% larger than Fall of 2019 and retention of first-year students rose 6%. Efforts to serve diverse students show encouraging results as well. The incoming class demographics reveal a 2% increase in Black student enrollment—resulting in the highest percentage in university history—and 3% gain in Latinx students. Further, the class was predominantly comprised of students who were first-in-family to enroll in college.

Equally important to increased enrollment were efforts to retain more returning students. We note that the first-year retention rate increased to 78%—the highest in 15 years—and specifically that retention also rose for Black (61 to 71%), Latinx (68 to 77%), Asian (84 to 94%), first-generation (66 to 74%), and PELL-eligible students (65 to 74%). The focus you have put on enhancing the student's experience, academic advising and student assistance services, plus marketing and addressing financial barriers were major contributors to these results.

As student enrollment nationally fell almost 4% on average (according to the National Student Clearing House on September 24th), we are very pleased that NIU's overall enrollment not only increased, with significant increases in the incoming class, but we also maintained a strong academic standard with the incoming freshman GPA being 3.32, the second highest in 11 years.

Diversity, Equity and Inclusion

Overall, you met or exceeded the goals in this area. As noted above, student diversity continued to be a positive focus of the Fall class. Progress is also noted in addressing issues involving compensation for existing faculty and staff, and recruitment of faculty and staff of color. NIU took noticeable steps to address compression, inversion, and salary equity. Important changes were made to reduce bias in the recruitment process, and programs were created—including the new position of senior faculty mentor—to support the retention and success of new faculty.

Following changes in the recruitment process, we note people of color accounted for half of the new hires in ranked faculty and over a quarter of the unranked faculty hires. In addition, minorities comprised a quarter of staff hires. These are notable accomplishments as we continue working to expand diversity and fulfill our core values of equity and inclusion.

Such positive outcomes as these during the pandemic exceed our expectations and must be credited to the creative and tireless efforts of our leadership, faculty, and staff. The policies and strategies developed through collaboration and modified in response to the pandemic create cause for celebration and optimism for the future.

Unfortunately, the university was unable to demonstrate satisfactory progress toward achieving the Business Enterprise Program (BEP) goal in FY20. The aspirational goal created by the State of Illinois is to spend 20% of our viable and eligible dollars with BEP designated vendors. NIU in FY20 spent 8.7% with BEP vendors, representing \$7.39M out of a total viable university purchasing spend of \$84.96M. The university's FY20 spending with BEP vendors represents an increase of \$572K over FY19.

We are committed to working with you to fully understand how NIU can meet and exceed this critical State of Illinois goal by procuring goods and services that are counted by the State towards BEP goal compliance. We understand the pandemic caused the university to reduce its overall spending and postpone several key facility/construction projects which might have improved NIU's FY20 BEP percentage. Nevertheless, we have a keen interest in meeting the BEP percentage goal established by the State and wish to support you in your efforts to look for opportunities beyond these constraints.

Research, Artistry, Innovation and Regional Engagement

Overall, and considering the significant challenges to university and faculty life at NIU during the COVID-19 pandemic, the goals you outlined for Research, Artistry, Innovation and Engagement have been met or exceeded.

We understand that faculty had less time to dedicate to scholarly activity as they undertook the additional demands of virtual learning. We applaud active researchers who were able to modify their program schedules and remain productive while working remotely, and understand that others had work disrupted and, in some cases, canceled. Granting automatic tenure clock extensions for tenure-track faculty was the right thing to do under the circumstances.

Despite substantial disruptions, the university was able to advance research and artistry in line with aspirations. We are very pleased to learn that 325 sponsored awards were received totaling \$44M. NIU's strong research performance in FY20 was further recognized through independent analysis outlined in your materials. Despite the pandemic interruptions, substantial progress was made to identify and support emerging research initiative(s) (ERI) consistent with NIU's research vision and strategic emphases. It would have been understandable to put this initiative on hold under the circumstances; instead, progress was made as six proposals advanced from a competitive review process, and efforts to identify relevant public and private funding opportunities and partnerships continue.

In terms of regional engagement, your goals related to institutionalizing engagement networks have been met or exceeded. NIU's endorsement as a Carnegie Community Engaged Institution was renewed through 2026. That process has sharpened your objective to document and assess community partnerships and create coordinating infrastructure to support engagement and effective collaboration with community partners. The Public Engagement Network initiative has led to the recognition of five networks (Arts and Culture; Workforce Development; Esports; Nonprofit/NGOs, and P-20). We recognize the value of conversations and meetings that have

put the network's framework in place, created new relationships, and heightened levels of awareness. The DeKalb County UNITES organization is an excellent example of what can be achieved through a well-organized and expertly managed engagement initiative—one that not only transcends the limitations of a public health crisis, but leans into that crisis with valuable interventions seeking to protect the health of the local community and economic viability of its businesses.

Key Leadership Initiatives

Overall, you have met or exceeded all Key Leadership Initiative goals given that we had the serious interruption of a pandemic midway through the fiscal year. Your major goals were to reimagine Human Resources for the university, advance the strategic plan and facilities master plan, and plan the next capital campaign. We appreciate and admire that you identified the major goals for reimagining Human Resources to be a collaborative and engaged partner to the university, have timely and effective communication, have a willingness to seek collaborative outcomes, and be a role model for NIU's core values. To achieve this, you brought in an accomplished and experienced NIU alumna on a temporary basis when senior leaders in Human Resources departed. Working together with senior leadership across the university, a framework was established to achieve the goals you previously laid out. COVID-19 presented many challenges along the way, but also represented an opportunity to test and even accelerate some of the initiatives successfully. The response of Human Resources to the stress and operational challenges presented by the pandemic was exceptional and contributed to NIU being able to consistently put employee and student welfare and safety first. Also, we support and applaud the move you recently made to assign a key and respected senior leader of the university to the position of Interim Chief Human Resources Officer.

Even though the pandemic delayed the implementation of the original plans and timelines of the strategic plan framework established in FY19, you were able to quickly pivot and make some exceptional progress and create the necessary plans to allow NIU to respond to our new reality of living with COVID-19. NIU's "Protecting the Pack" plan was a great example of this. Also, very quickly, modifications were made to our classrooms, air-handling systems, occupancy ratios, and sanitation protocols that allowed us to successfully open the university in the Fall. Even with this major interruption to everyone's daily and professional lives, university leadership was able to make key decisions concerning competing divisional and departmental priorities and facilities planning to support the fiscal sustainability of the university in a year where revenue and expense budgets were completely upended by the pandemic. We recognize that the university's ability to respond in the manner that we did to these unprecedented times was due to the strategic planning framework developed by you and your leadership team. FY20 presented us with an opportunity to see the framework put into action in a way that kept NIU moving forward despite these uncertain times.

Although the university did not meet the \$25M fundraising goal, we applaud your ability to adjust priorities as needed while still raising \$15M and reimagining the timelines and

methodology for the next capital campaign as a consequence of the pandemic. The shift in fundraising goals to meet the needs of NIU's students shows your commitment to the welfare of the entire university. In addition to the Student Emergency Relief Fund, the creation of the "Huskie United" campaign and the willingness of 672 university employees deferring and donating their parking refunds to meet the financial needs of our students exemplifies your incredible leadership and vision during an increasingly difficult time. We commend the culture you have created which has led to donations for the "Huskie United" campaign and the increase in scholarship giving.

Fiscal Sustainability

The Board of Trustees (BOT) acknowledges that, in FY20, you made progress in this area when you and your executive team implemented a multiyear budget strategy to produce a structurally balanced university budget no later than FY24. We further acknowledge that you and your team began to create plans that included restructuring the university for efficiency, investing in mission-aligned areas with revenue-generating potential, incentivizing fiscally responsible behaviors and controlling spend-down of the school's cash reserves. We understand you appeared to be on-track to meeting your FY20 budget goals through those efforts in conjunction with targeted budget reductions, bond refinancing and the successful execution of NIU's Strategic Enrollment Management Plan. However, it is apparent that the occurrence and onslaught of the COVID-19 virus stopped whatever progress was being made towards a balanced budget and rendered your FY20 budget projections obsolete.

The financial havoc caused by the pandemic on NIU's campus initially led us to anticipate a budget deficit of at least \$36.5M by the end of FY20; an amount far worse than that which was approved by the BOT for FY20. However, despite what has occurred to NIU budgetary goals as a result of the pandemic, you and your team are to be commended for your agility in reducing the anticipated budget deficit of \$36.5M to \$15.3M. You were able to reduce the budget deficit by taking the necessary steps to decrease NIU's expenses and by pursuing supplemental revenue sources. Although NIU finds itself in a worse predicament than anticipated, you did execute a multi-year budget strategy that unfortunately had to be abandoned due to no fault of your own. We will continue to stand with you as you and your team pivot and work to prepare NIU for the post-pandemic recovery of our country and the State of Illinois' higher education system.

In summary, President Freeman, the Board of Trustees would like to recognize that you have continued to be a fearless advocate for the interests of NIU students, faculty, administration and staff, alumni, and local communities. You have served as a role model for your leadership team, and in our opinion continue to be one of the most creative, imaginative and hardworking presidents in the State of Illinois, and higher education community overall. You consistently demonstrate great respect for the mission, vision, and values of NIU. We know that as we leave 2020, there are still difficult months ahead of us as we continue to navigate the impact of the pandemic. We realize that there are still many difficult decisions to make. But we know we

have a president that will continue to make these decisions in a collaborative manner with care and concern for the NIU community. We support and stand beside you and your leadership team. Forward, Together Forward!

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.