



**GOVERNORS STATE
UNIVERSITY**

Board of Trustees Meeting

June 22, 2026

Engbretson Hall

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TAB 1

**GOVERNORS STATE UNIVERSITY
BOARD OF TRUSTEES COMMITTEE OF THE WHOLE
AND
BOARD OF TRUSTEE MEETING
Engbretson Hall**

June 22, 2026 – Committee of the Whole at 9:00 AM

and

June 22, 2026 – Board Meeting at 1:00 PM

June 22, 2026 – Committee of the Whole

Chair James Kvedaras

Time		Item	Tab #'s
		WELCOME - LAND ACKNOWLEDGEMENT STATEMENT	
9:00 am*	I.	CALL TO ORDER AND ROLL CALL	
9:01 am	II.	PUBLIC COMMENT** Consistent with Public Act 91-0715 and reasonable constraints determined by the Board of Trustees, at each regular or special meeting of the Board or its committees that is open to the public, members of the public may request a brief time on the approved agenda of the meeting to address the Board on relevant matters within its jurisdiction.	
9:07 am	III.	CHAIR'S COMMENTS <i>Chair Kvedaras</i>	
9:10 am	IV.	APPROVE PROPOSED AGENDA FOR JUNE 22, 2026 COMMITTEE OF THE WHOLE MEETING	1
9:12 am	V.	APPROVE MEETING MINUTES FROM FEBRUARY 23, 2026 BOARD OF TRUSTEE COMMITTEE OF THE WHOLE MEETING	2

9:15 am (Break as Necessary)	VI.	INFORMATIONAL ITEMS • Faculty Senate President – Mr. Joshua Sopiartz • Civil Service President – Ms. Susie Morris • Student Senate President – Kendall Dow • Merit Board Update <i>Presenter: James Kvedaras, Chair</i> • Budget-to-Actual Report <i>Presenter: Ms. Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer</i> • Public Audit Results for FY 2024-25 <i>Presenter: Ms. Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer</i> • GovState Foundation Strategy <i>Presenter: Mr. William Davis, Vice President, External Affairs and Chief Executive Officer, Governors State University Foundation</i> • Academic Program Review Process & Curriculum Process <i>Presenter: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs</i> • Update on Institutional Strategic Framework 2030 <i>Presenters: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs; Dr. Robert Stanley, Assistant Vice President for Institutional Research and Effectiveness; Dr. Stephen Wagner, Chair, Management, Marketing & Entrepreneurship</i> • Discuss Board Elections Process for AY 2026-2027 <i>Presenter: Ms. Therese King Nohos, Vice President and General Counsel</i> <i>See Board Book for additional information reports not presented:</i> • Equity Plan Implementation Summary • Report on Procurement Activity greater than \$100,000 • Report on Income Producing Contracts • Report on Contributions to University-Related Organizations • Report on Quarterly Investment Report • Report on Compliance and Ethics Update • Human Resources Update • Current Foundation Financials • Historical Foundation Financials • Foundation Summary Gift Data • 2026-2027 Academic Updates	3
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11:00 am (Break as Necessary)	VII.	PROPOSED ACTION ITEMS <i>Presentation and discussion of action items proposed for Board of Trustees Meeting as scheduled for today.</i>	
		1. Resolution 26-32: Approve Tenure ¹ <i>Presenter: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs</i>	4
		2. Resolution 26-33: Approve Emeritus Recommendation <i>Presenter: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs</i>	5
		3. Resolution 26-34: Approve Academic Program Review Report for AY 25-26 <i>Presenter: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs</i>	6
		4. Resolution 26-35: Approve New Degree Programs <i>Presenter: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs</i>	7
		5. Resolution 26-36: Approve Preliminary Operating Budget for Fiscal Year 2027 <i>Presenter: Ms. Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer</i>	8
		6. Resolution 26-37: Approve Resolution Honoring Student Trustee Brett Porter <i>Presenter: Dr. David Hermann, Vice President of Student Affairs and Enrollment Management</i>	9
		7. Resolution 26-38: Approve Memorandum of Understanding with University Professionals of Illinois (<i>if available</i>) <i>Presenter: Mr. Joshua Allen, Vice President of Human Resources</i>	10
		8. Resolution 26-39: Approve Collective Bargaining Agreement with Metropolitan Alliance of Police (<i>if available</i>) <i>Presenter: Mr. Joshua Allen, Vice President of Human Resources</i>	11

¹ Note: The Student Trustee is prohibited by law from voting on tenure. 110 ILCS 670/15-25.

		9. Resolution 26-40: Approve Confidentiality of Closed Board Meeting Minutes <i>Presenter: Ms. Therese King Nohos, Vice President and General Counsel</i> 10. Resolution 26-41: Approve Procurement Contracts in Excess of \$250,000 <i>Presenter: Ms. Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer</i>	12 13
11:45 am	VIII.	CLOSED MEETING (IF REQUIRED)	
		According to Section 2(c) of the Illinois Open Meetings Act, 5 ILCS 120, the Board may meet in closed session to consider certain topics, including but not limited to: • The appointment, employment, compensation, discipline, performance, or dismissal of specific employees pursuant to Section 2(c)(1) • Union Negotiation Information and Update (5 ILCS 120/2(c)(2))	
12:00 pm	IX.	BACK IN SESSION FOLLOWING CLOSED SESSION	
12:05 pm	X.	ADJOURN THE COMMITTEE OF THE WHOLE MEETING	

Notice to GovState Community and Members of the Public: Committee of the Whole

- 1) If you require accommodations to participate in the meeting, please contact Joan Johns Maloney* by 5 pm on Thursday, June 18, 2026, to request them.
- 2) If you wish to watch the meeting remotely via Teams, a link is provided below. Kindly log on ten (10) minutes prior to the start of the meeting to minimize disruption once the meeting begins. If you wish to speak, you must raise your hand, and the moderator will advise the Chair that permission is requested to speak. You must be recognized by the Chair before you are eligible to speak.
- 3) If you wish to make a public comment, please register in advance by contacting Patricia O’Neal** by 5 pm on Thursday, June 18, 2026.

Contact Information:

*Joan Johns Maloney; jjohns@govst.edu; 708-534-4131

**Patricia O’Neal; poneal2@govst.edu; 708.534.4132.

You are invited to a Teams meeting for the Committee of the Whole:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZDVmOTE2ZWltYzY5OC00OGJmLTk2MDgtZTY3YzBjNTBjYjIh%40thread.v2/0?context=%7b%22Tid%22%3a%22b86dab28-987f-4cad-a951-ce05b68601ab%22%2c%22Oid%22%3a%227da98e23-e2d0-413f-a9e4-d5fa921024a2%22%7d

Chair James Kvedaras

BOT007

		<i>Presenter: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs</i> 6. Resolution 26-36: Approve Preliminary Operating Budget for Fiscal Year 2027 <i>Presenter: Ms. Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer</i> 7. Resolution 26-37: Approve Resolution Honoring Student Trustee Brett Porter <i>Presenter: Dr. David Hermann, Vice President of Student Affairs and Enrollment Management</i> 8. Resolution 26-38: Approve Memorandum of Understanding with University Professionals of Illinois <i>(if available)</i> <i>Presenter: Mr. Joshua Allen, Vice President of Human Resources</i> 9. Resolution 26-39: Approve Collective Bargaining Agreement with Metropolitan Alliance of Police <i>(if available)</i> <i>Presenter: Mr. Joshua Allen, Vice President of Human Resources</i> 11. Resolution 26-40: Approve Confidentiality of Closed Board Meeting Minutes <i>Presenter: Ms. Therese King Nohos, Vice President and General Counsel</i> 12. Resolution 26-41: Approve Procurement Contracts in Excess of \$250,000 <i>Presenter: Ms. Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer</i>	8 9 10 11 12 13
1:30 pm	VI	OLD BUSINESS/NEW BUSINESS 1. Resolution 26-32: Approve Tenure² <i>Presenter: Dr. Beverly Schneller, Provost and Vice President for Academic Affairs</i> 2. Other	4

² Note: The Student Trustee is prohibited by law from voting on tenure. 110 ILCS 670/15-25.

1:40 pm	VII	ADJOURN	

Notice to GovState Community and Members of the Public: Board of Trustee Meeting

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https://teams.microsoft.com/l/meetup-join/19%3ameeting_MjE3MmYzMTEtNDkzMS00NGE5LWIxZTYtZmZlZTgyMzFhZWQ4%40thread.v2/0?context=%7b%22Tid%22%3a%22b86dab28-987f-4cad-a951-ce05b68601ab%22%2c%22Oid%22%3a%227da98e23-e2d0-413f-a9e4-d5fa921024a2%22%7d

TAB 2

**MINUTES OF
THE BOARD OF TRUSTEES OF GOVERNORS STATE UNIVERSITY
QUARTERLY MEETING OF THE COMMITTEE OF THE WHOLE**

A regular meeting of the Committee of the Whole of the Board of Trustees of Governors State University (the “Board” and “GovState,” respectively), an Illinois body politic and corporate, was held in person and via audio-videoconference at GovState’s University Park Campus in Engbretson Hall on February 23, 2026, beginning at approximately 9:00 am. The purpose of the meeting was to conduct the business described in the agenda posted for public notice before 9:00 am on February 18, 2026, in accordance with Section 2.02 of the Illinois Open Meetings Act. 5 ILCS 120/ *et seq.* Before the meeting, each Trustee received books with materials corresponding to the action items, copies of which are maintained with the Board records.

I. MEETING DETAILS

Meeting Chair: James Kvedaras

Minutes Recorded By: Therese King Nohos, General Counsel

II. ATTENDEES

Chair Kvedaras confirmed a quorum was present given the presence of the following Trustees in attendance in person at the start of the meeting:

- James Kvedaras, Trustee and Chair
- Stacy Crook, Trustee and Vice-Chair
- Karen Nunn, Trustee and Secretary
- Brett Porter, Student Trustee (arrived at approximately 9:45 am)
- Judith L. Mitchell, Trustee
- Angelica Zuniga, Trustee
- Anibal Taboas, Trustee (via teleconference)

- Frances Pao-Han Kao, Trustee

President Joyce C. Ester, Ph.D., *ex-officio* Board member and chief executive officer of GovState, was present, as were the following members of the President's Cabinet who appeared in person:

- Joshua R. Allen, MPS, SHRM-SCP, Vice President of Human Resources;
- Villalyn Baluga, Associate VP for Finance and Interim Chief Financial Officer;
- Janelle Crowley, Chief of Staff, President's Office
- William Davis, Vice President, External Affairs;
- Maureen Kelly, Executive Director, Government Relations;
- Joi F. Patterson, PhD, Chief of Institutional Engagement and Excellence;
- Therese King Nohos, JD, Vice President, General Counsel; and
- Patricia O'Neal, Executive Assistant to the President

Mr. Joshua Sopiartz (Faculty Senate President), Ms. Susie Morris (Civil Service President), and Mr. Sean O'Brien (Student Senate President) were present as well.

III. ABSENCES

None

IV. CALL TO ORDER

The meeting was called to order by Chair Kvedaras at approximately 9:00 am.

V. LAND ACKNOWLEDGEMENT STATEMENT

The Land Acknowledgment Statement was read by Dr. Joi F. Patterson.

VI. PUBLIC COMMENTS

There was public comment by Lasheena Fuller, Union Steward for Teamsters Local 743 Clerical Workers.

VII. CHAIR'S COMMENTS

Chair Kvedaras welcomed everyone to Spring 2026 semester and gave comments on behalf of the Chair, including noting the retirement of, and expressing gratitude for, two senior campus leaders, Mr. Paul McGuinness and Dr. Janelle Crowley. The Chair also notified the Trustees of their

duty to file conflict of interest forms by May 1.

VIII. APPROVAL OF PROPOSED AGENDA AND MEETING MINUTES

Chair Kvedaras asked for a motion to approve the proposed agenda. Trustee Kao so moved, seconded by Trustee Mitchell. The motion passed unanimously. Chair Kvedaras then asked for a motion to approve the meeting minutes from December 5, 2026, as presented. Trustee Crook so moved, seconded by Trustee Zuniga. The motion passed unanimously.

IX. INFORMATION ITEMS

First, Mr. Josh Sopiarsz, President of the Faculty Senate, reported on the Faculty Senate, including reporting on the activities of the Academic Master Planning Committee (AMPAC) and the Spring meeting of the Council of Illinois University Senates. He shared the upcoming dates as well: the wellness committee's book club event on April 1, 2026 regarding *The Wellness Trap*; and the Faculty Professional Development Committee's annual Spring Faculty connection, collaboration and celebration event on April 29, 2026. Finally, Mr. Sopiarsz noted his term will end in May and expressed gratitude for the opportunity to serve in his role.

Second, Civil Service President Sussie Morris reported on the activity of the Civil Service Senate, including Civil Service Day, hosted on January 9, 2026.

Third, Student Senate President Sean O'Brien reported on behalf of the Student Senate, including that in February they were honored to have President Dr. Joyce Ester and her team present at their Student Senate meeting to explain the proposed tuition and fee increases. Mr. O'Brien noted several student concerns, including regarding cafeteria service provider Arena Services and proposed tuition, fee, and housing increases. Mr. O'Brien congratulated Coach Bates and the men's basketball team on finishing the regular season in conference with the best record and making it to the playoffs.

Fourth, Ms. Erin Gutierrez, Executive Director of the Family Development Center, and

Barbara Calibraro, Program Director of the Family Development Center, gave an update and overview of the Center. A discussion ensued.

Fifth, Dr. Kim Major-Ford, Director of the Counseling and Wellness Center, gave an update and overview of the Center. A discussion ensued.

Sixth, Associate Vice President and Interim Chief Financial Officer Villalyn Baluga gave an update on the University's fiscal year 2026 operating budget to actual results through December 31, 2025. An extended discussion ensued regarding cost savings.

Seventh, Dr. Robert Stanley, Assistant Vice President Office of Institutional Research and Effectiveness, gave an update on the Alumni Dashboard. A discussion ensued.

Eighth, Ms. Kimberley Gonzalez, Associate Director Alumni Relations and Institutional Advancement, gave an update and overview of alumni relations at GovState.

Finally, Mr. Kristoffer Evangelista, Chief Internal Auditor, presented the results of internal audits. A discussion ensued.

X. PROPOSED ACTION ITEMS

As otherwise set forth in the Agenda, the following action items were presented for discussion:

- Resolution 26-25: Approve proposed tuition rates for Academic Year 2026-2027;
- Resolution 26-26: Approve proposed student fees for Academic Year 2026-2027;
- Resolution 26-27: Approve proposed student housing fees for Academic Year 2026-2027;
- Resolution 26-28: Approve proposed Amendment to Board of Trustee Regulation II;
- Resolution 26-29: Approve proposed Amendment to Board of Trustee Regulation III;
- Resolution 26-30: Approve proposed Amendment to Board of Trustee Regulation V—this item was tabled for discussion at a future meeting; and
- Resolution 26-31: Approve Resolution Honoring Service of Vice President Paul McGinness.

XI. CLOSED SESSION

There was no closed session meeting.

XII. ADJOURNMENT

There being no other old or new business, Chair Kvedaras then asked for a motion to adjourn. Trustee Nunn so moved, and Trustee Kao seconded. The motion passed unanimously. The meeting adjourned at approximately 12:21 pm.

Approved this 22nd day of June 2026.

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 3

Faculty Senate Annual Report, AY 25-26

June 22, 2026

Greetings Trustees,

Please accept this annual report of the Faculty Senate for AY 25-26. This was a very successful year. Attendance at meetings was strong, and senators actively participated. Additionally, the Standing Committees continued to overperform; we introduced beneficial new initiatives, led the effort on a joint resolution, and voted to significantly expand our membership by increasing the number of Unit B representatives on the Senate. The group had its struggles, too, namely continuing to wrestle with the realities higher education faces in the current economic and political climates. There is much to share with the Board of Trustees—the vast majority of it very positive—and I am excited for each Trustee to review this report. For clarity, the document is separated into the following five sections.

1. Overview
2. Initiatives
3. Committees
4. Challenges
5. Highlights

I will present a summary of this report in person at the June Board of Trustees meeting. Thank you for your interest in, and support for, the Faculty Senate. **Highlights for the year are listed beginning on page 6 of this report.**

1. Overview

Personally, it remains true that serving as Faculty Senate president is one of the greatest honors I have experienced at Governors State University. It continues to be a pleasure working alongside, and on behalf of, the knowledgeable and dedicated faculty members at our University. We have spent the past two years preparing the infrastructure to support what happens next, while establishing new workflows and standards. It has also been a great privilege getting to work with President Ester during her inaugural year at Governors State University. I have enjoyed getting to know Dr. Ester better, and I look forward to her continued stewardship of the University.

As always, the Faculty Senate remains deeply appreciative for the support we continue to receive from Monica Holden, Megan Barelli, and Lisa Helm in the Provost's Office.

2. Initiatives

The Faculty Senate launched multiple new initiatives during AY 25-26.

2.1 Public Comment

The Faculty Senate implemented a Public Comment period beginning with the first meeting of the academic year in August 2025. The idea is to mirror the process established by the Board of Trustees at their meetings, and we will continue the practice moving forward. We will also advertise to the University community more broadly that Public Comment will be a feature of all Faculty Senate meetings. Ideally, this addition will enhance the Senate's reputation as a public forum.

2.2 Student Presentations

The Faculty Senate implemented Student Presentations beginning with the September 2025 meeting. This has been an overwhelmingly successful initiative. These presentations bring students into Senate meetings and promote dialogue and partnership between faculty and students. They also infuse the meetings with energy and levity, which benefits the group locally and builds relationships between attendees.

During AY 25-26, we hosted the following groups: Drone Engineering Club, Kaleidoscope Community Service Council, Theater and Performance Studies, Innovation Club, Black Student Union, Student Senate, Student Occupational Therapy Association (SOTA), and Reading Jaguars.

Faculty Senators Rebecca Kvasnicka (CHHS), Liam Lanigan (CAS), and Sam Shahid (CAS) are the faculty sponsors for SOTA, Reading Jaguars, and Drone Engineering Club, respectively, and the Senate thanks our colleagues for their work with these groups. We also extend our appreciation to Dr. Konya Sledge, Director of the Center for Student Engagement and Leadership, and other GovState staff and administrators who support these student groups and have helped identify participants for this initiative. We look forward to these continued partnerships.

The Faculty Senate already has two student groups lined up for AY 26-27. They are: Software Engineering Club and the Social Work Student Association/Phi Alpha Social Work Honors Society. I will issue a call for participants and collaborate with Dr. Sledge in fall 2026.

2.3 Budgeting

This year the Faculty Senate implemented budgeting measures to reduce the burden on administrative associates in the Provost's Office and to give the group greater autonomy over how the budget is allocated. The Senate Executive Committee made funding decisions supporting GovState's Faculty Professional Development Committee, including their all-campus Professional Development Day (fall 2025), and their Collaboration and Celebration event in (spring 2026). The Executive Committee also approved spending for the Institutional Wellness Committee's Wellness Week (fall 2025), and their Book Club event (spring 2026). Additionally, the committee budgeted and approved expenses for name tents, refreshments at meetings, and annual Faculty Service Awards plaques.

3. Committees

3.1 Standing Committees

3.1.1 Academic Program Review Committee (APRC)

Melissa Plakke (Chair, CAS), Anjali Buehler (Secretary, CHHS), Sebastien Mary (COB), Feng Tian (COB), Sayoni Bose (CAS), Yeojin Rho (CEHD), Siobhan Dalrymple (CEHD), Jessica Love Jordan (CHHS), Cari Didion (UL), Mary Bruce (At-Large), Jing Zhang (At-Large), Ben Almassi (At-Large).

- Twice monthly meetings
- Reviewed and approved the Masters of Data Science and AI requests for new units of instruction (RNUIs)
- Reviewed 22 cyclical program reviews
- Reviewed 1 Request for Moderate Extension (RME) and 11 Annual Listings Changes (AL)

3.1.2 Institutional Policies Committee (IPC)

Jim Vining (Chair, At-Large), Maryleen Jones (Secretary, CHHS), Hailey Park (COB), Gokce Sargut (COB), Jillian Klean Zwilling (CAS), Vida Owusu-Boateng (CAS), David Conrad (CEHD), Agnieszka Tulowiecka (CEHD), Rebecca Kvasnicka (CHHS), Josh Sopiarcz (UL), Chelsea Vanderpool (At-Large).

- Twice monthly meetings
- Deprecated Policy 43: Professional Development Sequence

- Approved reformatted Policy 38: Reasonable Accommodation for Students' Religious Observances
- Approved Policies:
 - Policy 2: Curriculum and Course Approval/Change
 - Policy 16: Graduate Studies Policy
 - Policy 30: Transfer Credit for Graduate Students
 - Policy 33: Graduate Admissions
 - Policy 53: Protection of Human Research Subjects
 - Policy 55: Research and Scholarship
 - Policy 57: Research Involving the Use of Animals
 - Policy 70: Graduate Student Assistantship Appointments
 - Policy 76: Tuition and Fee Waivers
- Approved New Policies:
 - Advanced Standing for Graduate Programs
 - Stackable Credentials Master's Degree

3.1.3 Institutional Wellness Committee (IWC)

Frank Czuba (Co-Chair, CHHS), Somi Nagaraj (Co-Chair, CHHS), Uday Shinde (COB), Robert Garcia (COB), Miwa Ito (CAS), Ileana Ungureanu (CEHD), Amy Kelly (CEHD), Christopher Dignam (At-Large), Candace Smith (At-Large), Lisa Pennington (At-Large).

- Twice monthly meetings
- IWC Wellness Week—Sept. 15 – Sept. 19, 2025
- IWC Spring Book Discussion—4/1/26

3.1.4 University Curriculum Committee (UCC)

Liam Lanigan (Chair, CAS), Rich Manprasio (Secretary, CAS), Katherine Carl (COB), Xuefeng Liu (COB), Kent Provost (CEHD), Steven Sharp (CEHD), Giselle Hernandez Navarro (CHHS), Renee Garbe (CHHS), Michel Nguessan (UL), Hemanth Gudaparthi (At-Large), Mucahit Kochan (At-Large), Glenna Howell (At-Large).

- Twice monthly meetings, plus extra meetings as necessary
- Committee reorganized into subcommittees
- Syllabi approved: 313
- Courses approved: 154
- Program Curriculum Changes approved: 11
- Faculty-created syllabus wizard tool
- Senate approved expanding the committee to 16 members in AY 26-27

3.2 Other Committees

The Faculty Senate regularly receives reports from the following committees—General Education Council, Graduate Studies, Council, Academic Master Planning Advisory Committee, Illinois Board of Higher Education (Faculty Advisory Council), Institutional Review Board, Honors College, and the Faculty Professional Development Committee.

- General Education Council—added a Writing Across the Curriculum (WAC) representative to its standing membership
- Faculty Professional Development Committee held two events:
 - Fall 2025—FPDC Day
 - Spring 2026—Celebration and Collaboration Event
- Beginning AY 26-27:
 - Standardize reporting
 - Formalize CASLO reporting
 - Sustainability, Facilities, AMPAC, and Commencement Advisory Committee reorganizations

4. Challenges

A few significant challenges persist and will continue to be topics which the Faculty Senate will pursue in AY 26-27.

- **Defining Shared Governance**—The Faculty Senate recognizes the definitions for, and standards of, shared governance first set forth by the Association of American University Professors (AAUP) in 1966.
- **Shared Governance in the Colleges**—The Faculty Senate remains dedicated to opening and sustaining conversations around shared governance with its administrative and Board of Trustees colleagues.
- **Committee Work/Responding to University Needs**—The Faculty Senate recognizes that, with some regularity, the University needs to respond quickly to challenges or opportunities. To this end, the Senate and its standing committees have improved their systems, revised policies to effect quicker responses, and developed processes and tools to advance their efforts. As workloads and burdens on these committees increase, it is imperative that faculty and administration remain diligent while working together in a system of mutual respect and responsible planning.
- **Non-Senate Committees**—There are a handful of committees that need to be reorganized or have their charters reviewed. Work to address concerns with Sustainability, AMPAC, Commencement Advisory, and CASLO has already begun. For these listed committees, the Faculty Senate and Provost's Office will work together.

5. Highlights

Some highlights of this impressive year are:

- **Student Presentations**—Without question, this initiative (which began in fall 2025) has been the most successful new initiative for the Faculty Senate. This has been an overwhelmingly positive addition to our monthly meetings, and the Senate looks forward to continuing with these presentations in AY 26-27.
- **UCC Faculty-Created Syllabus Wizard**—At the May Faculty Senate meeting, Dr. Rich Manprizio presented the “Syllabus Wizard” tool he has developed (with UCC input). This homegrown tool will improve the committee’s workflow exponentially.
- **Joint Resolution**—The Faculty Senate partnered with the Civil Service and Student Senates to approve a joint resolution titled “GOVERNORS STATE UNIVERSITY SENATES ENDORSE ADEQUATE AND EQUITABLE PUBLIC UNIVERSITY FUNDING FORMULA.” The Faculty Senates at a small number of other state institutions passed very similar resolutions. However, ours is the only joint resolution to include the Faculty, Civil Service, and Student Senates and demonstrates our University’s one voice in support of the Adequate and Equitable Funding legislation—which is important since this higher education funding in the state affects us all.
- **Roster Expansion**—This year we revised our Bylaws to expand senate membership. Beginning AY 26-27, the Faculty Senate will increase Unit B membership from one senator serving a one-year term, to five senators serving two-year terms.
- **December Special Meeting**—The Faculty Senate does not typically meet during December. This year, however, we were able to hold a special meeting with our invited guest, President Ester. At this meeting, faculty senators and President Ester engaged in candid conversation about shared governance, budget, and higher education concerns more generally. It was a great opportunity for us to get to know President Ester better, and for her to get to know us better, too.
- **Early Elections**—This year, the Faculty Senate held its elections much earlier in the spring term than in the past. We had solid turnout, and heading to AY 26-27, we have nearly every available seat filled. These early elections benefit the senate and the University. In part, it permitted us to identify standing committee chairs early. We can use these early notifications to improve planning for fall. It also facilitates scheduling for department/division chairs.
- **Academic Master Planning Advisory Committee (AMPAC)**—This group, comprised of faculty, staff, administrators, and students, and led by the Faculty Senate President and Associate Provost, Dr. Tim Harrington, reviewed and recommended six new programs (all during spring 2026) to the Provost. These include Destination Studies (B.A.), Public and Community Health (M.S.), Kinesiology (B.S.), Doctor of Physical Therapy (DPT), CHHS Interdisciplinary PhD, and Master of Arts in Teaching (MAT).

- **Faculty Service Awards**—Each year the Faculty Senate recognizes colleagues who have made exceptional service contributions to the university community well beyond what is required for tenure and promotion. All faculty members are eligible to be nominated, including tenure track, tenured, contingent, and emeritus faculty. This year, the Faculty Senate recognized three faculty colleagues, Dr. Katherine Carl, Dr. Rich Manprizio, and Dr. Melissa Plakke, for their exceptional service contributions to the university community. The committee also recognized Ms. Lisa Helm for her excellent work in partnership with the Faculty Senate and its standing committees.
- **Scholarly Activities**—Lastly, in addition to their teaching/primary duties, and their great and demanding service work, during AY 25-26, the 28 faculty senators achieved the following:
 - Published 2 books
 - Published 6 book chapters (one in an award-winning text)
 - Published 13 peer-reviewed journal articles
 - Presented at 13 conferences (regional, state, national, international)
 - Received 10 awards/recognitions
 - Showed 3 posters
 - Gave 3 invited talks
 - Won 3 grants

These accomplishments reflect the remarkable breadth and depth of our faculty senators' scholarly contributions, underscoring their commitment and excellence.

Conclusion

Academic year 25-26 witnessed faculty senators showing up fully, not only for the Senate, but for our students, our scholarship, and our University. In the coming year, the Faculty Senate plans to do the same and more. We remain deeply committed to advancing the principles of shared governance at Governors State University, and to ensuring that faculty voices continue to shape the decisions that define our University. To this end, we look forward to welcoming new members, participating in an even more robust Shared Governance Day event in August and, related, to exploring opportunities to expand leadership roles. We will continue to amplify student voices through ongoing student presentations, while also strengthening service work through the development of tools, expanded collaborations, and open and honest dialogue. Additionally, the Faculty Senate remains committed to broadening its impact and representation through emeritus faculty outreach and continued partnerships with the Civil Service and Student Senates.

Respectfully submitted,



Josh Sopiary

Josh Sopiary

Full Professor and Faculty Librarian

Faculty Senate President

Governors State University

Faculty Senate AY 25-26

Josh Sopiartz, UL (President)
Shaalein Lopez, At-Large (Vice President)
Rich Manprizio, CAS (Secretary)
Li-Wei Peng, At-Large (Immediate Past President)
Sasha Cervantes, At-Large
Rebecca Kvasnicka, At-Large
Chris Tweddle, At-Large
Novia Pagone, CAS
Liam Lanigan, CAS
Natalia Ermasova, CAS
Melissa Plakke, CAS
Erica Ceka, CAS
Mohammad Salam, CAS
Nicholas Marra, CAS
Rashidah Muhammad, CAS
Jim Vining, CAS
Lara Stache, CAS
Katherine Carl, COB
Carlos Ferran, COB
Chevonne Alston, COB
Corey Steele, CEHD
Ahmet Can, CEHD
Isaac Lee, CEHD
Steven Sharp, CEHD
Scott Getsoian, CHHS
Renee Garbe, CHHS
Sam Shahid, CAS Unit B
Catherine Tymkow, Emeritus

INFORMATION ITEM
Operating Budget to Actual
As of March 31, 2026

The purpose of this report is to provide the Board of Trustees (“Board”) of Governors State University (“GovState” or “University”) with an update on the University’s operating budget-to-actual for Fiscal Year 2026 (“FY2026”) through March 31, 2026, as well as the projected actual revenues and expenses for the fiscal year ending June 30, 2026, relative to the operating budget approved by the Board at its October 27, 2025 meeting.

At the Board’s October 27, 2025 meeting, President Ester recommended, and the Board approved, the final FY2026 Operating Budget, which reflected a projected operating deficit of \$4,676,073. The approved budget included total projected expenses of \$65,439,797, exceeding total projected revenues of \$60,763,724.

The operating budget’s revenue sources consist of (i) State appropriations, and (ii) the “Income Fund,” which is defined by statute (30 ILCS 105/6a-1e). Income Fund revenues include tuition (net of tuition waivers and allowances for uncollectible accounts/bad debts), interest income, and certain other fee-based revenues (e.g., application fees, payment plan fees, late payment fees, audit fees, and transcript fees). Revenues derived from certain student mandatory fees, auxiliary enterprises (such as Housing, Bookstore, Food Service, Parking, and Center for Performing Arts), and grants are designated for revenue-supported purposes; as such, these revenues are excluded from the Income Fund and are accounted for separately within dedicated fund categories pursuant to Illinois law. This means that the operating budget does not reflect 100% of the University’s revenues; however, it does reflect the Illinois Board of Higher Education’s directives for how to present the operating budget.

As shown in the chart below, total actual revenues as of March 31, 2026 (unaudited) were \$59,829,842, while total actual expenses were \$47,394,877. The University’s FY2026 year-end projected actual revenues and expenditures, discussed below, are based on these actual results and may be updated as additional information becomes available.

FY2026 year-end projected actual revenues are \$61,495,450, which is higher than the budgeted revenues, as follows:

- The projected FY2026 State appropriations are \$27,376,700, representing a \$531,607 or 2% increase over the budgeted amount of \$26,845,093 due to the release of previously withheld appropriations.

The Illinois legislature originally enacted a 3% higher education funding increase for FY2026 using FY2025 as a baseline, translating to a State appropriation of \$27,376,700 for Governors State University (an increase of \$797,400). Following a subsequent state-level mandate withholding 2% (\$531,607) of these operational funds, the University adjusted its operating budget downward to \$26,845,093, representing a realized 1% increase (\$265,793) over FY2025.

On June 16, 2026, the Governor's Office of Management and Budget notified the University that the withheld 2% funds had been fully released. As a result, the total projected State appropriation is restored to \$27,376,700, capturing the full, originally enacted 3% increase. This restoration provides a \$531,607 favorable funding variance over the University's initially budgeted baseline.

- Total year-end Income Fund revenues are projected at \$34,118,750, a slightly favorable variance of \$200,119 compared to the budgeted amount of \$33,918,631. The initial budget assumed flat enrollment from the prior academic year (2024-2025), adjusted downward to account for the impact of an estimated enrollment decline. Current actuals indicate that the negative impact of the enrollment decline was slightly lower than anticipated.

FY2026 year-end projected actual expenses are \$64,636,121, which is \$803,676 below the budgeted amount. This favorable variance reflects the University's proactive operational cost-reduction efforts. The University maintains a continuous review of these expenditure areas to capture additional cost-saving opportunities.

Based on the aforementioned projections, the FY2026 year-end deficit is estimated at \$3,140,671, which is \$1,535,402 lower than the budgeted deficit of \$4,676,073. The projected FY2026 deficit is expected to be supported by the University's historical unrestricted reserves, which totaled \$19.5 million as of the end of FY2025 (audited). Absent a material increase in revenues or a significant reduction in expenses, the unrestricted reserve balance is expected to continue declining year-over-year.

Extensive planning efforts are underway, including through the Strategic Enrollment Master Plan and increased grant activity, to identify opportunities to strengthen revenues. Despite continued market pressures, the University remains focused on initiatives that support new student enrollment and persistence. In addition, the University remains committed to effectively allocating limited resources and managing expenditures to minimize reliance on reserves.

**Governors State University
 FY2026 Operating Budget to Actual
 As of March 31, 2026 Actual, and
 Projected Year-End June 30, 2026**
 (Illinois State Appropriation + University Net Tuition Revenues +
 Interest Income + Other Fee-Based Revenues)

	FY 2026 Operating Budget*	FY 2026 Actuals as of 3.31.2026 (Unaudited)	FY 2026 Projected Year End June 30, 2026	FY 2026 Variance (Projected Actual - Budget)
Revenues:				
Income Fund	33,918,631	32,984,749	34,118,750	200,119
Appropriation	26,845,093	26,845,093	27,376,700	531,607
Total Revenues	60,763,724	59,829,842	61,495,450	731,726
Expenses:				
Personnel Services	53,341,168	39,617,714	53,205,718	(135,450)
Fringe Benefits	2,079,647	1,196,831	1,984,425	(95,222)
Contractual	8,508,059	5,853,069	8,328,629	(179,430)
Commodities	584,112	333,164	433,687	(150,425)
Travel	258,383	110,966	140,179	(118,204)
Equipment	279,783	191,756	210,329	(69,454)
Telecom	187,529	83,726	176,852	(10,677)
Auto Operations	60,116	7,651	15,302	(44,814)
Awards	141,000	-	141,000	-
Total Expenses:	65,439,797	47,394,877	64,636,121	(803,676)
Surplus (Deficit)	(4,676,073)	12,434,965	(3,140,671)	1,535,402

**Based on the Revised Operating Budget approved by the Board of Trustees during its October 27, 2025 meeting.*

Resource/Contacts: Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer, vbaluga@govst.edu, 708.534.4039; and Cheri Taylor-Lawton, Executive Director, Budget & Financial Planning; ctaylor-lawton@govst.edu, 708.534.4981.

Course, Curriculum and Program Review Processes



The Who of Curriculum Development

- Course, Curriculum and Program Reviews are a shared governance process
- The faculty initiate the requests
- Faculty initiate the policies related to curriculum development
- Faculty are the active members of the committees

Committees

The following are the Committees associated with curriculum, program development, and program evaluation

- Academic Master Planning Advisory Committee (AMPAC) – Reviews a proposal for a new program or certificate
- University Curriculum Committee (UCC) – Reviews new and revisions to course, program curriculum changes, Reasonable and Moderate Extensions of Existing Programs, Changes in Annual Listings and Request for New Units of Instruction
- Academic Program Review Committee (APRC) - Reviews Reasonable and Moderate Extensions of Existing Programs, Changes in Annual Listings, Request for New Units of Instruction, and cyclical Program Reviews
- Academic Program Elimination Review Committee (APEREC) – Reviews program eliminations

Types of Requests

Annual Listing (AL) Changes

Addition of an organized set of courses within a major (concentrations, sequences, etc.)

Change in degree title with no change in objectives (e.g. Medical Technology to Clinical Lab Sciences)

Elimination of a degree program

Reorganization with no increase in number of administrative units

Creation of a certificate with an existing major

Creation of a minor with an existing major

Creation of a joint degree (merger) from two approved programs

Moving the program to a fully online degree program or option

Reasonable and Moderate Extension Request (RME)

Creation of a certificate program with no existing major

Creation of a certificate program at a higher level

Creation of a new program from reorganization of existing program—split of one into two

Creation of a minor with no existing major

Change of CIP code due to consolidation of two or more existing programs or significant curriculum change

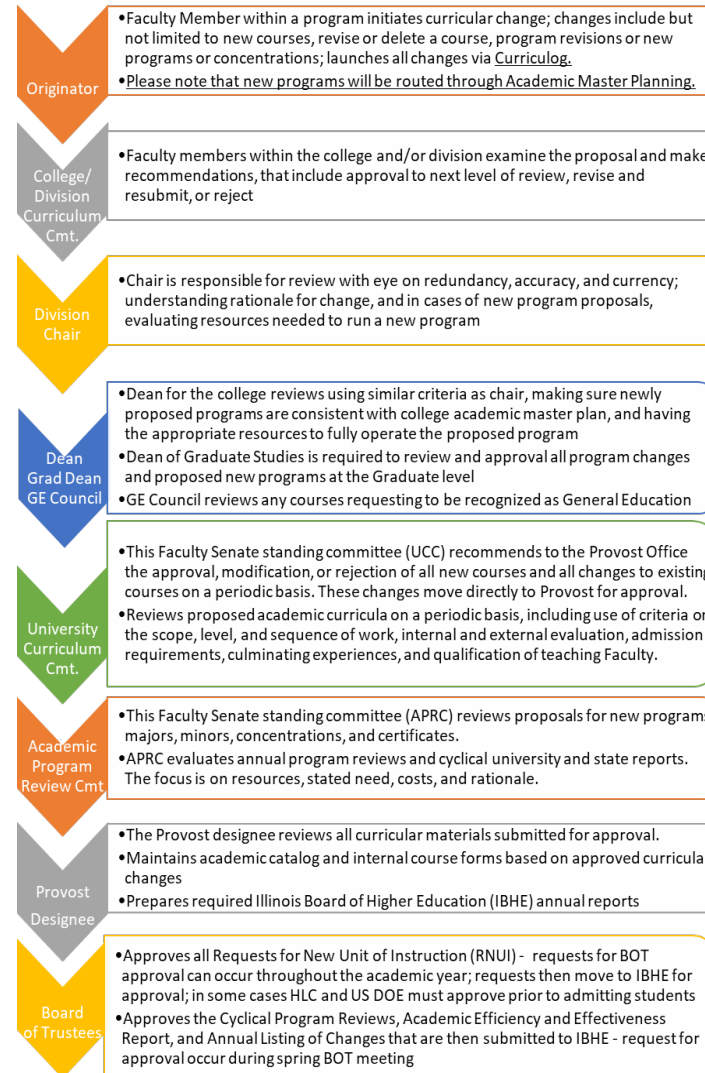
Change in degree designation without change in level (e.g. BA to BFA)

Request for New Unit of Instruction (RNUI)

Creation of a new degree program

Creation of new units of instruction, public service, or research that involve a change or expansion of mission

Sequence of Request



Academic Master Planning Request

Academic Master Plan (AMP) Request

unlaunched

ImportSave All ChangesValidate and Launch Proposal

Proposal Help

Academic Master Planning (AMP) Proposal

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
2. FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.
4. Do NOT submit any "Request for New Unit of Instruction" or a "Request for Reasonable and Moderate Extension" or a "Request for Change in Annual Listing" if they are for a new minor, new certificate, dividing one program into two until your AMP proposal has been approved.

Program Title (this is the name of the program requested)

Name of New Program or Certificate or Minor *

Identify proposed name

Division/Department*

Please select the division/departmen installing request

Contact Information of the Originator*

Degree Level*

Select Degree Level for Proposal

Accreditation*

Is there an accrediting body that will guide program outcomes and eventual accreditation? Answer yes/no. If yes - identify the accrediting body

Alignment to University Mission *

Describe how the overall proposal aligns to the mission of the University:

Resources Needed

Faculty/Human Capital*

Identify a current faculty member who will serve as contact person for the proposal. Estimate how many additional faculty will be needed to deliver the program.

Staff*

Identify if any new staff will be needed to help deliver proposal.

Physical Space on Campus*

Enrollment & Revenue

Enrollment *

Estimate the number of students who would enroll and be retained over the first 5 years of the program

Revenue/Return on Investment*

Estimate the number of credit hours generated (based on the enrollment projections) for the first five years of the program. We expect that most programs will require startup funds for initiation, but when will the program become self-sustaining?

Additional Information

Additional Ideas / Information to Consider

Please add any additional information and/or ideas for the AMPAC to consider when reviewing proposal

Save All ChangesValidate and Launch Proposal

Support Resource Portal

Governors State
UNIVERSITY
BOT035
An Illinois Public University

Program Review

- Cyclical Review Process was revised two years ago. Now there is one template for programs without a major specific accreditation and one template for programs with a major specific accreditation or college accreditation.
- The template for programs without a major specific accreditation to focus on assessment and program outcomes
- After the program review, there is an action plan for going forward
- The schedule of review is set through 2040
- 22 programs were up for review this Academic Year and is an item on the agenda for your approval

Updates/Successes

- Revisions to Policy 2 which streamlined processes and clarified roles
- Revision to the cyclical Program Review Process to mirror the IBHE process and a different review for programs with specific major accreditation
- Committees have developed rubrics and subcommittees to expedite reviews
- Revisions to AMPAC process to build better proposals that match the Illinois Goals and the University Mission
- All the Committees have substantial returning members and the chairs for the next academic year have already been selected
- UCC will be adding 4 additional faculty to assist in the volume of reviews
- Shared Governance Conference

Appendices

Included in the Board Book are the Appendices:

- The full listing of names of the RNUIs, RME, Change in Annual Listings, Program Curriculum Changes, Course Additions, Course Revisions.
- Blank Copies of the forms

Outcomes of Curriculum Development

New programs that:

- Support the local economy
- In demand and preparing for future careers
- Support the IBHE and the State of Illinois Goals and Initiatives

Curriculum/Course Review

- Maintaining relevance
- Cooperation and coordination
- Looking for consolidation (rather than elimination – what takes years to see the savings)

Universities in the News

Other Universities

- Trinity Christian College closure
- DePaul laying off faculty and staff
- WIU and EIU consolidating Academic Colleges

Versus GovState

- New programs, certificates and concentrations that are utilizing existing resources to provide new opportunities for students and new revenue streams

Which news headline do we want to make?



Better Together: GovState Institutional Strategy Framework (ISF) 2030

AY25/26 UPDATE FOR BOARD OF TRUSTEES



AY25/26 ISF 2030 Activities & Achievements



Goal 1: Holistic Well-being Through Support Services Utilization

Make wellness supports easier to find, use, and measure.

AY25/26 achievements

- Established direction for wellness engagement, belonging/well-being measures, and counseling access awareness.
- Identified wellness access gaps and prioritized a centralized landing page with QR strategy.
- Developed user flow, content, platform, and analytics approach; initiative is near implementation.

Early implementation + leadership focus

- Launch landing page + QR codes; establish baselines for engagement, wait times, and awareness.
- Leadership focus: clarify ownership, cross-unit roles, content maintenance, and staff capacity.

Goal 2: Accessible Career Preparation and Professional Engagement

Build scalable career-development and alumni-supported professional engagement.

AY25/26 achievements

- Identified two actionable programs: online career-development training and alumni mentoring/job shadowing.
- Created implementation plan around technology, resource databases, outcomes, and communication.

Early implementation + leadership focus

- Develop programs using existing GovState technology and labor-market resources such as O*NET and BLS.
- Leadership focus: secure staff capacity, alumni participation, and coordinated campus support.

Goal 1: Expanded Global Offerings

Expand global learning through online/global partnerships and stronger student supports.

AY25/26 achievements

- Converted broad priorities into measurable KPIs and actionable steps.
- Identified barrier themes, including housing and transportation, and a cost-effective delivery direction.

Early implementation + leadership focus

- Pilot online/global elements; begin benchmarking comparable global programs; define KPI baselines.
- Leadership focus: sustain online infrastructure, coordinate supports, and monitor geopolitical constraints.

Goal 2: Career-Connected Pathways Through Reciprocal Regional Partnerships

Connect education to employment through coordinated regional partnerships.

AY25/26 achievements	Early implementation + leadership focus
• Developed a roadmap linking the goal to metrics, actions, and timelines. • Focused on work-ready pathways, external partnerships, and integrated credit/non-credit opportunities.	• Establish shared tracking; map business and nonprofit partnerships; Pilot work-ready Pell/dual enrollment pathways and integrated career-connected learning opportunities. • Leadership focus: support grant development, external funding, and consistent outcome tracking.

Goal 1: Unified Messaging

Create common tools for consistent campus messaging and engagement.

AY25/26 achievements	Early implementation + leadership focus
• Developed plan around the Jaguar Ambassador module and unified campus calendar. • Identified the HR module for Jaguar Ambassador updates and a vendor/transition path for a unified campus calendar.	• Launch core tools; form calendar committee; coordinate 25Live training and information flow. • Leadership focus: ensure HR and University Events provide ongoing updates, training, and adoption support.

Goal 2: Streamlined and Sustainable Operations

Reduce cross-unit friction and strengthen continuity for critical roles.

AY25/26 achievements

- Used interdisciplinary outreach to test assumptions and refine KPIs.
- Identified continuity planning as ready to advance; service communication work needs leadership scoping.

Early implementation + leadership focus

- Create continuity guide template and pilot or implement across units.
- Leadership focus: Senior leadership/new COO should vet service scope, resources, and participation expectations; units should support continuity guide adoption.

Goal 1: Expanded Access through Innovative Educational Models

Build the infrastructure for more agile, flexible academic models.

AY25/26 achievements	Early implementation + leadership focus
• Focused on enabling conditions: graduate studies, admissions, stackable credentials, advanced standing, curriculum approval, and forthcoming certificate/minor policy revisions. • Established groundwork for certificates, 8-week formats, HyFlex capacity, and project-based learning.	• Focused on enabling conditions: graduate studies, admissions, stackable credentials, advanced standing, curriculum approval, and forthcoming certificate/minor policy revisions. • Leadership focus: coordinate governance, CTL, ITS, MarCom, Admissions, Finance, and IR.

Goal 2: Design Flexible Academic Pathways Informed by Workforce and Student Needs

Align curriculum, credentials, partnerships, and assessment with workforce needs.

AY25/26 achievements	Early implementation + leadership focus
- Translated broad goals into measurable KPIs for innovation, pipelines, partnerships, labor-market alignment, and assessment. - Began aligning existing micro-credentials, partnerships, MOUs, surveys, and assessment processes with KPI definitions and data ownership needs.	- Add one micro-credential per year; build dual credit/CPL pipelines; use labor-market and feedback data. - Leadership focus: connect SXL, colleges, CASLO, OIR, Admissions, CPL, Advancement, Career Services, alumni, employers, and governance.



Q & A

Better Together



2025-2026 Academic Year

Update Report

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Executive Summary

The *Better Together: AY25/26 Progress Report* documents Governors State University's progress in moving the Institutional Strategic Framework 2030 from approval into refinement, alignment, and early implementation. The report includes background on the prior planning work that led to the framework's development and approval, while primarily focusing on AY25–26 progress in translating the framework into actionable goals, measurable KPIs, timelines, and implementation plans.

The framework is organized around four strategic pillars: ***Thriving Students, Lasting Impact; Expanding Our Reach, Deepening Our Roots; Bridging Voices and Vision; and Future-Focused Academic Excellence***. During AY25–26, working groups advanced goals related to student well-being, career readiness, global engagement, regional partnerships, unified messaging, sustainable operations, academic innovation, and workforce-aligned academic pathways. Each goal includes a strategic purpose, KPIs, implementation strategies, timelines, progress updates, risks, and leadership needs.

AY25–26 served as a critical bridge year between framework approval and sustained implementation. Campus-wide meetings supported feedback, volunteer engagement, KPI refinement, and target development. By spring 2026, working groups had begun moving from planning toward implementation through cross-pillar collaboration, early pilots, launch of the Better Together website, and preparation of comprehensive goal documentation.

Overall, the report shows meaningful progress toward a more integrated, evidence-based strategic agenda. Continued success will depend on clear ownership, coordinated leadership, reliable data systems, sufficient resources, and sustained collaboration across academic and administrative units.

Development of Better Together: GovState’s Institutional Strategic Framework for 2030

Academic Year 2023-2024

In Spring 2024, the Faculty Senate President conducted a series of focus groups to gather input on the mission, vision, and values articulated in Strategy 2025. Feedback was collected from the Faculty Senate, Student Senate, and Civil Service Senate. After reviewing this input, the strategic leadership team concluded that the campus feedback largely affirmed the existing mission, vision, and values. As a result, these statements were retained as the foundation for the next five-year strategy cycle and are presented in the next section of this report. Subsequent planning efforts then shifted toward developing a new strategic framework: one that would organize institutional goals, resonate across campus constituencies, and provide a coherent structure for aligning GovState’s strategic efforts through 2030.

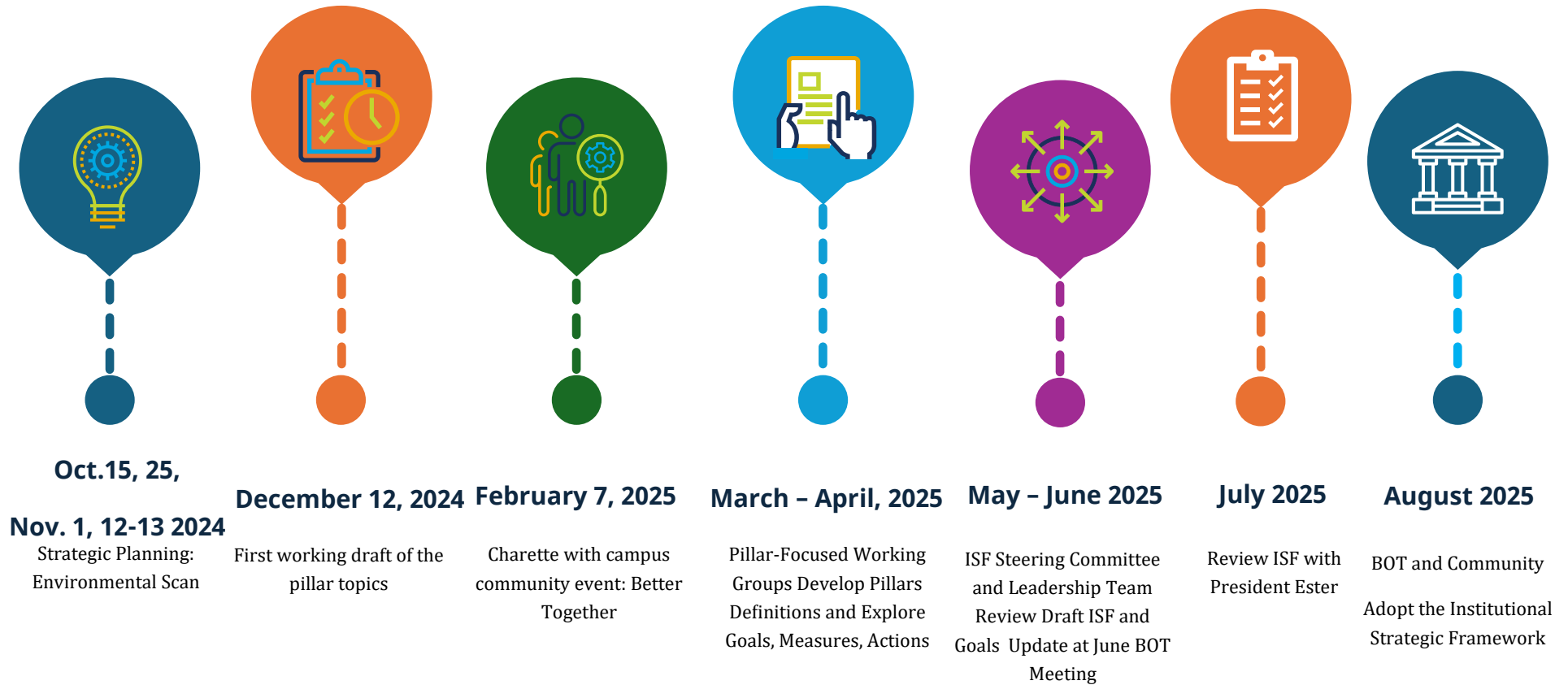
Academic Year 2024-2025

During AY24–25, GovState engaged in a broad and participatory process to develop the Institutional Strategic Framework 2030. In October and November 2024, online and face-to-face focus groups were held to review the Strategy 2025 goals, including discussion of how those goals had worked well and where they could be improved. These sessions also included environmental scanning to identify institutional strengths, opportunities, challenges, and threats. Notes from the focus groups were analyzed and used to develop the first draft of strategic pillars in December 2024.

In February 2025, an all-campus community charrette gathered feedback on the emerging pillars and goals while also inviting volunteers to participate in working groups. Through March and April 2025, pillar-aligned working groups refined definitions for each pillar and identified potential goals, measures, and actions. In May 2025, an independent Steering Committee and the Strategy Leadership Team reviewed, prioritized, and refined the draft goals developed by the pillar working groups.

The framework continued to advance during Summer 2025. In June, an update on ISF 2030 was presented to the GovState Board of Trustees. In July, GovState’s new president, Dr. Joyce Ester, reviewed the strategic framework. In August 2025, the Board of Trustees formally approved the Institutional Strategic Framework 2030.

Academic Year 2024-2025: Better Together Activities and Achievements



Development of Better Together: GovState’s Institutional Strategic Framework for 2030 (continued)

Academic Year 2025-2026

During AY25–26, GovState moved from approval of the Institutional Strategic Framework 2030 into refinement, alignment, and early implementation planning. In October 2025, working groups were reconvened, beginning with a meeting of working group leads to clarify the expectations for AY25–26 and how proposed goals connected to each pillar’s aspirations.

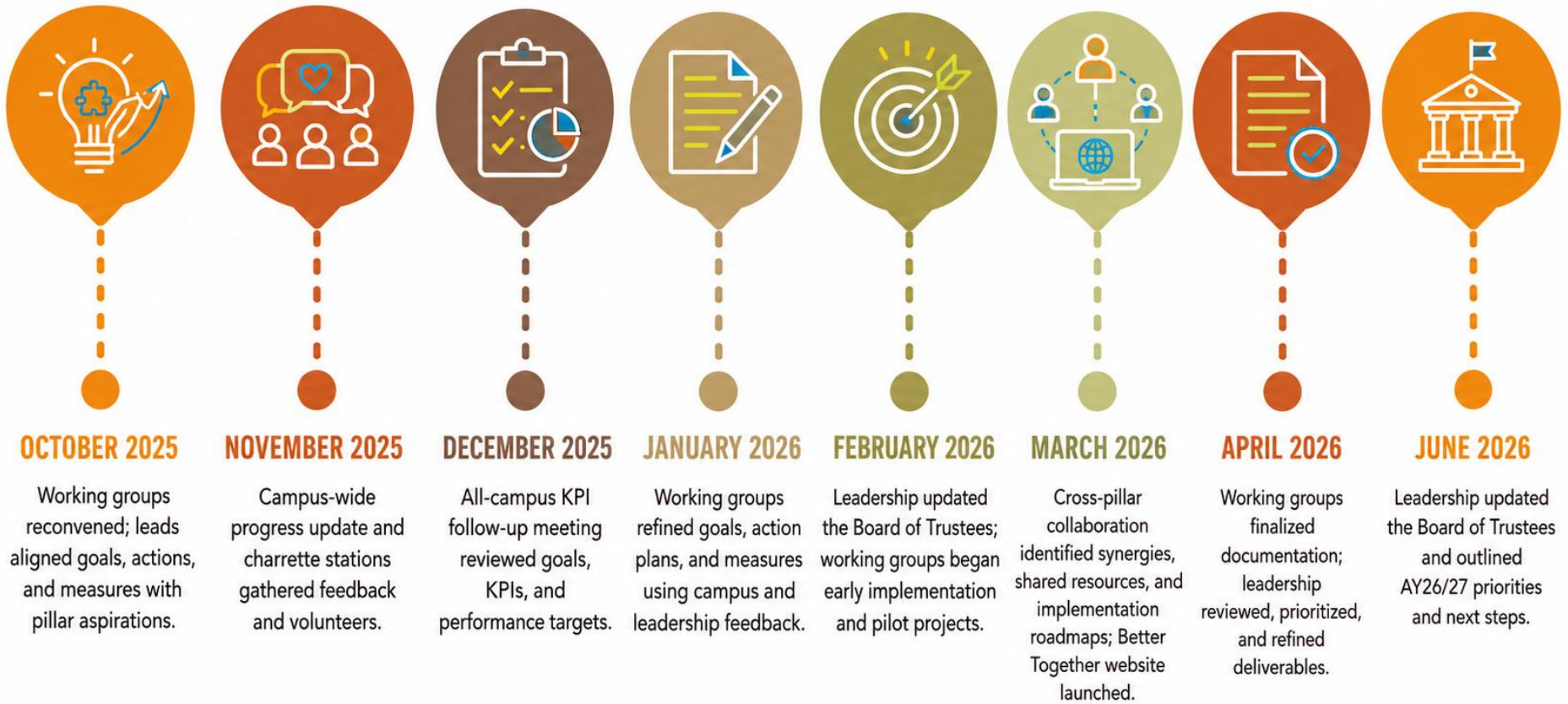
In November 2025, a campus-wide progress update was held to share the emerging goals and invite broader participation. Working group leads facilitated charrette stations to explain the goals, gather feedback, and collect names of volunteers interested in contributing to goal-specific working groups. Following this meeting, working groups continued developing measures, implementation plans, timelines, and resource needs.

In December 2025, an all-campus KPI follow-up meeting provided another opportunity for working groups to report on their goals and key performance indicators. The discussion focused on refining KPIs and beginning to identify appropriate performance targets. In January 2026, working groups incorporated feedback from the December meeting into revised drafts of their goals, action plans, and measures. This work emphasized clarifying rationales, strengthening connections to pillar aspirations.

By February 2026, the ISF Leadership Team provided an update to the GovState Board of Trustees on the refined goals, actions, and measures. Working groups also began transitioning from planning to early implementation, including piloting action projects where feasible. In March 2026, a cross-pillar collaboration meeting brought working group members together to identify synergies, shared resource opportunities, and implementation roadmaps for each goal. The Better Together: ISF 2030 website was launched to support communication and visibility.

In April 2026, working groups finalized comprehensive documentation of goals, action plans, and measures, while the Strategic Leadership Team reviewed, prioritized, and refined the working group documentation. In June 2026, the ISF 2030 Leadership Team provided another update to the GovState Board of Trustees and outlined priorities. Overall, AY25–26 served as a critical bridge year, translating the approved framework into actionable goals, measurable plans, cross-functional collaboration, and early implementation activity.

Academic Year 2025-2026: Better Together Activities and Achievements



GovState's Mission, Vision, and Core Values

Mission

Governors State University (GovState) is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills and confidence to succeed in a global society.

Vision

GovState will create an intellectually stimulating public square, serve as an economic catalyst for the region, and lead as a model of academic excellence, innovation, diversity and responsible citizenship.

Core Values

- *Invest in Student Success through a commitment to mentoring and a deliberate university focus on student achievement of academic, professional and personal goals.*
- *Provide Opportunity and Access to a first-class public education to residents of our surrounding communities and all those traditionally underserved by higher education.*
- *Serve as an Economic Catalyst for the citizens of the State of Illinois and our larger Midwest region, so that our communities grow and flourish.*
- *Prepare Stewards of our Future to thrive in the global economy, to contribute to ongoing innovative research and to serve as stewards of the environment.*
- *Demonstrate Inclusiveness and Diversity to encourage acceptance of wide-ranging perspectives among students, staff, faculty and members of the broader community.*
- *Promote Quality of Life, which encompasses civic, personal, professional and cultural growth.*

Better Together 2030 Leadership Brief

Pillar 1: Thriving Students, Lasting Impact | Goal 1: Holistic Well-being Through Support Services Utilization

AY25/26 Working Group Leader: Tiffani Robertson

Strategic Purpose: Improve student well-being and success by making counseling, wellness, and support services easier to find, understand, and use while creating data-informed mechanisms to monitor engagement, access, and belonging.

KPIs and Implementation Strategy

KPI	Implementation Strategy
Increase Student Use of Wellness Resources	Launch a centralized Wellness Landing Page supported by QR codes in high-traffic campus and digital spaces. Use QR and web analytics to establish baseline engagement, monitor student interaction, and refine outreach.
Advance Student Belonging, Connection, and Well-Being	Establish baseline measures through Student Satisfaction Survey and well-being data. Use findings to identify student needs, guide interventions, and support annual Wellbeing and Belonging reporting.
Expand Awareness of Counseling and Wellness Access	Clarify and promote counseling access pathways through “How Counseling Works” materials, orientation touchpoints, web content, and student-facing communications. Track first-time appointments, wait times, and web engagement.

Implementation Timeline

Timeframe	Strategic Focus	Major Milestones
Years 1–2 2025–27	Build the foundation	Launch the Wellness Landing Page and QR strategy; establish KPI baselines; publish counseling access materials; align cross-unit messaging; identify policy, process, or capacity barriers requiring leadership attention.
Year 3 2027–28	Refine and expand	Expand QR placement; refine messaging based on engagement data; introduce incentives; monitor conversion to counseling appointments; improve access processes; publish transparency reports; identify priority student populations.
Years 4–5 2028–30	Scale and institutionalize	Conduct equity and segment-level analyses; address disparities; sustain engagement and counseling access gains; institutionalize annual Wellbeing and Belonging reporting; embed continuous improvement and cross-unit coordination.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress	Key Risks	Leadership Need
Identified wellness access gaps and developed a scalable wellness landing page with QR code strategy. Initiative is near implementation and will support future data-informed student success planning.	Long-term progress could be affected by delays in platform governance, unclear cross-unit roles, content maintenance needs, and limited staff capacity.	Sustaining the work will require clear ownership, consistent communication, and ongoing commitment beyond initial implementation.

Better Together 2030: Leadership Brief

Pillar 1: Thriving Students, Lasting Impact | Goal 2: Accessible Career Preparation and Professional Engagement

AY25/26 Working Group Leader: Cesar Flores

Strategic Purpose: Advance student retention, completion, and career readiness by creating scalable career-development and alumni-supported career readiness programs that connect students to workforce-aligned learning and professional networks.

KPIs and Implementation Strategy

KPI	Implementation Strategy
Strengthen Career Readiness Through Accessible Online Training	Develop and implement comprehensive online career-development training using existing GovState technology where feasible. Build the program through collaboration among Career Services, the Center for Teaching and Learning, Student Affairs, Academic Affairs, and Marketing.
Cultivate Alumni-Led Mentoring and Professional Exploration Opportunities	Develop alumni-supported career engagement opportunities, including mentoring, job shadowing, guest speaking, and problem-based learning, in partnership with Alumni Relations and informed by alumni feedback.

Implementation Timeline

Timeframe	Strategic Focus	Major Milestones
Years 1-2 2025-26	Develop and Implement	Develop/implement the online career-development training and alumni mentoring programs; gather internal and external career/labor-market resources such as O*NET and BLS; establish program teams, technology, resource databases, outcomes, and communication plans.
Year 3 2027	Launch	Launch both programs; begin tracking student participation; coordinate campus messaging and branding; use early implementation data to identify barriers and needed enhancements.
Years 4-5 2028-30	Continue, Improve, and Scale	Continue both programs; modify based on student and alumni feedback; monitor progress toward 500 training participants and 150 mentoring participants; use data to address barriers and hold responsible offices accountable.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress Identification of actionable programs that address both expanding student access and workforce alignment. Creating a structured implementation plan for advancing this goal.	Key Risks Limited staff and funding. Limited coordination could result in fragmented implementation and reduced impact. Attaining sufficient alumni participation.	Leadership Need Long-term success for this goal depends on university-wide support, especially from Marketing, Alumni Relations, Career Services, and Academic Affairs in developing and implementing programs.
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Better Together 2030 Leadership Brief

Pillar 2: Expanding Our Reach, Deepening Our Roots | Goal 1: Expanded Global Offerings

AY25/26 Working Group Leader: Joe Day

Strategic Purpose: Expand GovState's global learning footprint by strengthening online/global program participation, benchmarking global offerings, and improving student supports for international and globally engaged learners. The work balances structural barriers such as housing and transportation with scalable delivery models and clearer communication of support resources.

KPIs and Implementation Strategy

KPI	Implementation Strategy
Expand Academic-Aligned International Partnerships	Assess comparable global programs to guide portfolio expansion, strengthen academic alignment, and support execution of international MOUs.
Increase Student Engagement in Online and Global Academic Opportunities	Develop or expand cost-effective online/global program options. Pilot online/global elements, monitor participation, and use enrollment records to identify scalable pathways.
Improve Student Support Navigation for Global Offerings	Assess barriers such as housing and transportation while strengthening communication about support centers. Position newer support centers as strategic assets in the global offering value proposition.

Implementation Timeline

Timeframe	Strategic Focus	Major Milestones
Years 1-2 2025-26	Identify, Pilot, and Benchmark	Identify barriers; pilot online/global elements; begin benchmarking; align offerings with academic programs and priorities; clarify support and operational needs; and define data sources for KPI baselines.
Year 3 2027	Scale and Formalize	Scale approaches that work; formalize the student support and communications plan; strengthen ownership for online offerings and support messaging.
Years 4-5 2028-30	Expand and Institutionalize	Expand the global portfolio; reduce structural barriers where feasible; sustain online infrastructure; use annual data reviews to iterate supports and delivery modes.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress The group converted broad priorities into measurable KPIs and actionable implementation steps. Identified key barrier themes and a cost-effective delivery direction.	Key Risks Housing/transport constraints and capacity to build/maintain offerings. The geopolitical climate.	Leadership Need Partnerships across units; supportive centers; sustainable online infrastructure.
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Better Together 2030 Leadership Brief

Pillar 2: Expanding Our Reach, Deepening Our Roots | Goal 2: Career-Connected Pathways Through Reciprocal Regional Partnerships

AY25/26 Working Group Leader: Craig Schmidt

Strategic Purpose: Advance reciprocal civic, employer, and education partnerships by improving cross-campus coordination, expanding work-based learning, and strengthening high school and community college engagement.

KPIs and Implementation Strategy

KPIs	Implementation Strategy
Advance Career Pathways and Student Opportunity	Advance work-ready Pell and dual enrollment initiatives by embedding career readiness, professional skills, and workplace success preparation into academic and career-connected programming.
Strengthen Career-Connected Learning through External Partnerships	Expand reciprocal business and nonprofit partnership infrastructure by aligning academic programs, credit and non-credit offerings, internships, applied projects, service learning, and employer engagement into integrated career-connected learning pathways.

Implementation Timeline

Timeframe	Strategic Focus	Major Milestones
Years 1-2 2025-26	Build Coordination Infrastructure	Establish baseline data and shared tracking for work-ready Pell and dual enrollment, career-connected learning, external partnerships, and credit/non-credit offerings. Identify priority academic and workforce pathways, map existing business and nonprofit partnerships, and pilot work-ready initiatives that embed career readiness, professionalism, and workplace success preparation.
Year 3 2027	Operationalize and Pilot	Expand work-ready pathways across additional programs and student populations. Strengthen reciprocal business and nonprofit partnerships that support internships, applied projects, service learning, employer engagement, and integrated credit/non-credit career-connected learning.
Years 4-5 2028-30	Scale and Institutionalize	Institutionalize tracking, coordination, and reporting processes. Demonstrate sustained growth in work-ready pathways, external partnerships, and student opportunity outcomes, positioning GovState as a regional connector for career pathways, civic engagement, nonprofit collaboration, and workforce development.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress The group developed a roadmap that links their strategic goal to metrics, actions, and timelines. We started making GovState a highly coordinated, partnership-centered institution that creates seamless pathways from education to employment	Key Risks Persistent silos, fragmented data, and limited staffing or funding may hinder coordination, shared ownership, and consistent tracking of outcomes. Shifts in workforce funding, employer demand, and enrollment trends could also affect implementation and impact.	Leadership Need Sustained grant development and external funding will support work-based learning and long-term implementation.
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Better Together 2030 | Leadership Brief
Pillar 3: Bridging Voices and Vision | Goal 1: Unified Messaging
 AY25/26 Working Group Leader: Zion Banks

Strategic Purpose: This goal strengthens the consistency, clarity, and accessibility of GovState messaging by developing shared tools and touchpoints that help employees communicate campus priorities, events, and points of pride. The working group's two primary implementation streams are the Jaguar Ambassador module and a unified campus calendar.

KPIs and Implementation Strategy

KPI	Implementation Strategy
Strengthen Jaguar Ambassador Readiness	Update the HR orientation module with current GovState information, refreshed campus talking points, and relevant historical context from University Library Archives and tour materials. Beta test the module and adapt key content for consistent use in tours, ambassador messaging, onboarding, and campus engagement.
Institutionalize Unified Campus Engagement	Institutionalize use of the unified campus calendar by reinforcing it as the primary source for campus events, initiatives, and engagement opportunities. Strengthen adoption through ongoing 25Live training, clear submission expectations, regular promotion in internal communications, weekly review habits among employees, and continued alignment with HR orientation, campus tours, and shared institutional messaging.

Implementation Timeline

Timeframe	Strategic Focus	Major Milestones
Years 1-2 2025-26	Launch core tools	Launch the Jaguar Ambassador module; launch the unified calendar; identify calendar committee members from across campus; coordinate with University Events on training and information flow.
Year 3 2027	Refresh and train	Update slides and talking points for the Jaguar Ambassador module; provide 25Live training; strengthen HR and University Events ownership for ongoing accuracy and adoption.
Years 4-5 2028-30	Sustain and institutionalize	Continue updating slides, talking points, and calendar practices; maintain recurring 25Live training; build a durable culture of unified messaging and campus engagement.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress The group developed a plan for this goal; identified the HR module for Jaguar Ambassador training updates and a vendor to support a seamless unified calendar transition.	Key Risks Once the programs are built, the key risks include outdated HR module content and inconsistent 25Live use, which could make talking points irrelevant and fragment communication.	Leadership Need Success will require Human Resources and University Events coordination to provide ongoing updates and training for the Jaguar Ambassador module and unified calendar.
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Better Together 2030 Leadership Brief

Pillar 3: Bridging Voices and Vision | Goal 2: Streamlined and Sustainable Operations

AY25/26 Working Group Leader: Julie Keck

Strategic Purpose: Improve institutional efficiency, transparency, and equity by clarifying service processes, reducing cross-unit friction, and strengthening continuity planning for critical roles during transitions, reorganizations, and departures.

KPIs AND IMPLEMENTATION STRATEGY

KPI	Implementation Strategy
Improve Service Communication, Routing, and Resolution	Define core service expectations, including service scope, response timelines, communication practices, routing, and escalation pathways. Establish baseline measures and pilot human-centered service communication processes by March 2027, with broader implementation by May 2027 pending confirmed scope, priority, and resources.
Ensure Continuity of Critical Roles and Processes	Determine the percentage of critical roles with current continuity guides; establish baselines for service disruption, backfill time, and productivity recovery; create a continuity guide template by May-June 2026; pilot or implement templates across academic and non-academic units; track transition-related disruptions through 2030.

IMPLEMENTATION TIMELINE

Timeframe	Strategic Focus	Major Milestones
Years 1-2 2025-26	Define and Baseline	Clarify core services; identify potential communication options; establish service resolution and satisfaction baselines; determine current continuity guide coverage; create continuity guide template and implementation expectations.
Year 3 2027	Pilot and Launch	Pilot new service communication system, if approved, then follow with hard launch; begin tracking resolution time, satisfaction, redundant requests, and collaboration; continue collecting role transition and continuity data.
Years 4-5 2028-30	Assess and Improve	Report outcomes of service communication system by May 2030 against targets: 25% reduction in resolution time and 15-point satisfaction improvement; report continuity outcomes against targets: 100% guide coverage for designated critical roles and 30% reduction in transition-related disruptions.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress The group used a small interdisciplinary team and department outreach to test assumptions, refine the KPIs, and distinguish between ideas that are ready to advance and ideas requiring leadership reassessment.	Key Risks Buy-in from department and divisions providing internal services. Availability of resources to track service resolution.	Leadership Need Senior leadership, including new COO, should vet service scope and resources available to achieve KPI 1. Broad-based participation in continuity guide template for critical roles.
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Better Together 2030 Leadership Brief

Pillar 4: Future-Focused Academic Excellence | Goal 1: Expanded Access through Innovative Educational Models

AY25/26 Working Group Leader: David Conrad

Strategic Purpose: Expand access through flexible, student-centered academic models that improve GovState’s agility, align offerings with market demand, and support enrollment, retention, completion, and workforce relevance.

KPIs AND IMPLEMENTATION STRATEGY

KPI / 2030 Direction	Implementation Strategy
Strengthen Certificate Pathways to Grow Enrollment	Expand undergraduate minors into certificate pathways and launch new graduate certificates, with an enrollment target of 250 certificate enrollments per year and tracking of net new revenue and credit for prior learning utilization.
Accelerate Program and Curriculum Approval	Implement revised curriculum and program approval processes, including fast-track options for high-demand offerings, with a target of 90 days or fewer for selected proposals and improved marketing-to-enrollment conversion tracking.
Scale Flexible and Experiential Delivery Models	Pilot and scale innovative formats, including HyFlex capacity, 8-week course structures, modular semesters, trimester summer options, and project-based learning showcase courses supported by CTL training and badging.

IMPLEMENTATION TIMELINE

Timeframe	Strategic Focus	Major Milestones
Years 1-2 2025-27	Build the Foundation	Approve foundational policy revisions; list and market certificates already in the pipeline; expand HyFlex capacity; propose additional 8-week courses; create policy pathways for minors to operate as certificates.
Year 3 2027-28	Launch, Measure, and Refine	Market existing certificates; gather enrollment, retention, completion, alumni, and market demand data; launch new certificates; evaluate 8-week courses and HyFlex implementation; review curricula for project-based learning showcase opportunities.
Years 4-5 2028-30	Scale and Institutionalize	Increase HyFlex and accelerated offerings where appropriate; teach and assess PBL courses; launch additional certificate programs; use enrollment, SEI, licensure, alumni, employer, and market data to guide expansion and continuous improvement.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress The group focused on enabling conditions: graduate studies, graduate admissions, stackable credentials, advanced standing, curriculum approval, and forthcoming certificate/minor policy revisions. These changes establish the infrastructure needed to launch more agile academic models.	Key Risks Funding, human capital, MarCom capacity, advising/registration/financial aid coordination, HyFlex technology support, CTL training capacity, and fragmented ownership could slow implementation or limit enrollment impact.	Leadership Need Executive coordination is needed to connect shared governance, academic units, CTL, ITS, MarCom, Admissions, Finance, and IR so new models are approved, marketed, supported, measured, and scaled strategically.
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Better Together 2030 Leadership Brief

Pillar 4: Future-Focused Academic Excellence | Goal 2: Design Flexible Academic Pathways Informed by Workforce and Student Needs

AY25/26 Working Group Leader: Michelle Sebasco

Strategic Purpose: Create responsive, sustainable academic programs and employer-supported pathways that align curriculum, credentials, partnerships, and assessment with regional workforce needs and student success outcomes.

KPIs AND IMPLEMENTATION STRATEGY

KPI	Implementation Strategy
Advance Program Innovation Through Micro-Credentials, CPL, and Dual Credit	Add one micro-credential per year, build a registration pipeline through dual credit and CPL alignment, and expand curricular offerings that incorporate research and technology advancements. Use SXL, academic colleges, academic master planning, curriculum committees and CPL structures to move ideas into launchable offerings.
Advance Program Responsiveness Through Data-Informed Planning	Align program and curriculum objectives with occupation trends (e.g., O*NET and labor market data), develop university-wide internship-host and alumni surveys, and connect CASLO assessment and Academic Program Reviews to academic master planning, budget planning, and prioritized improvement efforts.

IMPLEMENTATION TIMELINE

Timeframe	Strategic Focus	Major Milestones
Years 1-2 AY 2025-27	Define and Align	Finalize KPI definitions; map existing micro-credentials, partnerships, MOUs, surveys, and assessment processes; identify data owners; clarify governance for innovation, partnerships, program review, and labor-market alignment.
Year 3 2027-28	Launch and Socialize	Expand micro-credential pipeline; deepen school, community college, and employer partnerships; begin shared use of program enrollment and labor-market data; pilot broader internship-host and alumni feedback mechanisms.
Years 4-5 2028-30	Scale and Institutionalize	Use annual performance audits and traffic-light review to scale, refine, or pivot offerings; centralize partnership records; complete broader assessment alignment; use program growth and workforce relevance to guide resource investment.

AY25/26 STORY AND LEADERSHIP FOCAL POINTS

AY25/26 Progress The group translated broad goals into measurable KPIs for program innovation, pipeline development, workforce partnerships, enrollment tracking, labor-market alignment, alumni/employer feedback, and assessment-driven improvement.	Key Risks Cumbersome approval processes, fragmented data systems, uneven partnership tracking, limited conversion of data into decisions, resource constraints, and market volatility could slow sustainable program development.	Leadership Need Executive coordination needed to connect SXL, academic colleges, CASLO, OIR, Admissions, CPL, Advancement, Career Services, alumni, employers, and curriculum governance into one evidence-based innovation cycle.
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Key Performance Indicators (KPIs) for ISF 2030 Pillars/Goals

Pillar / Goal	KPI	Baseline	Target / Data Source
P1: Thriving Students, Lasting Impact / G1: Holistic Well-being Through Support Services Utilization	Increase Student Use of Wellness Resources	Year 1 baseline usage data	Target: 50% of enrolled students engage with QR-based tools. Source: QR analytics; Student Affairs tracking.
	Advance Student Belonging, Connection, and Well-Being	Year 1 Student Engagement Survey + Well-Being Survey baseline	Target: +15% from baseline. Source: Student Engagement Survey; GSU Well-Being/Satisfaction Surveys.
	Expand Awareness of Counseling and Wellness Access	Baseline % reporting they know how to access services	Target: 25% increase. Source: Counseling & Wellness utilization; student engagement survey.
P1: Thriving Students, Lasting Impact / G2 Accessible Career Preparation and Professional Engagement	Strengthen Career Readiness Through Accessible Online Training	0; new initiative	Target: 500 student participants. Source: Colleague/IR; Blackboard.
	Cultivate Alumni-Led Mentoring and Professional Exploration Opportunities	0; new initiative	Target: 150 student participants. Source: Colleague/IR.
P2: Expanding Our Reach, Deepening Our Roots / G1: Expanded Global Offerings	Expand Academic-Aligned International Partnerships	TBD	Target: TBD. Source: Enrollment/participation records.
	Increase Student Engagement in Online and Global Academic Opportunities	TBD	Target: TBD. Source: Internal review logs/reports.
	Improve Student Support Navigation for Global Offerings	TBD	Target: TBD. Source: TBD.
P2: Expanding Our Reach, Deepening Our Roots / G2: Career-Connected Pathways Through Reciprocal Regional Partnerships	Advance Career Pathways and Student Opportunity	Current dual enrollment initiatives (note: Work Ready Pell is a new initiative)	Target: 20% increase. Source: New dual enrollment and Work-Ready Pell Initiatives
	Strengthen Career-Connected Learning through External Partnerships	Current reciprocal business and nonprofit partnerships documented through Career Services, SXL, and academic colleges	Target: 15% increase/about 3% annually. Source: partnerships documented through Career Services, SXL, and academic colleges
P3: Bridging Voices and Vision /G1: Unified Messaging	Strengthen Jaguar Ambassador Readiness	N/A/TBD	Target: Updated HR module and tour talking points with current institutional messages. Source: HR module; Archives; FDM tour points.

Pillar / Goal	KPI	Baseline	Target / Data Source
P3: Bridging Voices and Vision / G1: Unified Messaging	Institutionalize Unified Campus Engagement	N/A/TBD	Target: Use of integrated event calendars; campus access awareness; streamlined event submission; weekly calendar-use culture. Source: 25Live; University Events; campus calendars; usage analytics TBD.
P3: Bridging Voices and Vision / G2: Streamlined and Sustainable Operations	Improve Service Communication, Routing, and Resolution	AY25/26 service desk/ticketing data plus faculty/staff satisfaction surveys	Target by May 2027: service portal; 25% lower average resolution time; +15 pts satisfaction; fewer redundant requests; more cross-unit collaboration. Source: service desk/ticketing data; surveys.
	Ensure Continuity of Critical Roles and Processes	AY25/26 HRIS, audit logs, and unit operational reports	Target: 100% continuity guides for critical roles by June 2026; 30% reduction in transition-related service disruptions by May 2027. Source: HRIS; audit logs; unit reports.
P4: Future-Focused Academic Excellence / G1: Innovative Educational Models	Strengthen Certificate Pathways to Grow Enrollment	26 post-baccalaureate/graduate certificates; no undergraduate certificates; current certificate enrollment 21	Target: 8 undergraduate minors as certificates by May 2028; 6 graduate certificates by May 2028; 250 certificate enrollments/year. Source: catalog; enrollment/credit-hour data.
	Accelerate Program and Curriculum Approval	Prior full-committee review; uneven documentation; Policy 2 revised April 2026	Target: policy/process changes by May 2027; fast-track pilot of <=90 days. Source: policy list; UCC cycle and approval timeline data.
	Scale Flexible and Experiential Delivery Models	PBL not university-wide; some Graduate College training and courses exist	Target: one new showcase PBL course per college. Source: CTL designation/badging; course/curriculum records.
P4: Future-Focused Academic Excellence / G2: Design Flexible Academic Pathways Informed by Workforce and Student Needs	Advance Program Innovation Through Micro-Credentials, CPL, and Dual Credit	6 Jaguar Jumps micro-credentials; additional non-credit micro-credentials being marketed	Target: add one micro-credential per year by 2030; build registration pipeline. Source: SXL; CAS; Micro-Credential Committee; UCC.
	Advance Program Responsiveness Through Data-Informed Planning	SXL aligning WIOA-approved programs, college surveys grads/alumni (e.g., internship-host survey	Target: universal rollout by 2030; use data for program development. Source: All Colleges; SXL; Alumni Office; Advancement.

Governors State University
Institutional Strategic Framework for 2030
AY25/26 Participants

November 2025 Better Together All-Campus Meeting & Charettes

Kerrington Adams
Lannaea Alexander
Danielle Austin
Kneshia Avery
Megan Barelli
Uriah Berryhill
Renee Bickett
Antigone Blackwell
Teri Bushey
Cynthia Carr
Mary Carrington
Mushtaq Choudhary
Marlon Cummings
Frank Czuba
Sonia Dalmia
Siobhan Dalrymple
Margaret D'Astici
Joseph Day
Antonio De Castro
Jennifer Di Sandro
Lorena Diaz
Cari Didion
Christopher Dignam
Rasha Elhage
Melinda Elliot
Jan Figa
Cesar Flores
Kimberly Gonzales
Christopher Goodson
Chris Greiner
Erin Gutierrez
Timothy Harrington
Dustin Hogan
Glenna Howell
Tina R. Hughes-Burke
Olumide Ijose
Sara Jozwik
Victoria Karnes
Alice Keane
Julie Keck
Brock Krska
Nikki LaGrone
Cheun-Yeong Lee
Corrie Lee

Anton Lewis
Daisy Lozano
Katelyn Matulewicz
Makiko Miyara
Susie Morris
Camille O'Quin
Kerri O'Shea
Patricia Owens
Lisa Pennington
Ujvala Rajadhyaksha
Tiffani Robertson
Peter Rockey
Steven Russell
Craig Schmidt
Lise Schneider
Beverly Schneller
Sara Schnoor
Michelle Sebasco
Steven Sharp
Xiaobo She
Erin Sheffner
Konya Sledge
Bradley Smith
John Sowa
Jessica Specht
Matthew Sprong
Robert Stanley
Jeff Stevenson
Andrius Tamulis
Renee Theiss
Scott Thesen
Amy Vujaklija
Amy Wagner
Stephen Wagner
Christine Watt
Keith Werosh
Karen Williams
Joshua Young
Jason Zingsheim

Working Groups – Co-Chairs and Members - AY25/26

Pillar 1: Thriving Students, Lasting Impact

Goal I: Promote Holistic Well-being Among Students
and Increase Access to Services

Goal Leader: Tiffani Robertson

Members:

Tina Hughes-Burke
Matt Sprong
Mushtaq Choudhary
Erin Gutierrez
Daisy Lozano
Konya Sledge
Dustin Hogan
Susie Morris
Robbin Mitchell

Goal II: Expand Student Access and Workforce
Alignment

Goal Leader: Cesar Flores

Members:

Christine Watt
Matt Sprong
Konya Sledge
Susie Morris
Lise Schneider
Darcie Campos

Pillar 3: Bridging Voices and Vision

Goal I: Unified Messaging

Goal Leader: Zion Banks

Members:

Konya Sledge Amy Vujaklija
Erin Sheffner Jeff Stevenson
Susie Morris Keith Werosh
Patricia A. Owens
Antonio DeCastro
Isabella Hollingsworth

Goal II: Streamlined and Equitable Operations

AY25/26 Goal Leader: Julie Keck

Members:

Teri Bushey
Kerry Adams
Katelyn Matulewicz
Isaac Lee
Peter Rockey

Pillar 2: Expanding Our Reach, Deepening Our Roots

Goal I: Expand Global Offerings

Goal Leader: Joe Day

Members:

Matt Sprong
Kerri O'Shea
Cynthia Carr
Cheun-Yeong Lee
Kneshia Avery
Marlon Cummings

Goal II: Amplify Civic Engagement and Build
Reciprocal Partnerships

Goal Leader: Craig Schmidt

Members:

Christine Watt C. Kimberly Gonzales
Kerry Adams Joshua Young
Erin Gutierrez Alice Keane
Daisy Lozano Scott Sowinski
Renee Bickett
Danielle Austin
Antigone Blackwell
John Sowa
Marlon Cummings

Pillar 4: Future-Focused Academic Excellence

Goal I: Expanding Access through Innovative
Educational Models

AY25/26 Goal Leader: David Conrad

Members:

Matt Sprong
Nikki LaGrone
Mary Carrington
Siobhan Dalrymple
Ujvala Rajadhyaksha
Katherine Carl

Goal II: Designing Responsive and Sustainable
Programs

AY25/26 Goal Leader: Michelle Sebasco

Members:

Erin Gutierrez
Nikki Lagrone
Lannaea Alexander
Brad Smith

ISF 2030 Leadership Team AY25/26

Beverly Schneller (Provost)

Robert Stanley (Director of Institutional Research and Effectiveness)

Stephen Wagner (Chair of Management, Marketing, Entrepreneurship)

AY24/25 Participants

Note – attendance was not recorded at fall focus groups on Strengths, Challenges, Opportunities, and Threats in efforts to promote candor and openness

February 2025 Better Together All-Campus Meeting & Charettes

Ujvala Rajahyaksha (facilitator)	Melinda Elliott
Chris Tweddle (facilitator)	Chris Tweddle
Cesar Flores (facilitator)	Rashidah Muhammad
David Conrad (facilitator)	Sara Jozwik
Anton Lewis (facilitator)	Rich Manprisio
Brad Smith (facilitator)	Deborah Kind
Craig Smith (facilitator)	Amanda Evans
Shonda Lawrence (facilitator)	Jing Zang
Josh Sopiartz (facilitator)	Uriah Berryhill
Scott Sowinski (facilitator)	Tiffani Robertson
Zion Banks (facilitator)	Michelle Sebasco
Suzie Morris (facilitator)	Antibone Blackwell
Lara Hrycaj (facilitator)	Marlon Cummings
Katelyn Karstenson	Stacy Amedeo
Cari Didion	Sonia Dalmia
Michelle Sebasco	Knesha Avery
Sonia Dalmia	Shonda Lawrence
Novia Pagone	Renee Bickett
Catherine Balthazar	Lise Scheider
Erica Ceka	Giggy Wagner
Darcie Campos	Heather Penn
Lise Scheider	Mary Carrington
Sara Schoor	Amy Vujaklija
Chuck Pustz	David Rhea

Working Groups – Co-Chairs and Members - AY24/25

Thriving Students, Lasting Impact

Cesar Flores (Chair)
Tiffani Robertson (Co-Chair)
Darcie Campos
Lise Scheider
Sara Schoor
Chuck Pustz
Melinda Elliott
Chris Tweddle
Rashidah Muhammad
Sara Jozwik
Rich Manprisio
Deborah Kind
Amanda Evans
Jing Zang
Gielela Grumbach
Glenna Howell
Danielle Osmelak
Amy Wagner
Rasha Elhage
Morenikeji Asaaju
Ahmet Can

Bridging Voices and Vision

Erin Sheffner (Chair)
Joshua Young (Co-Chair)
Susie Morris
Melanie Whitelow
Amy Vujaklija
Scott Sowinski
Zion Banks
Peter Rockey
Lisa Porter
Stacy Amedeo
Kyra Booker
Josh Sopiartz
Laura Hrycaj
Erica Ceka

Expanding Our Reaching, Deepening Our Roots

Craig Schmidt (Chair)
Uriah Berryhill (Co-Chair)
Tiffani Robertson
Michelle Sebasco
Antibone Blackwell
Marlon Cummings
Stacy Amedeo
Sonia Dalmia
Knesha Avery
Shonda Lawrence
Renee Bickett
Lise Scheider
Giggy Wagner
Heather Penn
Mary Carrington
Amy Vujaklija
David Rhea
Natalia Rekhter
Joao Salm
Clare Tang
Jayne Goode
Nicole Bing

Future-Focused Academic Excellence

David Conrad (Chair)
Michelle Sebasco (Co-Chair)
Katelyn Karstensen
Cari Didion
Brad Smith
Sonia Dalmia
Novia Pagone
Ujvala Rajadhyaksha
Catherine Balthazar
Erica Ceka
Katherine Carl
Priyanshi Garg
Abbas Imam
Clare Tang
Amy Vuyaklija

Steering committee AY24/25

Joshua Allen (Cabinet)
Natalia Rekhter (faculty)
Daniel Cortese (faculty)
Benjamin Almassi (faculty)
Susie Morris (maybe, staff/CC)
Megan Barelli (staff/CC)
Katelyn Karstensen (staff/CC)
Paige Dulkowski (staff/CC)
Melanie Whitelow (staff/CC)
Elaina Frierson (student)
Lanetta Thomas (student)
Eraina Green (student)
BOT members via COS
Tiffani Robertson (working group chair)
David Conrad (working group chair)
Craig Schmidt (working group chair)

ISF 2030 Leadership Team AY24/25

Beverly Schneller (Provost)
Robert Stanley (Director of Institutional
Research and Effectiveness)
Stephen Wagner (Chair of Management,
Marketing, Entrepreneurship)

For additional information please visit:

<https://www.govst.edu/Strategic-Framework-2030/>



FY26

EQUITY PLAN IMPLEMENTATION SUMMARY

BO1077

SECTIONS

- 01** INSTITUTIONAL PROFILE
- 02** EQUITY PLAN FOCUS AND PRIORITY POPULATIONS
- 03** PROGRESS TOWARD INSTITUTIONAL EQUITY GOALS
- 04** STUDENT AND STAKEHOLDER ENGAGEMENT
- 05** PARTNERSHIP AND RESOURCES
- 06** BARRIERS, SUPPORT REQUESTS, AND SUCCESS / BEST PRACTICES
- 07** ENGAGEMENT WITH STATEWIDE SUPPORT OPPORTUNITIES
- 08** INSTITUTIONAL APPROVAL AND CONTACT INFORMATION

APPENDIX A: EVIDENCE PORTFOLIO

EQUITY PLAN IMPLEMENTATION SUMMARY

SECTION 1: INSTITUTIONAL PROFILE

Prompt: Provide the following information:

Institution name

Reporting lead (name/title)

Contact information

SUCCESS Plan team members



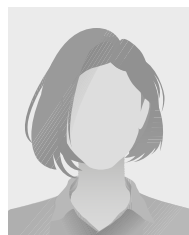
Joi Patterson

Project Lead
Chief of Institutional
Engagement and Excellence
Jpatterson3@govst.edu
708-534-4023



Derrick Brown

Assistant Director Of
Academic Resource Center



Tina Hughes-Burke

Undergraduate Academic
Advising Program Director



Mushtaq Choudhary

AVP of Student Affairs and
Dean of Students



Eliot Fackler

Assistant Professor, Division of
Arts and Letter



Jason Zingsheim

Dean, College of Arts and
Science

Governors State University (GovState) is a public, comprehensive institution located in University Park, Illinois, serving the diverse communities of the Chicago Southland region. Founded in 1969, the University offers undergraduate, graduate, and doctoral programs grounded in a mission of access, equity, and student success.

Governors State University was recently approved as a Strengthening Institutional Program by the Department of Education. As a Minority-Serving Institution, emerging Hispanic-Serving Institution, and Predominantly Black Institution, GovState is committed to advancing inclusive excellence, workforce development, and community impact. The institution serves a high proportion of first-generation, Pell-eligible, and adult learners and prioritizes strategies that improve persistence, completion, and post-graduation outcomes.

SECTION 2: EQUITY PLAN FOCUS AND PRIORITY POPULATIONS

Prompt: Identify the focus areas guiding the institution's implementation.

- **Priority student groups identified in the institutions approved Equity Plan**
- **Top three strategies the institution focused on during FY25 and FY26**

Governors State University remains committed to a student-centered definition of success in which **ALL students—regardless of background or identity—are expected and supported to succeed.** While this commitment is universal, institutional data continue to reveal persistent disparities in outcomes across specific student populations. As such, the University maintains a targeted, data-informed approach that prioritizes student groups experiencing the greatest equity gaps, while advancing strategies that improve outcomes for the entire student body.

Priority Student Groups

Consistent with the approved Equity Plan, priority student populations include:

- Black/African American students, with a particular focus on Black male students
- Hispanic/Latine students, as part of our continued progress as an emerging Hispanic-Serving Institution
- First-time, first-year students
- First-generation and Pell-eligible students
- Student parents and caregivers

These groups were identified based on institutional data demonstrating disparities in retention, academic performance, and completion outcomes.

Top Three Institutional Focus Areas (FY25–FY26)

During FY25 and FY26, the University concentrated its efforts on three overarching equity-focused goals:

- 1. Reduction of D, F, and Withdrawal (DFW) Rates**
Targeting high-impact gateway courses with disproportionate equity gaps to improve course completion and academic progression.
- 2. Increase in Student Retention**
Advancing strategies to improve term-to-term and year-to-year persistence for all students, with a focus on closing equity gaps among priority populations.
- 3. Increase in Graduation Rates**
Strengthening pathways to degree completion to ensure more students successfully persist through graduation in a timely manner.

Detailed strategies, interventions, and analyses supporting these focus areas are outlined in the Appendix, including the University's Retention to Graduation (R2G) Plan and the DFW Root Cause Analysis.

SECTION 3: PROGRESS TOWARD INSTITUTIONAL EQUITY GOALS

**Prompt: Describe the progress the institution has made toward implementation of their Equity Plans:
What movement has the institution made toward the Implementation Plan/Timeline outlined in the Equity Plan?
What metrics were outlined in the Equity Plan for near-term outcomes, and what was the baseline and where are the metrics now? Include both (quantitative or qualitative) measures.
How is the institution tracking progress? (same as above?)
Based on implementation or SUCCESS Program feedback, has the institution revised, added, or retired any policy, service, strategy, or practice changes outlined in the Equity Plan?**

Response

Progress Toward Institutional Equity Goals

During Academic Years 2024–2025 and 2025–2026, Governors State University has made measurable progress in advancing its Equity Plan, transitioning from foundational capacity-building to coordinated, institution-wide implementation.

Infrastructure and Systems Development

The University established core structures to support sustained student success efforts, including the First Year Cohort Retention Committee, Student Success Committee, and a DFW Taskforce focused on gateway course outcomes. First-year advising was centralized within the Academic Resource Center, and the First-Generation Center was launched to provide targeted support. These structural changes have improved coordination, accountability, and service delivery across units (see Appendix A).

Early Identification and Intervention

GovState expanded its use of predictive and early alert tools to proactively identify and support at-risk students. The College Student Inventory (CSI) completion rate increased from 84% (Fall 2024) to 91% (Fall 2025), strengthening early insight into student needs. Data indicate that 34% of first-year students were identified as at-risk, with primary concerns including academic stress (22%), mental/educational stress (28%), and intent to transfer (35%). Importantly, high receptivity to services—mental health (48%), academic support (40%), and social engagement (41%)—has enabled targeted, coordinated outreach.

Expansion of Early Alert Systems (GSU STAR)

The institution strengthened early alert monitoring through progress surveys administered in weeks 2 and 6. While early-term participation fluctuated, Week 6 completion increased from 54% to 62% (Fall 2024–Fall 2025), and Spring Week 2 participation improved from 36.5% to 44.4%. Increases in flagged concerns, including attendance and risk of failure, reflect improved detection of student needs rather than declining performance, enabling more timely intervention.

Targeted Academic Support and Capacity Building

The Academic Resource Center expanded its Student Success Coaching model from one to four professional staff, increasing capacity for proactive outreach, academic coaching, and intervention. Coaches support students through GPA recovery planning, progress monitoring, and response to early alerts, contributing to improved persistence efforts.

Continuous Improvement and Policy Alignment

The University has refined practices based on implementation data and SUCCESS Program insights. Key changes include strengthening faculty engagement in early alerts, integrating CSI more fully into onboarding, and enhancing follow-up protocols for student outreach. Policy revisions, including required midterm grade reporting for GENST students, have institutionalized early academic monitoring.

Summary of Progress

Collectively, these efforts demonstrate a shift toward a coordinated, data-informed, and equity-centered student success model. While challenges remain—particularly in scaling interventions and ensuring consistent engagement—the institution has established a strong foundation for continued progress in retention, academic performance, and degree completion.

SECTION 4: STUDENT AND STAKEHOLDER ENGAGEMENT

Describe how stakeholders shaped the institution's work.

- **How did students, faculty, advisors, and frontline staff inform implementation?**
- **What methods were used (surveys, listening sessions, councils, focus groups, etc.)?**
- **What changes has the institution made based on the feedback?**

Faculty, staff, academic advisors, and students have played an important role in developing and refining Governors State University's equity plan by sharing their experiences, ideas, and feedback. This engagement among various members of the campus community has been an essential element in identifying equity gaps and proposing solutions. Over the past two years, faculty, staff, and advisors have implemented the equity plan by charting student success and actively responding to student needs (appendix A).

During the initial development of the equity plan, the university relied on input from faculty, staff, and student members of the Equity Plan Team, as well as feedback from the broader campus community. The Office of Institutional Engagement and Excellence (IEE, formerly the Office of Diversity, Equity, and Inclusion) conducted a Diversity and Equity Campus Climate Survey and has convened focus groups to discuss the campus climate during the development of the equity plan in 2023 and 2024. IEE is continuing to track the implementation of the equity plan by convening several focus groups in spring 2026.

Governors State continues to collect data on the implementation and effectiveness of the equity plan through several regularly administered surveys. The university launched the Campus Sexual Misconduct Climate Survey in 2023 and issued it again in 2026. Moving forward, this survey will be given biennially in odd-numbered years. The College Student Inventory (CSI) & Mid-Year Student Assessment surveys have been given annually to all first-year students since 2024. Developed by the enrollment management firm, Ruffalo Noel Levitz, the CSI and Mid-Year Student Assessment surveys use noncognitive indicators to identify at-risk students. Because the surveys are given each year, they help gauge evolving student needs and provide data that university staff use to develop strategies to support students. Additionally, IEE has conducted a faculty trend report to identify and propose solutions to faculty equity gaps (Appendix A).

Beginning in 2024, the Dean of the College of Arts and Sciences (CAS) convened a DFW Action Plan working group composed of CAS faculty teaching courses that have routinely posted high rates of D's, F's, and/or Withdrawals. Seeking to develop strategies to promote student retention and persistence, the working group gathered faculty feedback on possible reasons for high DFW rates in particular courses. Faculty members shared ideas and pedagogical strategies to lower DFW rates and began to implement plans at the course level. Tracking DFW rates semester over semester has been particularly helpful in gateway and General Education courses, where class sizes and student struggles remain relatively constant and predictable. Faculty feedback on strategies implemented, coupled with semesterly changes in course DFW rates, offers insight into which strategies are positively affecting outcomes in individual courses. Through the DFW working group, faculty implement key elements of the equity plan (e.g., addressing several of the equity gaps identified in the plan) and provide ground-level feedback on which strategies and classroom practices are working.

Based on stakeholder input, Governors State has developed several programs and initiatives to implement the equity plan. Notably, the university has established a First-Generation Center, launched a Financial Aid Awareness Initiative, and created a Student Success Committee and a First Year Cohort Retention Committee. As noted above, the College of Arts and Sciences has convened a DFW Action Plan working group. Deans, chairs, and coordinators have begun actively promoting faculty utilization of GSUStarfish, the academic early alert system, which can help identify struggling students and connect them to crucial support. Student Success professionals and academic advisors have created a comprehensive spreadsheet to track all first-year students. With this tool, university staff track flags raised through GSUStarfish, reach out to struggling students, follow up with students who are late to register for the next term, and work to assist students who may be at risk of leaving college. The Office of Career Services has also launched the 4-Year Career Compass to help students determine majors, choose career paths, and find employment. Additionally, students now have access to the ALEKS Math Assessment during new-student orientation, and financial literacy lessons have been integrated into the first-year Mastering College course.

Stakeholder feedback has been central to the implementation and evolution of the equity plan, particularly efforts to increase retention and persistence among first- and second-year students and first-generation students.

SECTION 5: PARTNERSHIPS AND RESOURCES

Describe how stakeholders shaped the institution's work.

- **Internal units involved (advising, IR, DEI, IT, registrar, etc.)**
- **External partners (community-based organizations, employers, foundations)**
- **Grants, philanthropic resources, or other funding used**
- **SUCCESS Program Targeted Technical Assistance or Communities of Practice participated in**

Governors State University advances its equity goals through a coordinated, cross-functional model supported by internal collaboration, external partnerships, and targeted funding.

Key internal units—including Institutional Engagement and Excellence, Institutional Research, Advising, the Academic Resource Center, Registrar, IT, and the Counseling and Wellness Center—work collectively to support data-informed decision-making, early intervention, academic support, and student well-being. This integrated approach ensures that student success is embedded across academic and student affairs functions.

External partnerships and philanthropic investments further strengthen this work. Support from organizations such as American Association of State Colleges and Universities, Interfaith America, Field Foundation, and Joyce Foundation has enabled the University to expand programming focused on pluralism, equity, and first-generation student success.

GovState also engages in statewide collaboration through the Illinois Board of Higher Education SUCCESS Program (see Section 7), aligning institutional strategies with statewide equity priorities.

Additional details are provided in Appendix A and the Student Enrollment Management Plan.

SECTION 6: BARRIERS, SUPPORT REQUESTS, AND SUCCESSSES/BEST PRACTICES

Prompt: Summarize the key challenges and what support would be most helpful. Also share any positive successes/best practices to share with the field.

- **Key policy, data, staffing, or funding barriers**
- **Capacity or implementation challenges**
- **Specific support needs (ex/ Technical Assistance, Communities of Practice, policy clarification, data tools)**
- **Successes/best practices to share with other institutions**

Key Barriers to Equity Implementation

Funding Constraints

Governors State University continues to advance equity goals within the context of structural, fiscal, and capacity constraints that impact the institution's ability to scale and sustain student success initiatives.

Facilities and Physical Capacity Limitations

Capacity challenges related to physical infrastructure present ongoing barriers to creating an equitable and engaging campus environment. The University has a critical shortage of mid-sized classrooms (serving approximately 30–40 students), with only a small number of such spaces available campuswide. This limits scheduling flexibility, instructional design, and the ability to offer sections that align with student demand.

Additionally, the campus lacks a centralized student commons or dedicated event spaces and needs adequate athletic and recreational facilities to support existing teams or expand offerings. Collectively, these facility constraints impede the University's ability to cultivate a robust campus culture that promotes student belonging, engagement, and persistence outside the classroom, which is particularly impactful for equity-eligible students.

Staffing and Faculty Capacity

GovState operates with a relatively small faculty and staff workforce given the scope, diversity, and complexity of its student population. This constrains faculty availability for mentoring, high-impact practices, and curriculum innovation and staff capacity to implement, sustain, and assess equity-focused initiatives. Limited human capital affects both instructional

and student-support functions, increasing workload pressures, and reducing the institution's ability to respond nimbly to emerging student needs.

Data and Technology Constraints

While the institution is committed to data-informed decision-making, several interconnected barriers limit progress, including: A limited number of personnel with access to institutional data; insufficient staffing dedicated to data analysis and reporting; and technology platforms that lack integration, usability, or analytic capacity. Together, these challenges hinder the University's ability to fully leverage disaggregated data to monitor equity outcomes, evaluate interventions, and support continuous improvement.

Capacity and Implementation Challenges

The combined impact of funding, facilities, staffing, and data limitations creates implementation challenges across multiple areas. Among the most pressing challenges is the inability to scale equity initiatives beyond pilot phases and sustaining programs once grant or temporary funding ends. Additionally, it becomes difficult to coordinate cross-unit equity efforts with limited staff capacity, or to embed equity metrics consistently into planning, assessment, and budgeting processes. These conditions require the institution to prioritize carefully, often delaying or constraining initiatives that would otherwise advance equity goals more rapidly.

Support Requests

To address these barriers, the following forms of support would be most impactful:

- Policy and funding advocacy aligned with the equitable funding model to close persistent structural gaps.
- Technical assistance focused on:
 - o Building internal data capacity.
 - o Improving access to and use of equity-focused analytics.
- Communities of Practice with peer institutions serving similar student populations to share strategies, benchmarks, and scalable solutions.
- Data tools and platforms that support disaggregated reporting, and equity dashboards.

Targeted, sustained support in these areas would significantly enhance GovState's ability to implement equity strategies effectively and at scale.

Successes and Emerging Best Practices

Despite significant structural and resource constraints, Governors State University has made meaningful progress in advancing equity through intentional, coordinated, and data-informed practices that can serve as models for similarly resourced institutions.

A key success has been the development of a proactive early-intervention framework that integrates multiple data sources to identify and support students at risk of disengagement. Through coordinated use of the College Student Inventory (CSI), Mid-Year Student Assessment, and Early Alert Progress Surveys administered via GSU STAR in weeks 2 and 6 of each term, the University has established a systematic approach to identifying both academic and non-academic barriers early in the student experience. These tools are intentionally paired with defined outreach protocols that differentiate between critical and non-critical alerts and assign follow-up responsibility to advisors, Student Success Coaches, and other campus partners. This layered model enables timely, personalized interventions before challenges escalate to course failure or stop-out.

The University has also demonstrated progress through the centralization and clarification of first-year student support structures. First-year advising has been centralized within the Academic Resource Center, improving consistency in communication, case tracking, and referrals. The establishment of the First Year Cohort Retention Committee, the Student Success Committee, and the First-Generation Office has created shared ownership of early persistence goals while reducing fragmentation across units. These structures are particularly impactful for first-generation and equity-eligible students navigating institutional complexity for the first time.

Another best practice is the intentional integration of student voice through high-engagement assessment tools. The CSI has been embedded into orientation (Journey Days) and first-year coursework (Mastering College), resulting in strong completion rates (91% in Fall 2025) and actionable insights into students' academic stress, mental and educational challenges, transfer intent, and receptivity to support services. Rather than treating these instruments as passive diagnostics, the institution uses results to drive coordinated, personalized outreach across advising, counseling, financial aid, career services, and student success coaching. This practice reinforces an equity-oriented approach that responds directly to students' self-identified needs.

Finally, GovState has advanced equity through cross-unit collaboration that frames student success as a shared institutional responsibility. Academic and student affairs units work collectively to address barriers related to finances, mental health, academic preparedness, and sense of belonging. Examples include coordinated outreach to students indicating intent not to reenroll, integration of financial literacy into first-year curricula, and (when funds are available) the use of retention waivers and flexible debt-hold practices to reduce financial obstacles to persistence. These strategies demonstrate how institutions with limited resources can maximize impact through alignment, communication, and coordinated action.

Together, these practices reflect an emerging culture of equity-minded, data-informed decision-making at Governors State University. They offer transferable lessons for other institutions serving high proportions of equity-eligible students while operating within constrained fiscal and structural environments.

SECTION 7: ENGAGEMENT WITH STATEWIDE SUPPORT OPPORTUNITIES

Prompt:

- **Describe how the institution is using statewide support in the planning process.**
- **Participation in Communities of Practice**
- **Use of Targeted Technical Assistance**
- **Engagement with Knowledge Sessions or Podcasts**
- **SUCCESS Program feedback used to strengthen implementation**

Governors State University has actively engaged with statewide support through the SUCCESS Program to strengthen its equity-focused student success planning and implementation. These supports have informed both the institution's strategic direction and its operational approach to addressing disparities in retention, academic performance, and completion.

Participation in Communities of Practice

GovState participated in SUCCESS Program Communities of Practice, with a particular focus on DFW reduction in gateway courses. A key takeaway from this engagement was the application of root cause analysis as a structured, data-informed method for identifying barriers to student success. This approach directly informed the University's internal analysis and planning processes, including the development of a comprehensive driver diagram and intervention strategies aimed at reducing DFW rates and improving course success outcomes.

Through this work, the institution examined contributing factors such as instructional practices, assessment alignment, early intervention systems, and coordination of academic support. Additional root cause analyses, including a "5 Whys" framework, further clarified systemic issues impacting student performance, such as inconsistencies in course design, limited early support structures, and variation in instructional practices across sections. These insights were reinforced through broader systems analysis, including identification of structural and student-related barriers impacting success in gateway courses (Appendix A).

Use of Targeted Technical Assistance

While GovState did not formally utilize targeted technical assistance during this reporting period, the institution leveraged internal expertise and cross-functional collaboration to apply SUCCESS Program frameworks and tools within its own context.

Engagement with Knowledge Sessions and Podcasts

The GovState SUCCESS Initiative team engaged in regular team meetings that included the review and discussion of all SUCCESS Program podcasts and knowledge-sharing sessions. These discussions provided opportunities to reflect on emerging practices, align institutional strategies with statewide insights, and reinforce a shared understanding of student success priorities across units.

Use of SUCCESS Program Feedback

Feedback and insights from the SUCCESS Program informed the institution's ongoing implementation efforts. One key takeaway is the recognition that broader participation in SUCCESS-related meetings and engagements across the institution would further strengthen alignment, shared learning, and collective ownership of student success goals. As a result, GovState is working to expand engagement beyond the core team to ensure that more units benefit from statewide collaboration and knowledge exchange.

SECTION 8: INSTITUTIONAL APPROVALS AND CONTACT INFORMATION

Prompt:

Executive Approver

Name / Title Signature / Date

Primary Contact for Follow-Up Name / Title / Email / Phon

Response

Executive Approver

Dr. Joyce Ester, President

Signature

Date

Primary Contact

Dr. Joi Patterson, Chief of Institutional Engagement and Excellence

Jpatterson3@govst.edu 708-534-4023

APPENDIX A

PURPOSE

Provide concise, relevant evidence illustrating how the institutional strategies are being implemented and what early impact is occurring.

ITEMS	FOCUS	LIST
1	Implementation artifacts (timelines, Gantt charts, project trackers)	Retention to Graduation Plan Retention to Graduation Progress Report DFW Action Planning worksheet Student Success tracking sheet
2	Revised policies or procedures (ex/ placement, re-entry, SAP appeals)	Satisfactory Academic Progress (SAP) Policy revision
3	Process maps showing changes (early alert workflow, advising triage, root cause analysis, etc.)	Fishbone Diagram Primary Driver diagram 5 Why's document
4	Training documentation (agendas, slides, rosters)	PD Relational Teaching
5	Technology examples (nudges, chatbot scripts, degree planning screenshots)	Undocumented Student Ally Training Safe Zone Training AI Training
6	Communications/outreach materials	Mastering College Syllabus LEAP website
7	Engagement documentation (listening session notes, surveys, advisory meetings)	Campus Climate Survey Report – 2023 Campus Climate Survey Preliminary Report - 2026 College Student Inventory (CSI) Student Forums and Listening Session
8	Other	2024 Equity Plan

INFORMATION ITEM

Procurement Activities of \$100,000 to \$249,999 for the Period of January 1, 2026 through March 31, 2026

<u>Vendor Name</u>	<u>Type of Contract</u>	<u>Total Cost</u>
Siemens Industry, Inc.	Sole Source # SJ12324 Building Automation services, Mechanical services, Emergency services, & Repair & replacement services	\$113,050.00
Highway to Health, Inc.	IPHEC #2502 RFP International Student Insurance Spring 2026 Semester	\$177,003.75
Sentinel Technologies, Inc.	RFP D2406LBS. Managed Security Operations Center Year 1 of 3	\$178,428.06
Core Construction Services	IPHEC #4708 JOC Change order #005 Haul Road Pavement for Asphalt Roadway For Soccer Field	\$135,229.95

Resource/Contact: Therese Nohos, Vice President, General Counsel, TNohos@govst.edu
708/534-7096

Quarterly Report of Income Producing Contracts of \$100,000 or More
For the Period Ended March 31, 2026 (Q3FY26)
(With Comparative Information For the Period Ended March 31, 2025 - Q3FY25)

Federal Grants:

Provider Name	Type of Contract	Income 3.31.26	Income 3.31.25	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
U.S. Department of Health & Human Services	Early Head Start Grant	\$917,022	\$896,261	Erin Soto COEHD/Family Dev Center	Period: 1/1/20 to 12/31/26 Award Amount: \$5,751,940
U.S Department of Education	TRIO Educational Opportunities Centers Project	\$179,691	\$179,497	Mushtaq Choudhary / Vanessa Lopez Dean of Students/Student Affairs	Period: 10/1/21 to 9/30/26 Amount: \$1,188,096
U.S. Department of Health & Human Services	Mental and Behavioral Health Education and Training Grants	\$128,518	\$210,973	Nancy Burley CHHS/Addiction Studies and Behavioral Health	Period: 9/1/21 to 8/31/26 Amount: \$1,424,720
National Science Foundation (NSF)	NSF Engines Development Award - Advancing Smart Logistics	\$103,266	\$465,486	Olumide Ijose College of Business	Period: 5/15/23 to 4/30/26 Amount: \$1,000,000

Federal Grants (continued):

Provider Name	Type of Contract	Income 3.31.26	Income 3.31.25	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
U.S. Department of Labor, passed through the IL Department of Commerce and Economic Opportunity	Workforce Innovation and Opportunity - Apprenticeship Expansion Competitive Grant	\$75,213	\$ -	Craig Schmidt School of Extended Learning	Period: 10/1/25 to 6/30/27 Award Amount: \$400,000
National Science Foundation (NSF)	Building Research Capacity of New Faculty in Biology	\$27,411	\$ -	Melissa Plakke College of Arts & Sciences	Period: 9/1/25 to 8/31/28 Amount: \$416,570

State Grants:

Provider Name	Type of Contract	Income 3.31.26	Income 3.31.25	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
IL State Board of Education	Pre-K Prevention Initiative, and Pre-K Expansion Grant	\$833,365	\$465,674	Erin Soto COEHD/Family Development Center	Period: 7/1/24 to 6/30/26 Award Amount: \$2,276,460
IL Department of Human Services	Certified Recovery Support Specialist Success Grant Program (CRSS)	\$491,650	\$471,803	Nancy Burley CHHS/Addiction Studies and Behavioral Health	Period: 7/1/24 to 6/30/26 Amount: \$2,300,000

State Grants (continued):

Provider Name	Type of Contract	Income 3.31.26	Income 3.31.25	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
IL Department of Human Services	Substance Use Prevention and Recovery - Certified Alcohol and Drug Counselor (CADC) Workforce Expansion Program	\$294,749	\$161,059	Nancy Burley CHHS/Addiction Studies and Behavioral Health	Period: 8/15/24 to 6/17/26 Amount: \$907,000
IL Board of Higher Education	Mental Health Early Action on Campus Act Grant	\$232,683	\$124,502	Kim Major-Ford Counseling and Wellness Center	Period: 7/1/24 to 6/30/26 Amount: \$622,779
IL Community College Board	Building the Dream, Jaguar Jumps Grant	\$175,216	\$3,384	Michelle Sebasco School of Extended Learning	Period: 1/1/25 to 3/31/26 Amount: \$261,000
IL Network of Child Care Resource and Referral Agencies	Child Care Restoration Grant	\$171,942	\$177,574	Erin Soto COEHD/Family Development Center	Period: 7/1/24 to 6/30/26 Amount: \$414,000
IL Board of Higher Education	End Student Housing Insecurity Grant	\$138,139	\$32,091	Kim Major-Ford Counseling and Wellness Center	Period: 7/1/24 to 6/30/26 Amount: \$398,058

State Grants (continued):

Provider Name	Type of Contract	Income 3.31.26	Income 3.31.25	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
IL Department of Commerce and Economic Opportunity, passed through Joliet Junior College	Clean Jobs Workforce Network Program	\$81,738	\$ -	Craig Schmidt School of Extended Learning	Period: 7/1/25 to 6/30/26 Award Amount: \$212,570

Others:

Provider Name	Type of Contract	Income 3.31.26	Income 3.31.25
Various Clients – Extended Learning	Training programs for professional development/continuing professional education individuals, school districts, and employees of certain private organizations.	\$441,995	\$820,435
Clearwire Spectrum Holdings	Broadband Lease of Excess Channels	\$241,344	\$241,344

Resource/Contact: Villalyn Baluga, Associate Vice President for Finance/Interim CFO, vbaluga@govst.edu, 708.534.4039; Keith Brown, Director - Office of Sponsored Programs and Research, kbrown31@govst.edu, 708-235-7317.

**University Contributions to University-Related Organization
 For the Period Ended March 31, 2026
 (With Comparative Information For the Period Ended March 31, 2025)**

Governors State University (“*University*”) recognizes the Governors State University Foundation (“*Foundation*”) as a University-Related Organization.

The Foundation has an ongoing contract with the University, which includes provisions requiring the Foundation to comply with Section VI of the “University Guidelines 1982 (as amended 2023)” as adopted by the State of Illinois Legislative Audit Commission. The contract requires the University to provide the Foundation with personnel and operational services at no cost. The estimated value of these services, which includes all direct payroll expenses and fringe benefits, for the comparative period ended March 31, 2026 and 2025 is as follows:

March 31, 2026 (Unaudited)	March 31, 2025 (Unaudited)
\$ 273,031	\$ 290,343

**Contributions to the University of \$25K or more
 For the Period Ended March 31, 2026
 (With Comparative Information For the Period Ended March 31, 2025)**

The Foundation provided the University with the following support for the comparative period ended March 31, 2026 and 2025:

	March 31, 2026 (Unaudited)	March 31, 2025 (Unaudited)
Support given to University departments	\$ 592,668	\$ 727,805
Support given for scholarships	269,664	341,649
Total	\$ 862,332	\$ 1,069,454

Note: Decreased support to University departments was largely due to lower costs incurred for the conservation work at the Nathan Manilow Sculpture Park, which had been a significant expense in the prior fiscal year. The decline in scholarship expense is largely due to the University Jaguar LEAP program receiving support in Fiscal Year 2025, with no Foundation scholarships allocated yet for the program as of this time (Fiscal Year 2026).

Resource/Contact: William A. Davis, Vice President for External Affairs, and GovState Foundation Chief Executive Officer, wdavis3@govst.edu, 708.235.7494; Villalyn Baluga, Associate Vice President for Finance/Interim CFO, vbaluga@govst.edu, 708.534.4039.



GOVERNORS STATE UNIVERSITY

INVESTMENT REPORT MARCH 31, 2026

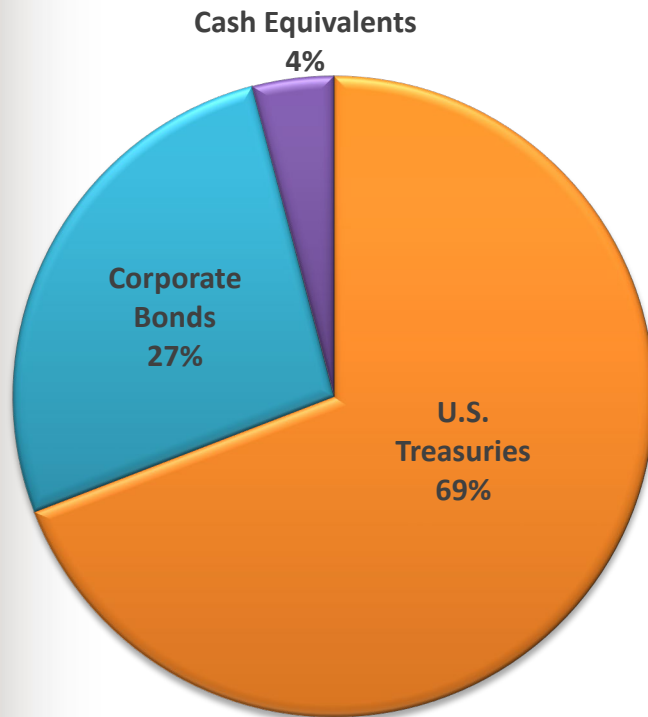
Prepared By: Lyn Baluga, AVP-Finance / Interim CFO

Investment Strategy

- Investment in Fixed Income – U.S. Treasuries and Corporate Bonds, as authorized under the Illinois Public Funds Investment Act (30 ILCS 235).
- Advantages of U.S. Treasuries
 - Backed by the full faith and credit of the US Government.
 - Considered “the safest” investments.
 - Marketable and Liquid; they trade every day.
 - Stated coupon/interest rate is typically higher than bank accounts or CDs.
 - Typically purchased at discounts to protect principal.
 - Typically held until maturity when the maturity proceeds are paid in full.
 - Mitigates risks of increase/decrease in Fed Funds Rate.
 - NOT limited to \$250,000 for each bank CD due to FDIC insurance and NO penalties to sell.
 - Ladder the maturities to match cash flow needs of Governors State University.
- Active Investment Management
 - The investment portfolio is actively managed by a dedicated, experienced Portfolio Manager in accordance with 30 ILCS 235 and the investment objectives of Governors State University.
 - The investment portfolio is laddered in maturities to meet cash flow needs.
 - Highest level of communication and client service orientation.

Investment Portfolio Holdings

As of March 31, 2026



	Market Value	%
Fixed Income: U.S. Treasuries	\$18,053,150	69%
Fixed Income: Corporate Bonds	6,986,130	27%
Cash Equivalents	1,068,490	4%
Total Investments, March 31, 2026	\$26,107,770	100%

Note: Amounts shown above were obtained from the March 31, 2026 investment statement provided by Old National Bank (ONB).

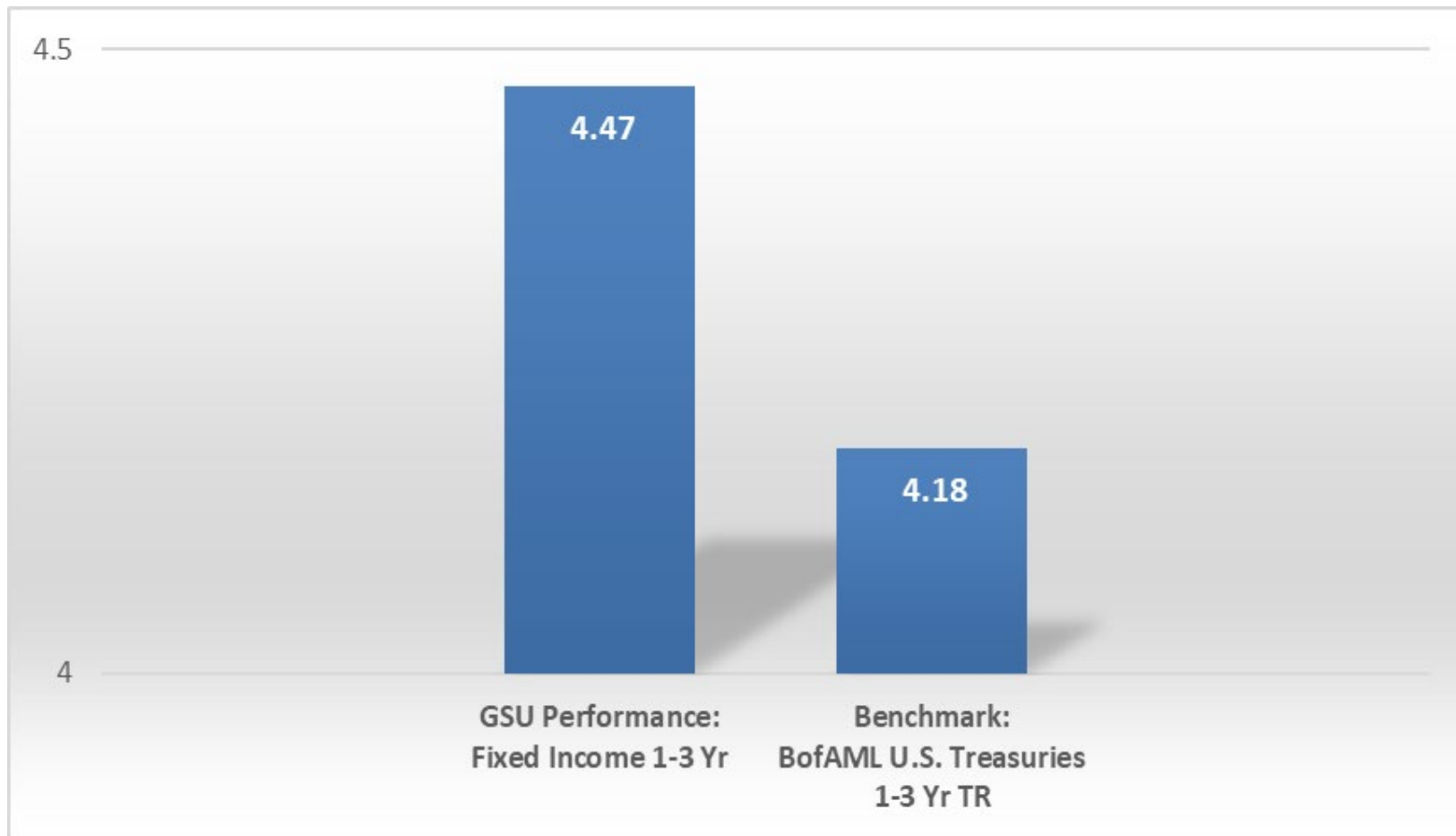
Year-Over-Year Investment Activity and Balances As of March 31, 2026

	Beginning Balance	Net Additions (Withdrawals)	Net Earnings	Ending Balance
June 30, 2023 (<i>account opened 12/1/22</i>)	\$ 35,000,000	\$ 5,000,000	\$ 610,918	\$ 40,610,918
June 30, 2024	40,610,918	(5,000,000)	1,862,962	37,473,880
June 30, 2025	37,473,880	(9,000,000)	1,795,648	30,269,528
March 31, 2026	30,269,528	(5,000,000)	838,242	26,107,770
Cumulative Amounts Since Inception	\$ 35,000,000	\$ (14,000,000)	\$ 5,107,770	\$ 26,107,770

- The investment portfolio has generated about \$5.1 million in net investment earnings since inception.
- A total of \$14 million was transferred from the University's investment account to its main operating bank account to support operational needs, driven primarily by increased cash outlays associated with rising operating expenses. Of this amount, about \$9.5 million was used for one-time expenditures that were approved by the Board to be funded from reserves. These include the one-time union payment, construction of the Social Justice Institute building, construction of the soccer field, D-Dock repairs, website redesign, WiFi replacement, and the replacement of end-of-life network switches.

Note: Amounts shown above were obtained from the related investment statements provided by Old National Bank (ONB).

The University's Investment Portfolio Outperforms the Benchmark as of March 31, 2026



Note: The information shown above was obtained from the March 31, 2026 investment statement provided by Old National Bank (ONB).

COMPLIANCE AND ETHICS UPDATE

TO: Governors State University Board of Trustees

FROM: Kaitlyn Anne Wild, Director of Compliance, Ethics Officer & Title IX Coordinator

DATE: June 1, 2026

SUBJECT: Quarterly Update on University Compliance and Ethics Program

Chair Kvedaras, honorable Trustees, President Ester, members of the President's Cabinet, colleagues, and friends, it is my pleasure to provide the following report on the continuing work of the University Compliance and Ethics Program:

- **The bi-yearly Mandated Reporter Training was run during the Spring 2026 Semester.** In accordance with standing GovState practice, the Office of Compliance and Ethics administered the most recent iteration of the bi-yearly mandatory Mandated Reporter Training to all employees during the Spring 2026 semester. That training was created by the Illinois Department of Children & Family Services (DCFS) for all mandated reporters of suspected child abuse and neglect in the State of Illinois. Unlike with the annual Ethics Act training, all GovState employees (faculty, staff, undergraduate student workers, graduate assistants, and temporary employees) were asked to complete the Mandated Reporter Training during the same window (March 2 through May 1). As of June 1, 2026, 85.38% of employees had completed the Mandated Reporter Training. Applicable law, the Illinois Abused and Neglected Child Reporting Act (325 ILCS 5), requires that "University personnel" take mandated reporter training at least once every three years. GovState has elected to require its employees to take such training once every two years.
- **2026 Statements of Economic Interest and Supplemental Statements of Economic Interest were filed this spring.** The GovState employees and trustees who were required by law to file 2026 Statements of Economic Interest in accordance with the Illinois Governmental Ethics Act and 2026 Supplemental Statements of Economic Interest in accordance with Illinois Executive Order 15-09 successfully did so. The Illinois Secretary of State changed its notification process for repeat filers this year (by sending out emails instead of letters to those filers), which likely marks a new standard operating procedure for the agency that should be anticipated for next year.
- **The 2026 Annual Ethics Act Training will run during the Fall 2026 semester.** In accordance with Illinois law and GovState practice, the 2026 iteration of the annual mandatory Ethics Act Training for permanent employees and trustees will be run as an online module during the Fall 2026 semester, likely launching in early October. As in the past few years, that training will combine the required annual ethics training and required harassment and discrimination prevention training. GovState adjunct faculty, undergraduate student workers, graduate assistants, and extra help employees who worked during the Spring 2026 semester

have already been asked to complete the version of the 2026 combined Ethics Act Training approved for their use.

- **Compliance and ethics pages are being updated as part of the new GovState website and portal!** The Office of Compliance and Ethics has provided MarComm with updated web and portal pages for information related to compliance and ethics matters, Title IX, and reporting concerns and misconduct, along with information about employee training and statements of economic interest. Some of those pages are already live and more will be live in the new future.

GOVERNORS STATE UNIVERSITY FOUNDATION
Statement of Assets, Liabilities and Fund Balances
As of March 31, 2026
(With Comparative Totals as of March 31, 2025)

	Unaudited March 31, 2026	Unaudited March 31, 2025
ASSETS		
Current Assets		
Cash and Cash Equivalents - Bank and IL Funds	\$ 626,941	\$ 222,948
Cash and Cash Equivalents - Investment Accounts	473,097	499,990
Total Current Assets	<u>1,100,038</u>	<u>722,938</u>
Noncurrent Assets		
Investments	6,829,963	6,338,974
Capital Assets	2,945,340	2,915,340
Accumulated Depreciation	<u>(356,090)</u>	<u>(260,050)</u>
Total Noncurrent Assets	<u>9,419,213</u>	<u>8,994,264</u>
Total Assets	<u><u>10,519,251</u></u>	<u><u>9,717,202</u></u>
LIABILITIES		
Current Liabilities		
Accounts Payable	7,416	975
SBITA Liability-Current	72,656	66,633
Due to University	<u>476,827</u>	<u>498,871</u>
Total Current Liabilities	<u>556,899</u>	<u>566,479</u>
Noncurrent Liabilities		
SBITA Liability - Noncurrent	<u>72,622</u>	<u>142,186</u>
Total Noncurrent Liabilities	<u>72,622</u>	<u>142,186</u>
Total Liabilities	<u>629,521</u>	<u>708,665</u>
FUND BALANCES		
Net Investment in Capital Assets	2,443,972	2,446,471
Restricted for Nonexpendable	3,826,121	3,677,130
Restricted for Expendable	3,516,938	2,807,961
Unrestricted	<u>102,699</u>	<u>76,975</u>
Total Fund Balances	<u>9,889,730</u>	<u>9,008,537</u>
Total Liabilities and Fund Balances	<u><u>\$ 10,519,251</u></u>	<u><u>\$ 9,717,202</u></u>

GOVERNORS STATE UNIVERSITY FOUNDATION
Statement of Revenues, Expenditures and Changes in Fund Balances
For the Period Ended March 31, 2026
(With Comparative Totals for the Period Ended March 31, 2025)

	Unaudited March 31, 2026	Unaudited March 31, 2025
REVENUES:		
Contributions	\$ 909,450	\$ 704,683
Interest/Investment Income (Loss)	383,833	232,332
Grants	385,000	119,450
Other Revenues	4,637	1,671
Total Revenues	1,682,920	1,058,136
EXPENSES:		
Scholarships	269,664	314,851
University Units' Support	594,274	719,662
General and Fundraising	35,087	89,597
Total Expenses	899,025	1,124,110
Excess Revenues (Expenses)	783,895	(65,974)
Beginning Fund Balances*	9,105,835	9,074,511
Ending Fund Balances	\$ 9,889,730	\$ 9,008,537

**Note: The beginning fund balances are based from the last June 30 fiscal year end.*

GOVERNORS STATE UNIVERSITY FOUNDATION
Summary of Investments and Investment Results
For the Period Ended March 31, 2026

	Account Balance	Investment Income (Exp)
Old National Bank - Cash and Cash Equivalents	<u>\$ 626,941</u>	<u>\$ -</u>
Old National Bank Trust - Investments		
Investments at Market (Combined)	7,303,060	-
Unrealized gain (loss)	-	(2,882)
Realized gain (loss)	-	328,933
Dividends Income	<u>-</u>	<u>112,611</u>
Total Old National Bank Trust	<u>7,303,060</u>	<u>438,662</u>
 Total Cash and Investments	 7,930,001	 438,662
Investment Expenses	<u>-</u>	<u>(54,829)</u>
Net Cash and Investments	<u><u>\$ 7,930,001</u></u>	<u><u>\$ 383,833</u></u>

GOVERNORS STATE UNIVERSITY FOUNDATION
Statement of Assets, Liabilities and Fund Balance
As of March 31, 2012
With comparative totals for the Year-To-Date March 31, 2011

	<u>Year-To-Date March 31, 2012</u>	<u>Year-To-Date March 31, 2011</u>
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 433,248	\$ 578,910
Due from University	79,443	56,215
Accounts Receivables	-	-
Investments (at market)	1,676,353	1,229,632
Total Current Assets	<u>2,189,044</u>	<u>1,864,757</u>
Non-current Assets		
Capital Assets - Sculptures	1,614,351	1,568,351
Total Non-current Assets	<u>1,614,351</u>	<u>1,568,351</u>
Total Assets	<u><u>3,803,395</u></u>	<u><u>3,433,108</u></u>
LIABILITIES		
Accounts Payable	-	-
Due to University	-	-
Total Liabilities	<u>-</u>	<u>-</u>
FUND BALANCES		
Capital Assets - Manilow Sculpture Park	1,614,351	1,568,351
Restricted Funds - GSU Promise	230,840	196,270
Restricted Funds - Other Programs	1,093,624	1,030,002
Scholarships and University Support	791,916	593,472
Unallocated Reserves	34,844	42,711
Advancement Office - Operating Fund	37,820	2,302
Fund Balance	<u>3,803,395</u>	<u>3,433,108</u>
Total Liability and Fund Balance	<u><u>\$ 3,803,395</u></u>	<u><u>\$ 3,433,108</u></u>

Note <1>: The Due from University will be settled in May, 2012

GOVERNORS STATE UNIVERSITY FOUNDATION
Statement of Revenues, Expenditures and Fund Equity - Executive Summary
For the Year-To-Date March 31, 2012
With comparative totals for the Year-To-Date March 31, 2011

REVENUES:	Year-To-Date 3/31/2012	Year-To-Date 3/31/2011	Change
Contributions	\$ 507,596	\$ 383,727	32.3%
Pledges Recorded in FY10	-	(15,908)	
Pledges Recorded in FY11	(67,796)	-	
Interest/Investment Income (Loss)	51,435	100,007	-48.6%
Other Revenues	-	20	
Total Revenues	491,235	467,846	5.0%
EXPENSES:			
Scholarships	142,782	80,930	76.4%
University Units Support	78,489	82,781	-5.2%
Payroll	9,625	8,102	18.8%
General and Fundraising	34,819	36,215	-3.9%
Other Expenses	11,908	7,762	53.4%
Total Expenses	277,623	215,790	28.7%
Excess Revenues (Expenses)	213,612	252,056	-15.3%
Beginning Fund Balances	3,589,783	3,181,052	
Ending Fund Balances	\$ 3,803,395	\$ 3,433,108	10.8%

GOVERNORS STATE UNIVERSITY FOUNDATION

Summary of Investments and Investment Results

For the Year-To-Date March 31, 2012

	<u>Account Balance</u>	<u>Interest/ Investment Income</u>	<u>Interest Rate & Rate of Return</u>	
Cash and Money Market Accounts				
First Midwest Bank	359,264	180	0.02%	<A>
Illinois Funds	<u>73,984</u>	<u>18</u>		
Total Cash and Money Market Accounts	433,248	198		
First Midwest Bank Trust				
Investments at Market	1,676,353			
Unrealized gain/(loss)		10,211		
Realized gain/(loss)		24,164		
Dividends Income		<u>16,844</u>		
Total First Midwest Bank Trust	1,676,353	51,219		
Total Cash and Investments	<u>\$ 2,109,601</u>	<u>\$ 51,417</u>		
Investment Expenses		(11,688)		
Net Cash and Investments	<u><u>\$ 2,109,601</u></u>	<u><u>\$ 39,729</u></u>		

Notes:

<A> This interest rate is on the last bank statement.

Actual Investment Returns Compared to Benchmark

<u>Since Inception on May 24, 2010</u>	<u>Actual</u>	<u>Benchmark <1></u>
05/01/10 - 03/31/12 First Midwest Bank	14.09%	16.79%

Notes:

<1> Benchmark is based on weighted average of 50% S&P 500 and 50% Barclays Capital US Aggregate Bond Index.

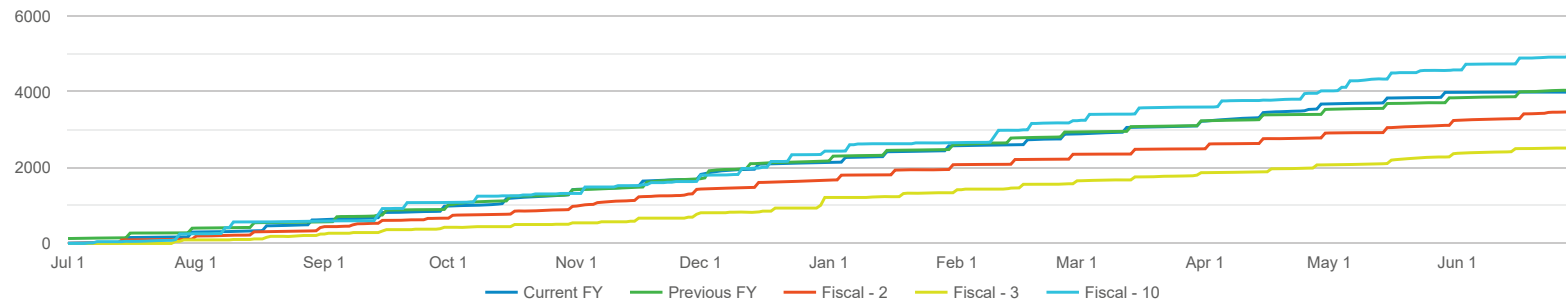
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Summary Gift Data

Generated on 06/05/2026 at 12:44:41 PM ET

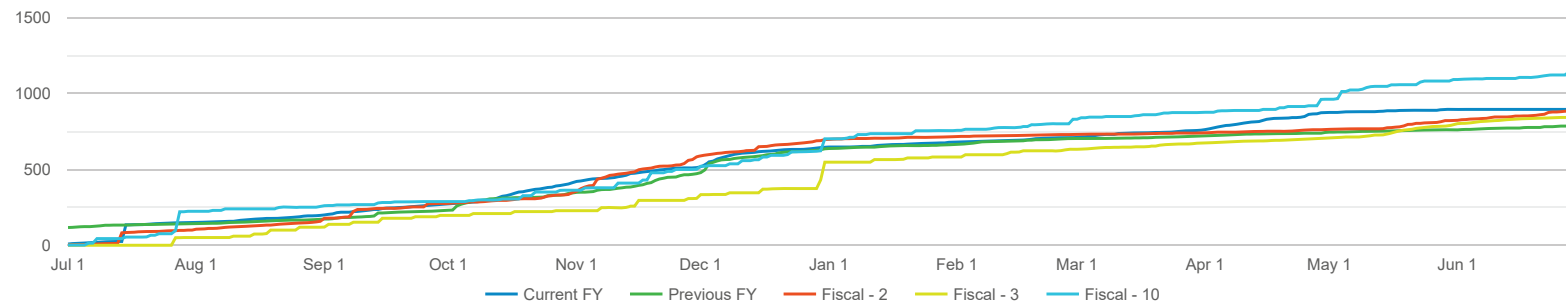
Metric	Current FY	Previous FY	Fiscal - 2	Fiscal - 3	Fiscal - 10	Current FY Variance
Production by Month (All Gifts)						
01 January	\$130,441.66	\$22,042.18	\$10,466.89	\$79,796.68	\$15,153.30	491.78%
02 February	\$12,364.12	\$89,121.44	\$26,565.79	\$97,931.75	\$60,251.61	-86.13%
03 March	\$58,027.11	\$90,908.44	\$594,116.85	\$76,552.35	\$30,988.16	-36.17%
04 April	\$105,904.20	\$25,453.44	\$32,872.52	\$36,204.37	\$42,399.44	316.07%
05 May	\$28,704.60	\$74,813.98	\$31,801.59	\$44,471.37	\$69,740.66	-61.63%
06 June	\$185.00	\$52,097.80	\$85,024.64	\$47,802.06	\$81,606.95	-99.64%
07 July	\$42,497.40	\$88,369.80	\$92,501.04	\$53,311.17	\$21,657.62	-51.91%
08 August	\$333,959.03	\$47,718.46	\$81,595.62	\$75,186.19	\$18,326.83	599.85%
09 September	\$131,491.53	\$259,742.22	\$197,083.87	\$90,316.02	\$7,916.60	-49.38%
10 October	\$258,624.76	\$38,207.13	\$42,413.75	\$9,737.02	\$39,746.25	576.90%
11 November	\$201,100.76	\$52,938.91	\$95,285.10	\$32,485.99	\$17,304.41	279.87%
12 December	\$70,940.09	\$127,049.79	\$78,612.36	\$77,937.18	\$125,330.74	-44.16%
Total	\$1,374,240.26	\$968,463.59	\$1,368,340.02	\$721,732.15	\$530,422.57	

Count of Gifts by Fiscal Year



Metric	Current FY	Previous FY	Fiscal - 2	Fiscal - 3	Fiscal - 10	Current FY Variance
Count of Gifts by Fiscal	3992	4171	3470	2596	5350	-4.29%

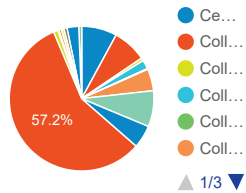
Count of Distinct Donors by Fiscal Year



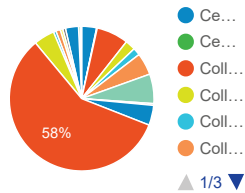
Metric	Current FY	Previous FY	Fiscal - 2	Fiscal - 3	Fiscal - 10	Current FY Variance
Count of Distinct Donors by Fis...	896	788	885	845	1209	13.71%

Gifts By Fund

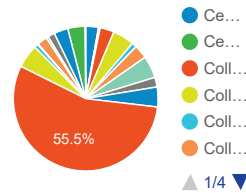
Current FY



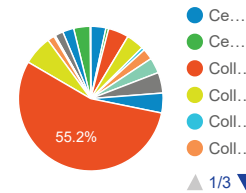
Previous FY



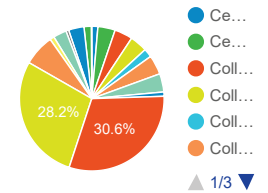
Fiscal - 2



Fiscal - 3

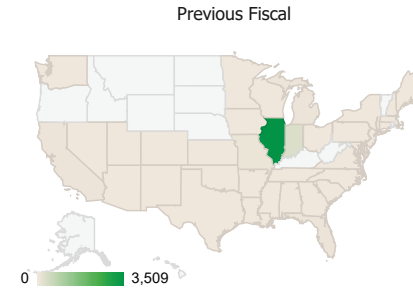
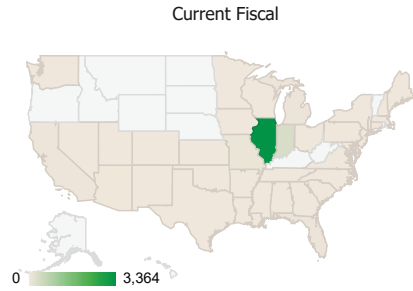


Fiscal - 10



Metric	Current FY	Previous FY	Fiscal - 2	Fiscal - 3	Fiscal - 10	Current FY Variance
GSU General (GSUG)	2285	2420	1925	1433	1636	-5.58%
College of Health & Human Ser...	321	275	171	90	219	16.73%
Center for Performing Art (CPA)	316	139	99	88	73	127.34%
College of Arts & Science (CAS)	305	298	109	119	217	2.35%
GSU Employee (EMP)	205	186	154	115	51	10.22%
College of Education (COE)	195	206	107	63	232	-5.34%
Sculpture Park (NMSP)	105	122	109	65	185	-13.93%
College of Business (CBPA)	79	69	37	18	103	14.49%
GSU General (GSUG) - No Show	39	194	182	170	1509	-79.90%
School of Extended Learning (...)	28	26	53	48	33	7.69%
College of Arts & Science (CAS...	26	96	167	103	208	-72.92%
Library (LIBRY)	24	24	1	5	52	0.00%
Legacy Account (LHIS) - No Sh...	23	41	78	40	373	-43.90%
Sculpture Park (NMSP) - No Sh...	23	17	133	95	87	35.29%
Honors College	9	24	30			-62.50%
College of Business (CBPA) - N...	7	5	3	2	4	40.00%
Center for Performing Art (CPA...	1	6	13	16	207	-83.33%
College of Health & Human Ser...	1	16	75	120		-93.75%
College of Education (COE) - N...		2	2	2	2	-100.00%
GSU Employee (EMP) - No Show						
Honors College (No Show)		1	5			-100.00%
Library (LIBRY) - No Show		4	17	4	159	-100.00%

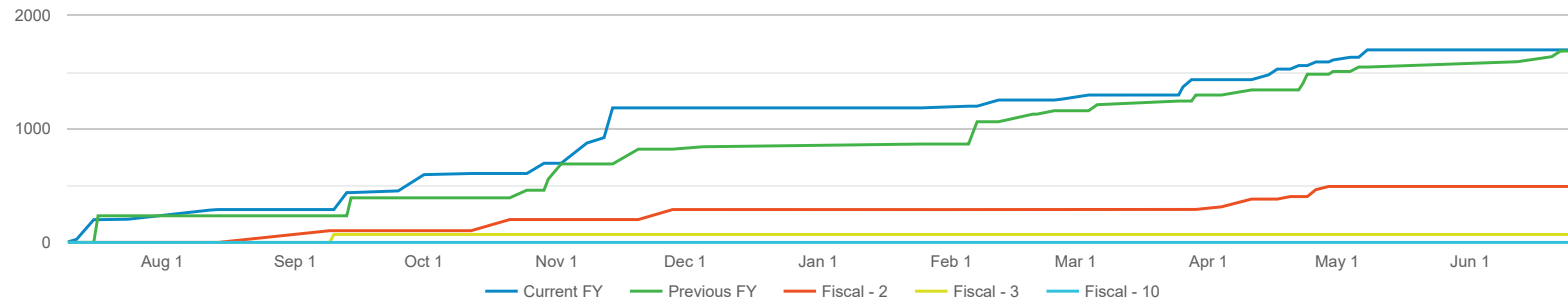
Gifts by State



Metric	Current Fiscal	Previous Fiscal
Gifts by State		
AL	2	1
AR	1	1
Attica	2	1
AZ	10	6
BC		1
Bekes		1
Budapest		
CA	24	29
CO	2	3
CT		2
DC		
DE	1	
FL	35	33
GA	2	6
Guanajuato		1
IA	2	
IL	3364	3509
IN	318	299
KS		2
LA		
MA	1	1
MD	2	2
ME	1	1
MI	28	37
MN	5	3
MO	47	54
MS		
NC		2
NH		
NJ		5
NM		

NV	4	3
NY	1	3
OH	2	6
OK		1
ON		1
PA		2
SC	6	4
TN	4	5
TX	3	3
UT	1	
VA	5	4
WA	1	1
WI	4	4

Count of Event Attendance by Fiscal Year



Metric	Current FY	Previous FY	Fiscal - 2	Fiscal - 3	Fiscal - 10	Current FY Variance
Count	1693	1685	492	70		0.47%



2026-2027 Updates

- Curriculum Changes
 - MS in Accounting (STEM program)
 - BA in Communication (add online option)
 - MA in Communication (name change)
 - BS in Computer Science
 - MS in Computer Science
 - MA in Counseling – new concentration in Human Relations
 - Ph.D. in Counselor Education and Supervision
 - Post Bachelor's Certificate in Early Childhood Education leading to a Subsequent Endorsement in Early Childhood (Birth to Grade 2)
 - MA in Educational Administration (new non-licensure option)
 - BA in Elementary Education
 - BA in English
 - BA in English -Teacher Education
 - Post-Baccalaureate Certificate in English Teacher Education
 - Ed.D. in Interdisciplinary Leadership (reduction of hours required)
 - BA in Psychology with a new concentration in Sports, Exercise, and Performance
 - MPA in Public Administration
 - Minor in Sports, Exercise and Performance Psychology (new)
- New Courses
 - AVIA 2000
 - AVIA 2100
 - AVIA 2200
 - AVIA 2202
 - AVIA 2300
 - AVIA 2302
 - COMM 6060
 - COMM 6070
 - COMM 6080
 - COMM 6090
 - COMM 6100



- COMM 8980
 - COMM 8990
 - CORC 6026
 - CPSC 4777
 - CPSC 6777
 - DTSC 4900
 - DTSC 6412
 - DTSC 8985
 - EDAD 7803
 - EDEC 3333
 - EDEC 3575
 - EDEC 3576
 - EDEC 3577
 - EDEC 3580
 - EMED 3414
 - EMED 3415
 - EMED 3421
 - EMED 3881
 - ENGL 2000
 - ENGL 2100
 - ENGL 2221
 - ENGL 2222
 - ENGL 2331
 - ENGL 2332
 - ENGL 2333
 - HLIN 8000
 - HONS 2000
 - LEAD 9998
 - SUPT 9350
 - SUPT 9997
 - SUPT 9998
- Course Revisions
 - ACCT 4260
 - ACCT 4265
 - ACCT 4501
 - ACCT 4805
 - ACCT 6100
 - ACCT 6260
 - ACCT 6252



- ACCT 6355
- ACCT 8965
- ADDS 6300
- ADDS 6400
- ADDS 8410
- ADDS 8900
- ART 1210
- ART 1211
- ART 1300
- ART 3099
- ART 4508
- ART 4545
- ART 4552
- ART 4554
- ART 4555
- ART 4811
- BIOL 7716
- BLAW 2100
- BLAW 3000
- CDIS 6000
- CHEM 4080
- CHEM 4331
- CJUS 2400
- COUN 6625
- COUN 7855
- COUN 8844
- COUN 8852
- COUN 8968
- COUN 8969
- CPSC 4190
- CPSC 4792
- CPSC 4810
- CPSC 6792
- CPSC 7700
- CPSC 8845
- ECON 3111
- EDAD 7502



- EDAD 7801
- EDAD 7802
- EDAD 7803
- EDAD 8102
- EDAD 8105
- EDAD 8205
- EDAD 8206
- EDAD 8207
- EDAD 8208
- EDEC 3099
- EDEC 3580
- EDEC 3590
- EDEC 4560
- EDEC 4561
- EDEC 4571
- EDEC 4899
- EDEC 6550
- EDEC 6551
- EDEC 6560
- EDEC 6561
- EDEC 6570
- EDEC 8999
- EDUC 4370
- EDUC 8970
- EMED 3099
- EMED 3321
- EMED 3333
- EMED 3404
- EMED 3405
- EMED 3420
- EMED 3425
- EMED 3880
- ENGL 2610
- ENGL 4100
- ENGL 4210
- ENGL 4510
- ENGL 4520



- ENGL 4535
- ENGL 4540
- ENGL 4550
- ENGL 4570
- ENGL 4575
- ENGL 4580
- ENGL 4600
- ENGL 4610
- ENGL 4800
- ENGL 6210
- ENGL 6505
- ENGL 6510
- ENGL 6515
- ENGL 6520
- ENGL 6540
- ENGL 6550
- ENGL 6570
- ENGL 6575
- ENGL 6580
- FIN 4501
- FIN 4502
- FIN 8501
- IT 4000
- MATH 4133
- MATH 4337
- MATH 6337
- MATH 6451
- MATH 6637
- MATH 6451
- MATH 6637
- MATH 7451
- PHYT 6742
- PHYT 7717
- PHYT 7718
- PHYT 7751
- SPED 6101
- SPED 8114



- SPED 8200
- SPED 8311
- SPED 8600
- SPED 8619
- SPED 8806
- Deletions
 - ACCT-8260
 - ACCT-8265
 - ASTR-4211
 - ASTR-5141
 - ASTR-5149
 - ASTR-5163
 - ASTR-5185
 - ASTR-5187
 - ASTR-5201
 - ASTR-5207
 - ASTR-5223
 - ASTR-5235
 - ASTR-5343
 - ASTR-5361
 - ASTR-5421
 - ASTR-6211
 - ECON-3000
 - ECON-4800
 - ECON-5000
 - ECON-8880
 - ECON-8999
 - EDAD-8832
 - EDAD-8833
 - HLAD-4001
 - HLAD-4002
 - HLAD-8108
 - HLAD-8901
 - MATH-2221
 - MIS-3202
 - MIS-7201



- OCCT-6628
- OCCT-7110
- OCCT-7120
- PHYS-2323
- PHYS-5000
- PHYT-6628

- Policy Updates
 - Policy 2 Curriculum and Course Approval – Changes – New format, moving review from 5 to 7 years, clarification on the roles of the committees, and creation of a review process for minimal or no changes.
 - Policy 27 – Reasonable Accommodation for Students’ Religious Observances – Reformatting is the only change
 - Policy 28 – Academic Residency Requirement for Degree Program – Changes to have the residency requirement consistent with HLC’s Assumed Practices for graduate programs
 - Policy 43 – Professional Development Sequence - Depreciation
 - Policy 44 – Policy and Procedures for the Selection of Teleclasses and Telecourses – Depreciation
 - Policy 53 – Protection of Human Research Subjects – Changes reformatting and compliance with the federal legislation.
 - Policy 55 – Research and Scholarship – Changes – reformatting and languages about faculty research and the assignment of duties
 - Policy 70 – Graduate Student Assistantship – Changes – reformatting and clarification of the definitions of work completed by graduate students/assistants.
 - Policy 76 – Tuition and Fee Waivers – Changes – reformatting and consistency with legislative changes.

TAB 4

Executive Summary**Resolution No. 26-32****Award of Tenure for Internal Promotion Candidates**

- I. **Action Item:** Authorize approval of internal candidates for tenure pursuant to Article 20 on “Tenure” of the GSU-UPI Collective Bargaining Agreement and Board Regulation II(A)(4)(d)(i).
- II. **Background:** Board Regulation II(A)(4)(d)(i) requires Board approval for the award of tenure. Pursuant to the purpose, statement of qualifications, and processes outlined in the GSU-UPI collective bargaining agreement Article 20.1, “[t]enure is a status awarded by the Board upon the positive recommendation of the University President following an extensive evaluation process.” Furthermore, pursuant to Article 20.3, “[t]enure shall be granted and may be acquired only by specific action of the Board after receipt of a specific recommendation of the University President.” As set forth in Article 20.9, a tenure recommendation is the product of an extensive internal vetting process, beginning with a review by the Division/Department Personnel Committee, proceeding to the Division/Department Chair, then to the College Dean, then to the University Personnel Committee, then to the University Provost, and, finally, to the President. Candidates are evaluated based on educational attainment, years of service, and their portfolio.

The following candidates have undergone this internal vetting process and are recommended for tenure by the President:

Nicholas Marra, College of Arts and Sciences
Eliot Fackler, College of Arts and Sciences
Jun Park, College of Arts and Sciences

Cheun-Yeong Lee, College of Education and Human Development
Shaalein C. Lopez, College of Education and Human Development

Frank Czuba, College of Health and Human Services
Maryleen Jones, College of Health and Human Services

Katherine Carl, College of Business

Their CVs are attached hereto.

III. Proposed Resolution: See proposed resolution submitted herewith.

IV. CONTACT INFORMATION: Provost Beverly Schneller, PhD;
bschneller@govst.edu; 708.534.7295.

Nicholas J. Marra
F1306, 1 University Parkway, University Park, IL 60484-0975
708-235-2247, nmarra@govst.edu
www.linkedin.com/in/nicholas-marra

EDUCATION:

Ph.D., Purdue University	Molecular Evolutionary Genetics	December 2013
B.S., Hope College	Biology, Chemistry Minor	May 2008

PROFESSIONAL EXPERIENCE:

Assistant Professor, Division of Science, Mathematics, and Technology, Governors State University	2021-Present
Assistant Professor, Biology, Drury University	2018-2021
Postdoc, Population Medicine & Diagnostic Sciences, Cornell University	2014-2018
Postdoc, Forestry & Natural Resources, Purdue University	2014-2014
Graduate Research Assistant, Forestry & Natural Resources, Purdue University	2008-2013

PUBLICATIONS: *Undergraduate author at time of project **Author is a high school educator

22. Needle D.B., Reboul G., Mitchell P.K., Rothenheber D., **Marra N.J.**, Cronk B.D., Patel N.G., Goodman L.B. (2025) Application of amplicon metagenomics to identify fungal pathogens in formalin-fixed paraffin-embedded tissues: proof of concept in animals with fungal pathologies. **Microorganisms**, 13(3), 533.
21. Sun Y., Yu Y.T., Castillo X.O., Anderson R., Wang M., Sun Q., Tallmadge R., Sams K., Reboul G., Zehr J., Brown J., **Marra N.J.**, Stanhope B.*, Grenier J., Pusterla N., Divers T., Mittel L., Goodman L.B. (2025) Investigation of the Blood Microbiome in Horses with Fever of Unknown Origin. **Veterinary Medicine and Science**, 11(2), e70272.
20. Yu Y.T., Castillo X.O., Reboul G., Zehr J., Sun Y., Anderson R., Wang M., Sun Q., Tallmadge R., Sams K., Brown J., **Marra N.J.**, Stanhope B.*, Grenier J., Pusterla N., Divers T., Mittel L., Goodman L.B. (2025) Genome sequence of *Equine Erythrovirus 1*, identified in the USA. **Microbiology Resource Announcements**, 14(3) e00897-24 (<https://doi.org/10.1128/mra.00897-24>).
19. Stanhope M.J., Ceres, K.M., Sun Q., Wang M., Zehr J.D., **Marra N.J.**, Wilder A.P., Bernard A.M., Pavinski-Bitar P., Lokey M.G., Shivji M.S. (2023) Genomes of endangered great hammerhead and shortfin mako sharks reveal historic population declines and high levels of inbreeding in great hammerhead. **iScience**, 26(1).
18. Harder A.M., Walden K.K.O., **Marra N.J.**, Willoughby J.R., (2022) High-quality reference genome for an arid-adapted mammal, the banner-tailed kangaroo rat (*Dipodomys spectabilis*). **Genome Biology and Evolution**, 14(1).

17. **Marra N.J.**, Stanhope M.J., Jue N.K., Richards V.P., O'Brien S.J., Antunes A., Shivji M.S. (2021) Commentary: Unbiasing genome-based analyses of selection: An example using iconic shark species. **Frontiers in Marine Science**, 8.
16. Needle D.B., Gibson R., Hollingshead N.A., Sidor I.F., **Marra N.J.**, Rothenheber D., Thachil A.J., Stanhope B.J.*, Stevens B.A., Ellis J.C., Spanswick S., Murray M., Goodman L.B. (2019) Atypical Dermatophytosis in 12 North American Porcupines (*Erethizon dorsatum*) from the Northeastern United States 2010–2017. **Pathogens**, 8(4), 171.
15. Gorman J.*, **Marra N.J.**, Shivji M.S., Stanhope M.J. (2019) The complete mitochondrial genome of an Atlantic Ocean Shortfin Mako Shark, *Isurus oxyrinchus*. **Mitochondrial DNA Part B: Resources**, 4(2), 3642-3643.
14. **Marra N.J.**, Stanhope M.J., Jue N.K., Wang M., Sun Q., Pavinski-Bitar P., Richards V.P., Komissarov A., Rayko M., Kliver S., Stanhope B.J.*, Winkler C., O'Brien S.J., Antunes A., Jorgensen S., Shivji M.S. (2019) White shark genome reveals ancient elasmobranch adaptations associated with wound healing and the maintenance of genome stability. **Proceedings of the National Academy of Sciences**, 116(10): 4446-4455.
13. Ruck C.L., **Marra N.J.**, Shivji M.S., Stanhope M.J. (2017) The complete mitochondrial genome of the endangered great hammerhead shark, *Sphyrna mokarran*. **Mitochondrial DNA Part B: Resources**, 2(1):246-248.
12. Willoughby J.R., Sundaram M., Wijayawardena B.K., Lamb M.C.*, Kimble S.J.A., Ji Y., Fernandez N.B.*, Antonides J.D., **Marra N.J.**, DeWoody J.A. (2017) Biome and migratory behavior significantly influence vertebrate genetic diversity. **Biological Journal of the Linnean Society**, 121(2):446-457.
11. **Marra N.J.**, Richards V.P., Early A., Bogdanowicz S., Pavinski Bitar P.D., Stanhope M.J., Shivji M.S. (2017) Comparative transcriptomics of elasmobranchs and teleosts highlight important processes in adaptive immunity and regional endothermy. **BMC Genomics**, 18:87.
10. **Marra N.J.**, Wang M., Sun Q., Pavinski Bitar P.D., Stanhope M.J., Shivji M.S. (2016) Mitochondrial genome of an Atlantic white shark (*Carcharodon carcharias*). **Mitochondrial DNA Part B: Resources**, 1:717-719.
9. Lutz H.L., **Marra N.J.**, Grewe F., Carlson J.S., Palinauskas V., Valkiūnas G., & Stanhope M.J. (2016) Laser capture microdissection microscopy and genome sequencing of the avian malaria parasite, *Plasmodium relictum*. **Parasitology Research**, 115:4503-4510.
8. Ji Y., **Marra N.J.**, DeWoody J.A. (2015) Comparative analysis of active retrotransposons in the transcriptomes of three species of heteromyid rodents. **Gene**, 562:95-106.
7. Willoughby J.R., Sundaram M., Wijayawardena B.K., Kimble S.J.A., Ji Y., Fernandez N.B.*, Antonides J.D., Lamb M.C.*, **Marra N.J.**, DeWoody J.A. (2015) The reduction of genetic diversity in threatened vertebrates and new recommendations regarding IUCN conservation rankings. **Biological Conservation**, 191:495-503.

6. **Marra N.J.**, DeWoody J.A. (2014) Transcriptomic characterization of the immunogenetic repertoires of heteromyid rodents. **BMC Genomics**, 15:929.
5. **Marra N.J.**, Romero A., DeWoody J.A. (2014) Natural selection and the genetic basis of osmoregulation in Heteromyid rodents as revealed by RNA-seq. **Molecular Ecology**, 23:2699-2711.
4. DeWoody J.A., Abts K.C., Fahey A.L., Ji Y., Kimble S.J., **Marra N.J.**, Wijayawardena B.K., Willoughby J.R. (2013) Of contigs and quagmires: next-generation sequencing pitfalls associated with transcriptomic studies. **Molecular Ecology Resources**, 13:551–558.
3. Doyle J.M., Siegmund G. *, Ruhl J.D. **, Eo S.H., Hale M.C., **Marra N.J.**, Waser P.M., DeWoody J.A. (2013) Microsatellite analyses across three diverse vertebrate transcriptomes (*Acipenser fulvescens*, *Ambystoma tigrinum*, and *Dipodomys spectabilis*). **Genome**, 56:407-414.
2. Eo S.H., Doyle J.M., Hale M.C., **Marra N.J.**, Ruhl J.D.**, DeWoody J.A. (2012) Comparative transcriptomics and gene expression in larval tiger salamander (*Ambystoma tigrinum*) gill and lung tissues as revealed by pyrosequencing. **Gene**, 492:329-338.
1. **Marra N.J.**, Eo S.H., Hale M.C., Waser P.M., DeWoody J.A. (2012) *A priori* and *a posteriori* approaches for finding genes of evolutionary interest in non-model species: osmoregulatory genes in the kidney transcriptome of the desert rodent *Dipodomys spectabilis* (banner-tailed kangaroo rat). **Comparative Biochemistry and Physiology Part D**, 7:328–339.

GRANTS:

NSF Doctoral Dissertation Improvement Grant, 2011, <i>Dissertation Research: Expression and Evolution of Genes Underlying Water Retention in Heteromyid Rodents from Xeric and Mesic Environments</i>	\$15,000
Purdue University, grant supporting Science in Schools program, 2011, 2012, 2013	\$3,000
Purdue University Life Sciences (PULSe) Travel Grant, 2010, 2011, 2012, 2013	\$1,300
Graduate School Fellowship Incentive Grant, 2008 & 2009	\$750

HONORS AND AWARDS:

Starfisher award for Fall 2025 use of GSU STAR Student Success Network	Spr. 2026
Profiled for publication & shark conservation genomics ArtSci (CAS newsletter, GSU)	Spr. 2023
Profiled as a new faculty member by ArtSci (CAS newsletter, GSU)	Spr. 2022
Reviewer of the Month (for review in summer 2020, <i>Communications Biology</i>)	Jan. 2021
Kirkpatrick Memorial Outstanding Graduate Student Award (Purdue)	2013
Lynn Fellowship (Purdue)	2008

STUDENT GRANTS & AWARDS (presented to my advisees):

Beta Beta Beta Research Grant, 2020 (<i>Luke Wegenka</i>)	\$722
Drury Fusion Grant (Drury), 2020 (<i>Chase Beeler</i>)	\$1,224
Research Experience in the Natural Sciences (Drury), 2020 (<i>Chase Beeler</i>)	\$2,500

Research Experience in the Natural Sciences (Drury), 2020 (<i>Joel Bilyeu</i>)	\$2,500
Research Experience in the Natural Sciences (Drury), 2019 (<i>Luke Wegenka</i>)	\$2,500
Judge Warren White Scholar (Drury), 2019 (<i>Joel Bilyeu</i>)	

SEMINAR PRESENTATIONS *Indicates invited external seminar

Marra N.J. Using genomics and meta-genomics to make inferences on population size, homozygosity, and composition in non-model species. November 18, 2025. Northeastern Illinois University*

Marra N.J. From the Desert to the Sea: Repurposing Sequence Data to Answer New Questions in Non-Model Organisms and Conduct Computational Projects with Students. March 21, 2024. Governors State University.

Marra N.J. From the desert to the sea: Repurposing sequence data to answer new questions in non-model organisms. August 29, 2023. University of Illinois Chicago*

Marra N.J. Krats to Jaws: Applying Transcriptomics and Genomics to Understand Adaptation, Evolution, and Population History in Non-model Vertebrates. March 3, 2022. Governors State University.

Marra N.J. From the desert to the sea: Using genetics and bioinformatics to understand physiological adaptations in kangaroo rats and sharks. December 8, 2017. Drury University.*

Marra N.J. RNA and genome sequencing in sharks yield insights about genome size, immunity, and sensory biology. March 29, 2017. Biology department seminar, Vassar College.*

Marra N.J. Understanding immunity and osmoregulation in Heteromyid rodents through insights gained from RNA-seq. September 19, 2013. Biology department seminar, Earlham College.*

Marra N.J. Genetics: Its basic utility and applications to wildlife management. April 3, 2013. Bi-weekly Meeting of Purdue Student Chapter of The Wildlife Society, Purdue University.

ORAL CONFERENCE PRESENTATIONS *Indicates undergraduate student:

*Wegenka, L., **Marra N.J.** "What drives longevity? Quantifying telomere length in long-lived cartilaginous fishes."

- Drury Research Experience in the Natural Sciences Symposium September 2019

Marra N.J., Stanhope M.J., Jue N.K., Wang M., Sun Q., Pavinski-Bitar P., Richards V.P., Komissarov A., Rayko M., Kliver S., Stanhope B.J.*, Winkler C., O'Brien S.J., Antunes A., Jorgensen S., Shivji M.S. "Evaluating positive selection and gene content in the white shark genome: insights about genome stability and patterns of sensory gene content in cartilaginous fishes."

- Annual meeting of the Society for the Study of Evolution June 2019

Marra N.J., Wang M., Pavinski Bitar P.D., Sun Q., Komissarov A., Jorgensen S., Jue N., O'Brien S.J., Shivji M., Stanhope M.J. "The genome of the white shark, *Carcharodon carcharias*: Insights on genome size evolution, repeat content, and shark biology."

- 2017 Global Biodiversity Genomics Conference February 2017

Marra N.J., Wang M., Pavinski Bitar P.D., Sun Q., Komissarov A., O'Brien S.J., Stanhope M.J., Shivji M. "Comparative genomics and transcriptomics of elasmobranchs: Insights into a primitive adaptive immune system."

- 2016 Joint Meeting of Ichthyologists and Herpetologists July 2016

Marra N.J., Wang M., Pavinski Bitar P.D., Sun Q., Komissarov A., O'Brien S.J., Shivji M., Stanhope M.J. "Bringing sharks into the genomic age: Insights from genome and transcriptome sequencing in elasmobranchs."

- Society for the Study of Evolution Annual Meeting June 2016

Marra N.J., Wang M., Pavinski Bitar P.D., Sun Q., Komissarov A., O'Brien S.J., Stanhope M.J., Shivji M. "Genome sequence of an apex predator, the white shark (*Carcharodon carcharias*)."

- 2015 Joint Meeting of Ichthyologists and Herpetologists July 2015

Marra N.J., DeWoody J.A. "RNA-seq reveals strong evidence of positive selection and gene expression differences over 20 million years of evolution in Heteromyid rodents."

- Annual meeting of the Society for the Study of Evolution June 2014

Marra N.J., Waser P.M., DeWoody J.A. "Sequence evolution and gene expression underlying osmoregulation in Heteromyid rodents."

- Annual meeting of the Society for the Study of Evolution June 2013

Marra N.J., Romero A., Waser P.M., DeWoody J.A. "RNA-seq in Heteromyid rodents: Studying how kangaroo rats live in the desert without drinking water."

- EcoLunch: Seminar series for the Purdue University EEB cluster October 2012

Marra N.J., Romero A., Waser P.M., DeWoody J.A. "Insights to the immunity and osmoregulation of Heteromyid rodents from RNA-seq."

- 1st Joint Congress on Evolutionary Biology July 2012

Marra N.J., Romero A., Waser P.M., DeWoody J.A. "Pyrosequencing of the kidney transcriptome in Heteromyid rodents to identify genes underlying osmoregulation."

- Annual meeting of the Society for the Study of Evolution June 2011

Marra N.J., Waser P.M., DeWoody J.A. "Transcriptome pyrosequencing for the identification and study of genes underlying osmoregulation and immunity in banner-tailed kangaroo rats."

- Annual meeting of the Society for the Study of Evolution June 2010

Marra N.J., Waser P.M., DeWoody J.A. "Transcriptome pyrosequencing for the identification and study of genes underlying osmoregulation in banner-tailed kangaroo rats."

- Annual meeting of the American Society of Mammalogists June 2010

POSTER PRESENTATIONS:

Harder A.M., Walden K.K.O., **Marra N.J.**, Willoughby J.R., “Whole genome sequencing yields insights on current genetic diversity and historical population size in non-model species of conservation concern.”

- IRACDA Retreat at Governors State University (prepared by N.J. Marra) August 2022

Marra N.J., Wang M., Pavinski Bitar P.D., Sun Q., Komissarov A., O’Brien S.J., Stanhope M.J., Shivji M. “Genome sequence of the white shark, *Carcharodon carcharias*: Insights into genome size evolution, life history characters, and a primitive adaptive immune system.”

- Plant & Animal Genome Conference XXIV January 2016
- Annual meeting of the Society for the Study of Evolution June 2016
- 2016 Joint Meeting of Ichthyologists and Herpetologists July 2016

Marra N.J., Waser P.M., DeWoody J.A. “Transcriptome pyrosequencing for the identification and study of genes underlying osmoregulation in banner-tailed kangaroo rats.”

- Annual Ecological Genomics Symposium November 2010

SERVICE AND OUTREACH ACTIVITIES:

Reviewer for *Animals, Ecology and Evolution, Genome Biology and Evolution, Communications Biology, Genetica, Journal of Heredity, Journal of Mammalogy, Marine Genomics, Molecular Ecology, Molecular Ecology Resources, PeerJ, Scientific Data*

Faculty Senate Spring 2025-present

- Served as replacement at large senator in Spring 2025
- Two year term as a senator for the College of Arts and Sciences starting Fall 2025

Institutional Review Board Spring 2025-present

- Began term serving on committee which meets monthly and reviews research proposals that would include work with or surveys with human subjects

Governors State Sustainability Committee Fall 2024-present

- Served as a faculty representative on this committee, attending meetings and helping organize sustainability efforts around Earth week and around campus throughout the year.

South Metropolitan Higher Education Consortium: Fall 2023-present
Sustainability Initiatives Committee

- Participant for in person and remote meetings

Higher Learning Commission Criterion 3 Workgroup Fall 2023

- Served as part of a large working group to edit and revise the University’s response for criterion 3 (TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT) for the HLC report.

Judge for Illinois Louis Stokes Alliance for Minority Participation meeting February 2023-2025

- Judge for student presentations at Illinois LSAMP Symposium

Biology Major Panel for IAI (Illinois Articulation Initiative) Summer 2022-Present

- GSU representative for state panel approving syllabi and courses that meet the standards to be included in this articulation agreement

Division Curriculum Committee Fall 2022-Present

- Reviewed courses and program changes within the Division of Science, Mathematics, & Technology and provided approvals for proposals to move on to the College and University committees

GSU Global Affairs Committee Spring 2022-Present

- Member of University committee that solicits, reviews, and approves service and study abroad programs led by GSU faculty for GSU students

Division Criteria Revision Committee Spring 2022-Fall 2022

- Participated in and approved revision of the review criteria for Division of Science, Mathematics, and Technology (had not been revised since 2013-2014)

Faculty mentor for Environmental Activities Club Fall 2021-Present

- Currently serving as the faculty mentor for this club at Governors State University which was restarted in Fall 2021 and is conducting service activities to help raise environmental awareness and stewardship

Search Committee for Assistant Professor of Biology Education Fall 2021-Present

- Currently serving on a search committee for a new faculty member in the Division of Science, Mathematics, and Technology at Governors State University with a particular emphasis in Biology Education, successive searches in 2021-2022 and 2022-2023

SUPPLEMENTAL COURSES AND TRAINING:

Relational Pedagogy Professional Development training Fall 2025

- Training for incorporating relational teaching practices into courses. This training encompassed both in person and asynchronous learning sessions.

Writing Across the Curriculum Workshop Summer 2024

- Participated in several meetings with faculty across the college and with the writing center director to discuss and learn strategies to better incorporate and evaluate writing centered assignments across courses in different disciplines.

GSU4U Ambassadors workshop November 17, 2022

- Attended workshop to learn about resources in the community and how to help students in need at GSU and how to become a GSU4U ambassador

Conservation Leaders for Tomorrow (CLFT) Workshop February 24-27, 2011

- Nominated to attend this workshop for students in natural resources. The workshop focused on conservation education and hunter awareness with an emphasis on the relationship between hunters and wildlife management

GET SET Teaching conference, Cornell University October 18, 2014

- Attended conference for graduate students and Post-docs that consisted of workshops on teaching techniques, teaching philosophy, and student communication

TEACHING EXPERIENCE:

Instructor, BIOL 4450/4451: Animal Physiology and Lab (GSU) Fall 2023-

- Upper division course where students learn about physiology of animals with a particular focus on human physiology (12-15 students)

Instructor, BIOL 4992: Undergraduate Research II (GSU) Spring 2023-

- Upper division course where students implement research project that was proposed in Biol 4990 (6 students)

Instructor, BIOL 4990: Undergraduate Research I (GSU) Fall 2022-

- Upper division courses where students learn about the proposal writing process, discuss literature and ethics of research, and prepare a research proposal for completion in the following semester (9 students)

Instructor, BIOL 4450/4451: Animal Physiology and Lab (GSU) Fall 2023-

- Upper division course where students learn about major physiological systems from a human and vertebrate perspective (~10 students)

Instructor, CHEM 4335/5035: Intro to Bioinformatics (GSU) Summer 2022-

- Upper division and graduate course introducing bioinformatics as a discipline, applications of it, and introductory coding as a 5 week workshop (5 students)

Instructor, BIOL 3340/3341: Genetics & lab (GSU) Spring 2022-

- 2nd and 3rd year course exploring classical & molecular genetics (~20 students)

Instructor, BIOL 3099: Biology Junior Seminar (GSU) Spring 2022-

- 3rd year course where students conduct career planning and research design (~20 students)

Instructor, BIOL 1500/1501: General Biology 1 & lab (GSU) Fall 2021-

- First semester 1st year course exploring the molecular biology, the function of macromolecules, DNA and inheritance, & evolution (~25 students per section, 15 per lab)

Instructor, BIOL 6700/6701: Conservation Genetics & lab (GSU) Fall 2021-

- Graduate level course exploring the current extinction crisis and the application of molecular techniques to evaluate status and evolutionary potential of threatened species

Instructor, BIOL 7110: Graduate Seminar (GSU) Fall 2021-

- Graduate level course where students practiced public speaking and presentation of their research findings as well as how to lead discussions of scientific literature

Instructor, BIOL 172: Exploring Molecular Biology (Drury) Fall 2018-2020

- First semester 1st year course exploring chemistry and biology of the cell taught multiple sections per semester (~24 students per section)

Instructor, BIOL 351: Junior Seminar I: Career Preparation (Drury) Fall 2019-2020

- Instructed students in composing a statement of purpose and resume, as well as how to find information and present about their desired career path (~20 students per section)

Instructor, BIOL 494: Senior Seminar II: Senior Capstone Presentation (Drury) Fall 2019-2020

- Guided students in crafting conference formatted abstracts as well as preparation of presentations of senior capstone projects (~7-10 students per section)

Co-instructor, FUSE 102: Writing & Talking Science in the Public Eye (Drury) Spring 2020

- Interdisciplinary course to help students gain experience writing and communicating in multiple styles and different forums (~30 students)

Instructor, BIOL 320: Vertebrate Physiology (Drury) Spring 2019 & Spring 2020

- Upper-level lecture/lab comparative study of physiological systems (~12 students per year)

Instructor, BIOL 352: Junior Seminar II: Grant Writing (Drury) Fall 2018 & Spring 2020

- Course on how to compose grant proposals and the types of science funding (~12 students)

Instructor, BIOL 160: Exploration & Discovery in Biology (Drury) Fall 2019

- Online non-majors course designed for students to learn about science and what is/what is not scientific discourse (~18 students)

Instructor, BIOL 181: Mechanisms of Genetic Inheritance (Drury) Spring 2019

- Second semester 1st year course exploring classical and molecular genetics (~24 students)

Guest Lecturer, VTPMD 6250: Evolutionary Genomics of Bacteria (Cornell) Spring 2017

- Gave several lectures on mechanisms for adaptation and genome evolution (~10 students)

Co-instructor, FNR 305: Conservation Genetics (Purdue) Spring 2012 & Spring 2013

- Large lecture course for upper class undergraduates that covered basic genetics and conservation biology (~70 students per semester)

Teaching Assistant, AGRY 321: Genetics Laboratory (Purdue) Spring 2010

- Taught a short lecture before overseeing the three-hour laboratory session; graded homework, lab reports, and exams (12 students in each of two separate sections)

MEMBERSHIP IN PROFESSIONAL SOCIETIES:

Society for the Study of Evolution	2009-Present
American Elasmobranch Society	2016-Present
American Society of Mammalogists	2009-2013

Eliot H. Fackler

Humanities Department, Suite C3370
Governors State University
One University Parkway
University Park, IL 60484
efackler@govst.edu

Home address:



ACADEMIC POSITIONS

Governors State University, University Park, IL, 08/2020-Present
Assistant Professor of History

Governors State University, University Park, IL, 08/2017-07/2020
Visiting Instructor

School of the Art Institute of Chicago, Chicago, IL, 08/2015-01/2017
Adjunct Faculty

University of Illinois at Chicago, Chicago, IL, 08/2011-05/2017
Graduate Teaching Assistant

University of Notre Dame, Notre Dame, IN, 08/2009-08/2011
Research Assistant, Policy Studies, Kroc Institute for International Peace Studies

Indiana University South Bend, South Bend, IN, 08/2009-12/2009
Adjunct Faculty

University of Oregon, Eugene, OR, 09/2007-06/2009
Graduate Teaching Fellow

EDUCATION

University of Illinois at Chicago, Chicago, IL
Doctor of Philosophy: History, 2020

Dissertation: "Domesticating the Country: Indigenous Power and Colonialism in the Black Swamp of the Old Northwest"

Exam Fields: American History since 1763 (passed with distinction); Latin American History since 1800; Global Environmental History since 1500 (passed with distinction)

University of Oregon, Eugene, OR
Master of Arts: History, 2009

Thesis: "Protesting Portland's Freeways: Highway Engineering and Citizen Activism in the Interstate Era"

College of Wooster, Wooster, OH
 Bachelor of Arts: History (Cum Laude), 2004

RESEARCH AND TEACHING INTERESTS

Colonial America and the United States since 1600; World History since 1400; Latin American History since 1800; World Environmental History; American Environmental History; American Indian History; History of Capitalism; U.S. Urban History; Public History; Oral History; Environmental Humanities; Science and Technology Studies

TEACHING EXPERIENCE

American History to 1865
American History since 1865
World History to 1500
World History since 1500
Historical Methods
Public History and Civic Engagement
American Indian History
African Slavery in Colonial America and the United States
The American Civil War
World Environmental History
United States Environmental History
United States Economic History
United States Urban History
History of the Civil Rights Movement
Modern United States History since 1945
First Year Seminar in Interdisciplinary Humanities
Perspectives on Diversity

ADDITIONAL RELEVANT PROFESSIONAL EXPERIENCE

Southland History Collective, University Park, IL
 Founding Director, 10/2023-Present

- Co-P.I. on public history partnership between Governors State University faculty, historical societies in Chicago Southland communities, and public K-12 educators; funded by multiple grants, including the National Endowment for the Humanities (\$60,000) and Illinois Humanities (\$4,000).
- Co-organizer of Southland Teacher Symposium, June 17, 2025.
- Co-organizer of Southland History Community Forum workshop to coordinate preservation efforts with regional historical organizations, April 29, 2024.
- Co-organizer of panel discussion, “The Underground Railroad from the Chesapeake to Chicago’s Southland,” March 21, 2024.
- Co-creator of Southland History Collective website,
<https://www.southlandhistorycollective.com/>

Governors State University, University Park, IL

Director of First Year Seminar, 01/2023-Present

- Recruit and train FYS faculty to teach first-year interdisciplinary humanities course.
- Curriculum design and assessment.

History Faculty Adviser, 08/2017-Present

- Advise undergraduate History senior thesis projects and capstone public history internships.

Media Research Institute Fellow, 08/2024-05/2025

- Developed media project filming student narratives about struggle and adaptation for use in first-year courses, <https://www.youtube.com/playlist?list=PLw3xRo-ATsLS8X-h0Zi6DKnfu0idnekwS>

University of Illinois at Chicago, Chicago, IL

Graduate Research Assistant, 08/2015-12/2017

- Proofread, formatted, and conducted primary research on book manuscript for Dr. Elizabeth Todd-Breland, *A Political Education: Black Politics and Education Reform in Post-Civil Rights Chicago* (UNC Press, 2018).

Graduate Assistant, 2013

- Advised and mentored undergraduate research student with Dr. Elizabeth Todd-Breland during the Summer Research Opportunities Program (SROP) at the University of Illinois.

University of Notre Dame, Notre Dame, IN

Research Assistant, Kroc Institute for International Peace Studies, 08/2009-08/2011

- Conducted research on UN sanctions, nuclear nonproliferation, and civil-military relations. Tasks included drafting research memos and assisting in the writing and dissemination of policy reports, articles, and books for the Policy Studies program.
- Conducted primary research, copy editing, and proofreading on *Towards Nuclear Zero* (Routledge, 2010) by David Cortright and Raimo Väyrynen; conducted research and proofreading on *Ending Obama's War* (Paradigm, 2011) by David Cortright.
- Maintained Sanctions & Security Research Program website.
- Assisted in organizing two academic conferences: "Toward a Civil-Military Roadmap on Human Security & Peacebuilding," January 28-30, 2010; and "Ethical Dimensions of a World without Nuclear Weapons," February 3-5, 2011.
- Teaching assistant in undergraduate and graduate peace studies courses.

Kaplan Test Prep and Admissions, Eugene, OR

GRE Instructor, 06/2008-09/2008

- Instructed GRE general test preparation course.

EcoCity Cleveland and Greater Ohio, Cleveland, OH

Research Assistant, 08/2004-10/2005

- Conducted research for campaign promoting sustainable land use in Ohio.

UNIVERSITY SERVICE

Governors State University

Director of First Year Seminar, 01/23-Present
 Illinois Articulation Initiative Social & Behavioral Sciences panel member, 08/22-Present
 Illinois Board of Higher Education SUCCESS community of practice member, 10/25-Present
 General Education Council member, 08/21-Present
 Lower-Division Steering Committee member, 08/24-Present
 DFW Action Plan ad-hoc committee, 09/24-Present
 Maimon Writing Prize Committee member, 01/22-Present
 Global Studies Minor Committee faculty chair, 08/21-05/25
 HLC Assessment Training team member, 01/25
 IGE Grant/Data Justice Certificate Program ad-hoc steering committee, 08/24-12/24
 World History Faculty Search Committee chair, 08/22-05/23
 Midwest Alliance for Clean Hydrogen Environmental Justice Working Group, 09/22-05/23
 New Faculty Mentoring Program steering committee member, 04/22-12/22
 History and Social Sciences Education Search Committee member, 02/22-05/22
 College of Arts and Sciences New Faculty Group co-chair, 08/20-05/22
 History Faculty Syllabus Revision Committee co-lead, 06/20-05/22
 Global Studies Minor Committee member, 08/17-08/21
 FYS Learning Communities Pilot Project faculty participant, 08/18-01/19

PEER-REVIEWED PUBLICATIONS

- “John E. Hunt and the Maumee Odawas: Narrating Colonialism in Nineteenth-Century Northwest Ohio,” *Northwest Ohio History* (Winter/Spring 2026). (Forthcoming)
- “Lake Erie’s Toxic Algae and the Dismal History of the Black Swamp,” *Environment & History*, vol. 31, no. 4 (Nov. 2025): 441-447. Available at:
<https://www.liverpooluniversitypress.co.uk/doi/10.3828/whpeh.63861480345879>
- “What Can Bird Poop Teach Us about the History of U.S. Imperialism?: Guano Islands and Manifest Destiny Beyond Continental Borders,” *The Councilor: A National Journal of the Social Studies*, vol. 88, no. 2 (Oct. 2025): Article 5. Available at:
https://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1238&context=the_councilor
- Co-author with David Cortright, Alistair Millar, Linda Gerber-Stellingwerf, George A. Lopez, and Joshua Weaver, “Friend not Foe: Opening Spaces for Civil Society Engagement to Prevent Violent Extremism,” *Notre Dame Journal of International and Comparative Law*, vol. II, no. 2 (Fall 2012): 238-256. Available at:
<https://scholarship.law.nd.edu/ndjicl/vol2/iss2/3/>

BOOK REVIEWS

Review of John William Nelson, *Muddy Ground: Native Peoples, Chicago's Portage, and the Transformation of a Continent*, *Environmental History* vol. 29, no. 4 (Oct. 2024). Available at: <https://www.journals.uchicago.edu/doi/abs/10.1086/731881>

Review of Michael Witgen, *Seeing Red: Indigenous Land, American Expansion, and the Political Economy of Plunder in North America*, *Civil War Book Review* vol. 24, no. 3 (Aug. 2022). Available at: <https://digitalcommons.lsu.edu/cwbr/vol24/iss3/7>

CONFERENCES AND PRESENTATIONS

“The University Park Water Crisis: Lead Poisoning, a Private Utility, and the Struggle for Environmental Justice in Chicago’s Southland,” American Historical Association Annual Meeting, Chicago, IL, January 2026

“Indigenous Power on the Middle Ground: Native Peoples of Northern Illinois from Contact to Conquest,” Ridge Historical Society, Chicago, IL, November 2025

“Student Persistence and the Importance of Belonging,” Association of General and Liberal Studies Annual Meeting, Louisville, KY, October 2025

“Perspectives from the University Park Water Crisis,” Justice Corner Series, Governors State University, University Park, IL, April 2025

“The University Park Water Crisis: Lead Poisoning, A Private Utility, and Environmental Injustice in Chicago’s Southland,” Third Annual Conference on Northern Illinois History and Cultural Heritage, Northern Illinois University, Dekalb, IL, April 2025

“Researching University Park’s Poisoned Water in General Education Courses: The Humanities and Project-Based Learning at Governors State University,” Governors State University Research Days, University Park, IL, April 2025

“Princess Monee, Local Mythology, and the Life of Marie Lefevre Bailly,” Conference on Illinois History, Illinois State Historical Society, Springfield, IL, October 2024.

“The Dismal Story of the Black Swamp: Environmental Histories of Colonialism in the Lake Erie Basin,” American Society for Environmental History annual conference, Eugene, OR, March 2022 (paper accepted, did not attend).

Comment on “The Great Panzootic of 1872-’73: Animals, Capitalism, and Catastrophe in North America” by Thomas G. Andrews, Newberry Library Seminar on the History of Capitalism, Chicago, IL, March 2018.

“Reclaiming the Black Swamp: The ‘Ecological Indian,’ Colonial Solastalgia, and Historical Narrative,” Newberry Library Colloquium, Chicago, IL, March 2017.

“Colonialism in Practice: John E. Hunt and the Maumee Odawas, 1795-1839,” Newberry Library Seminar, Chicago, IL, January 2017.

Comment on “The Monetization of Everything” by Michael Merrill, Newberry Library Seminar on the History of Capitalism, Chicago, IL, September 2014.

“Creating ‘A Perfect Mania’: The Agricultural Press, Guano, and Capitalist World-Ordering,” University of Illinois at Chicago Graduate History Conference, Chicago, IL, November 2013.

“Creating ‘A Perfect Mania’: The Agricultural Press, Guano, and the Reach of American Capitalism,” Purdue University Graduate History Conference, West Lafayette, IN, March 2013.

“Protesting the Industrial Freeway: Neighborhood Activism and Urban Planning in the Interstate 505 Freeway Revolt,” Oregon History and Heritage Conference, Portland, OR, April 2009.

“Highway of Discontent: Political Marginalization and the Construction of Interstate 5 in Rural Oregon,” University of Oregon Graduate Student History Conference, Eugene, OR, May 2008.

GRANTS

- National Endowment for the Humanities, Spotlight on Humanities in Higher Education Grant (Southland History Collective), co-P.I., \$60,000 (2024-26)
- Illinois Humanities Action Grant (Southland History Collective), P.I., \$4,000 (2024-25)
- Governors State University, DEI Mini-Grant (Southland History Collective), co-P.I., \$5,000 (2023-24)

FELLOWSHIPS AND AWARDS

- Governors State University, Larry D. McClellan Faculty Research Excellence Award (2025)
- Governors State University, Faculty Connection, Collaboration, and Celebration Award (2025)
- Governors State University Center for Community Media, Media Research Institute Fellowship, P.I. (2024-25)
- University of Illinois at Chicago, Institute for Humanities Graduate Resident Fellow (2017-18)
- Newberry Library, Graduate Scholar-in-Residence (2016-17)
- University of Illinois at Chicago, Chancellor’s Graduate Research Fellowship (2016-17), \$5,000
- University of Illinois at Chicago, Marion Miller Dissertation Fellowship (2015-16), \$20,000 and tuition waiver

- University of Illinois at Chicago, History Doctoral Award (2011-15)
- Oregon Parks and Recreation Department, Oregon Heritage Fellowship (2008-09)
- University of Oregon, Leah Kirker Memorial Graduate Teaching Award (2009)
- University of Oregon, Graduate Teaching Fellowship (2007-09)
- Ohio Environmental Council, Ohio Environmental Fellowship (2004-05)
- College of Wooster, Whitmore-Williams Scholarship (2001-04)
- College of Wooster, Arthur Holly Compton Scholarship (2000-04)

PROFESSIONAL MEMBERSHIPS

American Historical Association (AHA)

Organization of American Historians (OAH)

American Society for Environmental History (ASEH)

JUN (RYAN) PARK

jpark4@govst.edu

EDUCATION

M.F.A.	University of Oxford (Oxford, United Kingdom) St. Hugh's College, 2019 Ruskin School of Art
B.F.A. <i>Film & Television</i>	New York University (New York, NY) Kanbar Institute of Film, Television, and Media, 2018 Tisch School of the Arts

ACADEMIC EMPLOYMENT

2022 – present	Assistant Professor Independent Film & Digital Imaging College of Arts and Sciences Governors State University (University Park, IL)
2021 – 2022	Visiting Assistant Professor Department of Film & Digital Arts The University of Suwon (Suwon, South Korea)
2020 – 2022	Lecturer Department of Film & Theater Cheongju University (Cheongju, South Korea)
2019 – 2022	Lecturer School of Media & Communication Arts Woosong University (Daejeon, South Korea)

AREAS OF TECHNICAL & RESEARCH EXPERTISE

Film Production: Directing, Cinematography, Post-Production, Color Grading, Documentary
Film Studies: Film Industry, AI in Film, Media Entrepreneurship, Korean Cinema, Digital Culture

MOST RECENT WORKS & SELECTED SCREENINGS (Peer-Reviewed / Juried)

Follower (2025) – Narrative Crime
Writer, Director, and Producer
Currently in film festival run. Premiere at the 24th San Diego International Film Festival and 43rd Sulmona International Film Festival.

Finale (2024) – Narrative Drama

Writer, Director, and Producer

Selected & screened at over 20 international and national film festivals, including Utah International, Dunedin International, Berlin Kiez, and i-Fest International Film Festival.

The Forgotten Victim (2024) – Narrative Thriller

Colorist and Post-Production Supervisor (Dir. Ayesha Abouelazm)

Selected & screened at over 10 international and national film festivals, including Pittsburgh Moving Picture Festival, Chicago Cinema Awards, and Golden Lion International Film Festival.

Sureño (2023) – Feature Drama

Colorist and Post-Production Supervisor (Dir. Raul Dorantes & Emily Maso)

Screened at the 18th Detroit International, Northeastern Illinois University, North Park University

The Visit (2023) – Narrative Thriller

Co-Producer

Selected & screened at over 10 international and national film festivals, including the Borrego Springs Film Festival and the Chandler International Film Festival.

Crescendo (2021) – Documentary

Director, Producer, and Editor

Selected & screened at over 20 international and national film festivals, including Rhode Island International, Fort Lauderdale International, and Cannes Short Film Festival.

AWARDS & GRANTS

Grants & Fellowships

Illinois Arts Council Special Grant (2024)

Woosong Research Development Foundation Fellowship (2020)

SFFILM New American Fellowship Finalist (2020)

Oxford University Korea Society Project Grant (2018)

New York University Founder's Day Award (2018)

Tisch School of the Arts Honors for Academic Excellence (2018)

Sony Best Digital Content Award (2017)

Global Citizenship Scholarship, Lehigh University (2012)

Selected Awards

Follower (2025)

- Audience Award at 43rd Sulmona International Film Festival (Sulmona, Italy)
- Best International Film Nomination at Chandler International Film Festival (Chandler, AZ)
- Best Director, Best Screenplay, Audience Award at Five Continent International Film Festival (Puerto la Cruz, Venezuela)

Finale (2024)

- Orizzonti Award at i-Fest International Film Festival (Calabria, Italy)
- Best Short at Crown Point International Film Festival (Chicago, IL, USA)
- Best Drama at Check the Gate Short Film Festival (Woodway, TX, USA)
- Nominated for Best Narrative Award at Bay International Film Festival (Morecambe, UK)

The Visit (2023)

- Best Editing at Tabloid Witch Awards (Santa Monica, CA, USA)

Crescendo (2021)

- Best Documentary at San Francisco Arthouse Short Festival (San Francisco, CA, USA)
- Best Documentary Short at Uruvatti International Film Festival (Tamil Nadu, India)
- Best Documentary Nomination at Toronto Independent Film Festival (Toronto, Canada)
- Best Documentary Nomination at Dubai Independent Film Festival (Dubai, UAE)
- Best Short Film Nomination at Berlin Kiez Film Festival (Berlin, Germany)

EXHIBITIONS (MULTIMEDIA ART)

2023	Faculty Art Exhibition, Governors State University
2019	Lyonardo, Ruskin Degree Show, University of Oxford
2019	Closet, Modern Art Oxford
2019	Closet, ANIMA Project Jd Music Hall, University of Oxford
2018	Taken Away, St. Hugh's Hamlin Gallery, University of Oxford

WORK IN PROGRESS

In Post-Production	<i>Dalmatian</i> (2026) Co-writer, Director, Co-producer, and Colorist Digital 4K, color.
In Production	<i>Walking Through Korean Galleries</i> (2026) Producer, Director of Photography National Television Documentary Series (Seoul Broadcasting System)

SELECTED PRESS

Schwab, M. (2025, November 2). The Social Diary – A starry night at San Diego International Film Festival. Times of San Diego. <https://timesofsandiego.com/arts/2025/11/02/social-diary-starry-night-international-film-festival/>

Han, A. (2025 August 29) Director Ryan Park's Finale Wins Multiple Awards at International Film Festivals. JoongAng Ilbo. <https://www.joongang.co.kr/article/25362787>.

Namkung, S. (2024 December 24) Director Park Leading the Global Film Industry by Presenting a New Direction in American Cinema. Maeil Business Newspaper. <https://www.mk.co.kr/news/culture/11203908>.

Universal Cinema Film & TV Journal, a film review on Crescendo written by Christ McClure
<https://universalcinema.ca/before-the-music-stops-ryan-parks-crescendo/>

Universal Cinema Film & TV Journal, a film article on Crescendo written by Christ McClure
<https://universalcinema.ca/crescendo-or-diminuendo-a-review/>

Universal Cinema Film & TV Journal, an interview by Darida Rose
<https://universalcinema.ca/an-interview-with-ryan-park-on-the-process-of-making-crescendo/>

PRESENTATIONS

Conference Presentations

Park, J., “Empowering Independent Filmmakers with Generative AI” AI: Evidence-Based Instruction & EDI at 2024 GSU Faculty Development Day, Governors State University, University Park, IL, Oct 30, 2024.

Park, J., “Visit: Producing an Independent Film with Non-Film Majors” On-Demand Presentation at GSU Research Day, Governors State University, University Park, IL, March 30, 2023.

Park, J., “Digital Natives and Visual Culture: Creators, Influencers, and the Multi-Channel Network Business”, Paper was accepted for presentation at the academic conference of Korea Association for Visual Culture, Virtual Conference due to Covid-19, September 25, 2021.

Park, J., “Behind the Scenes of Hollywood and Korean Media Production” The Oxford Korean Academic Society Conference. St. Anthony’s College. Oxford, UK. April 2019.

Park, J., McKenna, C., “Media Business and 4th Industrial Revolution and – Lessons from Oxford’s History”, Voices from Oxford, Rhodes House, Oxford, UK. April 2019.

Invited Lectures / Talks

Park, J., “The Rhythm of Editing: Show, Don’t Tell” Discussion Panel
Woosong University, Daejeon, South Korea, May. 2021.

Park, J., “The Power of Color – Psychology and Economics of Color Theory” Speaker
Cheongju University, Cheongju, South Korea, Jun. 2020.

Park, J., “The Evolution of Hollywood Cinema and Future of Media Industry” Speaker
St. Antony’s College, Oxford University, UK, Apr. 2019.

Park, J., “21st Century Film Moguls and the Great Directors” Discussion Panel
St. Hugh’s College, Oxford University, UK, Dec. 2018.

Park, J., “Media Marketing and Advertisement for Small and Medium Business” Speaker
Seoul National University, Seoul, South Korea, May. 2018.

Park, J., “Media Industry in East Asia and the Korean Wave” Speaker
Kanbar Institute of Film, TV, and Media, New York University, New York, NY, Jun. 2017.

Park, J., “Understanding the MCN: Evolving Digital Media Contents and the 4th Industrial Revolution” Speaker, Google Campus Korea, Seoul, South Korea, Jul. 2016.

Published Lecture

Park, J., Park, S., “Concepts of Post-Production” KMOOC, 2019.

<https://www.kmooc.kr/view/course/detail/7670?tm=20240922214240>

JURY

2023 – current	Chicago Southland International Film Festival
2023	Shortcut 100 Film Festival – Youth in Film Program
2019 – 2020	Masterpiece Film Festival
2019 – 2022	SIMA Film Festival

ADDITIONAL PROFESSIONAL CREDITS

2023 – 2025	Director, <i>MUSE VLOG</i> Project, Illinois Arts Council
2023 – current	Post-Production Supervisor, <i>Making History Project</i> U.S. Library of Congress
2023	Producer, Chicago Film News Season 5
2021	Production, <i>Full Count</i> , Disney+
2019	Producer, Oxford Korea Academic Society
2017	Production, <i>This is Gangwon</i> , CBS
2016 – 2017	Director/Producer, <i>National TV ad series</i> , Korea Telecom (KT)

INDUSTRY EXPERIENCE

2016 – 2021	<u>Founder-CEO, Lead Producer</u> Kiwi Productions (Seoul, South Korea) - Oversaw all production and managed budget, schedule, and crews - Produced commercials for brands such as Samsung and New Balance.
2020 – 2021	<u>Co-Founding Director, Instructor</u> Masterpieces Film & Media Society (Seoul, South Korea) - Designed curriculum and taught film and media workshops.
2013 – 2016	<u>Freelance Filmmaker</u> (Los Angeles, CA and Seoul, South Korea) - Produced music videos, commercials, and documentary films for various brands and clients

COURSES TAUGHT

Governors State University

- Digital Film Production
- Intro to Film

- Video Production Editing
- Advanced Editing
- Media Workshop: Color Grading
- Cinematography
- Short Film Production
- Directing Drama for TV and Film
- Documentary Filmmaking
- MFA Thesis Project

University of Suwon

- Screen Directing
- Production Design
- Film Producing and Development

Cheongju University

- Color Correction I
- Color Correction II

Woosong University

Digital Media Production

- Post-Production Basic
- Post-Production Workshop
- Drama Production
- Visual Storytelling
- Graduate Exhibition
- MCN Small Creator Group Exhibition

Media Studies

- Understanding Media (MCN)
- Media Planning and Modelling
- Media Marketing Research
- Media Entrepreneurship
- Media Startup Idea Conference

PROFESSIONAL SERVICE

University Level Service

Graduate Studies Council (2025 – 2027)

Academic Master Plan Committee (2023 – 2025)

Intellectual Life Grant Committee (2024 – 2026)

Chicago Southland International Film Festival Committee (2022 – present)

Commencement Advisory Committee (2024 – 2025)

Student Conduct Committee (2024 – 2026)

Division Level Service

Division Assessment Committee (Chair, 2023 – 2025)

Division Curriculum Committee (2022 – 2026)

BFA Portfolio Committee (Co-Chair, 2023 – present)

Advisor to GSU Film Club (2023)

Media Lab Supervisor (2022 – present)

Community and Organizational Service

Founding Director, Creative Association of Chicago Koreans (2025 – present)

Editorial Board Member, Korea Association of Arts Education (2023 – 2025)

PROFESSIONAL AFFILIATIONS

University Film & Video Association

Society for Cinema and Media Studies

Korean Association for Visual Culture

Korea Association of Arts Education (Editorial Board Member)

ADVISING

2025	Bryce Ray, <i>IFDI MFA Thesis (Committee Chair)</i> Agin Muhammad, <i>IFDI MFA Thesis (Advising Faculty)</i> Saja Younis, <i>ART BFA Senior Project (Advising Faculty)</i>
2024	Tiyen Simmons, <i>IFDI MFA Thesis (Committee Chair)</i> Nellie Bly Workman, <i>IFDI MFA Thesis (Committee Chair)</i> DeAndre Williams, <i>IFDI MFA Thesis (Committee Chair)</i> Alijah Boyd, <i>ART BFA Senior Project (Committee Chair)</i> Marshall Gibson, <i>IFDI MFA Thesis (Committee Chair)</i> Katy Bergholz, <i>IFDI MFA Thesis (Advising Faculty)</i>
2023	Duane Muhammad, <i>IFDI MFA Thesis (Committee Chair)</i> Zhammar Thompkins, <i>IFDI MFA Thesis (Committee Chair)</i> Zachary Klozik, <i>IFDI MFA Thesis (Committee Chair)</i>
2022	Alana Koster, <i>ART BFA Senior Project (Advising Faculty)</i>
2021	Research Seminar Advisor “Pathology in the Digital World” led by Dr. Sung Woo Park, Woosong University Research Development Foundation, Daejeon, South Korea
2019 – 2021	Faculty Advisor to <i>Imagine</i> , a student film club, fostering collaboration among the filmmakers in the International School of Media and Communication Arts, Woosong University, South Korea
2019 – 2021	Advisor for Graduate Exhibition, Woosong University
2019 – 2021	Film Seminar Juror SIMA Academic Seminar, Woosong University

Dr. Cheun-Yeong Lee

EDUCATION

- 2004 – 2009 Ohio University, Athens, OH, U. S. A.
Doctor of Philosophy, Curriculum and Instruction – Specialization in Instructional Technology
Dissertation: *A Case Study of Using Synchronous Computer-Mediated Communication System for Spoken English Teaching and Learning based on Sociocultural Theory and Communicative Language Teaching Approach Curriculum*
- 1995 – 1997 Fu Hsing Kang College, National Defense University, Taipei, Taiwan
Master of Arts, Foreign Languages and Literatures
Thesis: *An Analysis of Errors in English Compositions Written by Selected Military Cadets: Its Implications for Teaching EFL Writing*
- 1988 – 1992 Fu Hsing Kang College, National Defense University, Taipei, Taiwan
Bachelor of Arts, Foreign Languages and Literatures

CERTIFICATES

- 2023 Quality Matters Rubric Update Seventh Edition
- 2022 Quality Matters Higher Education Master Reviewer
- 2020 Quality Matters Higher Education Peer Reviewer
Quality Matters K-12 Publisher Peer Reviewer
Quality Matters K-12 Education Peer Reviewer
Quality Matters Accelerated K-12 Reviewer Course for Higher Education
Quality Matters Peer Reviewer Course
Quality Matters Applying the QM Rubric
- 2013 International Association for Teachers of Chinese to Speakers of Other Languages, U. S. A.
Certificate of Teachers of Chinese to Speakers of Other Languages (TCSOL)
Certificate No: 1300115-4706
- 2013 Nearpod WebiNear: Basics
Nearpod WebiNear: Advanced Concepts

TEACHING EXPERIENCES (SELECTED)

- 2021 – Present Governors State University, University Park, IL, U. S. A.
Assistant Professor, College of Education and Human Development
Courses Taught:
BBED 4520 Foundations of Bilingual and ESL Education, Undergraduate, Online
BBED 4525 Assessment of Language Minority Students, Undergraduate, Tutorial
BBED 6520 Foundations of Bilingual and ESL Education, Graduate, Online
EDAD 7802 Technology Driven Leadership, Graduate, Online
EDCP 2101 Introduction to Educational Technology, Undergraduate, Online

EDCP 6101 Introduction to Educational Technology, Graduate, Online
 EDUC 2310 Foundations of Education, Undergraduate, Online
 EDUC 3550 Educational Psychology II: Classroom, Management, Assessment, Learning, Undergraduate, Online
 HEAD 9104 Political & Legal Issues in Higher Education, Graduate, Online
 LEAD 9106 Change Diversity Global Issues, Graduate, Online
 ONTL 6201 The Role of the Online Instructor, Graduate, Online
 ONTL 6850 Introduction to Course Design, Graduate, Online
 ONTL 7101 Online Course Design and Assessment, Graduate, Online

- 2020 – 2021 Governors State University, University Park, IL, U. S. A.
Visiting Professor, College of Education and Human Development
 Courses Taught:
 BBED 4525 Assessment of Language Minority Students, Undergraduate, Online
 BBED 4977 Reading Strategies in the Bilingual and ESL Classroom, Undergraduate, Online
 BBED 6525 Assessment of Language Minority Students, Graduate, Online
 BBED 6530 Methods and Materials for Teaching in Bilingual Programs, Graduate, Online
 BBED 7977 Reading Strategies in the Bilingual and ESL Classroom, Graduate, Online
 EDAD 7802 Technology Driven Leadership, Graduate, Online
 EDCP 2101 Introduction to Educational Technology, Undergraduate, Online
 EDCP 6101 Introduction to Educational Technology, Graduate, Online
 EDUC 2330 Educational Psychology: Child Growth and Development, Undergraduate, Online
 ONTL 6201 The Role of the Online Instructor, Graduate, Online
 ONTL 6850 Introduction to Course Design, Graduate, Online
 ONTL 7101 Online Course Design and Assessment, Graduate, Online
- 2015 – 2018 Central Catholic High School, Wheeling, WV, U. S. A.
Teacher, Chinese Language and Asian Studies & English as a Second/Foreign Language
 Courses Taught:
 Chinese Language and Culture I, II, & III, Grades 9 – 12, Face-to-Face
 Chinese Proficiency Test (HSK) I & II, Grades 9 – 12, Face-to-Face
 English as a Second/Foreign Language, Writing and Reading, Grades 9 – 12, Face-to-Face
- 2015 – 2016 Bishop Donahue High School, McMechen, WV, U. S. A.
Teacher, Chinese Language and Asian Studies
 Courses Taught:
 Chinese Language and Culture I, II, & III, Grades 9 – 12, Face-to-Face
 Chinese Proficiency Test (HSK) I & II, Grades 9 – 12, Face-to-Face
- 2015 – 2016 All Saint School, Moundsville, WV, U. S. A.
Teacher, Chinese Language and Asian Studies
 Course Taught:
 Chinese Language and Culture I, Grades 5 – 8, Face-to-Face
- 2010 – 2013 Republic of China Military Academy, Kaohsiung, Taiwan
Assistant Professor, Department of Foreign Languages
 Courses Taught:
 Computer-Assisted Language Learning, Undergraduate, Face-to-Face & Online Hybrid
 English Reading, Undergraduate, Face-to-Face & Online Hybrid
 Military English, Undergraduate, Face-to-Face & Online Hybrid
 English Comprehension Test, Undergraduate, Face-to-Face & Online Hybrid

Chinese Language, Exchange Program, Face-to-Face

2010 – 2011 Tester Institutes, Taipei and Kaohsiung Centers, Taiwan
Instructor, The U.S. SAT Auxiliary Program
Course Taught:
The U.S. SAT Preparation, Senior High School, Face-to-Face

2008 – 2013 Open University, Taipei and Keelung Centers, Taiwan
Adjunct Faculty, Department of English
Courses Taught:
Fundamental English, Undergraduate, Online Hybrid
English Selective Reading, Undergraduate, Online Hybrid
English Reading Method, Undergraduate, Online Hybrid
English Conversation, Undergraduate, Online Hybrid

2008 – 2010 Ministry of National Defense, Taipei, Taiwan
Instructor, National Language Institute
Courses Taught:
English Reading, Undergraduate, Face-to-Face & Online Hybrid
Military English, Undergraduate, Face-to-Face & Online Hybrid
English Comprehension Test, Undergraduate, Face-to-Face & Online Hybrid
Computer-Assisted Language Learning, Undergraduate, Face-to-Face & Online Hybrid

1999 – 2001 Open University, Keelung Center, Taiwan
Adjunct Faculty, Department of English
Courses Taught:
English Language and Literature, Undergraduate, Online Hybrid
Applied English, Undergraduate, Online Hybrid
Online Business English, Undergraduate, Online Hybrid
Online Crisis, Undergraduate, Online Hybrid

PUBLICATIONS

Book

Lee, C.-Y. (2014). *Online SCMC system for spoken English teaching and learning: Professional development for pre-/in-service teachers*. Scholars' Press.

Book Chapter

Lee, C.-Y., & Peng, L.-W. (2009). A case study of teachers' perceptions of using a synchronous computer-mediated communication system for spoken English teaching. In K. McFerrin et al. (Eds.), *Research Highlights in Technology and Teacher Education* (pp. 3313–3320). SITE/AACE.

Double-Blind Peer-Reviewed Journal Articles

Peng, L.-W., & **Lee, C.-Y.** (2024). Exploring case-based 3D animated videos for online instructional design learning. *Excellence in Education Journal*, 13(1), 103–130.

Lee, C.-Y., Peng, L.-W., & Klemm, A. (2021). Effective Makerspaces in STEAM secondary education: What do the professionals think? *Excellence in Education Journal*, 10(2), 35–52.

Peng, L.-W., & Lee, C.-Y. (2020). Virtualizing science to maximize self-efficacy, value, and motivation for tomorrow's science workforce. *Excellence in Education Journal*, 9(3), 49–81.

Peng, L.-W., Lee, C.-Y., & Miller, K. (2013). Teacher clinical preparation project: Synchronous online teaching and learning. *PDS Partners*, 9(1), 4–5.

CONFERENCE KEYNOTE PRESENTATION

Lee, C.-Y., Peng, L.-W., Riley, M., MacQuarrie, T., Huang, W., & Kessler, G. (2008, June). *Using SCMC system for spoken English teaching and learning*. Keynote session presented at the Spring Conference 2008, Athens, OH, U. S. A.

DOUBLE-BLIND PEER-REVIEWED CONFERENCE PROCEEDINGS

Lee, C.-Y., & Peng, L.-W. (2022). Reimagining practical applications of the TPACK framework in the new digital era: Learning styles – enhance online engagement and success during the COVID-19 crisis and beyond. *Proceedings of Society for Information Technology and Teacher Education International Conference*, Online, U. S. A.

Lee, C.-Y., & Peng, L.-W. (2021). Case-based strategies for learning Tripe E Framework in online settings during the COVID-19 crisis and beyond. *Proceedings of Society for Information Technology and Teacher Education International Conference*, Online, U. S. A.

Peng, L.-W., Lee, C.-Y., & Klemm, A. (2020). Professionals' viewpoints on Makerspaces in STEAM secondary education. *Proceedings of EdMedia + Innovate Learning International Conference*, Online, Netherlands.

Peng, L.-W., & Lee, C.-Y. (2013). Maximizing online engagement and learning through NearPod and Skype. *Proceedings of Society for Information Technology and Teacher Education International Conference*, New Orleans, LA, U. S. A.

Lee, C.-Y., & Peng, L.-W. (2013). Synchronous online model for assistance in remote elementary schools English teachers and students English learning in Taiwan – 4C global model (SMART 4C global model). *Proceedings of Society for Information Technology and Teacher Education International Conference*, New Orleans, LA, U. S. A.

Peng, L.-W., Camden, K., Lee, C.-Y., Miller, K., & Shutler, Z. (2013). The GigaPan hometown exploration project. *Proceedings of Professional Development Schools National Conference 2013*, New Orleans, LA, U. S. A.

Lee, C.-Y., & Peng, L.-W. (2012). A case study of evaluating integration of Web 2.0 Technology (YouTube) with English curriculum in higher education. *Proceedings of Society for Information Technology and Teacher Education International Conference*, Austin, TX, U. S. A.

Doty, A., Peng, L.-W., & Lee, C.-Y. (2012). Second Life's influence on a K-12 first year teacher's self-efficacy and curriculum development. *Proceedings of Society for Information Technology and Teacher Education International Conference*, Austin, TX, U. S. A.

Peng, L.-W., & Lee, C.-Y. (2012). Teacher clinical preparation project: Synchronous online teaching and learning. *Proceedings of Professional Development Schools National Conference*, Las Vegas, NV, U. S. A.

Peng, L.-W., & Lee, C.-Y. (2010). A case study of podcasting as self-regulation in a hybrid language learning context. *Proceedings of Society for Information Technology and Teacher Education International Conference*,

San Diego, CA, U. S. A.

Lee, C.-Y., & Peng, L.-W. (2009). A case study of teachers' perceptions of using a synchronous computer-mediated communication system for spoken English teaching. *Proceedings of Society for Information Technology and Teacher Education International Conference*, Charleston, SC, U. S. A.

Lee, C.-Y., Peng, L.-W., Turner, S., Kessler, G., & Huang, W. (2007). Using business collaboration tool innovatively in online spoken English training to foreign students across countries: A field study. *Proceedings of AIS SIG-ISAP Annual Conference 2007*, Montreal, Canada.

Lee, C.-Y., Peng, L.-W., Huang, W., Kessler, G., & Turner, S. (2007). Using business collaboration tool innovatively in online spoken English training to foreign students across countries: A case study. *Proceedings of Microsoft Academic Days Conference on the Business Applications, Relational Databases and Security*, Nassau, Bahamas.

DOUBLE-BLIND PEER-REVIEWED CONFERENCE PRESENTATIONS

Lee, C.-Y., She, X.-B., & Peng, L.-W., (2025, November 3-5). *Training pre-service teachers to use AI and QM principles in K-12 math instruction* [Conference presentation]. QM Connect Conference, Tucson, AZ, United States.

Lee, C.-Y., & Peng, L.-W., (2025, October 22-23). *Designing inclusive asynchronous online learning through teaching and learning style alignment* [Conference presentation]. National Institute for Staff and Organizational Development Annual Fall Virtual Conference, Online, United States.

Peng, L.-W., & Lee, C.-Y. (2024, November 3-6). *Utilizing QM learner insights from surveys to enhance QM training and online teaching self-efficacy* [Conference presentation]. QM Connect Conference, Rosemont, IL, United States.

Lee, C.-Y., & Peng, L.-W. (2024, February 19-21). *Designed at first sight – Will AI be a partner in online course design?* [Conference presentation]. Illinois Digital Educator Alliance Conference, Schaumburg, IL, United States.

Peng, L.-W., & Lee, C.-Y. (2024, February 19-21). *Your remote lesson design moonshot – Where in the stars did you land?* [Conference presentation]. Illinois Digital Educator Alliance Conference, Schaumburg, IL, United States.

Lee, C.-Y., & Peng, L.-W. (2023, November 5-8). *Integrating Nearpod to support learners' achievement of online course objectives and active learning* [Poster session]. QM Connect Conference, Bloomington, MN, United States.

Lee, C.-Y., Peng, L.-W., Walker, K., & Grant, J. (2023, February 13-15). *Let's cartoon it! Social-emotional learning* [Conference presentation]. Illinois Digital Educator Alliance Conference, Schaumburg, IL, United States.

Peng, L.-W., Lee, C.-Y., & Urbanczyk, D. (2023, February 13-15). *The three little pigs: Building a K-12 online course that stands* [Conference presentation]. Illinois Digital Educator Alliance Conference, Schaumburg, IL, United States.

Lee, C.-Y., & Peng, L.-W. (2022, November 6-9). *Inclusive instructional design: Digital tools for UDL-based online learning* [Conference presentation]. QM Connect Conference, Tucson, AZ, United States.

Peng, L.-W., & Lee, C.-Y. (2022, November 6-9). *Useful course review tool to launch online course quality assurance with Quality Matters standards* [Conference presentation]. QM Connect Conference, Tucson, AZ, United States.

Lee, C.-Y., & Peng, L.-W. (2022, February 14-17). *Online learning is not a spectator sport: Make it active!* [Conference presentation]. Illinois Digital Educator Alliance Conference, Online, United States.

Peng, L.-W., Lee, C.-Y., & McAllister, K. (2022, February 14-17). *Telling an emotional story: Teaching digital literacy and SEL skills via digital storytelling* [Conference presentation]. Illinois Digital Educator Alliance Conference, Online, United States.

Conrad, D., Lee, C.-Y., & Peng, L.-W. (2021, November 3-5). *Ready? Go! Pack your bags for a journey to become a Quality Matters-Ready K-12 leader* [Conference presentation]. QM ConnectLX Online Conference, Online, United States.

Lee, C.-Y., & Peng, L.-W. (2021, October 26-28). *Leveraging virtually-mediated student teacher observation to meet the needs of TESL/TEFL preservice teachers in the age of COVID-19 and beyond* [Poster session]. Society for Information Technology and Teacher Education Interactive Conference, Online, United States.

Peng, L.-W., & Lee, C.-Y. (2021, October 26-28). *Show and tell: Pre-service teachers use Quality Matters for online course design* [Conference presentation]. Society for Information Technology and Teacher Education Interactive Conference, Online, United States.

Lee, C.-Y., & Peng, L.-W. (2021, March 15-19). *PK-12 teacher's TPACK and self-efficacy in online instruction during the COVID-19 crisis: What do the principals think?* [Conference presentation]. Online Learning Consortium Innovate Conference, Online, United States.

Lee, C.-Y., Conrad, D., Peng, L.-W., & Calhoon, R. (2021, February 1-6). *Learning styles: Enhance online engagement and success during the COVID-19 crisis and beyond* [Conference presentation]. IDEAcon + TCEA Convention & Exposition, Online, United States.

Peng, L.-W., & Lee, C.-Y. (2020, February). *Exploring case-based 3D animated videos in high school online classrooms* [Conference presentation]. Illinois Digital Educator Alliance Conference, Schaumburg, IL, United States.

Lee, C.-Y., Turner, S., Huang, W., & Kessler, G. (2007, March). *Using synchronous computer-mediated communication to teach foreign student spoken English: An exploratory study* [Conference presentation]. Society for Information Technology and Teacher Education International Conference, San Antonio, TX, United States.

GRANTS

2025 National Science Foundation Grant
Key Personnel
Innovation in Graduate Education
\$419,545/2 Years/Unfunded

2025 Governors State University Mini Grant
Co-Principal Investigator
Leveraging AI to Equip Preservice and In-service Teachers with Effective Teaching Strategies that Enhance Student Engagement and Excellence in Mathematics
\$4,709/1 Year/Unfunded

- 2020 U.S. Department of Education Undergraduate International Studies and Foreign Language Grant
Research Associate
Advance Undergraduate ESL/Bilingual Curriculum and Instruction through IMPACT 4C Model
\$196,968/2 Years/Unfunded
- 2018 Indiana State University Arts Endowment Grant
Co-Principal Investigator
The ARoboT Lab: The Use of Visual and Sensory Media to Teach Science of Sustainability and Sense of Land Ethic
\$6,578/1 Year/Unfunded
- 2018 Indiana State University Neighborhood Partnership Grant – Ryves/Riverscape
Co-Principal Investigator
Implementation of a Community-Based TPACK and STEM Training Program for K-12 Teachers and Students: Digital Storytelling
\$3,000/1 Year/Funded
- 2017 West Liberty University Campus Internationalization Grant
Co-Principal Investigator
Taiwan Faculty-Led Study Abroad Program
\$2,000/1 Year/Funded
- 2016 West Liberty University Campus Internationalization Grant
Co-Principal Investigator
Taiwan Faculty-Led Study Abroad Program
\$4,000/1 Year/Funded
- 2015 Sprout Spark Fund for Early Learning Grant
Co-Principal Investigator
After School STEAM Youth Initiative
\$15,000/1 Year/Funded

EXTENRAL SERVICE EXPERIENCES (SELECTED)

- 2022 – Present Quality Matters
Certified Chair, International Review Teams
- 2021 – Present Quality Matters
Certified Peer Reviewer, International Review Teams
- 2020 – Present Quality Matters
Certified Peer Reviewer, Higher Education Online Courses
Certified Peer Reviewer, K-12 Publisher Online Courses
Certified Peer Reviewer, K-12 Education Online Courses
- 2021 – 2023 South Suburban Chinese Church
Director, Free Online Chinese Language Program
- 2020 – 2025 Fo Guang Shan Chicago Buddhist Temple
Leader, Book Study

2020 – 2024 Illinois Digital Educator Alliance Conference
Volunteer, Conference Exploration/Amplification Station & Book/Swag Store

EDITOR & REVIEWER EXPERIENCES (SELECTED)

2022 – Present Journal of Technology and Teacher Education (JTATE), U. S. A.
Reviewer, Journal Review Committee

2022 – Present EdMedia + Innovate Learning Conference (AACE/EdMedia + Innovate Learning), U. S. A.
Reviewer, Conference Presentation Proposal Review Committee

2021 – Present Society for Information Technology and Teacher Education International Conference (AACE/SITE), U. S. A.
Reviewer, Conference Presentation Proposal Review Committee

2021 – 2022 Journal of Educational Technology and Online Learning (JETOL), Turkey
Reviewer, Journal Review Committee

2020 – 2022 Online Learning Consortium Innovate Virtual Conference, U. S. A.
Reviewer, Conference Presentation Proposal Review Committee

2010 – 2013 Republic of China Military Academy, Kaohsiung, Taiwan
Editor, Military Academic Journal Review Board

2006 Association for Information Systems – Information Technology/System in Asia Pacific, U. S. A.
Reviewer, Journal Review Committee

ADMINISTRATIVE/PROFESSIONAL EXPERIENCES (SELECTED)

2010 – 2013 Republic of China Military Academy, Kaohsiung, Taiwan
Director, Language Education Center
Main Duties:
Design and Revise Online and Blended English as a Second/Foreign (ESL/EFL) Courses, Curricular, and Assessments
Accommodate, Design, and Teach Chinese Language Supplemental Classes for Students in Exchange Program
Manage, Supervise, and Assess Course Development and Infrastructure
Plan and Implement Professional Development
Plan and Oversee 5-Year Budget for Instruction and Learning
Chair Faculty and Staff Search Committee
Serve as Member on Academic Affairs Committee
Serve as Member on Library Digital and Multimedia Learning Resources Committee

2008 – 2010 Ministry of National Defense, Taipei, Taiwan
Lead, Academic Affairs
Main Duties:
Supervise Course Development and Assessment
Plan and Supervise Online Learning Course Management System
Develop Faculty and Staff Professional Training

- 2006 – 2008 Explore Innovative Tools and Techniques to Promote Teaching Excellence
Ohio University, Athens, OH, U. S. A.
Instructional Design and Technology Specialist, Alden Liberty Multimedia Center
Main Duties:
Provide Instructional Design Guidance
Deliver Technical Support for Learning Management Systems, Multimedia Programming,
Graphic Design and Illustration, Video and Audio Editing, Microsoft Suites and Mac
Applications, Web Design, and Photoshop
Troubleshoot Hardware and Software Problems
Provide Professional Training Workshops, Seminars, and Individual Consultations
- 2005 – 2006 Ohio University, Athens, OH, U. S. A.
Graduate Assistant, Instructional Technology Program and Department Lab
Main Duties:
Deliver Technical Support for Computing Equipment and Instructional Tools
Provide Professional Training
Assist Research Studies and Data Analysis
Support Classroom Interaction and Multimedia Integration
Manage Multimedia Resources and Instructional Tools

WORKSHOP CREATIONS AND PRESENTATIONS

- 2024 Governors State University, IL, U. S. A.

Teaching with Technology in Early Childhood Education
Early Childhood Education Tutorial Video: Nearpod
Early Childhood Education Tutorial Video: AI & Early Childhood Teachers
Early Childhood Education Tutorial Video: Personal Learning Network-Social Media
- 2012 Republic of China Military Academy, Kaohsiung, Taiwan

Curriculum Development and Assessment: TPACK & Quality Matters
Instructional Design Theory and Model: ADDIE
Course Management System: Moodle
Audio and Video Editing Programs: Audacity & iMovie
Multimedia Authoring Application: Captivate
Digital Media and Learning Community: Twitter & Pinterest
Introduction of Google Suites for Education
- 2011 Republic of China Military Academy, Kaohsiung, Taiwan

Application of Digital Teaching Materials and Plagiarism
Learning Assessment and New Mode of Teaching Approach
How to Create Formative and Summative Assessment
Learning Portfolio and Learning Map
Audio and Video Editing Program: Movie Maker
Multimedia Authoring Application: Camtasia Studio
Digital Media and Learning Community: Facebook & Wikipedia

2010	Republic of China Military Academy, Kaohsiung, Taiwan
	Utilizing SCMS for Online Teaching: Adobe Connect Integrating Moodle and Podcasting for Learning Community Curriculum Development and Assessment: TPACK & Quality Matters Instructional Design Theory and Model: ADDIE
2009	National Defense Institute, Taipei, Taiwan
	Using Audio and Video Editor Tools to Create Teaching Materials Instructional Design Theory and Model: ADDIE Instructional Strategies in Online and Blended Settings Instruction of SMART Board
2008	Republic of China Military Academy, Kaohsiung, Taiwan
	Instructional Design Theory and Model: ADDIE Online Course Development and Assessment Instruction of SMART Board

INSTRUCTIONAL TECHNOLOGY EXPERTISE

Course Management Systems	Blackboard / Moodle / Sakai / Desire2Learn / Edline / WebCT / Angel
Live Virtual Classrooms	Collaborate Ultra / Adobe Connect / Zoom / Skype / Webinar / Elluminate / Second Life / Google Meet
Learning Assessment Platform	Student Learning & Licensure by Watermark
Social Networking Applications	Facebook / Twitter / LinkedIn / Pinterest / TedTalk / Blogger / Podcast / Clubhouse
E-Learning Authoring Software	Jing / HyperCam / ScreenFlow / Captivate / Articulate / Windows Media Encoder / CamStudio
Web 2.0 Tools	Google Docs / Wikispaces / Doodle / ClassChatter / Padlet / Flickr / Snapfish / Delicious / YouTube / RSS / Dropbox / Poll Everywhere / Wallwisher
Web Development Applications	WordPress / Google Sites / HTML5 / Dreamweaver / Visual Studio / Front Page
Graphics Editing Programs	GigaPan / Photoshop / Photoshop Elements / PhotoImpact / ImageReady / Illustrator / InDesign / iPiccy
Audio Authoring Software	Audacity / GarageBand / Podcast / iTunes / Soundbooth / SoundCloud
Video Editing Software	Movie Maker / iMovie / Camtasia Studio / Final Cut / Premiere Elements / VoiceThread / Windows Media Player
Animation Authoring Software	Flash / After Effects
Classroom Interactive Facilities	SMART Board / SMART Responses / Clicker
Visual Thinking Tools	Inspiration / Kid Pix / Hot Potato
Word Processing Programs	iWork / Word / Publisher / PowerPoint / Excel / Access / Adobe Acrobat
Statistical Analysis Software	SPSS
Operating Systems	Windows / Mac / iPad

DISTANCE EDUCATION EXPERTISE

Needs Analysis	Provide instructions based on the program- and student-demonstrated data driven needs.
Standard-Based Curriculum	Familiar with teaching, learning, and design theories, Technological Pedagogical Content Knowledge (TPACK), CAEP, ISTE Standards, edTPA for Illinois, and Pearson Assessments and be able to cooperate them with the associated activities and assessments to enhance the quality and efficiency of the e-learning outcome.
Delivery Mode	Analyze, design, develop, teach, manage, and evaluate online courses with varied class formats (e.g., synchronous/asynchronous, virtual reality), curriculum databases, course management systems (e.g., Blackboard, Google Classroom), and collaborative technologies to address student needs and learning styles.
Media Resource	Include extensive use of media resources and effective strategies supporting specific standard-based subject-matter online learning.
Diversity and Engagement	Provide approaches to address all learning styles and to augment positive student engagement with dynamic and diverse culture, gender, grade level, social-economy learning experiences.
Assessment	Utilize the pre-assessment, in-class observation, formative assessment, summative assessment, expert/peer review, student self-assessment survey, and student feedback survey for fair and valid learning outcome evaluation and continuous teaching improvement and growth.
Evaluation and Feedback	Conduct instructor, fellow classmate, and learner review for the student teacher lesson demonstration and provide evidence-informed evaluation/feedback to guide the student's reflection and growth.
Professional Development	Support and assist faculty in integrating technologies into online curricular and activities through workshops and one-to-one assistance. Apply the Quality Matters rubrics and serve as a Quality Matters-certified chair and peer reviewer to consult for administrators, faculty, and staff about the effective identification and implementation of instructional innovations for distance education.
Trouble Shooting and Support	Provide trouble-shooting for hardware and software problems that occur in the online class. Maintain up-to-date technology and make suggestions on educational applications and regulations. Assist administrators, faculty, and staff in writing cutting-edge instructional technology project grant proposal.

21ST CENTURY SKILLS EXPERTISE

21 st Century Student Outcomes	Familiar with the skills, knowledge, and expertise students should master to succeed in work and life in the 21 st century. Assist instructors in the teacher preparation program and professional development in designing dynamic instructional contexts, activities, and assessments to enhance 21 st century student outcomes in the K-12 setting.
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21st Century Support Systems Align 21st century standards, curricular, instructions, professional developments, learning environments, and assessments to ensure today's student mastery of 21st century outcomes and skills.

AWARDS AND HONORS

2024	Governors State University, IL, U. S. A. Faculty Senate Service Award
2012	Republic of China Military Academy, Taiwan Teaching Excellence
2010	Ministry of National Defense, Taiwan 20-Year Service Medal
2008	Ohio University, Athens, OH, U. S. A. Research and Creative Activity Expo Education, 1st Place
2006 – 2007	Ohio University, Athens, OH, U. S. A. Graduate Appointment Award

SHAALEIN CARROLL LOPEZ, PhD, NCSP

slopez5@govst.edu

EDUCATION & TRAINING

Doctor of Philosophy (Ph.D.) in School Psychology

Loyola University Chicago; Chicago, IL – 2010

Master of Education (M.Ed.) in Educational Psychology

Loyola University Chicago; Chicago, IL – 2005

Immersion French Language Training

United States Peace Corps; Gabon, Central West Africa – 1995

Bachelor of Arts (B.A.) in Mathematics & Secondary Mathematics Teaching Certificate

Northwestern University; Evanston, IL – 1995

ADDITIONAL CREDENTIALS

Nationally Certified School Psychologist (NCSP)

2005 - Present

Illinois Professional Educators License in School Psychology

2005 – Present

PROFESSIONAL EXPERIENCE

SCHOOL PSYCHOLOGY

GOVERNORS STATE UNIVERSITY; University Park, Illinois

Assistant Professor: Teaching responsibilities, current and past, include developing syllabi and delivering creative instruction to graduate and undergraduate students in the Division of Psychology and Counseling of the College of Education. Recent teaching experience includes various courses:

- STAT 8260: Advanced Statistics in the Behavioral Sciences (10 courses)
- PSYC 7635: Psychodiagnostics I: Intelligence (6 courses)
- PSYC 7625: Psychoeducational Assessment and Intervention (5 courses)
- PSYC 6110: Measurements and Evaluation (6 courses)
- PSYC 6635: Seminar in School Psychology (2 courses)
- PSYC 8858: Advanced Assessment and Intervention (1 course)
- PSYC 6229: Graduate Seminar in Human Development (1 course)
- PSYC 3524: Principles of Learning and Behavior (1 course)

Recent service efforts include serving as a faculty senator in the roles of secretary and vice president, GSU delegate to the Faculty Advisory Council (FAC) of the Illinois Board of Higher Education (IBHE), member on the Academic Program Review Committee (APRC), member and chair of faculty search committees, member on the Academic Program Elimination Review Committee, the Open Access Committee, Policy Monitoring Committee, the Committee on Assessment of Student Learning Outcomes, the PBAC Facilities Advisory Committee, the Division Criteria Committee, and a faculty-led Climate & Diversity Committee. Also served as a GSU Foundations Scholarship reviewer on multiple occasions.

Recent research efforts include exploring parent perceptions of academic supports for their children who struggle academically, belongingness among college students, current practices for local school

psychologists, collaboration among school psychologists and speech language pathologists, exploring the effects of explicit instruction of executive functions skills, the effects of evidence-based academic interventions, and investigating barriers to the implementation of Multi-Tiered Systems of Supports in suburban schools whose students are largely minorities. (Aug. '20 – Present)

Past service efforts included representing the College of Education on the Faculty Senate and the Academic Affairs Committee of the Board of Trustees, serving as a member of the Graduate Council, the Vision 2020 Strategic Planning Committee, and the Admissions Committees of the School Psychology and Graduate Psychology Programs. Additional service included annual participation on the University Scholarship Committee, serving as a mentor for the Student Leadership Institute sponsored by the office of the Dean of Students, serving as a member of search committees for new psychology faculty, serving as a College of Education representative to the Campus Community Campaign Committee, and serving as a GSU representative to the statewide Truancy in Chicago Public Schools Taskforce. Prior research efforts included engaging in a collaborative study with the support of a GSU mini-grant that considered cultural competence among practicing school psychologists, as well as a separate collaborative study measuring how positive impacts on teacher motivation can improve student achievement in mathematics. (Aug. '12 – June '15)

School Psychology Laboratory Co-Coordinator: Currently developing and implementing key initiatives designed to advance the learning and mental health of K-12 students who live in areas surrounding GSU as well as learning and training opportunities for GSU's graduate students in School Psychology. Coordinated the launch of Math Endeavors, a 6-week math enrichment and intervention program for third and fourth grade students, held at GSU. (Aug. '21 – Present)

School Psychology Program Co-Coordinator: Currently collaborating to execute the administrative tasks associated with the School Psychology program. Responsibilities include program re-alignment to updated national standards and preparation of state program review data and report. (Aug. '22 – Present)

Past Coordinator responsibilities included recruiting new students through marketing and outreach, aiding in the adjustment of the program's first cohorts of students, continuing to develop program elements such as syllabi and practical experiences in the field, securing program resources and partners, and facilitating global student assessments. Additionally, represented GSU as part of the Illinois Directors of University School Psychology Programs (DUSPP). (Aug. '12 – June '15)

CHICAGO PUBLIC SCHOOLS; Chicago, Illinois

Practiced as a licensed school psychologist serving as an advocate for students from early childhood through high school in traditional, alternative, and charter school settings by means of various roles including:

Response to Intervention (RTI) Consultation—assisted teachers and administrators to identify and implement tiered, research-based interventions and progress monitoring techniques to improve academic and behavioral outcomes of students.

Psychological Assessments – conducted comprehensive assessments for hundreds of students using a variety of tools that led to decisions pertaining to eligibility determination for special education services and recommendations for intervention strategies for students from early childhood to high school.

Direct Therapeutic Service – provided individual and group therapeutic services to students including anger management and cognitive behavioral therapy for victims of trauma.

Classroom Consultation—assisted teachers who were working outside of an RTI framework to identify and implement relevant research-based academic and behavior intervention systems to meet the unique needs of students. (Aug. '08 – June '12)

LOYOLA UNIVERSITY CHICAGO; Chicago, Illinois

Vitality Through Excellence (VTE) Project Co-Facilitator: Designed and administered curriculum-based mathematics probes to students in grades one through eight attending five catholic schools in Chicago. Probes were statistically analyzed and used to drive classroom interventions. Also directly conducted professional development seminars for teachers geared toward improving curriculum planning and classroom instructional strategies in mathematics. Partners on project included Loyola University Center for Catholic School effectiveness, and the Office of Catholic Schools. Project grant provided by Chicago Community Trust and the Big Shoulders Fund. (May '06 – July '07)

University Instructor: Designed and instructed the course Educational Psychology to undergraduate students training to become teachers, counselors, or social workers. (Aug. '06 – May '07)

ILLINOIS INSTITUTE OF TECHNOLOGY; Chicago, Illinois

As a University Instructor, innovatively designed curriculum and instructed the course Advanced Educational Psychology to a group of graduate students working towards advanced degrees in mathematics and science education. (Jan. '06 – June '06)



**MATHEMATICS
EDUCATION**

PRIVATE MATHEMATICS INSTRUCTOR; Chicago, IL

Completed accelerated summer instruction of a full pre-algebra course resulting in successful examination-based advancement of 7th grade student at Morgan Park Academy Independent School into Algebra I honors. Also intermittently assisting students in subjects including algebra I, geometry, algebra II, and pre-calculus (Sept. '14 – Present; Pre-Algebra course June '19 – Aug. '19)

COUNTDOWN MATHEMATICS TEACHER ON CANTV; Chicago, IL

Designed and executed creative lessons in mathematics to elementary and middle school students living in the city of Chicago on a live call-in television talk show cosponsored by Loyola University School of Education, Chicago GEAR-UP Alliance, and SBC. (May '05 – June '12)

LOYOLA UNIVERSITY CHICAGO; Chicago, IL

As grant project coordinator, coordinated the collaborative design, approval, and implementation of a new U.S. Department of Education Math and Science Partnership Masters in Middle School Education at Loyola University Chicago. (Sept. '07 – Sept. '09)

SIDWELL FRIENDS SCHOOL; Washington, D.C.

Independent College Preparatory School. Instructed students in grades nine through twelve in Algebra 2 and Algebra 3 (a modified pre-calculus course with trigonometry). Methods included small group work, cooperative learning, and the use of technology. Duties also included one-on-one regularly scheduled tutoring for students needing additional insight. (Sept. '01 – June '02)

NASA LEWIS RESEARCH CENTER, EDUCATION DEPARTMENT; Washington, D.C.

Created and implemented original curriculum for summer aeronautics program for middle school students as a part of the N.A.S.A. Project. Student accomplishments included building four kites from scratch, learning the principles of aerodynamics and aeronautics while improving understanding of mathematics and science, and sharing kite projects with other program participants during a cumulating presentation ceremony. (June '01 – Aug. '01; June '02 – Aug. '02)

HAWKEN SCHOOL; Gates Mills, Ohio

Independent College Preparatory School. Instructed students in grades nine through twelve in geometry, algebra II, and pre-calculus with trigonometry. Methods included small group work, cooperative learning, and the use of technology. Also served as: Assistant director of community service; Admissions committee member; Faculty advisor to the Frederick Douglas Club (student multicultural group); Accelerated summer session mathematics teacher. (Sept. '98 – June '01)

KIRK MIDDLE SCHOOL; East Cleveland, Ohio

Suburban Public School. Actively taught five classes of eighth graders in general mathematics, pre-algebra, and algebra. Methods included mathematics journals, collaborative teaching, cooperative learning and the use of technology. (Sept. '97 – June '98)

SHAW HIGH SCHOOL; East Cleveland, OH

Suburban Public School. Summer JPTA Workshop. Instructed algebra to at-risk high-school teens. Instruction included small group work and the use of technology. (June '98 – Aug. '98)

UNITED STATES PEACE CORPS; Gabon, Central West Africa

Village Public School (*Lycée de Mbigou*) and Urban Public School (*Lycée de Libreville*). Developed curriculum and designed educational materials to teach seventh through tenth grades. Taught 535 students in a small village and in the capital city. Subjects included pre-algebra, algebra, Euclidean geometry and trigonometry. All subjects instructed in French. Also served as 'pedagogical counselor' in which role I recommended to 50 African math teachers curriculum development strategies and instructional practices relative to the environment. Additional accomplishments: Designed and implemented first 'National Mathematics Olympics': Assembled and directed national committee which aided in planning and implementation; Wrote test questions, answers and grading procedures; Raised \$25,000 to purchase prizes for 36 laureates and to cover operational expenses; Organized the participation of over 4000 high school students; Established long term plan for continuation. (July '95 – July '97)

MATHER HIGH SCHOOL, NICHOLS MIDDLE SCHOOL; Chicago, Illinois

Actively observed and taught 155 students full time in grades seven through ten as Mathematics Teacher Assistant. Subjects included pre-algebra, algebra, Euclidean geometry, trigonometry, and pre-calculus. (Sept. '94 – May '95)

NORTHWESTERN UNIVERSITY; Evanston, Illinois

Summer Research Opportunity Project: Conducted field and database research on 'Factors that Determine the Way African-American Students Learn Mathematics'. Wrote and submitted a detailed report on research findings to project board. (June '93 – Sept. '93)

Summer Academic Workshop: Tutored 25 incoming freshmen in pre-calculus and calculus. Assisted same freshmen in academic and social adjustment to university atmosphere. (July 93 – Sept. '93)



**CORPORATE
AND
VOLUNTEER**

PEARSON ASSESSMENTS; USA

Current Field Researcher engaged in recruiting child and adolescent participants and administering norm-referenced tests under development in order to provide data to Pearson as a part of their process of developing test norms. Current efforts are related to the development of the normative sample for the Wechsler Intelligence Scale for Children, Sixth Edition. (Sept. '25 - present)

HOMEWOOD SCIENCE CENTER; Homewood, IL

Actively developing research-based math curriculum as part of the Homewood Science Center's STEM Saturdays Math Magic initiative and interactive exhibit. Provided volunteer Math Magic facilitator training for high school students and adults and will continue to provide training to promote the advancement of facilitator skills. Current curriculum focuses on math learning for children ages three to eight. Also enthusiastically serving as one of the Math Magic activity facilitators. (June '25 - present)

M.J. MAY MATERIAL SPECIALISTS, INC; South Holland, IL

MJ May Materials Specialist Inc, along with its partner company Cadence Supply Company, provides custom converted industrial materials to multiple industries. As Senior Manager of

Marketing and Operations, my experiences and accomplishments have included working collaboratively to develop novel products and marketing materials, comprehensive Data-Base development and management for new and existing products to enhance essential company functions, the representation of the company at national professional trade shows, the continued development and implementation of human resource evaluation standards and procedures, the collaborative coordination of required EDI communications with customers and vendors, the improvement of the use of technologies to facilitate product management and distribution, and the collaborative advancement of company equipment and material conversion capabilities in order to expand product offers even further. (June '15 – July '20)

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Reviewer of presentation proposals submitted by school psychologists across the country for presentation in NASP national conventions (Multiple summers since 2011)

SCHOOL PSYCHOLOGY PRACTICUM STUDENT SUPERVISOR

While working as a school psychologist in the field, supervised a Loyola University of Chicago doctoral student in school psychology during a variety of practicum experiences including individual and group counseling, classroom-level and individual academic and behavioral interventions, psychological assessments and report writing, and participation in the development of IEPs. (Oct. '2010 – June '2011)

DELTA SIGMA THETA, INC. A PUBLIC SERVICE SORORITY

Created and coordinated school-year-long reading program for elementary school children, and a mentoring program for middle school girls at an urban community center, coordinated efforts to provide college scholarships to high school graduates., participated in building houses in collaboration with Habitat for Humanity. Aided homeless shelters and soup kitchens on-site and by raising funds, Served as panel member for teen summit. Service Projects continue to be intermittent on an on-going basis. (March '93 – Present)

ADDITIONAL RECENT VOLUNTEER EXPERIENCES

Midwest Psychological Association (2022 - Present)
Governors State University STEAM Camp Instructor (2023)
Illinois Medical District (IMD) Guest House (2019)
American Cancer Society at the Chicago Marathon (2019)
Comer Children's Hospital RBC Race for the Kids (2019)

PRESENTATIONS & PUBLICATIONS

PEER REVIEWED PRESENTATIONS AND PUBLICATIONS

- Lopez, S. (2026). *Expanding the school psychologist's toolbox: Framework-based mathematics interventions* [Conference Workshop]. 98th annual meeting of the Midwest Psychological Association (MPA), Chicago, Illinois.
- Lopez, S.C. (2025). Framework-based mathematics intervention: A practice guide for school psychologists. *Journal of Applied Disciplines*, 3(1). <https://opus.govst.edu/jad/vol3/iss1/2>
- Lopez, S. & Koonce, D. (2025). School Psychologists' Use of Story Champs to Promote Reading Achievement. [Poster presentation]. 97th annual meeting of the Midwest Psychological Association (MPA), Chicago, Illinois.
- Lopez, S. (2024). Moving parents towards empowerment to support their children's learning through meaningful inquiry and choice theory. [Conference session]. 2024 Wellness and education (WE) conference, Bolingbrook Illinois.
- Lopez, S. & Dickey, B. (2024). Maximizing collaborative relationships between teachers and school psychologists as a means to strengthen retention. [Conference session]. Chicago southland educator consortium second annual conference: Fostering PK-22 and IHE partnerships to strengthen educator retention, University Park, Illinois.
- Lopez, S. & Koonce, D. (2024). Exploring the collaborative practices of school psychologists and speech language pathologists. [Poster presentation]. 96th annual meeting of the Midwest Psychological Association (MPA), Chicago, Illinois.
- Lopez, S. & Robey, P. (2022). Utilizing choice theory to empower parents of children at risk for school failure. *The International Journal of Choice Theory and Reality Therapy* 42(1), 46-53.
- Lopez, S. & Koonce, D. (2022). *Explicit instruction of executive functions skills in 9th grade students*. [Poster presentation]. 94th annual meeting of the Midwest Psychological Association (MPA), Chicago, Illinois.
- Schiller, D., Lopez, S. & Charles, M. (2008). Countdown.luc.edu: A valuable resource for professional development in mathematics. *The National Journal of Urban Education & Practice Curriculum, Instruction, and Research*. 1(4), 347.

- Lopez, S. (2007). *Towards evidence-based interventions in mathematics: Two pertinent studies*. [Paper presentation] National Association of School Psychologists (NASP) annual convention, New York, New York.

MANUSCRIPTS SUBMITTED OR IN DEVELOPMENT

- Lopez, S. & D. Koonce (2024). *Explicit instruction of executive functions skills in 9th grade students*. [Manuscript submitted for publication]. Division of Psychology and Counseling, Governors State University.

ADDITIONAL PRESENTATIONS AND PUBLICATIONS

- Lopez, S. (2025). *Donuts with Docs: School psychology Spotlight*. A presentation to members and guests of the Psi Chi honor society, University Park, Illinois.
- Lopez, S., Day, J., Pollock, J., Pedigo, T., King, L., Garbe R., & Jordan, J. (2024). *Psi Chi hosts: Career paths with a Psychology Degree*. A panel presentation to members and guests of the Psi Chi honor society, University Park, Illinois.
- Lopez, S. (2023). *Donuts with Docs: Exploring School Psychology*. A presentation to members and guests of the Psi Chi honor society, University Park, Illinois.
- Lopez, S., Jang, H., & Godinez, S. (2022). *Psi Chi hosts: Professional Etiquette*. A panel presentation to members and guests of the Psi Chi honor society, University Park, Illinois.
- Lopez, S. (2021). *Exploring microskills: Relevant strategies for peer mentors*. A Governors State University virtual presentation for student leaders in the Center for Junior Year (CJY), University Park, Illinois.
- Lopez, S., & She, X. (2015). *Impacting teacher motivation to improve student success in mathematics*. A three-session presentation to teachers at Wilkins Elementary School, Justice, Illinois.
- Lopez, S. (2015). *Intervening for problems in mathematics: Strategies for School Psychologists*. A 'mini-skills' presentation at the 36th annual convention of the Illinois School Psychology Association, Springfield, Illinois.
- Lopez, S. (2014). *Combating Bullying*. A presentation to pre-service teachers, University Park, Illinois.
- Lopez, S. (2014). *The role of the School Psychologist*. A presentation to undergraduate students, University Park, Illinois.
- Lopez, S. (2013). *What can Victims of Hate Crimes Do?* A presentation at the Gender Matters Hate Crimes Awareness seminar, University Park, Illinois.
- Lopez, S. (2011). *Using research-based strategies in reading and mathematics within an RTI framework*. School-based RTI team presentation, Chicago, Illinois.
- Lopez, S. (2010). *Towards evidence-based practices in mathematics instruction: Investigating the impact of writing on student learning*. A dissertation presented to the graduate school of Loyola University, Chicago, Illinois.
- Lopez, S. (2006). *Understanding mathematics probes*. Presented at the *Vitality Through Excellence workshop*, Chicago Illinois.
- Lopez, S. (2007). *Using countdown to enhance classroom instruction*. Presented at the *Gear-Up math conference*, St. Charles, Illinois.
- Lopez, S. (2007). *Effective instructional strategies for mathematics teachers*. Presented at the *Vitality Through Excellence workshop*, Chicago, Illinois.
- Lopez, S., Schiller, D., & Charles, M. (2007). *CountDown: An Interactive Teacher Training Tool*. Presented at the American Association of Colleges for Teacher Education annual convention, New York, New York.

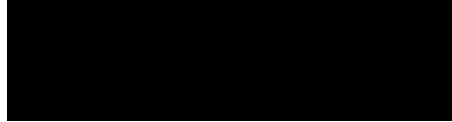
GRANTS

- Grant Recipient (\$5,000): Governors State University Interdisciplinary Grant Program for the study *Impacting teacher motivation to improve student achievement in mathematics* (January 2015).
- Grant Recipient (\$1,000): Governors State University Undergraduate Research Program for the study *Cultural competence among school psychologists* (July 2014).
- Grant Recipient (\$500): Governors State University, College of Education Mini-Grant for the project *Extending psychology and counseling course curricula to investigate culturally competent psychological and counseling practice: A collaborative teaching and research initiative for students in psychology and counseling programs* (April 2014).

ADDITIONAL SKILLS & ACCOMPLISHMENTS

- Fellowship recipient: *Diversifying Faculty in Higher Education in Illinois (DFI)*, awarded by the state of Illinois; 2004-2008
- Competent in conversational French, functional reader and writer of French language
- Advanced user of SPSS statistical software
- Proficient user of HLM statistical software

References available upon request.



fczuba@govst.edu

Education

DrOT Governors State University, Occupational Therapy (2017).
Capstone Project: Exploring Transgender Adolescent Social Participation Outside of Family and School Through PhotoVoice.

B.S. University of Illinois-Chicago, Occupational Therapy (1993).

Publications

Czuba, F., Cheng, K.W. (2026). Patterns and Correlates of Cannabis, Electronic Cigarettes, and Tobacco Use Among Illinois Adolescents. *Discover Public Health*. Submitted for publication.

Czuba, F., Harshaw, J. (2025). Direct Access and Differential Diagnosis: A New Era for Illinois Occupational Therapy Practitioners. *Illinois Occupational Therapy Association Communique*.

Czuba, F., Sain, K., Burke, B., Carr, M., Lending, D. (2024). Exploring the Role of Occupational Therapy in the Delivery of Trauma-Informed Services to Hospital-Based Clients. *Journal of Applied Disciplines*.

Czuba, F., Schranz, C., Burley, N., Dermer, S., Mejta, C., Mayer, C. (2023). Development and Implementation of Substance Use Training for Allied and Behavioral Health Professionals. Addressing the Epidemic and Improving the Outcomes. *Journal of Allied Health*. Vol. 53, No. 3.

Czuba, F., Burd, M., Richman, N., Barnes, A., Barnes, L., Ellison, J., Richert, J. (2023). A Call to Action: Occupational Therapy as Effective Healthcare Leaders and Managers. *Illinois Occupational Therapy Association Communique*.

Czuba, F. (2023). Occupational Therapy Awareness Month. AGORA, the *Governors State University Newsletter*.

Presentations

Czuba, F., Harshaw, J. Investigating Best Practices in Diagnostic Reasoning and Differential Diagnosis. Implications for Occupational Therapy and Direct Access. ILOTA Administration and Management Special Interest Section. Illinois Occupational Therapy Association's Annual Conference. (November 2025).

Czuba, F. Prioritizing Wellness Now for a Healthier Future Later. 3rd Annual Governors State University Wellness Week. (September 2025).

Czuba, F., Richert, J. How Leaders and Managers Can Support the Well-being and Occupational Performance of Occupational Therapy Practitioners on Their Teams. ILOTA Administration and Management Special Interest Section. Illinois Occupational Therapy Association's Annual Conference. (November 2024).

Czuba, F. Session Facilitator for the Special Interest Section's Conversations that Matter: Administration and Management. Illinois Occupational Therapy Association's Annual Conference. (November 2024).

Czuba, F. Re-imagining Health for Your Future Self: Incorporating Strategies to Live a Long and Healthy Life. College of Health and Human Services Epic Health Fair. Governors State University. (October 2024).

Czuba, F., Cheng, K.W. Prevalence and Correlates of Illinoisan Adolescent Use of Cannabis, Electronic Cigarettes, and Combustible Tobacco. Concurrent Presentation. Association of Schools Advancing Health Professionals Annual Conference. (October 2024).

Czuba, F. Action Research and Photovoice: Keynote Panel Presentation – Creative Research Methods at Governors State University: Possibilities for Cross-Pollination and Collaboration. Governors State University Research Days (April 2024).

Czuba, F., Schranz, C. Self-Regulation and Mindfulness in the Classroom. College of Health and Human Services Conference: Fostering Educational and Vocational Success for Young Adults with Disabilities. Governors State University. (March 2024).

Czuba, F. Fall Prevention and Recovery Strategies. Governors State University Stroke Support Group. (March 2023).

Czuba, F. OT Leaders' Promotion of Best Practices in Quality Care Transitions. Poster presentation. AOTA Annual Conference. (April 2023).

Czuba, F. Student Health and Wellness Series. Master of Occupational Therapy Program. Governors State University. September through December 2022.

Czuba, F., Schranz, C. Development and Implementation of Substance Abuse Training for Allied Health Professionals: Addressing the Epidemic and Improving the Outcomes. Association of Schools Advancing Health Professions, Annual Conference. (October 2022).

Czuba, F. Development and Implementation of a Staff, Faculty, and Student Wellness Series. Governors State University. College of Health and Human Services, All college meeting. (January 2022).

Czuba, F. OT Leaders' Promotion of Best Practice in Quality Care Transitions. Illinois Occupational Therapy Association's Poster Cluster Discussion. (November 2021).

Czuba, F. How Occupational Therapy can help those with Parkinson's Disease. Virtual Presentation. American Parkinson Disease Association, Northwest Chapter. (November 2021).

Czuba, F., Cram, M., and Ryan, A. Exploring Quality Care Transitions - Leaders and Managers Perspectives. Illinois Occupational Therapy Association, Conversations That Matter Series. (October 2021).

Czuba, F., Gertos, M. Sexual Harassment in the Workplace: An Occupational Therapy Perspective. ILOTA-sponsored CEU presented at the annual conference. Developed and recorded to serve as a permanent CEU resource for members to meet state licensure requirements. *1.0 CEU* (October 2021).

Czuba, F. (2021). OT in Health Promotion and Wellness. Podcast: advOcaTe hosted by Samantha Holzschu, MOT, OTR/L. (January/February 2021).

Czuba, F. Reimagining Occupational Therapy as a Healthcare Provider. ILOTA Annual Student Conclave. Opening speaker. (February 2020).

Czuba, F., Harting, M. Allen Cognitive Disabilities Model. *HCR ManorCare. 6.0-hour CEU.* (2018).

Czuba, F., Exploring Adolescent Social Participation Outside of Family and School Through PhotoVoice. *ILOTA Annual State Conference. 1.5-hour CEU.* (2017).

Czuba, F. Supporting Transgender Youth. *Pediatrics SIS, ILOTA Annual State Conference. 1.0-hour CEU.* (2017).

Czuba, F. High Intensity Strength Training for Older Adults. *HCR ManorCare. 1.0-hour CEU.* (2011).

Czuba, F., Gertos, M. Wheelchair Positioning and Restraint Reduction. *HCR ManorCare. 4.0-hour CEU.* (2010).

Czuba, F. High Intensity Strength Training for Older Adults. *HCR ManorCare. 1.0-hour CEU.* (2010).

Czuba, F., King, M. Impact of Arthritis on Activities of Daily Living and Non-Pharmacological Therapy Treatment Approaches. *Impact Arthritis 2010. 1.0-hour CEU.* (2010).

Czuba, F., Serratella, S. Are You Measuring Up? Review of Standardized Tests and Measures for Clinical Assessment. *HCR ManorCare. 2.0-hour CEU.* (2010).

Czuba, F. Fusion Therapy: Integrating Yoga, Pilates, Tai Chi, and Plyometrics into a Holistic Practical Approach to Facilitate Positive Rehabilitative Outcomes. *Iowa Occupational Therapy Association Annual State Conference*. 7.75-hour CEU. (2009).

Czuba, F., Gertos, M. Neurodevelopmental Techniques in Adult Hemiplegia. *HCR ManorCare*. 6.0-hour CEU. (2009).

Czuba, F., Gertos, M. Wheelchair Positioning and Restraint Reduction. *HCR ManorCare*. 4.0-hour CEU. (2009).

Czuba, F., Parise, F., Mines, M. Optimizing Illinois Department of Public Aid Reimbursement Through Successful Rehabilitation and Restorative Programs. *Quality Therapy and Consultation*. 6.0-hour CEU. (2004).

University / College Guest Lectures

Tai Chi To Promote Health and Wellness: Evidence-Based Health Benefits Across Conditions. Health Promotion course support for DPT students. (November 2025). *Governors State University*.

Trends in Occupational Therapy Leadership and Management. Leadership course support for OTD students. (July 2025). *University of Illinois-Chicago*.

Re-imagining Health for Your Future Self: Incorporating Strategies to Live a Long and Healthy Life. (September 2024). 2nd Annual Wellness Week. *Governors State University*.

Fostering Evidence-Based Practice in the Provision of Health and Wellness Services: Interprofessional Collaboration and Program Development. (July 2024). Combined Community Health, Social Work, and Occupational Therapy Departmental Student Cohorts. *Governors State University*.

Fostering Evidence-Based Practice in the Provision of Health and Wellness Services: Interprofessional Collaboration and Program Development. (June 2023). Combined Physical and Occupational Therapy Departmental Student Cohorts. *Governors State University*.

Mindful Movement Series. Developed, coordinated, and presented a virtual session series to the university community. Provided participants with opportunities to explore various mind-body strategies to foster well-being and overall health. Included a discussion of relevant research related to approaches introduced in each session to promote evidence-based practice. (Spring, 2021). *Governors State University*.

Managing and Leadership in Post-Acute Rehabilitation Utilizing an Interprofessional Team Process. (2019). *Midwestern University*.

Exploring Adolescent Social Participation Outside of Family and School Through PhotoVoice. (2019). *University of Illinois-Chicago*.

Understanding the Interdisciplinary Team Process in Post-Acute Rehabilitation Utilizing the Rehab Huddle Program. (2017). *Governors State University*.

Exploring the Changing Role of OT within Post-Acute Rehabilitation Utilizing Best Practice. (2017). *University of Illinois-Chicago*.

Describing the Differences in OT Practice Between Australia and the United States with Regards to Scope of Practice, Client Population, and Reimbursement Issues. (2016). *Elmhurst College*.

Scholarly Projects

Primary Capstone Advisor for DrOT Student Research Project: Bridging Knowledge to Action: Enhancing OT Students' Knowledge Translation in Fieldwork. Hogan, D. (2025). *Governors State University*.

Primary Capstone Advisor for DrOT Student Research Project: Care Partner Perspectives of the Transition Process from School-Based Services to Adulthood for Young Adults with Severe Intellectual and Developmental Disabilities. Rietveld, S. (2026). *Governors State University*.

Primary Capstone Advisor for DrOT Student Research Project: The Effect of Real-Time Ecological Momentary Assessment Among Young Adults with Major Depressive Disorder. (2027). *Governors State University*.

Primary research advisor for MOT Student Independent Research Study: Atra-Yassin, L., Green, C., Krause, S., Peterson, S., Robinson, A. Investigating Best Practices in Diagnostic Reasoning and Differential Diagnosis: Implications for Occupational Therapy. (2025). *Governors State University*

Primary research project coordinator for a sub-committee of ILOTA's AMSIS to develop state practice guidelines for Occupational Therapy and Differential Diagnosis: Clinical Decision-Making as an Aspect of Direct Access. (2024-2025). *Illinois Occupational Therapy Association*.

Primary research advisor for MOT Student Independent Research Study: Bette, G., Jackowski, J., Sheehan, K., Watson, A. Exploring Interprofessional Collaborative Practice and Occupational Therapy's Contribution. (2024). *Governors State University*

Primary research advisor for MOT Student Independent Research Study: Burke, B., Carr, M., Lending, D. Exploring the Role of Occupational Therapy in the Delivery of Trauma-Informed Services to Hospital-Based Clients. (2023). *Governors State University*

Development and Implementation of Substance Use Training for Allied and Behavioral Health Professionals. Addressing the Epidemic and Improving the Outcomes. (2023) Czuba, F., Schranz, C., Burley, N., Dermer, S., Mejta, C., Mayer, C. *Journal of Allied Health*.

Partners Empowering Each Other to Thrive Over Parkinson's Disease. (June 2023). Primary Investigators: Jones, M.K., Czuba, F. Research Contributor: Schranz, C. Grant proposal to develop a study including intervention modules as part of an interprofessional Parkinson's Disease support group. Submitted to the Association of Schools Advancing Health Professions Annual Conference for dissemination in Fall 2024.

Development and Implementation of an Interprofessional Training Program to Foster Evidence-based Practice in the Provision of Health and Wellness Services to Individuals, Groups, and Populations. (February 2023). Intellectual Life Grant Proposal Submission, *Governors State University*. Czuba, F., Kvasnicka, R.

Primary research advisor for MOT Student Independent Research Study: Blackwell, J, Jacob, T., Murillo, G., Sain, K., Travis, A. Exploring the Relationship Between Engagement in Health Management Strategies and Performance Satisfaction in Selected Occupations. (2022). *Governors State University*.

Primary research advisor for MOT Student Independent Research Study: Campbell, K., Cram, M., Hogan, D., Ryan, A., Richman, N., Occupational Therapy Leaders' Promotion of Best Practice in Quality Care Transitions. (2021). *Governors State University*.

Primary research advisor for MOT Student Independent Research Study: Blaski, A., Craft, M., Khan, S., Martin, R., Medina, K., Mercado, J., Schranz, C. Exploring the Impact of Shelter-In-Place Restrictions on Allied Healthcare Graduate Students' Educational Learning, Health and Wellness. (2020). *Governors State University*.

Research committee member for a doctoral capstone project. Donaldson, E., The Leadership of Directors of Rehabilitation in Occupational Therapy in Skilled Nursing Facilities: A Quantitative Survey. (2019). *Governors State University*.

Research committee member for a doctoral capstone project. Fliman, I. Development of a Function-Based Assessment Within the Inpatient Hospital Setting. (2019). *Governors State University*.

Service

Occupational Therapy Department – Scholarship and Service Co-chair, *Governors State University*. (Ongoing).

Occupational Therapy Department Advisory Council Coordinator, *Governors State University*. (Ongoing).

Coalition of Occupational Therapy Advocates for Diversity, Faculty Advisor for GovSt MOT Student Chapter. *Governors State University*. (Ongoing).

Alpha Eta Honors Society Steering Committee – Secretary. *Governors State University*. (May 2022 to present).

Alpha Eta Honors Society, National Executive Board Member. (November 2025 to present).

Institutional Wellness Committee, Co-Chair. *Governors State University*. (Ongoing).

Administration and Management Special Interest Section, Co-chair, Illinois Occupational Therapy Association. (Ongoing).

Sexual Violence Task Force, *Governors State University*. (Ongoing).

College of Health and Human Services Faculty Search Committees, *Governors State University*. Physical Therapy Faculty Positions. (June 2022 to present). Occupational Therapy Faculty Position. (July 2023, Spring 2026). Health Administration and Informatics Faculty Positions. (September 2023 to 2025).

Coordinator, developer, and host of GovSt's Annual Wellness Weeks. *Governors State University*. <https://www.govst.edu/wellnessweek/> (September '23, '24, '25).

National Board Certification of Occupational Therapy weekly exam preparation sessions. Focused study sessions, both virtual and in-person, to support Governors State University MOT graduates in preparing for the national board exam. *Governors State University*. ('24 and '25)

Governors State Website update faculty representative, *Governors State University*. (December 2024).

Lobbyist Search Committee Member, *Illinois Occupational Therapy Association*. (Fall 2024).

College of Health and Human Services Annual Recognition Dinner, faculty support, *Governors State University*. (Spring 2021 to present).

Digital Learning Master Planning Task Force Member, *Governors State University*. (October 2023 through August 2024).

University of Illinois Shield Test Collection Site supervisor. *Governors State University*. (September 2021 through December 2021).

Illinois Occupational Therapy Association Annual Conference research reviewer. (May 2022 to present).

American Occupational Therapy Association Annual Conference research reviewer. (June 2022 to present).

Frontiers in Psychiatry research article reviewer. (2024 – ongoing).

ILOTA Annual Student Conclave – Resume Reviewer and Interview Prep Skills for OT Students. NIU Conference Center. *Illinois Occupational Therapy Association*. (February 2020 to present).

Member of the Chicago Area Council of Occupational Therapy Directors forum. (Ongoing).

Board member for Transgender Summer Camp – offering gender-divergent children a safe environment to interact and be themselves in a summer camp environment. (2014 – 2016).

Eagle Board of Review Committee Member – Boy Scout Troop 16, Oak Park, Illinois (Ongoing).

“Substance Abuse and Mental Health Services’ Screening, Brief Intervention, Referral to Treatment” Allied healthcare professional video training series. Served as an occupational therapy practitioner during simulations to educate individuals on the appropriate utilization of substance abuse screening and resource provision to healthcare clients. (April 2021 through May 2021).

Disability Expo – High School Student Open House at GSU (February 2020).

Assistant Scoutmaster – Quartermaster support for Boy Scout Troop 16, Oak Park, Illinois (2010 -2014).

Member of the Director of Rehabilitation / Team Leader Advisory Council, HCR ManorCare (2014-2016).

Co-chair of the ILOTA Geriatric Special Interest Section (2000).

Grants

Czuba, F., Garbe, R., Young, R. (awarded \$5000). Utilizing Interprofessional Education to Develop Community Educational Workshops that Address the Impacts of Social Determinants of Health of Individuals, Groups, and Populations. Interprofessional Education Grant. *Governors State University*. (August 2024).

Cheng, K., **Czuba, F.** (awarded \$5000). Enhancing Interprofessional Collaboration: Integrating Health Administration and Occupational Therapy Perspectives in Adolescent Polysubstance Use and Its Impact Upon Health and Wellness. Interprofessional Education Grant. *Governors State University*. (August 2024).

Honors / Awards

The Alpha Eta Society Inductee: The National Honors Society for the Allied Health Professions. *Governors State University*. (Awarded May 2022).

Occupational Therapist of the Year, 2024, *Illinois Occupational Therapy Association*. (Awarded November 2024)

Certifications

Lymphedema Management of the Upper and Lower Extremity, (2002).

Individual / Group Fitness Instructor (2005).

Tai Chi for Arthritis / Fall Prevention Instructor (2007).

Certificate in Lesbian, Gay, Bisexual, and Transgender Health, Drexel University. (2014).

Employment

Assistant Professor, Governors State University, University Park, Illinois. (2020 – Present).

Visiting Assistant Professor, Governors State University, University Park, Illinois. (2019 – 2020).

Private Practice Occupational Therapist, Oak Park, Illinois (2019 - Present)

Senior Director of Rehabilitation / Director of Rehab, Oak Lawn West, HCR ManorCare. Oak Lawn, Illinois. (2008 – 2019).

Director of Rehabilitation and Service Provision, Wholehealth Enterprises Pty Ltd, New South Wales, Australia. (2005 – 2008).

Occupational Therapist – Aged Care Specialist, North Coast Area Health Services, New South Wales, Australia. (2005 -2007).

Director of Therapy Services – Regional Director, Quality Therapy and Consultation, Orland Park, Illinois. (2001 – 2005).

Director of Rehabilitative Services, Care Plus Rehabilitative Services, Skokie, Illinois. (1998 – 2001).

Occupational Therapist – Registry, Rehabilitation Institute of Chicago, Illinois. (1997 – 1998).

Occupational Therapist – Staff Therapist / Program Development, Quality Therapy and Consultation, Orland Park, Illinois. (1993 – 1998).

CURRICULUM VITAE

Home Address:



Employment Address:

Governors State University
Office # G187
1 University Parkway
University Park, IL 60484
708-235-7388

Education:

Doctor of Health Science
University of Indianapolis
Krannert School of Physical Therapy
Martin Hall
1400 E. Hanna Ave.
Indianapolis, IN 46227
Concentration: Neurological Physical Therapy and Adult Education
August 2013 to August 2020

Master of Physical Therapy
Governors State University
1 University Parkway
University Park, IL 60484-0975
June 2005 to December 2007

Bachelor of Arts
Governors State University
1 University Parkway
University Park, IL 60484-0975
Concentration: General Science
May 2003 to May 2005

Associate of Science
Physical Therapy Assistant
Kankakee Community College
100 College Dr.
Kankakee, IL 60901
June 2000 to December 2001

Board Certification:

American Board of Physical Therapy Specialists in Neurological Physical Therapy Certificate #42545 May 2013 to June 2023.

Professional Certifications:

Academy of Lymphatic Studies	Certified Lymphedema Therapist Certified in 2008.
LSVT BIG Provider	Original Certification June 2010, Recertified December 2020.
APTA Academy of Women's Health	Women's Pelvic Floor Health Level 1 CAPP Certified. April 2009.
Neurorecovery Unlimited	Certified Stroke Rehabilitation Specialist December 2021.

Licensure:

Illinois Department of Professional Regulation

License number: [REDACTED]

Employment:

Assistant Professor

Governors State University

University Park, IL

June 2015 to Present

Physical Therapist

Next Steps Chicago of O'Connor Foundation

8434 Corcoran Dr.

Willow Springs, IL 60480

June 2015 to Present

Physical Therapist

Shirley Ryan Ability Lab fka Rehabilitation Institute of Chicago

Day Rehab Center

Homewood, IL

December 2007 to June 2015

Physical Therapist and Physical Therapist Assistant

Silver Cross Hospital

Joliet, IL

January 2001 to June 2010

Physical Therapist Assistant

Brightmore Physical Therapy

Joliet, IL

November 2001 to August 2007

Grant Awards:

O'Connor Foundation Clinical Innovation Mobility Grant for 2024–2025: \$70,000.00

College of Health and Human Services Interprofessional Education Grant 2024-2025: \$5,000

Peer-Reviewed Publications:

Martin ST, Kessler M. *Neurologic Interventions for Physical Therapy*.; 2026.: **Chapter 3:** Movement Systems Framework: Co-Authoring with *Kristine (Tina) M. Chase, Roberta Kuchler O'Shea and Maryleen*

K. Jones; Chapter 15: Promoting Health and Wellness Co-Authored with: *Roberta Kuchler O'Shea, Maryleen K. Jones and Hannah LaMar* and **Chapter 16:** Transition of Care across the Lifespan: *Roberta Kuchler O'Shea, Maryleen K. Jones and Hannah LaMar*

Cobb, Lorene P PT, DPT, EdD, PCS; Shane, Kelly Ann PT, DPT; McGee, Patricia Navarro PT, DPT, PCS; Nesbit, Casey PT, DPT; Brennan, Ellen PT, DPT, PCS; Moore, Jim PT, PhD; Girolami, Gay L PT, PhD; Dannemiller, Lisa PT, DSc, PCS; Donaldson, Cathron PT, DPT; Boynewics, Kara PT, DPT, PhD; Carey, Helen PT, DHSc, PCS; Chase, Kristine Michelle PT, DPT, PCS; Hall, Amanda PT, MPT; **Jones, Maryleen** PT, MPT, DHS, CLT, NCS; O'Shea, Roberta Kuchler PT, DPT, PhD; Zipp, Genevieve Pinto PT, EdD, FNAP. Movement System Diagnosis: A Consensus-Based Position for Pediatric Movement Specialists. *Pediatric Physical Therapy* 37(2):p 257-264, April 2025. | DOI: 10.1097/PEP.0000000000001186

Movement Systems Framework Fact Sheet: Developed by expert contributor(s) Lisa Dannemiller, PT, DSc; Madalynn Wendland, PT, DPT, PhD, Board-Certified Pediatric Clinical Specialist; Alyssa Fiss, PT, PhD, Board-Certified Pediatric Clinical Specialist; Ellen Brennan, PT, DPT, Board-Certified Pediatric Clinical Specialist; Roberta O'Shea, PT, DPT, PhD; **Maryleen Jones, PT, DPT, DHS**; and the APTA Pediatrics Movement System Task Force. Supported by the Fact Sheet Committee of APTA Pediatrics. **Published on the Academy of Pediatric Physical Therapy Website at:** [Movement Systems Framework Fact Sheet](#)

Jones MK. Chapter 7. Pediatric Traumatic Brain Injury. *Pediatrics for the Physical Therapist Assistant*. Elsevier, St. Louis, MO

Jones MK, Diers, D. Chapter 20. Pediatric Sports Injuries. *Pediatrics for the Physical Therapist Assistant*. Elsevier, St. Louis, MO

O'Shea R, Lightfoot KM, **Jones, MK.** Examining Conductive Education: Linking Science, Theory, and Intervention. *Arch of Rehab Res and Clin Translation*. Dec. 2020. Online link: <https://doi.org/10.1016/j.arrct.2020.100077>

Jones MK, Combs-Miller SA. Measurement Characteristics and Clinical Utility of the International Cooperative Ataxia Rating Scale Among Individuals with Hereditary Ataxias. *Arch Phys Med and Rehab*. 2016; 2;97:341-342.

Jones, MK. Chapter 3, Assessment of Vital Signs; Pierson and Fairchild's Principles and Techniques of Patient Care Elsevier, St. Louis, MO. ISBN-13: 978-0323445849

Peer-Reviewed and Scientific Presentations:

Jones, MK, Diers, D., Rydlewski C, Jawoisz, K, Pena, K. Blood Flow Restriction Training for a Patient with Chronic Incomplete Spinal Cord Injury: Canadian Spinal Cord Injury Rehabilitation Association Conference, November 2025.

Jones, MK, Naegle M, Tan J, Barron S. Augmenting Your Physical Therapy Practice and Outcomes with Forms of Visual Feedback. *Illinois Physical Therapy Association Spotlight on Research*. May, 2025.

Jones, MK. A Look at Accessibility Through the Eyes of Persons with Disabilities: A Mixed Methods Study. American Congress of Rehabilitation Medicine Conference. Dallas, TX. October, 2024.

Jones, MK. Physical Therapy Management during Pregnancy of a 40-year-old female with T4 ASIA C SCI: A retrospective case report. Canadian Spinal Cord Injury Rehabilitation Association Conference. October 2023

Jones, MK Efficacy of transcutaneous spinal cord stimulation as an adjunctive treatment to activity-based therapy: a case series. Canadian Spinal Cord Injury Rehabilitation Association Conference. November 2021.

Bala, A, Corbus J, **Jones, MK**. From observation to immersion: crossing the bridge towards competence in acute care clinical practice: Use of Simulation-Based learning across the physical therapy curriculum. Academy of Acute Physical Therapy: Bridge the Gap Conference. 3 hour educational session. Cancelled due to COVID -19 circumstances. September 2020.

Jones, MK, O'Shea R, Silver JC. Virtual Reality: Real Clinical Applications for Patients with Neurological Conditions. IPTA Revitalize Conference. Cancelled due to COVID-19 circumstances. April 2020

Jones, MK, O'Shea R, Cook J. Moving Your Pediatric Curricular Content Forward Using Movement Systems Approach to Teach Assessment and Intervention Components. Academy of Pediatric Physical Therapy. Virtual Session held due to COVID-19 Circumstances. October 2020.

Jones, MK, Borrero, L, Wiley S. Perceptions of Community Mobility of Older Adults Who Have Experienced a Stroke and Their Physical Therapists. Academy of Neurological Physical Therapy, Combined Sections Meeting, February 2020.

Somreddy V, and **Jones, MK**. Introduction to the Benefits Virtual Reality for Neurological Rehabilitation ACRM: American Congress of Rehabilitation Medicine. 3 hour educational session. November 2019.

Diers, D. and **Jones, MK**. Biomechanical Analysis of the Bike to Run Transition in Triathletes. ACRM: American Congress of Rehabilitation Medicine. Poster Presentation.

Jones, MK and Dockus, TM. Implications of scapular girdle function on gait training using an exoskeleton device for a 20-year-old male with a C-6 Incomplete Spinal Cord Injury. Canadian Spinal Cord Injury Rehabilitation Association. Ontario, Canada. October, 2019. Poster Presentation with Oral Defense.

Jones, MK, O'Shea R, Valika, SA. When Participation Isn't Enough: Revision of the ICF for a Patient with Chronic Spinal Cord Injury: A Case Report. Canadian Spinal Cord Injury Rehabilitation Association. Ontario, Canada. October, 2017. Poster Presentation with Oral Defense.

Jones, MK. Utilization of Photovoice to Augment the Descriptive Experiences of Cultural Competence Development During an International Service Learning Experience by Entry-Level Students and Experienced Clinicians. Illinois Physical Therapy Association. Revitalize Conference. April 2016.

Jones, MK. Functional Outcomes of a 34-year-old male with CIDP status post stem cell transplant. Academy of Neurological Physical Therapy, Combined Sections Meeting, February 2011.

Continuing Education Attended:

Great Lakes Seminars: Functional Strength: The How and Why Behind Your Exercises: 16.5 CEU; IDPR approved. August 15, 2025. Competency Earned.

Master Dry Needling: Level 1: Thorax, Upper and Lower Extremities: 27 CEU contact hours, State of Illinois FSBPT approved. February 2, 2025. Competency Earned.

APTA: Combined Sections Meeting: San Antonio, TX. February 2025: Sessions Attended: Moving Towards Precision Rehabilitation Part 1: Applying Clinical Phenotyping in Neurologic Physical Therapy; Teaching Evidence-Based-Practice: Contemporary Applications from Classroom to Clinic; Anne Shumway-Cook Lectureship: Learning and Relearning Human Movement; Engage Enlighten Educate! Gaming in Your Classroom for the WIN!; Regenerative Medicine and Neurologic Rehabilitation: Can We Do More Together?; Level up Your Clinical Reasoning As a Movement Expert: Standardized Movement Analysis and Balance Diagnoses; Optimizing Walking Recovery in the Chronic Phase after Stroke: Principles Evidence and Insights;

APTA: Combined Sections Meeting: Boston, MA. February 2024: Sessions Attended: Advancing Clinical Reasoning: Integrating Task-specific Movement Analysis Across the Life Span in PT Education Curricula: Advancing Recovery After Pediatric SCI: 15 Years of Research Translation to Clinical Practice and Back; Brain Tumor Rehab Made Ridiculously Simple; All Grown up! Facilitating the Transition From Pediatric to Adult Care; New Frontiers in Neurorehabilitation: Applying the Neuroscience of Music to Treat Neurological Conditions; Assimilation of ANPT Essential Competencies for Neurologic Entry-Level Education: Early Experiences of Faculty;

ABPTS Board Certification: Maintenance of Specialty Practice Competency: All Requirements Met November 2024.

APTA: Combined Sections Meeting: San Diego, CA. February 2023: Sessions Attended: Blood Flow Restriction Training: Applications in the Neurologic Population; Uniting Sound Pedagogy and Clinical Authenticity in Simulation: Educator and Clinical Specialist Collaboration; Two Legs Are Better Than One: Gait Deviations in Individuals With Lower Extremity Limb Differences; Combining Motor-Learning Principles with High-Intensity Training to Enhance Locomotion Post-Stroke: Identifying the Skill of Gait-Training; Do We Know Our Own Strength?" A Panel Discussion of Exercise Dosing in Physical Therapy?; Health Informatics in PT Education: Why, What, and How; Is It Burnout or Is It Moral Injury? Explorations Around Well-Being and Moral Resilience; We Can Do More: Nonpharmacological Intervention for Pain and Spasticity in the Neurologic Population

Certified Stroke Rehabilitation Specialist Certification Course: Chattanooga, TN: December 2021. Certificate Earned. Renewal requirements met: January 2026.

APTA: Combined Sections Meeting: San Antonio, TX. February 2022: Sessions Attended: Adapting: Curriculum Design for a New Generation of Adult Learners: Educating for Ethics and Professionalism during COVID-19; Watch a Therapist get Sued: An Interprofessional Simulation on Therapy Documentation; Rehab Tendinopathy: Current Concepts in the Treatment of Tendon Pathology; Skilled Walking Training Notes; High-Intensity Training to Enhance Locomotion Post Stroke.

APTA: Combined Sections Meeting; Denver, CO. February 2020: Sessions Attended: SACE item writer workshop; Evaluation of the Brachial Plexus; Mighty Strong – Developing a Student-Run Strength and Conditioning Program for Adaptive Athletes; Sensors: Does combining technology with therapy augment clinical effectiveness?; Functional Movement Disorders: It's Not in your Head; Spinal Stimulation: Yay or Nay?; Intervention Design to Optimally Progress Perturbation-Based Balance Training: Translating Research into Clinical Practice; Robotics: Effective Clinical Use

CAPTE Self-Study Workshop for PT Programs. APTA. January 2020.

ACRM Conference: Chicago, IL. November 2019. Sessions Attended: Rehabilitation for a New Generation: Technology, Innovation, and the 21st Century; Driving Neuroplasticity: Current Trends in Technologic Interventions; Autonomic Dysfunction in Acute Flaccid Myelitis; Rehabilitation Policy's Impact on Providers and People with Physical Disabilities; Neurodegenerative Diseases and Geriatric Rehabilitation NG Mentorship Round Table Discussion.

8th International Spinal Cord Injury Conference – Canada; CSCI-RA: Canadian Spinal Cord Injury Rehabilitation Association: Niagara Falls, Ontario, Canada. Sessions Attended: Stem Cells for Spinal Cord Injury: The Hype and the Hope; Individualized Balance Assessments and Training for people with Spinal Cord Injury; 2019 Revision of the International Standards for Neurological Classification of Spinal Cord Injury: What's New? Sexual Fertility Rehabilitation in Women with Spinal Cord Injury; Image Based Storytelling: Painting the Path of Indigenous Resilience; Back to the Future: Functional Electrical Stimulation (FES) therapy with Task-Specific Training vs. FES Integrated to Brain-Computer Interface Technology; Addressing the elephant in the room: Integrating sexual health practice into SCI rehabilitation; Top 6 Articles You Need to Read.

APTA NEXT Conference: June 2019. Chicago, IL. Sessions Attended: Movement System Across the Lifespan, What Would You Do? A Case Based Approach to Examination and Treatment of Complex Pathology; New Insights into Muscle Function for Gait in People with Multiple Sclerosis; Go Baby Go: Mobility Research, Design, and Technology; Management of Visual Perceptual Disorders in Patients with Stroke: Do You See the Evidence?

IPTA Revitalize Conference: April 2019. St. Charles, IL. Sessions Attended: Balance and Falls Management in Older Adults in a Direct Access World: Holding Ourselves to a Higher Standard. Assembly of Representatives.

Current Teaching Responsibilities in the Entry-Level Program for Academic Year of Site Visit:

Fall Term:

PHYT 7756/7757 Neuroscience Therapeutics I Lecture and Lab
PHYT 8804 Integrative Seminar VI

Spring Term:

PHYT 7766/7767 Neuroscience Therapeutics II Lecture and Lab
PHYT 9783 Applied Research In Physical Therapy

Summer Term:

PHYT 7788 Comprehensive Patient Management
PHYT 8802 Integrative Seminar V

Service:**Department of Physical Therapy:**

Admissions Committee

Curriculum Committee

Dale Schuit Memorial Top Golf Outing Fundraiser

Advisor to the Class of 2025

College of Health and Human Services:

College Curriculum Committee

Interprofessional Education Committee

Stroke Support Group Facilitator

University Service

Institutional Policy Committee - Secretary

Scholarship Committee

Distinguished Alumni Committee

Professional Service:

- IPTA: Careers in PT Committee Chairperson
- IPTA: Assembly Representative
- IPTA: East Central District Nominating Committee
- IPTF: Board of Directors
 - Chairperson: Northwestern University Design, Thinking, and Communication ProgramPartnership
 - Chairperson: Move Better Illinois 5k: Powered by the IPTF (11/7/26)
- IPTF: Student Networking Gala
- APTA: Academy of Pediatric Physical Therapy: Teaching the Movement Systems Approach Task Force

Dr. Katherine Carl
Governors State University
Division of Accounting, Finance, MIS & Economics
(708) 505-9784
kcarl@govst.edu

Professional Positions

Assistant Professor, Governors State University, Management Information Systems. (August 2021 - Present).

Visiting Assistant Professor, Governors State University, Management Information Systems. (January 2021 - August 2021).

Adjunct Professor, Governors State University, Management Information Systems. (2020).

Assistant Professor, West Texas A&M University, Computer Information Systems. (2018 - 2020).

Assistant Professor, University of the Incarnate Word, Management Information Systems. (2017 - 2018).

Assistant Professor, Brigham Young University, Information Systems. (2014 - 2017).

Graduate Teaching Associate, University of Arizona, Management Information Systems. (2010 - 2014).

Education

PhD, Management Information Systems, Computer Science. University of Arizona, 2014.

BA, English literature, Computer Science. Illinois Wesleyan University, 2008.

Professional Memberships

Association for Information Systems.

Decision Sciences Institute.

Awards and Honors

Chapter Honoree, Beta Gamma Sigma, Governors State University. (2024).

Faculty & Staff Outstanding Performance Award, Governors State University College of Business. (2024).

Faculty & Staff Outstanding Service Award, Governors State University College of Business. (2024).

Faculty Connection, Collaboration, and Celebration Award, Governors State University. (2024).

Faculty Excellence Award, Governors State University. (2024).

Club Advisor of the Year, Governors State University. (April 2023).

Excellence in Teaching Award, WTAMU Chapter of the National Society of Leadership and Success (Sigma Alpha Pi). (2019).

Best Paper for Development and Validation of the Information Systems Creative Self-Efficacy Scale, Hawaii International Conference on System Sciences. (2018).

Dwight D. Eisenhower Transportation Fellowship Award, Transportation Research Board. (2012).

1st Place in Business and Public Administration Category, Graduate & Professional Student Council Showcase, University of Arizona. (2011).

James F. LaSalle Teaching Award, University of Arizona. (2011).

Outstanding Graduate Teaching Associate, University of Arizona. (2011).

Eller College Award for Teaching Excellence, University of Arizona. (2010).

Graduate and Professional Student Council Showcase Winner, University of Arizona. (2010).

Science Foundation Arizona Fellowship Award, Science Foundation Arizona. (2008).

Media Appearances and Interviews

"Online Course Design and Video Game Design Expert," GSU News. (November 11, 2022).

Publications

Carl, K., Dignam, C., Kochan, M., Alston, C., Green, D. (2024). Discovering Prompt Engineering: A Qualitative Study of Nonexpert Teachers' Interactions with Chatgpt. *Issues in Information Systems*, 25(4), 205-220.

Uresti, C., Carl, K. (2022). Educational attainment, race, and employability post COVID-19: Insights from data visualization. *Issues in Information Systems*, 23(4), 56-61.
https://iacis.org/iis/2022/4_iis_2022_56-61.pdf

Carl, K. (2021). Teachers' Sense of Efficacy and Technology Acceptance during the COVID-19 Pandemic: A Comparison of Instructional Modalities. *Issues in Information Systems*, 22(4), 59-68. http://www.iacis.org/iis/2021/4_iis_2021_63-73.pdf

Carl, K., Keith, M. J., Babb, J., Spruill, A. N. (2021). Inside the Antichamber: How Purposeful Game Design Reveals and Refines Player Archetypes. *Issues in Information Systems*, 22(2), 1-20. http://www.iacis.org/iis/2021/2_iis_2021_1-20.pdf

Carl, K. (2019). *Flowcharting Logic: A Language-Independent Approach to Teaching Control Structures in Introductory Programming Courses* (5114th ed., vol. 5, pp. 1-7).
<http://proc.iscap.info/2019/cases/5114.pdf>

Carl, K., Babb, J., Abdullat, A. (2018). *Reflections on Applying the Growth Mindset Approach to Computer Programming Courses* (4641st ed., vol. 4, pp. 1-11).
<http://proc.iscap.info/2018/pdf/4641.pdf>

Payne, K., Keith, M. J., Babb, J., Spruill, A. N. (2018). *Development and Validation of the Information Systems Creative Self-Efficacy Scale* (vol. 51st Conference).
<https://scholarspace.manoa.hawaii.edu/handle/10125/49904>

- Payne, K., Keith, M. J., Schuetzler, R. M. (2017). Examining the learning effects of live streaming video game instruction over Twitch. *Computers in Human Behavior*, 77(1), 95-109. <https://www.sciencedirect.com/science/article/pii/S0747563217304971#tbl4>
- Payne, K., Dror, M. (2017). *The development of a Smart Map for minimum 'exertion' routing applications*. <https://scholarspace.manoa.hawaii.edu/handle/10125/41295>
- Gaskin, J., Jenkins, J., Meservy, T., Steffen, J., Payne, K. (2017). *Using wearable devices for non-invasive, inexpensive physiological data collection*. <https://scholarspace.manoa.hawaii.edu/handle/10125/41221>
- Keith, M., Anderson, G., Dean, D., Gaskin, J., Wiser, T., Gremmert, S., Payne, K. (2016). *The Effects of Video Gaming on Work Group Performance*. <https://core.ac.uk/reader/301370280>
- Payne, K., Dror, M. (2015). Construction of topographical road graph for bicycle tour routes. *Sports Technology*, 8(1), 1-11. <https://www.tandfonline.com/doi/abs/10.1080/19346182.2015.1063642>
- Carl, K., Dror, M. (2015). Multi-day bicycle tour route generation. *Journal of Quantitative Analysis in Sports*, 11(2), 85-96. https://www.researchgate.net/publication/276350351_Multi-day_bicycle_tour_route_generation
- Carl, K., Brown, S. A., Dror, M., Durcikova, A. (2013). Bicycle tours: Modeling the perceived exertion of a path. *Journal of Quantitative Analysis in Sports*, 9(2), 203-216. <https://doi.org/10.1515/jqas-2012-0052>
- Twyman, N. W., Jenkins, J. L., Nunamaker, J. F., Carl, K. (2011). Knowledge Sourcing and Knowledge Consumption in Computer-Mediated Complex Decision Making. *2011 44th Hawaii International Conference on System Sciences* (pp. 1-8). IEEE. <https://doi.org/10.1109/hicss.2011.276>

Presentations

- Carl, K., Dignam, C., Kochan, M., Alston, C. ., Green, D., International Association for Computer Information Systems, "Discovering prompt engineering: A qualitative study of nonexpert teachers' interactions with ChatGPT," International Association for Computer Information Systems, One Ocean Resort, Jacksonville, FL, United States. (October 2024).
- Aguirre, E. (Presenter), Garza, H. (Presenter), Carl, K. (Co-Author), International Association for Computer Information Systems Annual Conference, "A cluster analysis of grade school students' standardized math test scores: Insights from Tableau," International Association for Computer Information Systems, Golden Nugget Hotel, Las Vegas, NV, United States. (October 2022).
- Uresti, C. (Co-Author), Carl, K. (Presenter), International Association for Computer Information Systems Annual Conference, "Educational attainment, race, and employability post COVID-19: Insights from data visualization," International Association for Computer Information Systems, Golden Nugget Hotel, Las Vegas, NV, United States. (October 2022).
- Carl, K. (Panelist), International Association for Computer Information Systems Annual Conference, "Tools, technology, and design for online teaching: From recording to social media management," International Association for Computer Information Systems, Golden Nugget Hotel, Las Vegas, NV, United States. (October 2022).

- Aguirre, E., Garza, H., Carl, K., Midwest Decision Sciences Institute, "A cluster analysis of grade school students' standardized math test scores: Insights from Tableau," Midwest Decision Sciences Institute, Virtual, Rochester Hills, MI. (April 2022).
- Uresti, C., Carl, K., Midwest Decision Sciences Institute, "Does race and educational attainment play a role in employability: Insights from data analytics," Midwest Decision Sciences Institute, Virtual, Rochester Hills, MI. (April 2022).
- Carl, K., Nichols, D., Midwest Decision Sciences Institute, "Tacit and explicit knowledge acquisition in an online setting: Insights from video game design," Midwest Decision Sciences Institute, Virtual, Rochester Hills, MI. (April 2022).
- Carl, K. (Presenter), Keith, M. J. (Co-Author), Giboney, J. (Co-Author), Schuetzler, R. (Co-Author), GSU College of Business Research Seminar, "Examining the learning effects of live streaming video game instruction over Twitch," GSU College of Business. (March 2022).
- Carl, K., GSU College of Business Faculty Research Seminar, "Technology acceptance in the K-12 classroom during the COVID-19 pandemic," GSU College of Business, University Park, IL. (February 23, 2022).
- Carl, K., Nichols, D., GSU Interdisciplinary Research Fair, "Tacit and explicit knowledge acquisition in an online setting: Insight from gaming," Social Development Lab. (November 2021).
- Carl, K., International Association for Computer Information Systems, "Teachers' sense of efficacy and technology acceptance during the COVID-19 pandemic: A comparison of instructional modalities." (November 2021).
- Carl, K., GSU Interdisciplinary Research Fair, "Technology acceptance in the K-12 classroom during the COVID-19 pandemic." (November 2021).
- Carl, K., Babb, J., Keith, M. J., Spruill, A. N., Governors State University Research Day, "Inside the Antichamber: How Purposeful Game Design Reveals and Refines Player Archetypes," Governors State University, Online, University Park, IL, United States. (April 2021).
- Carl, K. E., Nichols, D. L., Governors State University Research Day, "Tacit and Explicit Knowledge Acquisition in an Online Setting: Insight from Gaming," Governors State University, Online, University Park, IL, United States. (April 2021).
- Carl, K., Governors State University Research Day, "Technology Acceptance in the K-12 Classroom during the COVID-19 Pandemic," Governors State University, Online, University Park, IL, United States. (April 2021).
- Carl, K. E., Nichols, D. L., Midwest DSI, "The development of Problem-Based Triggers in Computer Programming Courses," Midwest DSI, Online, Bowling Green, KY, United States. (April 2021).
- Carl, K. (Presenter/Author), EDSIGCON, "Flowcharting Logic: A Language-Independent Approach to Teaching Control Structures in Introductory Programming Courses," Cleveland, OH, United States. (October 2019).
- Carl, K. (Presenter), Dillon, T. (Presenter), Dillon, T. (Presenter), EDSIGCON, "Creating a Culture for Internships and Experiential Learning," Norfolk, VA, United States. (2018).

- Carl, K. (Presenter/Author), Babb, J. (Author), Abdullat, A. (Author), EDSIGCON, "Reflections on Applying the Growth Mindset Approach to Computer Programming Courses," Norfolk, VA, United States. (October 2018).
- Payne, K. (Presenter/Author), Keith, M. J. (Presenter/Author), Babb, J. (Author), Spruill, A. N. (Author), Hawaii International Conference on System Sciences, "Development and Validation of the Information Systems Creative Self-Efficacy Scale," Waikoloa, HI, United States. (January 2018).
- Payne, K. (Presenter/Author), Dror, M. (Author), Hawaii International Conference on System Sciences, "The development of a Smart Map for minimum 'exertion' routing applications," Waikoloa, HI, United States. (January 2017).
- Payne, K. (Presenter/Author), Dror, M. (Author), Brigham Young University Statistics Department Symposium, Brigham Young University, Provo, UT, United States. (2015).
- Payne, K. (Presenter/Author), Dror, M. (Author), Information Systems Research Symposium, "GIS-based construction of a topographical road graph for bicycle tour routes," Brigham Young University, Provo, UT, United States. (2013).
- Carl, K. (Presenter/Author), Dror, M. (Author), INFORMS, "GIS-based construction of a topographical road graph for bicycle tour routes," Minneapolis, MN, United States. (2013).
- Carl, K. (Presenter/Author), Dror, M. (Author), INFORMS, "Bicycle tours: modeling the perceived exertion of a daily path," Phoenix, AZ, United States. (2012).
- Carl, K. (Presenter/Author), Dror, M. (Author), University of Arizona MIS Department Speaker Series, "Bicycle tours: perceived exertion of a daily path," University of Arizona, Tucson, AZ, United States. (2012).
- Carl, K. (Presenter/Author), Dror, M. (Author), Graduate and Professional Student Council Showcase, "Bicycle tours: perceived exertion of a daily path," University of Arizona, Tucson, AZ, United States. (2011).

Contracts, Fellowships, Grants and Sponsored Research

- Carl, K., "College of Business Faculty Small Grant," Sponsored by GSU College of Business, Governors State University, \$250.00. (2021).
- Carl, K. (Principal), Kinoff, M. (Co-Principal), "Analytical Comparison of Problem-Based and Traditional Learning in Programming," Sponsored by West Texas A&M University, Other, \$2,456.00. (2019 - Present).
- Carl, K. (Principal), Seethoff, S. (Co-Principal), "Designing Problem-Based Learning Triggers in an Online Environment: A Gaming Approach," Sponsored by West Texas A&M University, Other, \$3,435.00. (2019 - Present).
- Carl, K. (Principal), MacKeown (Co-Principal), "Undergraduate Student Research Grant, Creative Self-Efficacy and its Relationship to Expectancy Violation," Sponsored by West Texas A&M University, Other, \$3,491.00. (2019 - Present).
- Jenkins, J. (Principal), Payne, K. (Co-Principal), Williams, P. (Supporting), "MFilter: A Technique for Assessing Survey Respondent Quality through Analyzing Mouse Cursor Movements," Sponsored by Brigham Young University, Other. (2015 - Present).

Payne, K. (Co-Principal), Dror, M. (Principal), "GIS-based construction of a topographical graph for bicycle tour routes," Sponsored by Tech Launch Arizona, Other. (2013 - Present).

Intellectual Property

"Systems and methods for providing topographical graphs and travel routes based on perceived exertion." (Approved: 2013).

Teaching Experience

BAN 6100, Fndts Of Business For Bus Ana, 5 courses.
BAN 7101, Business Analytics, 5 courses.
BAN 7201, Data Visualization, 6 courses.
BAN 8880, Bus Ana Internship, 2 courses.
MIS 2101, Basics of Infor Technology, 7 courses.
MIS 3201, 2 courses.
MIS 3401, Bus Info Retrvl & Databas Mgt, 1 course.
MIS 4001, Topics in MIS, 3 courses.
MIS 5000, Special Topics Advanced MIS, 3 courses.
MIS 7401, Database Devlpmt & Apps, 10 courses.
MIS 8701, Independent Study, 2 courses.

Faculty Development Activities Attended

Seminar, "AACSB Online Learning Affinity Group Third Thursday Webinar: Lab Virtualization Considerations and Strategies," Smeal College of Business. (September 15, 2022).

Self-Study Program, "Quality Matters Peer Reviewer Course," Quality Matters. (April 12, 2022 - May 4, 2022).

Seminar, "Storytelling With Data Virtual Workshop," Storytelling With Data. (May 2021).

Self-Study Program, "Independent Improving Your Online Course," Quality Matters. (March 1, 2021 - March 12, 2021).

Self-Study Program, "Applying the QM Rubric," Quality Matters. (February 16, 2021 - March 2, 2021).

Workshop, "Professional SCRUM Foundations Class," SCRUM.org, United States. (October 2020).

University Service

Member, Digital Learning Master Plan Committee. (October 2023 - Present).

Secretary, University Curriculum Committee. (January 2023 - Present).

Committee Chair, MIS/BA Faculty Search Committee. (September 2022 - Present).

Faculty Advisor, GSU Jaguars Anime & Gaming Club. (August 2022 - Present).

Member, Assurance of Learning Committee. (August 2022 - Present).

Faculty Advisor, GSU Jaguars Gaming Club. (January 2022 - Present).

Member, College of Business Curriculum Committee. (September 2021 - Present).

Member, University Curriculum Committee. (September 2021 - Present).

Search Committee Member, MIS/BA Tenure Track Faculty Search Committee. (January 15, 2022 - April 20, 2022).

Campus Greeter, West Texas A&M University. (2019 - 2020).

Committee Member, West Texas A&M University/Buff Analytics. (2019 - 2020).

Advisor, West Texas A&M University/Advising Services. (2018 - 2020).

CIDM Greenlighting Party Advisor, West Texas A&M University/Computer and Information Systems Department. (2018 - 2020).

Committee Member, West Texas A&M University/College of Business Curriculum Committee. (2018 - 2020).

Committee Member, West Texas A&M University/College of Business Undergraduate Online Education Development Group. (2018 - 2020).

Faculty Fellow, West Texas A&M University/Advising Services. (2018 - 2020).

New Student Orientation Advisor, West Texas A&M University/Advising Services. (2018 - 2020).

Participant - Etiquette Dinner, West Texas A&M University/College of Business. (2018 - 2020).

Transfer Fair Advisor, West Texas A&M University/Advising Services. (2018 - 2020).

Faculty Sponsor, West Texas A&M University/BuffTeks. (September 2019 - May 2020).

Faculty Advisor, West Texas A&M University/Upward Bound Camp. (June 2019 - August 2019).

Committee Member, University of the Incarnate Word/International Technology Committee. (2017 - 2018).

Faculty Sponsor, University of the Incarnate Word/Gaming Club. (2017 - 2018).

Member, University of the Incarnate Word/MBA Task Force. (2017 - 2018).

Committee Member, Brigham Young University/Bachelor of Science in Information Systems Admissions Committee. (2016 - 2017).

Member, Brigham Young University/Faculty Women's Association. (2015 - 2017).

Member, Brigham Young University/Information Systems Undergraduate Student Recruiting Committee Member. (2014 - 2015).

Professional Service

Editorial Review Board Member, Journal of Computer Information Systems. (July 2024 - Present).

Committee Member, Illinois Articulation Initiative. (January 2023 - Present).

Quality Matters. (May 2022 - Present).

Reviewer/Referee, International Association for Computer Information Systems. (August 2022).

Session Chair, Midwest Decision Sciences Institute, Rochester Hills, MI. (April 2022).

Reviewer/Referee, Midwest Decision Sciences Institute, Rochester Hills, MI. (March 2022).

Track Organizer, Midwest DSI, Bowling Green, KY. (2021).

Reviewer/Referee, European Conference on Information Systems. (2019).

Reviewer/Referee, EDSIGCON. (2018 - 2019).

Reviewer/Referee, International Conference on Information Systems. (2018).

Reviewer/Referee, Management Information Systems Quarterly. (2018).

Reviewer/Referee, Managerial Science. (2018).

Reviewer/Referee, Hawaii International Conference on System Sciences. (2010 - 2018).

Reviewer/Referee, Decision Science Institute. (2017).

Public Service

Volunteer, Amarillo SPCA, Amarillo, TX. (January 2018 - May 2018).

Resolution No. 26-32
Approval of Tenure

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain the University in accordance with the rights, powers, and duties vested by law in the Board;

WHEREAS, The Board is comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one of whom is a University student selected by student peers;

WHEREAS, The Board is empowered to operate, manage, control, and maintain the University and prescribe the courses of study to be followed pursuant to Sections 15-10 and 15-45 of the Illinois Governors State University Law, 110 ILCS 670/15-1 *et seq.*;

WHEREAS, Tenure is a status awarded by the Board upon the positive recommendation of the University President following an extensive evaluation process including the Division/Department Personnel Committee, the Division/Department Chair, the Dean, the University Personnel Committee, the Provost, and the President;

WHEREAS, Pursuant to Board Regulation II(A)(4)(d)(i), Board approval is required for the award of tenure;

WHEREAS, President Ester recommends the award of tenure to the candidates who are the subject of this Resolution; and

WHEREAS, The Board believes the candidates who are the subject of this Resolution meet the criteria for tenure.

Now, therefore, it is:

Resolved, that the Board approves the award of tenure to:

Nicholas Marra, College of Arts and Sciences
Eliot Fackler, College of Arts and Sciences
Jun Park, College of Arts and Sciences

Cheun-Yeong Lee, College of Education and Human Development
Shaalein C. Lopez, College of Education and Human Development

Frank Czuba, College of Health and Human Services
Maryleen Jones, College of Health and Human Services

Katherine Carl, College of Business

Resolved, that the Board directs the University to take all reasonable and necessary steps to otherwise effectuate this Resolution.

Approved June 22, 2026

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 5

EXECUTIVE SUMMARY***Regarding***
Resolution No. 26-33**Approval of Professor Emeritus Designation for Retired Full Professor Kerri Morris and Retired Associate Professor Vickii Coffey**

- I. Action Item:** Authorize approval of Professor Emeritus status for retired full professor Kerri Morris and retired associate professor Vickii Coffey pursuant to University Policy 35.
- II. Background:** In accordance with University Professor Emeritus Policy 35, an individual's eligibility for the "Professor Emeritus" designation turns on three criteria:
- (i) having attained the rank of Associate Professor, Professor, or University Professor;
 - (ii) having at least ten (10) years of service at the University; and
 - (iii) being of retired status.

Pursuant to Policy 35, it is expected that designees "maintain a continuing interest in scholarly activity and in higher education, to have been a faculty member whose advice may appropriately be sought in professional matters affecting the university, and/or a faculty member who may serve as a mentor to faculty and students, and one to whom former students and colleagues can reasonably apply for personal letters of recommendation."

The designation may be conferred upon recommendation of the President and approval of the Board. The candidate for emeritus status must be voted upon by their colleagues in their respective colleges, supported by their dean and provost, and subsequently recommended to the Board of Trustees for the title of Professor Emeritus by the University President.

Two retiring faculty members are now recommended for emeritus status (the "Candidates"):

- (i) Dr. Kerri Morris, having achieved the rank of full professor in the Department of English, and having served Governors State University as faculty since 2015, retired effective May 31, 2026; and
- (ii) Dr. Vickii Coffey, having achieved the rank of associate in the Department of Social Work, and having served Governors State University as faculty since 2013, retired effective January 31, 2026.

Both Candidates plan to continue with scholarly activity in higher education and to provide

advice to other professionals and students and may continue to serve former students and colleagues and provide requested letters of recommendation.

The Candidates received a majority vote from Unit A faculty members in their respective colleges, the College of Arts and Science and the College of Health and Human Services, and have received the support and recommendation of their respective Deans, Dean Zingsheim and Dean Balthazar, as well as Provost Schneller, and President Ester.

III. Resolution: A proposed resolution is submitted herewith.

IV. Contact Information: Provost Beverly Schneller, PhD; bschneller@govst.edu; 708.534.7295.

KERRI K. MORRIS

 (cell) kmorris2@govst.edu

EDUCATION

PhD, English, Texas Christian University, Fort Worth, Texas, 1989.
Concentration in rhetoric and composition. Dissertation: "Sophistic Strategies in Platonic Texts: The Naive and Self-Conscious Traditions of Epideictic Rhetoric."
Directed by James S. Baumlin.

MA, English, Texas Christian University, 1987. Thesis: "In Praise of Socrates: A Reconciliation of Plato's Views of Rhetoric." Directed by Winifred Bryan Horner.

BA, Wayland University, Plainview, Texas, 1983. Major: history; Minors: English and philosophy.

ACADEMIC EMPLOYMENT

Professor of English <i>Governors State University, University Park, IL</i>	2021-current
Associate Professor Of English (Tenured) <i>Governors State University, University Park, IL</i>	2011-current
Associate Professor Of English (Tenured) Assistant Professor Of English <i>University of Alaska Anchorage, Anchorage, AK</i>	2004-2011 1999-2004
Adjunct Instructor Of English <i>University of Alaska Anchorage, Anchorage, AK</i>	1997-1999
Associate Professor Of English Assistant Professor Of English <i>Ohio Northern University, Ada, OH</i>	1996-1997 1994-1996
Assistant Professor Of English <i>University of Tennessee, Knoxville, TN</i>	1989-1994

TEACHING

PhD and MA level courses in rhetorical theory, ancient rhetorics, women and rhetoric, and composition theory.

Undergraduate courses in first-year composition, persuasive, technical, and professional writing, rhetorical theory, writing tutoring, and nonfiction essay.

Internships, independent studies, dissertations, masters' theses, and honors' theses

**Primary Duties
(non-teaching)**

Director Of Writing Across The Curriculum

2013-current

Led transition to develop interim WAC leadership for 2026-27.

With GE Council and Faculty leadership, set agenda for Advisory Board 2026-27 to revise WAC policy and to create a curriculum pathway for approval of writing-intensive courses.

Created and led summer WAC workshop for faculty, Summer 2024.

Facilitated development workshops for LEAP teaching faculty and supervised Fellows for LEAP classes.

Oversaw Writing Fellows Program: coordinate Fellows with supervising faculty, meet weekly with Fellows, manage time sheets and other employment issues, organize a yearly project that Fellows complete, including a Handbook, Powerpoint presentations, and worksheets for Fellows' training.

Fellows placed in classes in CDIS, Communication, Criminal Justice, Nursing, English, Media Studies, Physical Therapy, Social Work, Theatre, First Year Seminar, Anthropology, Biology, and others..

Fellows have included graduate students in Communication and English, undergraduates in Biology, English-Education, English, Social Work, Communication Disorders, Health Administration, and others.

Advisory Board, established Spring 2016.

With the Board, coordinated an Intellectual Life Grant-sponsored workshop, "Research Day," designed to help students revise course work for presentation at the annual event.

With Marketing, designed postcards about the WAC program and Fellows to use in marketing the program, Fall 2018.

Assisted Marketing with writing and designing web page for WAC on GSU's website.

Consulted and met with classes in Nursing, students from Criminal Justice and Social Work.

Consulted with individual faculty and programs in CDIS, Criminal Justice, Psychology and Counseling, Public Administration, Social Work.

Developed and taught Counseling 6609 for doctoral students.

Center for the Junior Year, Faculty Fellow

2016-2018

Faculty Workshop: Title III and GSU

Peer Mentor Advisor: workshops for PMs, supervisor of PMs (with David Rhea), one-to-one advising
developed billable hours program, blogging for PMs, Grant Advisor

Faculty Scholarship And Teaching Center Fellow: Writing Across the Curriculum (before being appointed WAC Director)

2012-2013

Workshops through the FSTC

Writing About Writing blog and website (hosted on Wordpress)

Writing Conversations with faculty across disciplines on genres used in programs

Faculty Development Day, Presentations on Writing to Learn and Writing Effective Rubrics

2012-2016

First-Year Writing Program Administrator
Governors State University, 2014-2018

Wrote curriculum for English 1000, "Writing Studies 1" and English 1010, "Writing Studies 2" (with Professor Matthew Thiele) and made revisions for University Curriculum Committee and the Illinois Articulation Initiative board.

Coordinated cohort and honors (with Laura White)

Coordinated first-year writing course schedule with English Coordinator, English faculty, the Registrar, and the Division Chair.

Established and chaired Composition Steering Committee to advise all facets of the first-year composition program.

PUBLICATIONS

Under review after revisions with Journal of General Education:
With Fackler, Eliot and Brad Smith. "Student Persistence and the Importance of Belonging."

Contributor, *A Writer's Resource: A Handbook for Writing and Research*, 8th edition, to be published 2027 with McGraw Hill. (Elaine Maimon and Kathleen Blake Yancey, eds).

With Smith, Brad and other English faculty members. "A Case Study in Curriculum Redesign: The English Major at Governors State University." *ADE Bulletin* 162 (2025): 88-102.

With Goode, J.R. Brad Smith, and Chris Tweddle. "Why Aren't My Students Reading? Faculty and Student Research Unveiling the Hidden Curriculum of Course Material Usage." *Scholarship of Teaching and Learning* 15 (2021): No. 1. Article 2.

"Women and Bladder Cancer: Listening Rhetorically to Health Care Disparities" in *Interrogating Gendered Pathologies*. Louisville, Colorado: Utah State University Press, 2020. 157-168.

"Last Words." *Months to Years*. Winter 2018. 6-8. Creative nonfiction.

"WAC Vignette: WAC and General Education at GSU." *Sustainable WAC: A Whole Systems Approach to Launching and Developing WAC Programs*. Eds. Dan Meltzer, Michelle Cox, and Jeff Galin. Urbana: NCTE, 2018. 108.

With Brad Smith. "Fostering Ethical Transitions: Creating Community as Writing Instructors." *WPAs in Transition*. Eds. Courteney Adams Wooten, Jacob Babb, and Brian Ray. Utah State University Press, 2018. 260-271

"Full-Time Faculty, Threshold Concepts, and the Vertical Curriculum." *Peer Review* Winter 2017, Vol.19 No.1.

Review of Edward Schiappa's *Defining Reality: Definitions and the Politics of Meaning*, *Journal of Advanced Composition* 24(2004): 239-42.

"Merging Teaching and Scholarship," (with Trish Jenkins and Jeff White) *A Delicate Balance*. Eds Joe Marshall Hardin and Ray Wallace. Lewiston, NY: The Edwin Mellen Press, 2004. 123-44.

"The Service Myth, or Why Freshman Composition Doesn't Serve 'Us' or 'Them,'" *Reforming College Composition: Writing the Wrongs*. Eds. Ray Wallace, Alan Jackson, and Susan Lewis. Westport, CN: Greenwood, 2000. 113-22.

“Collaboration, Consensus, and *Dissoi Logoi*,” (with Dana G. Mead), *Writing on the Edge*, 7 (Fall/Winter 1995): 83-92.

“The Bewitching of Composition: Metaphors of our Discipline,” (with Dana G. Mead), *Journal of Advanced Composition*, 14 (Fall 1994): 521-29.

Review of Albert Kitzhaber’s *Rhetoric in American Colleges, 1850-1900*. *Journal of Advanced Composition*, 11 (Fall 1991): 472-74.

“The Eighteenth Century,” (with Winifred B. Horner), *The Present State of Scholarship in Historical and Contemporary Rhetoric*. Ed. W. B. Horner. Columbia: University of Missouri Press, 1990. 114-50.

PRESENTATIONS

“Stepping Stones and Stumbling Blocks: Reflections on Service Learning and Community Engagement.” with Amanda Athon, Bradly Smith, and Laura White. Modern Language Association Conference, January 2019, Chicago, IL

“Listening Rhetorically to Bladder Cancer Disparities,” Rhetoric Society of America, San Antonio, May 2016.

”How 'Respond [ing] to Violence' Connected a Cohort in the First Year Experience." With Yvette Brown and Lynette Danley. A Panel Presentation at the Association for General and Liberal Studies 2015 Conference, September 2015, Milwaukee, WI

“Smart Start Preparation for College Success,” With LaTonya Holmes and Dianna Galante. 2015 College Changes Everything Conference, Tinley Park, IL, August 2015

“Enticement and Education: The Work of Creating Buy-In Among Non-Disciplinary FYC Faculty,” Writing Program Administrators Conference, July 2014, Normal, IL

“Being Seen: Understanding Audience in a Google World,” Rhetoric Society of America, May 2014, San Antonio

“Complicating the Story and Listening Rhetorically: Women and Bladder Cancer,” Gender Matters, GSU, April 2014

“Institutional Remix: Opening the Doors to Freshmen and Writing Across the GE Curriculum,” CCCC, Indianapolis, March 2014

“Preparing Audiences for Deliberation,” International Society for the History of Rhetoric, July 2013, Chicago, IL

“Kanye West’s Reframing of Audience Values,” Rhetoric Society of America, May 2012, Philadelphia, PA

“The State of Praise,” Rhetoric Society of America, May 2010, Minneapolis, MN.

“The Necessity of Praise,” Rhetoric Society of America, May 2008, Seattle, WA.

“The Role of Aristotle’s Virtue Ethics in the *Rhetoric*,” International Society for the History of Rhetoric, July 2007, Strasbourg, France

“Epideictic Rhetoric and *Speeches for the Removal of Grief*,” Rhetoric Society of America, May 2004, Austin, TX

“Theorizing the Appeal to Emotion,” CCCC, March 1999, Atlanta, GA

“Fragments of A Discipline: What is Composition?” CCCC, April 1998, Chicago, IL

“The Prospect of Pathos in Rhetoric,” Rhetoric Society of America, May 1996, Tucson, AZ

“Rotten at the Core: Should Freshman English Be a Service Course?” CCCC, March 1995, Washington, DC

“Reinventing Audiences: The Subversion of Shared Values,” Rhetoric Society of America, May 1994, Norfolk, VA

“Collaboration and the Mingling of Selves,” CCCC, March 1994, Nashville, TN

Discussion Leader, “Defining English 101: The Goals of Freshman Composition,” Spilman Symposium on Issues in Teaching Writing, October 30, 1993, Lexington, VA (Featured Speakers: James Berlin, Erika Lindemann, and Gary Tate).

“Collaboration, Consensus, and Dissoi Logoi,” CCCC, April 1993, San Diego, CA

“Transforming Audiences: Pericles’ ‘Funeral Oration’ and the Epideictic Tradition,” Rhetoric Society of America, May 1992, Minneapolis, MN

“Writers Seeing Again: The Macintosh and Revision,” Ninth International Conference on Technology and Education, March 1992, Paris, France

“The Eighteenth Century,” CCCC, March 1991, Boston, MA

“Sophistic Strategies of Praise and Blame,” CCCC, March 1991, Boston, MA

“Letters of Stories of Self in the Writing Class,” The National Council of Teachers of English, November 1990, Atlanta, GA

“The Role of the Sophists in Contemporary Rhetoric,” The Penn State Conference on Rhetoric and Composition, July 1990, State College, PN

“Paradoxical Praise: Sophistic Practices of Epideictic Rhetoric,” Rhetoric Society of American Conference, May 1990, Arlington, TX

“The Bewitching of Composition: The Discourse of Our Discipline,” CCCC, March 1990, Chicago, IL

“Teaching Culture Through Writing: Native Perspectives,” Culture, Writing, and Related Issues in Language Teaching Conference, December 1989, Atlanta, GA

DEVELOPMENT

Worked with Eliot Fackler (lead) and Brad Smith on MRI project with the Center for Community Media on Belonging.

Consulting with Nikki LaGrone on online teaching Fall 2019

“Creating Accessible E-Blasts” workshop, February 10, 2016.

Center for Online Teaching and Learning, “Blackboard: Supporting Your Students Helping Students Succeed Online,” February 4, 2015

Dartmouth Summer Seminar on Composition and Rhetoric, August 2012. Participated in a two-week seminar on data-driven research that culminated in a presentation, “Starting at the End: Working Out What Faculty Across the Disciplines Mean When They Say Students Can’t Write.”

Epideictic Rhetoric Seminar, Rhetoric Society of America, May 2012, Minneapolis, MN. Participated through reading and discussion in a seminar focusing on epideictic in the ancient world.

SERVICE (GSU only)

Students

Member, MA Thesis Committee, Isabella Iurillo, *Feminist Reinterpretations and the Creation of a More Inclusive Narrative*, 2025.

Chair, MA Thesis Committee, Sarah Wiora, *The Benefits of Using Expressive Writing in the First-Year Writing Classroom During the COVID-19 Pandemic and Beyond*, 2021.

Committee Member, Graduate Exam for Saad Shalabi, Summer 2023.

Chaired “Literary and Popular Culture” and “Undergraduate Spotlight” panels, Gender Matters Conference, GSU, April 2015

Student Leadership Institute 2015, 2016, “The Doubting and Believing Game: How to Hear What Others are Saying”

Masters' Thesis Committee Chair, Sarah Wiora.
 Masters' Thesis Committees: Sarah Hirsch,
 Capstone Project Committee Member, Public Administration, Evan Brown.
 Internship Supervisor, WAC, Melissa Baron, Fall 2014
 Internship Coordinator for Tina Christner and Valerie Hutson, WREST, Fall
 2013
 Advisor, Honors Project, Maria Ramirez, Spring 2013
 Mentor, Undergraduate Research Conference, Maria Ramirez, Spring 2013
 Mentor, Student Leadership Institute, Spring 2013

Program

Search Committee, Chair, for Composition Hire (Dr. Amanda	2013-14
Athon)	2012-13
Search Committee, Chair, for Composition Hire (Dr. Brad	
Smith)	
Program Review	

College and University

Center for Community Media, Steering Committee	
Lead with Novia Pagone, Media Across the Curriculum	
Founder with Novia Pagone, First Voice Storytelling	2018-2026
	2020-2026
General Education Committee	2022-current
Personnel Committee	2021-23
Faculty Senate, Faculty Senate Executive Committee	2019-20
Communications Program Job Search	2018-2019
CJY Designee for General Education Council	2018-19
CJY Designee for Title III Grant	2018-2019
Dean's Designee for General Education Council	Spring 2016
English Language Learners Advisory Committee	2013-current
Orientation Committee	2013-current
Travel Committee (Division)	2013-current
HSS Bylaws Committee	2013-current
Faculty Senator, At Large	2014-15
Educational Policy Committee, Current	2014-15
Faculty Mentor of Visiting Scholar from China, Gong Sujuan	Fall 2013
Personnel Committee (Division), (Chair 2013-14)	2013-15
Search Committee, Chair, for English Language Learner Program Coordinator, (Nell Hill)	Spring 2013
CASLO, the university-wide assessment committee	2012-14
General Education Task Force	2011-15
• Presented with Ann Vendrely and Lisa Helm at the Association for General and Liberal Studies, September 2013	2012
Printers Row committee	Fall 2013
Faculty Summer Institute, Presentation on the "Flipped" Classroom	May 2012
Faculty Development Day, Presentation on Plagiarism	May 2012

Community

Writing Workshops for Gilda's Club	2017-2020
Writing Workshops for the Cancer Support Community	2019, 2022
Writing Across Institutions project, South Metropolitan Higher Education Committee	2011-current
ChicagoNow-sponsored blog, "Cancer is Not a Gift," cancer advocacy writing http://www.chicagonow.com/cancer-is-not-a-gift/	2013-21
Illinois Articulation Initiative, Board Member	2013-15
Drexel University Writing Assessment project (chosen from 160 applicants)	Summer 2012

MEMBERSHIPS

Conference on College Composition and Communication
Writing Program Administrators
Rhetoric Society of America
International Society of the History of Rhetoric
National Council of Teachers of English
Sigma Tau Delta English Honorary Society



Office of the Provost
1 University Parkway
University Park, IL 60484
708.235.7308
www.govst.edu

Provost Memo of Support

To: President Joyce C. Ester, PhD

From: Provost Beverly Schneller, PhD

BESd

Date: 27 April 2026

Re: Application for Emeritus Status for Dr. Vickii Coffey

I am pleased to recommend Dr. Vickii Coffey of the GovState Social Work department for the status of Associate Professor Emerita. Dr. Coffey submitted her materials in January 2026 and has since received the endorsement of both her dean and colleagues to be named Emerita faculty at GovState.

Dr. Coffey has a distinguished record of teaching, scholarship and service and meets the requirements of the university policy for emeritus status. Dr. Coffey has served the University since 2013, starting as a tenure-eligible instructor and becoming a tenured Associate Professor in 2022, from which rank she retired in January 2026.

During her time at GovState, Dr. Coffey has initiated grants in support of social work research and inclusion, social work pedagogy and research methods, and has been an invited speaker on social work issues. Dr. Coffey has been an active scholar, publishing five articles, a training manual and presenting at peer-reviewed conferences on her own and with students. In 2025, she was recognized with a well-deserved Faculty Excellence Award. Her service, both academic and community, is equally extensive and documents a professional life dedicated to equity, access and social justice.

Based on her career and contributions to GovState and beyond, I respectfully request your support of Dr. Vickii Coffey for the recognition of Associate Professor Emerita.

To: Beverly Schneller, Provost

From: Catherine Balthazar, Dean, CHHS

Re: Recommendation for Associate Professor Emerita
Vickii Coffey

Date: April 14, 2026

It is my privilege to write in support of Dr. Vickii Coffey's application for the title of Associate Professor Emerita of Governors State University. In accordance with GSU Policy 35 Professor Emeritus, I have verified that she meets the criteria for eligibility, having retired with the rank of Associate Professor and served GSU for more than ten years.

As required by Policy 35, Dr. Coffey's application and curriculum vitae were presented to the tenured and tenure-track faculty of the College of Health and Human Services for a vote by email ballot. Ballots were collected from March 6 through March 31, 2026. Ballots were returned by 23 of the 39 eligible faculty (59%), with a majority vote (23/23 votes submitted) in support of Associate Professor Emeritus Status.

On behalf of the College, I recommend that Dr. Vickii Coffey be awarded the title of Associate Professor Emerita. I am confident that Dr. Coffey will maintain a continuing interest in scholarly activity and in higher education, will offer valuable advice in professional matters affecting the university, and serve as a mentor to faculty and students.

January 30, 2026

Dr. Vickii Coffey
Associate Professor
Department of Social Work
Governors State University
1 University Parkway
University Park, IL 60484
vcoffey@govst.edu

Dr. Joyce Ester
President
Governors State University
1 University Parkway
University Park, IL 60484

Dear Dr. Ester,

As I prepare for my retirement from Governors State University on January 31, 2026, I respectfully submit this formal request for Emeritus status in recognition of my service as Associate Professor in the Department of Social Work.

For over 12 years, I have been honored to contribute to the University through teaching, mentoring, research, scholarship, and service. I am deeply grateful for the opportunity to have contributed to the Universities academic mission and the development of our students over the years.

Prior to my career in academia, I was the Executive Director for two Chicago-based, direct-service, non-profit agencies (Chicago Abused Women Coalition and Goodwill Industries, Workforce Development in Chicago). My leadership experience in community service was integral to my teaching pedagogy at Governors State University. I taught a variety of undergraduate and graduate classes; however, the primary courses I taught were Diversity and Social Justice (SOCW 3099) and Management and Supervision (SOCW 4103) (see CV). In addition, I developed the first class on Violence Against Women for the Social Work Department.

I have been fortunate to receive teaching and program development awards recognizing my commitment to student-centered learning and instructional excellence (see CV). In 2025, I was a recipient of the prestigious Governors State University Faculty Excellence Award, among the first recipients from the Department of Social Work. In 2024, I received the Women Advocating for Diversity, Equity and Inclusion Award from the Office of Institutional Engagement and Excellence.

During my tenure, I have sustained an active research and publishing agenda focused on health care disparities among populations of African American men and women with histories of

incarceration (see CV). I am currently the principal investigator for a collaborative, multi-institutional scoping review research study. The research team is multi-disciplinary and includes students, academics, medical and health professionals, and people with lived experiences of incarceration. The investigators represent the following universities: Governors State University (lead institution), University of Massachusetts (Chan Medical School), University of Rochester, and University of Louisville. I am most proud to have mentored Trinity Jones (our GovState undergraduate research assistant) who's abstract was recently approved (through competitive selection) to present on our study "*Exploring Reentry and Recovery among Formerly Incarcerated Persons with Co-Occurring Mental Health and Substance Use Disorders*" at the 2026 National Conference on Undergraduate Research in Richmond, Virginia.

My university service contributions include, recruiting, developing and serving as the coordinator for the Social Work Department, Community Advisory Board; serving as faculty co-advisor for the GovState chapter of Phi Alpha (the National Honor Society for Social Work Students); past membership on the Faculty Advisory Board for the GovState Honors Program; and, past multiple year service on the Presidents' Budget Advisory Council (see C V).

I have also maintained strong community and professional partnerships that support social work education and practice, contributing to student learning and community impact. In 2023, the Governor of Illinois appointed me to serve on the Board of Directors for the Illinois Criminal Justice Information Authority. The Board sets agency priorities, tracks the progress of ongoing programs and monitors the agency's annual budget of over \$100,000,000 (2024) in program funding.

I would be honored to maintain an ongoing affiliation with Governors State University. Receiving Emeritus status would be a meaningful honor, allowing me to maintain an ongoing connection with the institution and our community.

Thank you for your consideration of this request. Please let me know if you require any additional information or documentation.

Respectfully,

Vickii Coffey
Associate Professor
Department of Social Work
Governors State University

Cc: Dr. Catherine Balthazar, Dean, College of Health, and Human Services
Dr. Giesela Grumbach, Chair, Department of Social Work

Encl: Curriculum Vitae

VICKII COFFEY
CURRICULUM VITAE

Department of Social Work, College of Health and Human Services
Governors State University
University Park, IL 60484-0975
Phone (708) 235-7142; Fax (708) 235-2196
Email: vcoffey@govst.edu

EDUCATION

- | | |
|------|---|
| 2016 | Ph.D., Criminology, Law & Justice
University of Illinois at Chicago, Chicago, IL |
| 1997 | MSA, Social Work Administration
University of Chicago, Chicago, IL |
| 1981 | BA, Liberal Arts & Science
University of Illinois at Chicago, Chicago, IL |

POSITIONS

- | | |
|---------------|--|
| 2022- Present | Associate Professor, Department of Social Work, College of Health and Human Services, Governors State University |
| 2016 -2022 | Assistant Professor, Department of Social Work, College of Health and Human Services, Governors State University |
| 2015 - 2016 | Instructor, (tenure track) Department of Social Work, College of Health and Human Services, Governors State University |
| 2013 - 2015 | Lecturer, Department of Social Work, College of Health and Human Services, Governors State University |
| 2010 - 2012 | Instructor (Summers Only), Department of Criminology, Law and Justice
University of Illinois at Chicago |
| 2009 - 2013 | Teaching Assistant, Department of Criminology, Law and Justice
University of Illinois at Chicago |
| 2007 - 2008 | Executive Director, Goodwill Industries of Metropolitan Chicago, Chicago, IL
Responsible for the overall direction and management of a multi-site, non-profit, workforce development and reentry program for under-employed or unemployed diverse populations, specializing in programs for formerly incarcerated persons and persons with disabilities,. |
| 2003 – 2007 | Executive Director, Chicago Metropolitan Battered Women’s Network, Chicago, IL. |

Responsible for overall direction and management of a city-wide, non-profit, domestic violence advocacy, training and public policy coalition comprised of over 70 member agencies and allied organizations.

1996 – 2003 President & Principal Owner, Vickii Coffey & Associates, Inc., Chicago, IL
Provided domestic violence program consulting, trainings, conference and meeting planning services to local and national non-profit agencies, corporations and governmental entities.

1989 – 1996 Executive Director, Chicago Abused Women's Coalition (CAWC), Chicago, IL
Responsible for overall direction and management of a non-profit, multi-site domestic violence crisis intervention and direct services program for abused women and their children.

RESEARCH AWARDS, EXPERIENCE AND TRAININGS

Principal Investigator. (2018). *Exploring Cancer Health Disparities among Formerly Incarcerated African American Men and Women*. Governors State University Research Grant: \$2,664.00. College of Health & Human Services matching funds \$2,375.

Co-Investigator. (2018-19) *Creating a Mobile Device-Based Educational Intervention for African American Women with Hereditary Breast Cancer Risk*. Collaborative team research project to develop and create a story-based, educational intervention delivered on a mobile device platform. Principal Investigator, Kent Hoskins (University of Illinois at Chicago). Project funded by NIH/NCI Grant #1P20CA202908-01

Principal Investigator. (2016). *Beyond Transitional Work and Low Wages: The Experience of Managerial Employment among Formerly Incarcerated African American Men and Women*. Criminology Department, UIC Grant for Dissertation Research, \$3,000.00.

Early Stage Investigator (ESI). (2015-2019). *The GUIDE Project - The Governors State University (GSU) - University of Illinois Cancer Center (UICC), Disparities Education Cancer Research and Training Project*. Collaborative, research and translational science project that provided mentorship, career development and capacity building in cancer/health disparity research and methodologies for GSU faculty and students. Principal Investigators, Dr. Catherine Balthazar (GSU) and Dr. Robert Wynn. (UICC) Total project \$716,000, funded by National Institute of Health (NIH)/National Cancer Institute (NCI) Grant #5P20CA202907.

Course Completion, *Grant Writing for New Investigators (HPA 591)*. (2019). University of Illinois at Chicago. (Competitive selection). Course registration cost covered by GSU – UICC, NIH/NCI Grant #5P20CA202907.

Invited Participant. (2018). Intersectional Qualitative Methods Research Institute, University of Maryland, College Park, MD. Week -long qualitative research training. Cost of participation (\$2,500) funded by the Consortium on Race, Gender and Ethnicity. (Competitive selection).

Certificate of Completion, Summer Program in Clinical and Translational Research Methods. (2016). Center for Clinical and Translational Science, University of Illinois at Chicago (UIC),

Research Intern. (2011-2012). *Program Evaluation of St. Leonard's Ministries Temporary, Supportive Housing and Ex-Offender Reentry Services*. Principal Investigator: Jessica Reichert. Illinois Criminal Justice Information Authority, Chicago, IL

Research Assistant. (2011). *Longitudinal Study of Social Support, PTSD, and Problem Drinking in Rape Victims*. Principal Investigator, Dr. Sarah Ullman. Center for Interdisciplinary Research on Violence. University of Illinois at Chicago.

Research Assistant. (2009-2010). *Advancing Knowledge and Practice in Policing: A Longitudinal Platform for National Research*. Principal Investigator, Dr. Dennis Rosenbaum. Center for Research in Law and Justice, University of Illinois at Chicago

PUBLICATIONS

Coffey, V., Shah, Z., Jenkins, E. *et al.* (2025). Barriers and Facilitators to Quality Healthcare for African Americans with Incarceration Histories. *J GEN INTERN MED* (2025).
<https://doi.org/10.1007/s11606-024-09276-7>

Henderson, V., Madrigal, J.M., Kendall, L., Parekh, P., Newsome, J., Chukwudozie, I. B., Comer-Hagans, D., Coffey, V., Grumbach, G., Spencer, S., Rodgers, C., Kaur, R., Balay, L., Maga, T., Ramamonjiravelo, Z., Balthazar, C., Winn, R., Watson, K., Odoms-Young, A., and Hoskins, K.F. (2022). Pilot study of a culturally sensitive intervention to promote genetic counseling for breast cancer risk. *BMC Health Services Research*, 22 (836). <https://doi.org/10.1186/s12913-022-08193-x>

Henderson, V., Chukwudozie, I. B., Comer-Hagans, D., Coffey, V., Grumbach, G., Spencer, S., Rodgers, C., Kaur, R., Newsome, J., Balay, L., Maga, T., Kendall, L., Balthazar, C., Watson, K., Winn, R., Odoms-Young, A., & Hoskins, K. F. (2021). Development of a culturally targeted narrative intervention to promote genetic counseling among African American women at risk for hereditary breast cancer. *Cancer*, 127(14), pp.2535-2544.

Coffey, V. (2020). Diane's Story. In J. Finn (Ed.), *The Just Practice framework in action: Contemporary case studies* (pp. 162-172). Oxford University Press.

Spencer, S. Rodgers, C., Coffey, V. (2019). Factors influencing breast cancer genetic testing among high risk African American women: A systematic review. *Internet Journal of Allied Health Sciences and Practice*, 17(4).

Training Manual

Alpert, E., Miles, A., & Coffey, V. (2005). *Responding to domestic violence: An interfaith guide to prevention and intervention*. Little Angels Foundation

PROFESSIONAL PRESENTATIONS (Peer-reviewed¹, Mentored Students², Invited³)

Coffey, V., Lawrence, S., Sopiartz, J., & Drouhard, R. (2025, April 16). Barriers and Facilitators to Successful Reentry and Recovery for Formerly Incarcerated African Americans with Co-occurring Mental Health, Substance Use Disorder, and Trauma [Conference presentation abstract]. Governors State University, University Park, IL^{2/3}

Coffey, V., Bullman, D., Drouhard, R., & Boaitey, K. (2025, March 28). Exploring Reentry and Recovery: Understanding the Experiences of Criminal Justice Involved African Americans with Co-occurring Substance Use and Mental Health Disorders [Conference presentation abstract]. Academic Consortium on Criminal Justice Health Conference, Austin, Tx.^{2/3}

Coffey, V., et al. (2024, June). LEAP Program: Panel Discussant. JCOIN Steering Committee Meeting, Baltimore Maryland.³

Coffey, V., Payne, C., Spence, S., Shah, Z., Leung A., Jenkins, E., & Morse, D. (2022, April 6-8). *Barrier and facilitators to healthcare for incarcerated and formerly incarcerated African Americans* [Conference presentation abstract]. Academic & Health Policy Conference on Criminal Justice Health, Academic Consortium on Criminal Justice Health.^{1/2/3}

Coffey, V., Rodgers, C., & Spencer, S. (2019, September). *Exploring cancer health disparities among African Americans formerly incarcerated in Cook County Jail and Illinois prisons* [Poster presentation]. American Association for Cancer Research, 12th Annual Conference on the Science of Cancer Health Disparities in Racial/Ethnic Minorities and the Medically Underserved, San Francisco, CA.¹

Henderson, V., Coffey, V., Grumbach, G., Comer-Hagan, D., Rodgers, C. Newsome, J., Kendall, L., Parekh, P., & Hoskins, K. (2019, September). *Promoting genetic counseling among African American women with hereditary risk for breast cancer* [Poster presentation]. American Association for Cancer Research, 12th Annual Conference on the Science of Cancer Health Disparities in Racial/Ethnic Minorities and the Medically Underserved, San Francisco, CA.¹

Coffey, V., Rodgers, C., Spencer, S. (2019, October). *Exploring cancer health disparities among persons formerly detained in Cook County Jail* [Poster presentation]. National Commission on Correctional Health Care, Annual Conference on Correctional Health Care, Fort Lauderdale, FL.¹

Coffey, V., Muse, M.V., & Matthews, P.A. (2017, September). *Inside to outside: Addressing cancer disparities among incarcerated populations* [Poster presentation]. Annual Meeting of the American Association for Cancer Research, New Orleans, LA.¹

Coffey, V. (2015, November). *Beyond transitional work and low wages* [Poster presentation]. 71st Annual Meeting of the American Society for Criminology, Washington, DC.¹

Coffey, V., Benford, W., Colon, C., & Payne, C. (2020, April) *Straight Talk: The intersections*

between incarceration, domestic and sexual violence on the health and wellness of freed women [Conference presentation abstract]. Futures without Violence, 9th National Conference on Health and Domestic Violence, Chicago. (Postponed due to COVID -19).^{2/3}

Coffey, V. (2019, March). *Preliminary findings: Exploring cancer health disparities among formerly incarcerated African Americans* [Conference presentation]. Academic Consortium on Correctional Health Care 12th Annual Conference. Las Vegas, NV.^{1/3}

Rashid, A. & Coffey, V. (2017, April). *Formerly incarcerated African American women barriers to community reentry* [Conference presentation]. Governors State University Research Day, University Park, IL.^{1/2}

Coffey, V., Muse, M.V., Matthews, P.A. (2017, November). *Addressing cancer disparities and aiding in reentry* [Conference presentation]. Annual Meeting of the National Commission on Correctional Health Care, Chicago, IL¹

Coffey, V. (2016, November) *More than a job: The reentry and work experiences of formerly incarcerated Illinois women* [Conference presentation]. 72nd Annual Meeting of the American Society of Criminology, New Orleans, LA.¹

Coffey V. (2016, November) *Concepts and practices of reintegration: Reentry in different countries*. [Conference presentation]. Roundtable at the 72nd Annual Meeting of the American Society of Criminology, New Orleans, LA¹

Grumbach, G., Coffey V. & Crowder L. (2015, June) *Understanding prisoner reentry: Employment, parenting and relationships matter* [Conference presentation]. Research Day, Governors State University.¹

Coffey, V. (2013, November) *Moving from practice to the academy* [Conference presentation]. Annual Meeting of the American Society for Criminology, Atlanta, GA.¹

Coffey, V. (2013, June) *Symposium on trauma and domestic violence* [Keynote]. Institute on Domestic Violence in the African American Community Annual Conference, Chicago, IL.¹

Coffey, V. (2010). *Domestic Violence* [Keynote]. Annual meeting of the Cook County Department of Public Health, Maywood, IL.¹

Coffey, V. (2010, November). *Women, domestic violence and reentry: What do we know?* [Conference presentation]. American Society of Criminology, Annual Meeting, San Francisco CA.¹

Coffey, V. (2008) *Goodwill is good for families* [Conference presentation]. Goodwill Industries International Conference, Washington, DC.¹

Coffey, V. (1997). *Putting our ear to the ground: Getting the African American community to own, define and address domestic violence* [Conference presentation abstract]. Annual Conference of the Institute on Domestic Violence in the African American Community, Atlanta, GA.¹

Warrier, S. & Coffey, V. (1995). *Achieving effective domestic violence public education in a diverse society: A solution-oriented approach* [Conference presentation]. Symposium of the National Resource Center on Domestic Violence, Harrisburg, PA.¹

AWARDS AND RECOGNITIONS

2025	Faculty Excellence Award. Governors State University, Office of the President
2024	Women Who Advocate for Equity, Diversity & Inclusion Award. Governors State University, Office of Institutional Engagement & Excellence
2023-24	Justice Community Opioid Innovation Network (JCOIN) LEAP Scholar, National Institute of Health, Academic Consortium on Criminal Justice Health, University of Massachusetts
2023 -	Board of Directors, Illinois Criminal Justice Authority (by Appointment of the Governor of Illinois)
2022	Early Career Investigator, Conference Scholarship Recipient. (2022). Academic Consortium on Criminal Justice Health for the Academic & Health Policy Conference on Criminal Justice Health.
2013	Diversifying Faculty in Illinois Fellowship, Illinois Board of Higher Education
2010	Minority Fellowship, American Society of Criminology
2010	Martin Luther King Scholarship, University of Illinois at Chicago
2009	Abraham Lincoln Fellowship, University of Illinois at Chicago
2004	Certificate of Appreciation, City of Chicago Police Department
2002	Elizabeth Butler Award, Department of Social Services Administration, University of Chicago
2002	1 st Alumni Humanitarian Award, Alumni Association, University of Illinois at Chicago
2002	Legacy Award, Institute on Domestic Violence in the African American Community, University of Minnesota, St. Paul
1994	Crime Victims Service Award. U.S. Department of Justice (Presidential Award)

ACADEMIC AND COMMUNITY SERVICE

2024	Coordinator, Educational Symposium & 1948 Film Screening: World Day of Cultural Diversity for Dialogue & Development, Governors State University, University Park, IL
2023	Coordinator, Immigration & Refugee Resettlement Panel Discussion & BOT212

	Lecture, Department of Social Work, Governors State University
2023 -	Board of Directors, Illinois Criminal Justice Information Authority (ICJIA)
2023 -	Budget Committee, Illinois Criminal Justice Information Authority
	Violence Prevention Committee
2023 – 2026	Coordinator, Community Advisory Board, Social Work Department, Governors State University.
2019	Steering Committee Member for Futures without Violence, 9 th National Conference on Health and Domestic Violence, Chicago, IL
2018	Member & Participant, Planning Committee for the Summit on Reentry, Reintegration & Aging, Jane Addams Center for Social Policy & Research, University of Illinois at Chicago, Chicago, IL
2017 –2020	Member, Presidents Planning and Budget Advisory Council (PBAC), Governors State University, University Park, IL
2017 -	Reviewer, <i>Journal of Offender Rehabilitation</i> , Jane Addams College of Social Work
2016 –2023	Member, Faculty Advisory Board, Honors Program, Governors State University
2016	Co-Convener, Community Cancer Research Think Tank, University of Illinois at Chicago
2016	Judge, University of Illinois at Chicago Annual Student Research Forum
2016	Co-presenter on Transcendental Phenomenological Research Methods, Qualitative Research Class at University of Chicago
2015 – 2016	Member, Faculty Development Advisory Committee, Governors State University
2014	Coordinator and fund developer, Conversations on Violence Against Women, a domestic violence symposium at Governors State University, University Park, IL.
2014	Co-coordinator and collaborator with South Suburban Family Shelter, Maria's Story, film preview and panel discussion on domestic violence a Governors State University
2013	Coordinator and co-moderator, "Race to Incarcerate" symposium at the University of Illinois at Chicago. Sponsors, UIC Department of Criminology, Law and Justice and Jane Addams School of Social Work
2008	Coordinator, "Re-framing Reentry" conference and photo exhibition on prisoner reentry at the University of Illinois at Chicago. Collaboration between Goodwill Industries, Chicago Department of Cultural Arts and the University of Illinois at Chicago
2005 - 2007	Appointee, Illinois Violence Prevention Authority by appointment of the Illinois Attorney General
2000 - 2003	Appointee, Department of Defense National Taskforce on Domestic Violence, Washington, DC
1995 - 2000	Appointee, National Advisory Council on Violence against Women, U.S. Department of Justice, Washington, DC

PROFESSIONAL MEMBERSHIPS

2024 -	Member, Illinois Reentry Council, Illinois Justice Project, Chicago, IL
2022 -	Board of Director, Illinois Criminal Justice Information Authority, State of Illinois
2022 -	Member, Academic Consortium on Criminal Justice Health
2016 - 2019	Associate Member, American Association for Cancer Research

2016 - 2026	Member, National Association of Social Workers
2016 - 2017	Member, American Society of Criminology
2016 - 2019	Board of Directors, Family Rescue, Inc.
2015 - 2016	Member, Network for Social Work Management
2011 - 2014	Commissioner, Village of Flossmoor Community Relations, Appointment by Mayor
2011	Member, Illinois Collaborative on Reentry, Chicago Metropolis 2020

EXECUTIVE SUMMARY

Regarding

Resolution 26-XX: Approval of Professor Emeritus Designation for Retired Associate Professor Vickii Coffey

In accordance with University Professor Emeritus Policy 35, an individual's eligibility for the "Professor Emeritus" designation turns on three criteria:

- (i) having attained the rank of Associate Professor, Professor, or University Professor;
- (ii) having at least ten (10) years of service at the University; and
- (iii) being of retired status.

Pursuant to Policy 35, it is expected that designees "maintain a continuing interest in scholarly activity and in higher education, to have been a faculty member whose advice may appropriately be sought in professional matters affecting the university, and/or a faculty member who may serve as a mentor to faculty and students, and one to whom former students and colleagues can reasonably apply for personal letters of recommendation."

The designation may be conferred upon recommendation of the President and approval of the Board. The candidate for emeritus status must be voted upon by their colleagues in their respective colleges, supported by their dean and provost, and subsequently be recommended to the Board of Trustees for the title of Professor Emeritus by the University President.

One retiring faculty member is now recommended for emeritus status (the "Candidate"). Dr. Vickii Coffey, having achieved the rank of associate professor in the Department of Social Work, and having served Governors State University as faculty since 2015, retired effective January 31, 2026.

Dr. Coffey plans to continue with scholarly activity in higher education and to provide advice to other professionals and students and may continue to serve former students and colleagues and provide requested letters of recommendation.

The Candidate received a majority vote from Unit A faculty members in the College of Health and Human Services and has received the support and recommendation of Dean Balthazer, Provost Schneller, and President Ester.

Resolution No. 26-XX**Approval of Professor Emeritus Designation for Retired Associate Professor of Social Work, Dr. Vickii Coffee**

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain Governors State University in accordance with the rights, powers, and duties vested by law in the Board; and

WHEREAS, The Board is comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one who is a Governors State University student selected by student peers; and

WHEREAS, In accordance with University Professor Emeritus Policy 35, an individual’s eligibility for the “Professor Emeritus” designation is contingent upon three criteria: (i) having attained the rank of Associate Professor, Professor, or University Professor; (ii) having at least ten (10) years of service to the University; and (iii) retired status; and

WHEREAS, emeritus status carries the expectation that recipients may continue to engage in scholarly activity, mentorship, and service to the University community, including advising students and colleagues and providing professional recommendations; and

WHEREAS, The candidate for emeritus status must be voted upon by their colleagues in their respective colleges, supported by their dean and provost, and subsequently be recommended to the Board of Trustees for the title of Associate Professor Emeritus by the University President; and

WHEREAS, Pursuant to Policy 35, the designation may be conferred upon recommendation of the President and approval of the Board; and

WHEREAS, There is one retired faculty member now recommended for *emeritus* status (the “Candidate”); and

WHEREAS, The Candidate achieved the rank of associate professor during her tenure,

WHEREAS, The Candidate has been approved by a majority vote (50% plus one) of the Unit A faculty members in her unit and has the support and recommendation of her respective Dean, Provost, and the President; and

WHEREAS, The Board of Trustees, upon consideration of all applicable information supports the designation of *emeritus* status to Dr. Vickii Coffee;

Now, therefore, it is:

Resolved, that the Board adopts the recommendations of all parties involved.

Resolved, that the Board of Trustees approves and confers upon Dr. Vickii Coffee the title of Associate Professor Emeritus, with all rights and privileges associated with emeritus status.

Approved June 22, 2026

James Kvedaras, Chair
Board of Trustees

Karen Nunn, Secretary
Board of Trustees

Resolution No. 26-33**Approval of Professor Emeritus Designation for Retired Full Professor of English, Dr. Kerri Morris, and Retired Associate Professor of Social Work, Dr. Vickii Coffey**

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain Governors State University in accordance with the rights, powers, and duties vested by law in the Board;

WHEREAS, The Board is comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one of whom is a Governors State University student selected by student peers;

WHEREAS, In accordance with University Professor Emeritus Policy 35, an individual’s eligibility for the “Professor Emeritus” designation is contingent upon three criteria: (i) having attained the rank of Associate Professor, Professor, or University Professor; (ii) having at least ten (10) years of service to the University; and (iii) being in retired status;

WHEREAS, Emeritus status carries the expectation that recipients may continue to engage in scholarly activity, mentorship, and service to the University community, including advising students and colleagues and providing professional recommendations;

WHEREAS, Candidates for emeritus status must be voted upon by their colleagues in their respective colleges, supported by their dean and provost, and subsequently recommended to the Board for the title of Professor Emeritus by the University President;

WHEREAS, Pursuant to Policy 35, the designation may be conferred upon recommendation of the President and approval by the Board;

WHEREAS, There are two retired faculty members now recommended for emeritus status (the “Candidates”);

WHEREAS, Dr. Morris achieved the rank of full professor during her tenure and retired effective May 31, 2026 and Dr. Coffey achieved the rank of associate professor during her tenure and retired effective January 31, 2026;

WHEREAS, The Candidates have been approved by a majority vote (50% plus one) of the Unit A faculty members in their respective units and have the support and recommendation of their respective Deans, the Provost, and the President; and

WHEREAS , The Board of Trustees, upon consideration of all applicable information, supports the designation of emeritus status to Dr. Kerri Morris and Dr. Vickii Coffey.

Now, therefore, it is:

Resolved, that the Board adopts the recommendations of the President to award emeritus status to Dr. Kerri Morris and Dr. Vickii Coffey.

Resolved, that the Board approves and confers upon Dr. Kerri Morris the title of Professor Emeritus, with all the rights and privileges associated with emeritus status.

Resolved, that the Board approves and confers upon Dr. Vickii Coffey the title of Associate Professor Emeritus, with all the rights and privileges associated with emeritus status.

Approved June 22, 2026

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 6

EXECUTIVE SUMMARY

regarding

Resolution No. 26-34

Academic Programs Review Report for AY 2025-2026

- I. ACTION ITEM:** Upon recommendation of the provost, approval of the Academic Program Review report for AY 2025-2026 is sought before it is submitted to the Illinois Board of Higher Education (“IBHE”).
- II. BACKGROUND:** The University’s academic program review process is a dynamic system, with new programs reviewed after three years, established programs in a 5-year cycle, and those identified for remediation reviewed three years after required adjustments. This continuous assessment ensures quality, guides long-range planning, and maintains compliance with field-specific guidelines and standards set by the Illinois Board of Higher Education (IBHE) pursuant to state law (110 ILCS 205/7) and the Higher Learning Commission’s (HLC) guidance.

These programs were reviewed:

Program CIP Code	Program Name	Review Type
52.0301	Accounting, B.S.	5-year Cyclical
52.1399	Accounting, M.S.	5-year Cyclical
52.0201	Business Administration, B.A.	5-year Cyclical
52.0201	Business Administration, M.B.A.	5-year Cyclical
40.0501	Chemistry, B.S.	5-year Cyclical
13.1210	Early Childhood Education, B.A.	5-year Cyclical
13.0401	Educational Administration, M.A.	5-year Cyclical
13.1202	Elementary Education, B.A.	5-year Cyclical
52.1001	Human Resource Management, M.S.	5-year Cyclical / Priority Review
51.3818	Nursing, D.N.P.	3-year Cyclical / Priority Review

Program CIP Code	Program Name	Review Type
44.0401	Public Administration, M.P.A.	5-year Cyclical
44.0701	Social Work, M.S.W.	5-year Cyclical
45.1301	Anthropology & Sociology, B.A.	5-year Cyclical
40.0502	Analytical Chemistry, M.S.	5-year Cyclical
9.0101	Communication, B.A.	5-year Cyclical
9.0102	Communication, Media and Performance, M.A.	5-year Cyclical
51.2208	Community Health, B.H.S.	5-year Cyclical
5.0299	Gender & Sexuality Studies (GNSX)	5-year Cyclical
51.2706	Health Informatics (MSHI), M.H.S.	Priority Review
54.0101	History, B.A.	5-year Cyclical
50.0602	MFA Independent Film and Digital Imaging	5-year Cyclical
52.0213	Interdisciplinary Leadership, Ed.D.	5-year Cyclical

The results of the reviews are summarized in the Summary Report: Academic Program Review attached to the resolution submitted herewith.

III. Resolution: A proposed resolution is submitted herewith.

IV. Contact Information: Provost Beverly Schneller, PhD; bschneller@govst.edu; 708.534.7295.



Resolution No. 26-34
Approval of the Academic Program Review Report

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain the University in accordance with the rights, powers, and duties vested by law in the Board;

WHEREAS, The Board is currently comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one of whom is a University student selected by student peers;

WHEREAS, The Board is empowered to operate, manage, control, and maintain the University and prescribe the courses of study to be followed pursuant to Sections 15-10 and 15-45 of the Illinois Governors State University Law, 110 ILCS 670/15-1 *et seq.*;

WHEREAS, The Academic Program Review process follows field-specific guidelines and standards set by the Illinois Board of Higher Education (IBHE) pursuant to state law (110 ILCS 205/7) and by the Higher Learning Commission (HLC);

WHEREAS, Pursuant to Board Regulation III(D)(5), the President shall regularly review each program and submit for Board approval recommendations as to each program’s status; and

WHEREAS, The University has conducted a review of the following programs for Academic Year 2025-2026:

Program CIP Code	Program Name	Review Type
52.0301	Accounting, B.S.	5-year Cyclical
52.1399	Accounting, M.S.	5-year Cyclical
52.0201	Business Administration, B.A.	5-year Cyclical

Program CIP Code	Program Name	Review Type
52.0201	Business Administration, M.B.A.	5-year Cyclical
40.0501	Chemistry, B.S.	5-year Cyclical
13.1210	Early Childhood Education, B.A.	5-year Cyclical
13.0401	Educational Administration, M.A.	5-year Cyclical
13.1202	Elementary Education, B.A.	5-year Cyclical
52.1001	Human Resource Management, M.S.	5-year Cyclical / Priority Review
51.3818	Nursing, D.N.P.	3-year Cyclical / Priority Review
44.0401	Public Administration, M.P.A.	5-year Cyclical
44.0701	Social Work, M.S.W.	5-year Cyclical
45.1301	Anthropology & Sociology, B.A.	5-year Cyclical
40.0502	Analytical Chemistry, M.S.	5-year Cyclical
9.0101	Communication, B.A.	5-year Cyclical
9.0102	Communication, Media and Performance, M.A.	5-year Cyclical
51.2208	Community Health, B.H.S.	5-year Cyclical
5.0299	Gender & Sexuality Studies (GNSX)	5-year Cyclical
51.2706	Health Informatics (MSHI), M.H.S.	Priority Review
54.0101	History, B.A.	5-year Cyclical
50.0602	MFA Independent Film and Digital Imaging	5-year Cyclical
52.0213	Interdisciplinary Leadership, Ed.D.	5-year Cyclical

WHEREAS, The results of said program reviews are summarized in the report attached hereto, which President Ester recommends the Board approve so that the University may submit said

report to the IBHE.

Now, therefore, it is:

Resolved, that the Board approves the attached Academic Review Report for AY2025-2026 for submission to the IBHE.

Resolved, that the Board directs the Administration to take all other reasonable and necessary steps to effectuate this resolution, including submission of the Academic Review Report to the IBHE.

Approved this 22nd day of June 2026

James Kvedaras, Chair

Karen Nunn, Secretary



**Summary Report:
Academic Program Review
submitted to Board of Trustees**

Office of Institutional Research and Effectiveness
Office of the Provost
Governors State University
1 University Parkway - G337
University Park, IL 60484

Robert A. Stanley, Ed.D.
Executive Director of Institutional Research and Effectiveness
June 4, 2026

Preface

This report is submitted by the Office of Institutional Research and Effectiveness (OIRE) and the Office of the Provost at Governors State University (GovState) to the Board of Trustees, June 2026. This report includes the results of academic programs reviewed by Academic Program Review Committee (APRC) at the university. A total of 22 programs were reviewed for the academic year 2025-2026.

As part of the process, the Board of Trustees at Governors State University must review and approve a summary report of the recommendations offered by the APRC to the Office of the Provost regarding the standings of each program under review. Following the review of APRC, the committee offers one of three recommendations: 1) the program is in Good Standing, where good standing is determined by the report's narrative; 2) the program is flagged for Priority Review, where program must be reviewed yearly; or 3) the program is suspended – Enrollment Suspension, where the program is suspended due to low enrollment.

At GovState, the Academic Program Review (APR) process involves the development of a self-study and the participation of an external reviewer for programs without national accreditation. Nationally accredited programs also complete a self-study summary report and are reviewed by their respected accrediting agency. Collectively both types of programs are required to also undergo an internal review by the Academic Program Review Committee (APRC), which is a Subcommittee of the University's Faculty Senate Committee. In conjunction with the Office of the Provost and the Office of Institutional Research and Effectiveness (OIRE), the university ensures academic integrity and quality by engaging academic units in the process of quality improvement.

Secondarily, the process of Academic Program Review is a reassurance that GovState complies with standards set by the Illinois Board of Higher Education (IBHE) and the Higher Learning Commission (HLC). Furthermore, "IBHE is authorized to review, periodically, all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified" (110 ILCS 205/7).

Report Outline:

The report is outlined by the following sections: an explanation of the review cycle, including actions taken by the Board of Trustees at GovState and the final review by IBHE. Next is a summary tables of results (table 1). Also, within this report are 22 programs that were under review highlighting their strengths and improvements as well as articulating their student learning outcomes for said program.

Review Cycle

The APRC evaluates programs based on a 3- or 5-year cycle. All programs at GovState participate in this practice of quality assurance. Programs that receive national accreditation are required to submit a summary report detailing the findings of their accrediting agency's report. Therefore, these programs are not required to complete the traditional program review as outlined within this report. Programs without a national accrediting body are required to undergo the University's established process including a review by an external reviewer who is responsible for providing feedback, and a summary report of findings as well as recommendations to the program. As part of the review process, programs *flagged for review* must address costs and any other extenuating circumstances.

Below is an outline of the cycles of review as offered by IBHE.

A three-year review cycle.

New programs that received degree approval from the IBHE. They are placed on a 3-year cycle of reporting. This report must outline a summary of accomplishments and an enrollment report detailing trend data over a three-year period. Two years after that initial report, those programs report on their plans through the five-year cyclical review report.

A five-year review cycle.

Established programs are placed on a 4- or 5-year review cycle (the variation allows for programs to adjust their review schedule based on national accreditation or state accreditation needs).

A priority review—flagged program.

A program flagged for priority review per IBHE guidelines in the previous year undergoes a priority review in the following fall term.

Action

Following a review and final approval of the Summary Report of Academic Programs Reviewed by the Board of Trustees of GovState a secondary report will also be drafted for the Illinois Board of Higher Education (IBHE). The IBHE report will further demonstrate that GovState complies with the standards set by the State of Illinois.

Summary of Results

During the 2025 - 2026 academic year, APRC reviewed twenty-two programs.

Table 1.

Summary of academic programs following a review by APRC

Academic Program Review					
CIP Code	Program Name	College	Action		
52.0301	Accounting, Bachelor of Science	COB	Approved	Program Standing	
				☒	Good Standing
				☐	Flagged for Priority Review
				☐	Program Enrollment Suspended
52.1399	Accounting, Master of Science	COB	Approved	Program Standing	
				☒	Good Standing
				☐	Flagged for Priority Review
				☐	Program Enrollment Suspended
52.0201	Business Administration, BA	COB	Approved	Program Standing	
				☒	Good Standing
				☐	Flagged for Priority Review
				☐	Program Enrollment Suspended
52.0201	Business Administration, MBA	COB	Approved	Program Standing	
				☒	Good Standing
				☐	Flagged for Priority Review
				☐	Program Enrollment Suspended
40.0501	Chemistry, BS	CAS	Approved	Program Standing	
				☒	Good Standing
				☐	Flagged for Priority Review
				☐	Program Enrollment Suspended
13.1210	Early Childhood Education, BA	CEHD	Approved	Program Standing	
				☒	Good Standing
				☐	Flagged for Priority Review
				☐	Program Enrollment Suspended
13.0401	Educational Administration, MA	CEHD	Approved	Program Standing	
				☒	Good Standing
				☐	Flagged for Priority Review
				☐	Program Enrollment Suspended
13.1202	Elementary Education, BA	CEHD	Approved	Program Standing	
				☒	Good Standing

				●	Flagged for Priority Review
				●	Program Enrollment Suspended
52.1001	Human Resource Management, MS	COB	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
51.3818	Nursing, DNP	CHHS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
44.0401	Public Administration, MPA	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
44.0701	Social Work, MSW	CHHS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
45.1301	Anthropology & Sociology	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
40.0502	Analytical Chemistry, MS	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
9.0101	Communication, BA	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
9.0102	Communication, Media and Performance, MA	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
51.2208	Community Health, BHS	CHHS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review

				●	Program Enrollment Suspended
5.0299	Gender & Sexuality Studies (GNSX)	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
51.2706	Health Informatics (MSHI), MHS	CHHS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
54.0101	History, BA	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
50.0602	MFA Independent Film and Digital Imaging	CAS	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended
52.0213	Interdisciplinary Leadership, Ed.D	CEHD	Approved	Program Standing	
				☑	Good Standing
				●	Flagged for Priority Review
				●	Program Enrollment Suspended

Program: Accounting, Bachelor of Science		College of Business
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: • Diverse student body [Goals 6; AACSB Standards 1 & 4] • High-Quality programs with flexible delivery methods to meet student needs [Goals 1 & 7; Standards 8, 9, & 11] • High quality, diverse, and dedicated faculty [Goals 3; AACSB Standards 2, 5, 6, 10, & 15] • Strong partnership with regional business community [Goal 5; AACSB Standards 1 & 13] • Strong connection with professional organizations that serve students [Goal 1, 5 & 6; AACSB Standards 13 & 15]	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited	Improvements - (and/or suggestions from Academic Program Review Committee APRC): • Relative lack of name recognition outside of GSU's immediate service region [Goal 5 & 7; AACSB Standard 4] • Limited resources to support faculty and staff professional development due to budget restrictions [Goal 3; AACSB Standard 3] • Limited career and alumni tracking, development, and support [Goal 1, 5 & 7; AACSB Standards 4 & 7] • The document does not provide program specific improvements	
Assessment outcomes: 1. Functional Business Knowledge 2. Effective Business Communication 3. Ethics and Values 4. Global Business Issues 5. Technical Accounting Knowledge		
Actions: "Issue 2. Continue to Improve AoL (Assurance of Learning) and Include Direct and Indirect Measures "It is notable that the College has made improvement in the Assurance of Learning process. Before the next review, the College should continue to improve its AoL and include direct measures and indirect measures, e.g., surveys of alumni and recruiters." (Standard 8: Curricula Management and Assurance of Learning)" 1. Revised Program Learning Goals (PLG) to Program Competency Goals (PCG) 2. Reduced the prior 6 PLG's to 4 PCGs while still ensuring that learning outcomes were assessed. 3. Created a process for alumni and employer surveys as an additional indirect measure. Additional hybrid sections of courses were developed and offered for all MSA courses to meet the needs of international students. Program faculty regularly evaluate the changes in CPA exam requirements and technological advances in the accounting field to ensure that students in the MSA program receive up-to-date curriculum		

Program: Accounting, Master of Science		College of Business
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: The program has included multiple updates based on recommendations from AACSB in 2022. In particular, the program has a strong mission driven approach, advanced AoL systems, engagement with regional stakeholders, and has implemented strategic changes in the face of educational landscape changes	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): - Continue to monitor the program for potential curriculum and assessment improvements in the future. - Continue to adhere to accreditation standards.	
Assessment outcomes: <i>Graduates of our program will:</i> - Have appropriate accounting knowledge and skills. - Have technology skills to meet the needs of the accounting profession. - Have problem solving skills to meet the needs of the accounting profession. - Be effective communicators in all relevant business media. - Be skilled at ethical analysis in business contexts. - Be able to apply knowledge and skills to generate solutions to address complex global business challenges.		
Actions: “Issue 2. Continue to Improve AoL (Assurance of Learning) and Include Direct and Indirect Measures “It is notable that the College has made improvement in the Assurance of Learning process. Before the next review, the College should continue to improve its AoL and include direct measures and indirect measures, e.g., surveys of alumni and recruiters.” (Standard 8: Curricula Management and Assurance of Learning)” - Revised Program Learning Goals (PLG) to Program Competency Goals (PCG) - Reduced the prior 6 PLG’s to 4 PCGs while still ensuring that learning outcomes were assessed. - Created a process for alumni and employer surveys as an additional indirect measure. Additional hybrid sections of courses were developed and offered for all MSA courses to meet the needs of international students. Program faculty regularly evaluate the changes in CPA exam requirements and technological advances in the accounting field to ensure that students in the MSA program receive up-to-date curriculum.		

Program: Business Administration, BA		College of Business
APRC Decision Program Standing: ☒ Good Standing, 5Yr Cycle ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - The Program has revised program competency goals, strengthened Assurance of Learning processes, as well as provided administrative support for assessment and ongoing course revisions. - Program competency goals and assessment processes are clearly identified, with interventions implemented when learning benchmarks are not met.	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): The Committee encourages the program to continue to address accreditor feedback in preparation for the site visit.	
Assessment outcomes: Functional Business Knowledge, Effective Business Communication, Ethics and Values, and Global Business Issues		
DEI – Equity: The program accepts transfer students from community colleges and encourages AAS degree holders to further their career with a bachelor's degree. Thus it provides new career choices to many who would have missed out on these opportunities. The College has created a new position in 2025: Coordinator of Student Success Initiatives. Some of the initiatives under that office include encouraging students to improve their social media skills (Facebook and LinkedIn), a mentorship program for students, and frequent seminars and workshops (the latest is "Budget Like a Boss: Financial Literacy and Planning" on February 4, 2026).	Actions: A new Associate Dean position was created (in part) to facilitate AoL. The College also created another new position in 2025: Coordinator of Student Success Initiatives. Some of the initiatives under that office include encouraging students to improve their social media skills (Facebook and LinkedIn), a mentorship program for students, and frequent seminars and workshops (the latest is "Budget Like a Boss: Financial Literacy and Planning" on February 4, 2026).	

Program: Business Administration, MBA		College of Business
APRC Decision Program Standing: ☒ Good Standing, 5Yr Cycle ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - The MBA program operates within the College of Business AACSB accreditation framework and demonstrates ongoing assessment and curriculum improvement - The changes implemented by the program appear to adhere to the recommendations provided by the accrediting body	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): - The Committee encourages the program to continue to address accreditor feedback in preparation for the site visit - Parts of the report refer to past dates in future tense. For clarity, it would be appreciated if actions that were planned for past dates were indicated as happened as planned or as an ongoing continuous process - Program enrollment has dipped since the pandemic and the Committee encourages the program to consider ways enrollment could be increased again	
Assessment outcomes: Operating with Excellence, Communicating with Impact, Integrating Ethics and Social Responsibility, and Encompassing Global Perspectives		
DEI – Equity: A primary goal of this program is to encourage Bachelor's degree holders to further their career with a Master's degree. Thus, it provides new career choices to many who would have missed out on these opportunities. The MBA program consistently maintains high levels of diversity. 2024 saw the highest minority enrollment percentage of the period since the last review at 64%. Specifically, Black/African American enrollment saw a notable recovery, jumping from 26 students in 2023 to 33 in 2024, representing nearly 44% of the total student body. Notably, female student headcount since 2021-22 (49%) has been on a sharp and consistent upward trajectory, reaching a peak of 61.3% in 2024.		Actions: Issue 2. Continue to Improve AoL (Assurance of Learning) and Include Direct and Indirect Measures “It is notable that the College has made improvement in the Assurance of Learning process. Before the next review, the College should continue to improve its AoL and include direct measures and indirect measures, e.g., surveys of alumni and recruiters.” (Standard 8: Curricula Management and Assurance of Learning) - Revised Program Learning Goals (PLG) to Program Competency Goals (PCG) - Reduced the prior 7 PLG’s to 4 PCGs while still ensuring that learning outcomes were assessed. - Created a process for employer surveys as an additional indirect measure.

Program: Chemistry, BS		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: • The Chemistry Program takes great pride in its American Chemical Society (ACS)–Certified B.S. in Chemistry • The Chemistry faculty have strong teaching, research, and service records • The program is actively working to increase enrollment and programmatic flexibility Improvements - (suggestions from Academic Program Review Committee (APRC): • Faculty are engaged in recruitment and retention initiatives to strengthen enrollment, and this remains the central thrust of our strategic plan • In collaboration with the Dean and Chair we have expanded access to computational software and related instructional resources as the budget allows. • The Chemistry Program proposes to modify its degree offerings to include a Bachelor of Science in Chemistry (non-ACS Biochemistry focus) and a streamlined, flexible Bachelor of Science in Chemistry (non-ACS) to complement the ACS-certified Chemistry degree and better meet regional workforce and student demands across the South Metropolitan region.	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited		
Assessment outcomes: SLO 1: Acquire foundational knowledge in each of the subdisciplines of chemistry: analytical, biological, organic, inorganic, physical, and materials chemistry. SLO 2: Develop problem-solving skills to proficiently conduct chemistry-related work. SLO 3: Utilize modern library search tools to identify and access literature. SLO 4: Perform chemical analyses using modern instrumentation. SLO 5: Adhere to current safety practices to properly handle chemicals and instruments. SLO 6: Describe concepts and results <i>via</i> reports and presentations.		
Actions: - increase overall enrollment in chemistry while maintaining ACS certification for those students seeking this credential - increase the number of chemistry credit hours completed by students, and - attract more students interested in biochemistry and pre-health by demonstrating how chemistry coursework at GovState enhances preparation for professional entrance exams such as the MCAT, DAT, PCAT, and OAT, thereby strengthening competitiveness for admission to health professional programs as well as health-related graduate programs. The Chemistry Program proposes to modify its degree offerings to include a Bachelor of Science in Chemistry (non-ACS Biochemistry focus) and a streamlined, flexible Bachelor of Science in Chemistry (non-ACS) to complement the ACS-certified Chemistry degree and better meet regional workforce and student demands across the South Metropolitan region.		

Program: Early Childhood Education, BA		College of Education & Human Development
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: In October 2025, the EPP was granted accreditation at both the initial-licensure and advanced levels for a seven-year term extending through December 31, 2032. The accreditation action applies to all licensure programs housed within the EPP, including the Early Childhood Education B.A., M.A., and post-baccalaureate programs.	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): Established unit-level processes for reviewing assessment data, discussing candidate performance, and ensuring alignment between program-level outcomes, assessments, and professional standards.	
Assessment outcomes: The Early Childhood Education program’s student learning outcomes are articulated at the program level and aligned with professional standards for educator preparation. The following outcomes are “Child Development and Learning in Context, Family-Teacher Partnerships and Community Connections, Child Observation, Documentation, and Assessment, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, Professionalism as an Early Childhood Educator.”		
Actions: During the previous review cycle, the program experienced enrollment fluctuations consistent with statewide trends following changes to Illinois licensure requirements. Increased program rigor, heightened admission standards, and revised internship expectations contributed to short-term enrollment declines across Illinois principal preparation programs. To improve program-level outcomes and candidate success, the Educational Administration program implemented intentional strategies aligned to licensure expectations, leadership practice, and candidate workload. A key recommendation from the self-study and external review focused on strengthening candidate preparation for the Illinois Licensure Testing System (ILTS) exams 195 (Principal as Instructional Leader) and 196 (Principal as Leader). In addition to content alignment, the program intentionally redesigned its course sequence and credit load to support candidate success during the most intensive clinical phases of principal preparation.		
DEI – Equity: The Early Childhood Education B.A. and M.A. programs have integrated the Illinois State Board of Education (ISBE) Culturally Responsive Teaching and Leading (CRTL) standards throughout the program. These standards include themes such as systems of oppression, leveraging student advocacy, and student representation in the learning environment, among others. Students create a CRTL ePortfolio in which students submit artifacts and narratives. The CRTL ePortfolio is assessed at the final internship, student teaching.		

Program: Educational Administration, MA		College of Education & Human Development	
APRC Decision Program Standing: ☒ Good Standing, 5-yr cycle ☐ Priority Review		Comments: (Strengths and Improvements) Strengths: • In Spring 2023, the principal leadership program earned full national recognition through the Specific Program Accreditation (SPA). Our SPA is managed by the National Policy Board for Educational Administration (NPBEA) and aligned to the National Educational Leadership Preparation 2018 standards for building leadership (NELP 2018). The program previously earned full national recognition through SPA in Fall 2019. • The Educational Administration (Principal Leadership) program is accredited through the Council for the Accreditation of Educator Preparation (CAEP) at the advanced level and is nationally recognized under the National Educational Leadership Preparation (NELP) standards. The Educator Preparation Provider (EPP) at Governors State University was granted CAEP accreditation at both the initial-licensure and advanced levels in October 2025, with accreditation extended through December 31, 2032. Improvements - (suggestions from Academic Program Review Committee (APRC): • The program has made several curricular changes since the last review that intentionally aligns course content, field experiences, and high-stakes testing requirements. A major improvement has been restructuring the program sequence to better match how candidates progress through ILTS licensure expectations.	
Assessment outcomes: A. Program outcomes are explicitly aligned to the 2018 National Educational Leadership Preparation (NELP) Standards, including: 1. Mission, Vision, and Improvement 2. Ethics and Professional Norms 3. Equity, Inclusiveness, and Cultural Responsiveness 4. Learning and Instruction 5. Community and External Leadership 6. Operations and Management 7. Building Professional Capacity			
DEI – Equity: The program integrated the Illinois Culturally Responsive Teaching and Leading (CRTL) Standards into the principal internship sequence through the completion of EPP Advanced CRTL Seminar Modules. These modules are completed during Principal Internship I–III and engage candidates in sustained reflection, analysis of systems of oppression, student advocacy, family and community collaboration, inclusive curriculum practices, and representation within learning environments.		Actions: One significant change involved aligning coursework more strategically with internship expectations and licensure requirements, ensuring candidates encounter required content at points in the program when it is most relevant and applicable. The redesigned program sequence further supports financial sustainability by allowing candidates to remain fully employed while completing their internships.	

Program: Elementary Education, BA		College of Education & Human Development
APRC Decision Program Standing: ☒ Good Standing 5-yr cycle ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: • The program has made changes to the curriculum and assessment based on ISBE standards, which include a decrease in credits for graduation • The program maintains high persistence and graduation rates • The Culturally Responsive Teaching and Learning Standards have been identified and recognized as a model for other institutions	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): • Two Areas for Improvement are 1) "Not all of the EPP's rubrics had established validity and reliability" and 2) "The EPP provided limited evidence of formal internal and external stakeholder involvement in program design, evaluation, and continuous improvement process." These are plans for the future.	
Assessment outcomes: 1) The Elementary Education B.A. program assesses the extent to which candidates meet or exceed the following outcomes/competencies in Elementary Education: Outcomes/Competencies based on CAEP Standards for Preparation of Elementary Educators and Illinois Professional Educator Standards		
Actions: Continuous improvement plan firmly embedded in the Elementary Education B.A. program resulted in several curricular changes being initiated that are intended to broaden the pool of interested potential students and eliminate academic barriers for obtaining the initial degree and endorsement as well as continuing in education disciplines for subsequent endorsements and degrees: ○ Reduction of total required program credits from 125 – 137 by deletion of Teaching Specializations and integration of EMED 4450 content into the other three ELA courses and subsequent deletion of EMED 4450. ○ Revision and expansion of EMED 3199 Junior Seminar: Mindfulness for Teachers (3 cr) to EMED 3099 Best Practices in Elementary Education (4 cr).		

Program: Human Resource Management, MS		College of Business
APRC Decision Program Standing: ☒ Good Standing, 5Yr Cycle ☒ Priority Review, 3Yr Cycle	Comments: (Strengths and Improvements) Strengths: - The program has expanded online offerings, revised competency goals, and outlined assessment methods focusing on HR expertise, values-driven leadership, communication, and global cultural acumen. Improvements - (suggestions from Academic Program Review Committee (APRC): - The Committee encourages the program to continue to address accreditor feedback in preparation for the site visit.	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited		
Assessment outcomes: Learners will apply HR knowledge, analyze data, and generate solutions aligned with organizational values. They will communicate effectively and integrate cultural perspectives for organizational success.		
DEI – Equity: Targeted assistance is provided to underrepresented and first-generation students through early alert systems and personalized support. Faculty engage in professional development focused on inclusive pedagogy and equitable assessment practices.	Actions: The MSHRM program transitioned to Blackboard Learn Ultra, enhancing instructional resources and delivery methods. This change improved instructional practices and supported student success through transparency, usability, and active learning.	

Program: Nursing, DNP		College of Health & Human Services
APRC Decision Program Standing: ☒ Good Standing ☒ Priority Review, 3yr cycle	Comments: (Strengths and Improvements) Strengths: • Doctor of Nursing Practice (the terminal nursing practice degree), was solely for those students who were seeking an advanced practice role. Our program is permitted to offer the program to the faculty and administrator of DNP programs to add other areas of nursing practice: Nurse educator, nurse administrator and community behavior. • Added EPSLOs to each course syllabus that coincide with the course outcomes • Created a faculty liaison position to help students having problems (any kind) with courses/clinical • Met with DNP students to assign mentors to improve outcomes/competencies Improvements - (suggestions from Academic Program Review Committee (APRC): Revision of levels of achievement for each assessment method: Course objectives, Revised grading scale, Clinical evaluation forms and Addition of competencies. What the program changed because of the evidence • Raised the EPSLO benchmark for DNP 9181 to 85% after fall 2022 results showed room to set a higher bar. • Added EPSLO statements to course syllabi after the spring 2023 review recommended tighter alignment between course objectives and program outcomes. • Began collecting Skyfactor (EBI) benchmarking data on DNP competencies in the NURS 8610/8611 sequence in summer 2023, and changed pedagogy and content in those courses.	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited	Assessment outcomes: The DNP program currently lists seven EPSLOs. The prior report listed ten. The reduction came from consolidating overlapping outcomes during the EPSLO mapping the Assessment and Evaluation Committee completed for ACEN Standard 5, not from dropping content. 1. Critically analyze complex clinical situations and practice systems including the social, economic, political and policy components of health care systems to affect care planning and delivery. 2. Demonstrate advanced levels of clinical/ judgment/scholarship to improve health care of diverse populations by analyzing and applying conceptual models, theories, and research to improve health care of diverse populations. 3. Systematically investigate clinically-focused areas of practice in nursing 4. Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care. 5. Integrate professional values and ethical decision-making in advanced nursing practice. 6. Collaborate with other members of the health care team to promote health and prevent illness. 7. Assess and implement technology and information systems for best practice across care settings.	

Actions:

- Review and revise the certification examination pass rate outcome statements to be congruent with the ACEN Criterion.
- Ensure the assessment method (calculation) for program completion is based on the ACEN definition.

Program: Public Administration, MPA		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - The program is accredited through August 2032 and has made positive progress. Improvements - (suggestions from Academic Program Review Committee (APRC): - The program outlined strategies to improve student retention but could benefit from a clearer connection to DEIAB practices, including identifying equity gaps and how the efforts address them. Continue to address issues cited by COBRA to strengthen the program.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited		
Assessment outcomes: The MPA program is student-centered, supported by the College of Arts and Sciences and University leadership, and has a strong relationship with the Village of Bradley. The program also has strong assessment practices, an active advisory board, and a diverse community.		
DEI – Equity: The MPA program faces student retention challenges, especially among working individuals. To address this, it offers alumni and faculty mentoring, support services, and tailored courses (online, hybrid, in-person). It also sponsors a one-year ASPA membership for high-GPA students and provides financial aid for low-income students.	Actions: The MPA program offers proactive advising, increased course availability, and re-enrollment opportunities to support student success. Faculty use Universal Competency rubrics and the MPA Exit Survey to assess student learning and program effectiveness.	

Program: Social Work, MSW		College of Health & Human Services
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - The program is in good standing with their accrediting body and re-affirmed until 2031. - Enrollment is increasing and has nearly reached pre-pandemic numbers. Improvements - (suggestions from Academic Program Review Committee (APRC): - The program has identified a need to revise and improve the curriculum to reduce redundancies based on student feedback. The committee encourages these efforts.	
Accreditation ☐ Program <u>is not accredited</u> ☒ Program is accredited		
Assessment outcomes: The MSW program outlines 11 student learning outcomes, including analyzing cultural and social influences, integrating social work values, demonstrating leadership, conducting assessments, applying treatment models, and utilizing research to evaluate practice interventions and to inform social welfare policy development with children and families.		
DEI – Equity: - The MSW program emphasizes cultural humility in social work practice and encourages student involvement in organizations like the Social Work Student Organization and Phi Alpha Honor Society. - These organizations, supported by the university and faculty advisors, mobilize students for the annual Advocacy Day in Springfield to promote culturally responsive policies.	Actions: - The MSW program is updating its curriculum to incorporate field innovations, broaden learning experiences, and deepen social justice integration. - A curriculum mapping process is underway to identify gaps and redundancies.	

Program: Anthropology & Sociology		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - Beginning in 2022, the program moved entirely online and serves diverse, nontraditional students - The program has revised the curriculum to streamline requirements, improved online course offerings, increased attention to career readiness in the Junior Seminar and Capstone courses, and worked with the college to enhance data accessibility and build more sustainable assessment practices - The program has also begun expanding internship opportunities and professional development supports to address recommendations regarding career pathways and alumni engagement	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): - The program is moving more deliberately towards strengthening career readiness and post-graduation outcomes. Building on the external evaluator’s findings, ANSO faculty are integrating structured professionalization into the Junior Seminar and Senior Capstone. The program also expanding internship partnerships and applied learning opportunities that connect coursework to community-based organizations and professional settings, reinforcing the program’s emphasis on experiential learning and civic engagement. - One recommendation from the external evaluation is to increase visibility and alumni connections through coordinated outreach, program events, undergraduate research showcases, and social media. To remedy this, we are working with the college’s new exit survey to assess students’ perceptions of their educational experience and connect with alumni in systematic ways.	
Assessment outcomes: - Demonstrate anthropological and sociological understandings of how experiences of race, ethnicity, social class, gender and sexuality are shaped by social institutions and cultural practices; - Apply anthropology and sociology theory and research methods to explain social phenomena observed in our society and others; - Apply global and cross-cultural knowledge local to interpret social processes and/or problems through the lenses of social justice, with a goal for more equitable, inclusive, and sustainable world; - Implement critical thinking, analytic, and research skills to the anthropological and sociological explanations of social processes; - Building written, visual, and oral communication skills, as experienced through individual and collaborative skill-building exercises		

Actions:

Finally, the program recognizes that long-term sustainability depends on strengthening recruitment and visibility while maintaining high-quality instruction and mentoring. Planned next steps include building stronger community college pipelines, elevating alumni stories and outcomes, and strengthening alumni tracking through program-level networking efforts and the new college-level exit survey. The ANSO program will continue to work with college leadership to stabilize course scheduling across modalities and to address the constraints created by reduced full-time faculty capacity. Together, these next steps represent a build on program strengths while addressing the opportunities identified through this review.

Equity is also embedded in the design of our curriculum, which centers social justice, community-engaged learning, and applied research. Students investigate issues that affect marginalized communities—such as immigration, environmental injustice, and access to housing—developing both empirical research skills and civic agency. High impact practices like undergraduate research, fieldwork, and internship supervision allow students to see themselves as producers of knowledge

The program's emphasis on social justice, applied research, and critical thinking positions students to both understand structural inequality and to intervene in it. Through coursework that centers on project-based learning, mixed-methods research training, and critical thought, ANSO students learn to apply disciplinary tools to advance equity in their workplaces and communities.

Undergraduate Research and Senior Capstone – In Senior Capstone, students conduct original research using qualitative and quantitative methods. Students develop a research design on a chosen topic, collect and analyze data, and present their findings in a formal research paper and presentation to the campus community. In Spring 2024, for instance, student research projects were framed around the theme “Marginalized Community and Global Challenges: Social Justice, Service, and Inclusion.” Student projects have examined a wide range of social issues, including social media activism and boycott movements and historical content analysis of the Black Panther Party in Chicago.

Program: Analytical Chemistry, MS		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - The Chemistry faculty have strong teaching, research, and service records. - The MS in Analytical Chemistry program is designed to enhance the qualifications of current professionals by offering advanced coursework that covers both the practical and theoretical aspects of analytical chemistry.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): - The Committee wishes to remind the program that the cyclical reports should focus on the contribution to and of students enrolled in the specific program. - A central priority of the program is rebuilding and strengthening the undergraduate B.S. Chemistry pipeline, which historically enrolls fewer students than the M.S. program. Chemistry faculty, in collaboration with the CAS Dean's Office and MarComm, have developed targeted recruitment materials for distribution to community colleges, high schools, and local employers to increase awareness of both the B.S. and M.S. programs.	
Assessment outcomes: SLO 1: Develop advanced problem-solving skills. SLO 2: Apply advanced instrumentation to carry out experiments and chemical analyses. SLO 3: Adhere to current safety practices to properly handle chemicals and instruments. SLO 4: Carry out an independent research project. SLO 5: Present outcomes of research in a public forum and prepare a thesis or a capstone project report.		
Actions: To address low M.S. enrollment, the department has re-engaged local industry through letters outlining the program's vision and will conduct targeted follow-up visits to encourage employers to promote the M.S. program to scientifically trained employees. The program has also developed a strategic plan centered on alumni engagement, including increased visibility of alumni career stories, stronger relationships with alumni working in regional industry, and the creation of an alumni-centered chemistry advisory board. Graduate students work closely with faculty on authentic research problems spanning analytical biochemistry, environmental chemistry, solid-state materials, chromatography, spectroscopy, and mass spectrometry.		

Program: Communication, BA		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: • The program demonstrates strengths in faculty scholarship, student-centered teaching, and alignment with the university mission of accessible education • As a program, we have had success over the past five years with research/scholarship. As a whole, the program has published 17 peer-reviewed journal articles, 7 book chapters, 2 book reviews, 1 book, and 2 open-source textbooks.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): • The program is encouraged to continue refining assessment measures and rubrics • The program recently updated its Curriculum Map. In terms of modality for our courses, since 2020, students have shown a preference for online courses, as we continue to schedule for face-to-face courses and monitor enrollment each semester.	
Assessment outcomes: 1. Develop skills for constructing effective messages across multiple forms of media. 2. Identify message meanings and their significance. 3. Critical assessment of effective message design. 4. Cultivate dynamic communication tools and skills to adapt to changing technological, socio-cultural, political, leadership, and economic environments. 5. Demonstrate the ability to communicate effectively and with integrity as informed and engaged global citizens. 6. Explore the relationships between communication and culture as a means of fostering intercultural relationships. 7. Demonstrate professional communication practices that promote human relations. 8. Utilize communication to influence public discourse to respond to issues at the local, national, and/or global level.		
Actions: The Communication BA Faculty use a number of high-impact practices within a variety of our Core and concentration courses. This includes the following: Internships, Undergraduate Research, Writing-Intensive Courses (Junior Seminar, Strategic Writing), Capstone Projects and Service Learning – projects connected to community needs. At the classroom level, we have included all equity statements in our syllabi. Many of us have also worked to reduce the cost of textbooks for our students. Students have had the opportunity to intern in advertising, marketing, and writing. One student interned as a Music Writer at mxdwn.com. Another student interned with Orland Park at the Bridge Teen Center.		

Program: Communication, Media and Performance, MA		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing, 5Yr Cycle ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: The program, despite its small size and lower graduation rate, has a 100% retention rate and increasing enrollment. It uses assessment data to improve the program and address PLOs.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited	Improvements - (suggestions from Academic Program Review Committee (APRC): Systemic alumni tracking is encouraged, but the Committee acknowledges it's a university-wide issue. They noted many PLOs and may recommend reassessing this in the future.	
Assessment outcomes: - Analyze message construction, critique message meanings, evaluate design, and investigate communication in changing environments. - Identify and evaluate aspects of informed global citizenry, promote lifelong learning, intercultural relationships, ethical communication, and use technology.		
DEI – Equity: - The program primarily serves minority students, including Black/African American and Hispanic/Latino students, reflecting GSU's mission to serve the diverse Chicago Southland region. Faculty accommodate adult learners, first-generation graduate students, and those balancing study with work and family. - Flexible course modalities (online, hybrid, face-to-face) accommodate students with varied schedules and transportation challenges.		Actions: - Implement a new Communication MA curriculum with streamlined research requirements and launch a Graduate Certificate in Corporate Communication. - Develop strategic marketing and recruitment initiatives and establish a systematic alumni tracking and engagement program. - Implement peer-to-peer faculty training for online instruction quality and strengthen assessment practices with improved signature assignment alignment.

Program: Community Health, BHS		College of Health & Human Services	
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review		Comments: (Strengths and Improvements) Strengths: - The Department Chair of the Community Health (COMH) undergraduate curriculum is intentionally designed to balance foundational public health knowledge, applied skill development, and flexible career pathways to meet evolving workforce demands and support student success. - The program has strong enrollment numbers that have increased in recent years. - The program has recently been strengthened by the hiring of a department chair and faculty member. Stability in the leadership level will help lead to forward momentum and long-term success of the program Improvements - (suggestions from Academic Program Review Committee (APRC)): - APRC recommends that the program implement its assessment plan. Assessment was encouraged during the last review, and the proposed plan is comprehensive and will provide a strong starting point. - The COMH program demonstrates strong alignment with workforce needs through an applied, community-focused curriculum, stable core faculty leadership, and growing use of data-driven program assessment. Experiential learning opportunities, including internships and community engagement, support student career readiness, while recent implementation of formal evaluation protocols strengthens continuous improvement efforts. - Currently, graduate success is tracked informally through faculty contact with alumni, internship site feedback, and occasional communication from graduates regarding employment or continued education. The program plans to develop more systematic alumni tracking practices, including alumni surveys, employer feedback mechanisms, and coordination with institutional alumni relations offices to obtain reliable outcome data.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited			
Assessment outcomes: Assessment Goal 1: Community Health Program Planning Assessment Goal 2: Needs Assessment and Data Interpretation Assessment Goal 3: Application of Social, Behavioral, and Environmental Theory Assessment Goal 4: Cultural Responsiveness and Equity Assessment Goal 5: Research Literacy and Evaluation Skills Assessment Goal 6: Ethical and Professional Practice Assessment Goal 7: Professional Readiness		Actions: The program incorporates multiple high-impact practices, including writing-intensive coursework, collaborative assignments and projects, undergraduate research opportunities, diversity and global learning content, and service-learning and community-based learning experiences. Community Health graduates are positioned to pursue careers in public health, health education, social services, community outreach, nonprofit organizations, and related fields that demonstrate continued workforce demand including strengthening recruitment efforts, improving advising and student support services, expanding community & transfer partnerships.	

Program: Gender & Sexuality Studies (GNSX)		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: · The program is run by exclusively affiliate faculty, create a cross-disciplinary degree program Improvements - (suggestions from Academic Program Review Committee (APRC): · A more complete report should be submitted for the next review. The following sections are recommended to be expanded with more detail: · how the program mission aligns with the university mission and the history of the program leading up to 2024 · how assessment results will be used for continuous improvement · the assessment plan should include the courses each learning objective is assessed in, what deliverable is assessed, and what schedule each objective will be assessed on · The program is strongly encouraged to begin assessment of PLOs · The Committee echoes the recommendation of the external reviewer that a dedicated faculty member would be of benefit to the program	
Accreditation ☒ Program <u>is not</u> <u>accredited</u> ☐ Program is accredited		
Assessment outcomes: Objective #1: Explore marginalized epistemologies & experiences and the implications for diverse bodies. Objective #2: Examine the impact of gender & sexuality identities on human relations within local, national, transnational, & global communities both historically & currently. Objective #3: Analyze the construction and maintenance of power dynamics within legal, criminal, political, economic, educational, and cultural systems. Objective #4: Evaluate the multiple constructions, in both production and reception, of gender and sexuality across multimodal media, including literature, pop culture, social media, etc. Objective #5. Demonstrate the ability to articulate and apply an intersectional analysis – grounded in feminist, queer, and emerging theories, research practices, & methodologies – evaluating issues related to gender & sexuality in order to foster advocacy & promote social justice.		Actions: Overall, GNSX is an academically strong and mission-aligned program that plays a central role in Governors State University's commitments to inclusion and social justice. Looking ahead, priorities for the next review cycle focus on stabilizing and strengthening the program's infrastructure. These include renewing a tenure-track faculty search, increasing marketing and recruitment efforts, and improving communication with advising units to enhance program visibility. Additional goals include strengthening the predictability of course rotations, continuing systematic assessment and curriculum development, and further expanding interdisciplinary and community partnerships. With appropriate institutional support, the program remains a vital component of GSU's liberal arts foundation and is well positioned for sustainable growth.

Program: Health Informatics (MSHI), MHS		College of Health & Human Services
APRC Decision Program Standing: ☐ Good Standing ☒ Priority Review, 3Yr Cycle	Comments: (Strengths and Improvements) Strengths: - The program has grown rapidly since its 2019 relaunch, with curriculum changes emphasizing efficiency and student needs, and new faculty hires enabling further growth. Improvements - (suggestions from Academic Program Review Committee (APRC): - Include competencies (Introduces, Reinforces, Masters) in the Curriculum Map. Clarify the product, classes, and timeline for artifact collection. Begin assessment before the next review and consider an external evaluator for field-specific feedback. Use tables to summarize faculty teaching responsibilities in future reports instead of workload documents. Focus on attracting more domestic students. Implement systemic alumni tracking.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited		
Assessment outcomes: - Program outcomes emphasize critical thinking, analytical reasoning, communication, and professional ethics, aligning with CAHIIM competencies to meet national standards for graduate-level informatics education.		
DEI – Equity: - Given the majority of MSHI students are international, the program integrates teaching strategies, academic support, and culturally responsive learning environments to close equity gaps. - Introductory healthcare courses provide foundational knowledge and help international students adapt to U.S. academic expectations and healthcare terminology.		Actions: - Seven new courses added to strengthen the healthcare systems focus within the MSHI curriculum. - Implementation of a competency-based assessment model, aligning course outcomes with CAHIIM-required competencies. - Piloting pre- and post-program assessments to track competency growth and collecting self-assessment and faculty course-level competency data for curriculum refinement.

Program: History, BA		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - The report explains recent program changes, including faculty transitions, curriculum updates, and the new internship capstone option. It also details the program’s formal assessment plan. Improvements - (suggestions from Academic Program Review Committee (APRC): - The Committee encourages the program to implement their assessment plan before the next review. - Program enrollment numbers fall below IBHE thresholds, so the program should consider practices to increase enrollment. Systemic alumni tracking is encouraged, but the Committee acknowledges it’s partly a university-wide issue.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited		
Assessment outcomes: - Understand the dynamics of change over time, explore the complexity of the human experience, evaluate historical sources, and demonstrate how history contributes to lifelong learning and critical thinking for engaged citizenship. - Distinguish between primary and secondary materials, generate open-ended questions about the past, craft historical narratives and arguments, and apply historical knowledge to contemporary social dialogue.		
DEI – Equity: - The History program contributes to equity and sustainability through public history engagement, particularly with the Southland History Collective. - The Collective focuses on preserving the histories of Chicago’s south suburbs, emphasizing equitable preservation and offering paid educational opportunities for students.		Actions: - History syllabi are being updated, and a new course on gender and colonialism in Africa is being created. - Faculty with expertise in uncovered areas can propose new courses and help develop critical thinking.

Program: MFA Independent Film and Digital Imaging		College of Arts & Sciences
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - The program is cross-disciplinary, student-centered, and supports authorship and comprehensive skills. Improvements - (suggestions from Academic Program Review Committee (APRC): - Facility upgrades are ongoing, and the program is encouraged to maintain facilities and collect assessment data on all PLOs. Systemic alumni tracking is also encouraged.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited		
Assessment outcomes: - Students will develop professional skills in independent film and digital imaging, mastering theory and aesthetics. - They will demonstrate critical thinking and evaluative abilities in digital photographic arts and cinema.		
Actions: - Program production spaces and equipment will be continuously improved, with a focus on maintaining high-quality learning environments. - A program policy will be established to guide students on the ethical and practical use of AI in film productions.		

Program: Interdisciplinary Leadership, Ed.D		College of Education & Human Development
APRC Decision Program Standing: ☒ Good Standing ☐ Priority Review	Comments: (Strengths and Improvements) Strengths: - This program has curriculum adjustments, expanded endorsements, and a large number of students enrolled. Improvements - (suggestions from Academic Program Review Committee (APRC): - The program should continue monitoring and improving graduation rates. The percentage of students completing the program has increased but remains low compared to the total student population. - The committee agrees that an additional faculty member would support the growing enrollment.	
Accreditation ☒ Program <u>is not accredited</u> ☐ Program is accredited		
Assessment outcomes: - Students demonstrate strong achievement of program learning outcomes, with improvements in qualifying exam pass rates and Dissertation-in-Practice quality. - Strengths include leadership theory, ethical reasoning, and diversity awareness, while areas for improvement include research methodology and translating findings into recommendations.		
DEI – Equity: - The program at GSU promotes equity through accessible online delivery, reduced credit hours, and holistic admissions. - It also supports financial sustainability by enhancing career advancement opportunities and generating significant enrollment and revenue.		Actions: Actions to improve student learning include enhanced exam prep, proposal meetings, streamlined dissertation format, and semester-by-semester registration support.
High Impact student Practices: The Ed.D. in Interdisciplinary Leadership program offers internships, seminars, workshops, research collaboration, grant writing, publishing, career coaching, and conference opportunities enhancing student learning, professional development and networking opportunities.		

TAB 7

EXECUTIVE SUMMARY*Regarding*
Resolution No. 26-35**Resolution for Approval of New Degree Programs:**
B.S. in Data Science and Artificial Intelligence
M.A. in Data Science and Artificial Intelligence

- I. Action Item:** Authorize approval of two new degree programs—a Bachelor of Science in Data Science and Artificial Intelligence and a Master of Arts in Data Science and Artificial Intelligence—pursuant to Board Regulation III(D)(1) and the Illinois Board of Higher Education Act requirements and applicable regulations. *See* 110 ILCS 205/7; 23 IL Admin Code § 1050.40.
- II. Background:** Board Regulation III(D)(1) requires Board approval for the establishment of new degree programs. And, under Illinois state law, the Illinois Board of Higher Education (IBHE) must approve any new “unit of instruction” before it is offered, 110 ILCS 205/7, where “unit of instruction” includes “[a]ny new organized program of study . . . that results in the formal award of a degree to a student,” 23 IL Admin Code § 1050.40(a). The Board must review and approve any new unit of instruction before the University may submit it to IBHE for approval.

The proposed programs respond to documented regional workforce demand for professionals trained in data science and artificial intelligence (AI).

The B.S. in Data Science and Artificial Intelligence is designed to prepare undergraduate students with foundational and applied competencies in data analytics, machine learning, and AI systems.

The M.A. in Data Science and Artificial Intelligence is designed to prepare graduate students for advanced professional and research roles requiring expertise in AI-driven data analysis, modeling, and ethical application of emerging technologies.

Both programs have undergone the University’s internal vetting process, including review by the relevant faculty governance bodies, the College Dean, the Provost, and the President. The programs have received the required curricular approvals and are recommended by the President for Board approval, subject to final approval by the IBHE.

- III. Resolution:** A proposed resolution is submitted herewith.
- IV. Contact Information:** Provost Beverly Schneller, PhD; bschneller@govst.edu; 708.534.7295.

Resolution No. 26-35
Approval of New Degree Programs

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain the University in accordance with the rights, powers, and duties vested by law in the Board;

WHEREAS, The Board is currently comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one of whom is a University student selected by student peers;

WHEREAS, The Board is empowered to operate, manage, control, and maintain the University and prescribe the courses of study to be followed pursuant to Sections 15-10 and 15-45 of the Illinois Governors State University Law, 110 ILCS 670/15-1 *et seq.*;

WHEREAS, Pursuant to Board Regulation III(D)(1), Board approval is required for the establishment of new degree programs prior to the submission of such programs to the Illinois Board of Higher Education (IBHE) for approval;

WHEREAS, The University proposes to establish a Bachelor of Science in Data Science and Artificial Intelligence and a Master of Arts in Data Science and Artificial Intelligence to address documented regional workforce needs and to expand the University’s academic offerings in high-demand technology disciplines;

WHEREAS, Both proposed programs have undergone the University’s internal curricular review process, including review and approval by the relevant faculty governance bodies, the College Dean, the University Provost, and the President;

WHEREAS, President Ester recommends approval of the proposed B.S. in Data Science and Artificial Intelligence and M.A. in Data Science and Artificial Intelligence; and

WHEREAS, The Board believes the proposed programs meet the criteria for new degree program approval and serve the educational mission of the University.

Now, therefore, it is:

Resolved, that the Board approves the establishment of the following new degree programs at Governors State University, subject to final approval by the IBHE:

Bachelor of Science in Data Science and Artificial Intelligence

Master of Arts in Data Science and Artificial Intelligence

Resolved, that the Board directs the University to take all reasonable and necessary steps to otherwise effectuate this Resolution, including submission of the programs to the IBHE for approval.

Approved June 22, 2026

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 8

EXECUTIVE SUMMARY*Regarding**Resolution 26-36: Approval of FY2027 Preliminary Operating Budget*

I. ACTION ITEM: Approval of Fiscal Year 2027 (“FY2027”) Preliminary Operating Budget for Governors State University (the “University”) by the Board of Trustees (“Board”) as set forth below and in the proposed resolution submitted herewith.

II. BACKGROUND: Each year, the Board is asked to approve a preliminary, estimated operating budget prior to the beginning of the fiscal year, which starts on July 1, and which is based on estimated enrollment and State appropriations, as well as projected costs for the next fiscal year. This estimated budget empowers the University to continue operations through October. At the October meeting, the Board is asked to approve the final fiscal year operating budget, by which time the University knows its actual enrollment figures for the fall and its actual appropriations. This resolution grants the University spending authority between July 1, 2026 and the October 19, 2026 meeting, at which time the Board will review the University’s FY2027 operating budget based on the updated information related to enrollment and State appropriations available at that time.

The operating budget’s revenue sources consist of (i) State appropriations, and (ii) the “Income Fund,” which is defined by statute (30 ILCS 105/6a-1e). Income Fund revenues include tuition (net of tuition waivers and allowances for uncollectible accounts/bad debts), interest income, and certain other fee-based revenues (e.g., application fees, payment plan fees, late payment fees, audit fees, and transcript fees). Revenues derived from certain student mandatory fees, auxiliary enterprises (such as Housing, Bookstore, Food Service, Parking, and Center for Performing Arts), and grants are designated for revenue-supported purposes; as such, these revenues are excluded from the Income Fund and are accounted for separately within dedicated fund categories pursuant to Illinois law. This means that the operating budget does not reflect 100% of the University’s revenues and expenses; however, it does reflect the Illinois Board of Higher Education’s directives for how to present the operating budget. President Ester anticipates providing the Board with an “all funds budget” by the October Board meeting, which will reflect the entirety of the University’s projected revenues and expenses.

III. ANALYSIS: Our institutional accreditation body requires assurance and evidence that we have an integrated resource and budget planning process at all levels of the University, with the ability to carry out our educational mission given our current resource base, which relies heavily on State funding and tuition revenue. Aligning projected expenses for FY2027 with projected revenues has been challenging given a number of adverse factors. First, the Illinois State Legislature approved only a 1% increase to the University’s appropriations, meaning the University will receive only an additional \$273,767 in State funding next fiscal year. Second, while the Board approved a tuition rate increase

for Academic Year 2026-2027 at its February meeting, enrollments are projected to be flat due to challenges facing universities across the country, including declining numbers of traditional-aged college students and reduced international student enrollments. Third, the University must rebuild its cash reserves, which are projected to have declined to \$13.5 million by the end of this fiscal year due to years of deficit spending, which represents less than three months' worth of operating expenses in reserve. Finally, all the University's collective bargaining agreements with represented employees are set to expire at the end of this fiscal year. While the Administration is proposing an across-the-University wage freeze for the next fiscal year to minimize the number of positions that must be eliminated, the results of labor negotiations are unknowable at this time. Thus, the proposed budget is subject to change if actual enrollments materially decline compared to last year, labor costs materially increase compared to last year, or other unanticipated costs arise, which is possible given our aging infrastructure.

To strengthen our financial foundation, rebuild reserves, and ensure we can continue delivering on our mission for years to come, the University Administration has conducted a comprehensive review to align expenses with projected revenues to achieve a balanced budget. To support this goal, every department was asked to implement cost savings measures while we simultaneously pursue opportunities to generate new revenue. Resources have been strategically directed to support the University's highest priorities and to maintain vital ongoing operations. These efforts have included conducting University-wide open forums to solicit feedback regarding cost-savings measures and revenue-growth. In addition to freezing nonessential new hires last fall, the Administration has reduced non-labor operating costs wherever possible and made the difficult decision to eliminate, reduce, or combine over 30 positions (final numbers are not yet available), including faculty, administrators, and civil service employees. The University engaged an outside consultant to assist with legislative lobbying efforts, is proposing new programs designed to enhance enrollment, and has directed the Foundation to begin the process of developing and implementing a comprehensive campaign. As a result of these ongoing efforts, President Ester is pleased to present a balanced budget for operating expenses for FY2027, including an allocation of \$1.9 million to rebuild reserves. Additional efforts are underway to ensure that expenses supported by fee revenue outside the Income Fund (e.g., the Strategic Initiative fee) do not exceed forecasted revenue so as to avoid continued deficit spending.

The proposed FY2027 preliminary operating budget presented below reflects a balanced budget and includes the following:

- A. Projected Total Available Operating Revenues: \$61,883,946, representing an increase of approximately \$1.1 million over the FY2026 budget of \$60,763,724. The projected amount is based on the following components:
 - State Appropriations: The projected FY2027 appropriations are \$27,650,467 based on the State budget that was approved by the Illinois General Assembly on June 1, 2026, and signed by the Illinois Governor on June 16, 2026. This amount represents a 1% increase over the

FY2026 enacted appropriations of \$27,376,700, or an additional \$273,767 in State appropriations.

Note that the University's FY2026 budget reflected only \$26,845,093 in FY2026 State appropriations because the State withheld awarding 2% (\$531,607) of the 3% of the enacted appropriations. On June 16, 2026, the Governor's Office of Management and Budget notified the University that the withheld 2% funds had been fully released. As a result, the University's total State appropriation is restored to \$27,376,700, capturing the full, originally enacted amount. The subsequently awarded \$531,607 will serve to reduce the University's anticipated operating deficit for FY2026.

Despite proactive advocacy for equitable funding, the University did not receive any special legislative appropriations to address historical funding disparities relative to other Illinois public institutions.

- Income Fund Revenues: The FY2027 projected operating revenues are \$36,147,415, representing an increase of about \$2.2 million over the FY2026 budget of \$33,918,631. This category includes tuition revenue (net of tuition waivers and allowances for uncollectible accounts/bad debts), interest income, and certain other fee-based revenues (e.g., application fees, payment plan fees, late payment fees, audit fees, and transcript fees). The projected amount assumes a flat enrollment relative to the prior academic year (Fall 2025, Spring 2026, Summer 2026), incorporates the tuition rate increase approved by the Board on February 23, 2026, and accounts for a strategic reduction in tuition waivers, which will have the effect of increasing net tuition revenue.
- The Projected Total Available Revenues is net of Reserve Allocation of \$1,913,936, equivalent to 3% of total projected revenues. Through FY2025, the University recorded three consecutive years of operating deficits totaling \$17.1 million (all funds), forcing a drawdown of historically limited reserves. Under current conditions, we anticipate an additional operating loss (all funds) of approximately \$6.0 million in FY2026, which will reduce the University's unrestricted reserves to an estimated \$13.5 million by the end of the fiscal year. To safeguard the University's long-term financial health, ensure its capacity to meet strategic objectives, and effectively manage unforeseen contingencies, it is imperative that the University rebuild its reserve balances.

- B. Projected Total Expenditures: \$61,883,946, representing a decrease of approximately \$3.6 million under the FY2026 budget of \$65,439,797. This proactive fiscal management reflects University-wide efficiency initiatives, including collaboration across all departments to implement mindful cost-saving measures across all operational expenditure lines, internal departmental restructuring designed to maximize operational efficiency and streamline workflows, and personnel alignment to ensure personnel resources are optimally deployed to support core campus priorities.

To ensure long-term financial stability and minimize future reliance on reserve balances, the University Administration continues to proactively identify operational efficiencies across all expenditure areas. Essential to this effort is our collaboration with the campus community; the Administration is actively reviewing constructive recommendations from recent fireside chats to optimize expenses and explore additional ways to increase revenues. Moving forward, the University will maintain robust advocacy for equitable State appropriations and pursue new educational programs designed to expand revenue streams. We remain committed to closely monitoring our financial position, ensuring the flexibility required to align operational budgets with actual enrollment and revenue trends.

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Governors State University
FY 2027 Preliminary Operating Budget
(Illinois State Appropriation + University Net Tuition Revenues +
Interest Income + Certain Other Fee-Based Revenues)

	FY 2026 Operating Budget*	FY 2027 Preliminary Operating Budget	Variance (FY 2027 - FY 2026)
Revenues:			
Income Fund	33,918,631	36,147,415	2,228,784
Appropriation	26,845,093	27,650,467	805,374
Total Revenues	60,763,724	63,797,882	3,034,158
Less: 3% Reserves	-	1,913,936	1,913,936
Net Revenues Available	60,763,724	61,883,946	1,120,222
Expenses:			
Personnel Services	53,341,168	50,865,828	(2,475,340)
Fringe Benefits	2,079,647	1,956,200	(123,447)
Contractual	8,508,059	8,033,823	(474,236)
Commodities	584,112	413,154	(170,958)
Travel	258,383	188,151	(70,232)
Equipment	279,783	232,990	(46,793)
Telecom	187,529	155,425	(32,104)
Auto Operations	60,116	38,375	(21,741)
Awards	141,000	-	(141,000)
Total Expenses:	65,439,797	61,883,946	(3,555,851)
Surplus (Deficit)	(4,676,073)	-	4,676,073

**Based on the Revised Operating Budget approved by the Board of Trustees during its October 27, 2025 meeting.*

IV. PROPOSED RESOLUTION: A proposed resolution is submitted with this Executive Summary.

V. RESOURCE/CONTACTS: Villalyn Baluga, Associate Vice President for Finance and Interim Chief Financial Officer, vbaluga@govst.edu, 708.534.4039; and Cheri Taylor-Lawton, Executive Director, Budget & Financial Planning; ctaylor-lawton@govst.edu; 708.534.4981



Resolution No. 26-36

Approval of Fiscal Year 2027 Preliminary Operating Budget

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain Governors State University in accordance with the rights, powers, and duties vested by law in the Board;

WHEREAS, The Board is comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one of whom is a Governors State University student selected by student peers;

WHEREAS, In accordance with Section V, Subsection A.1 of the Board Regulations, the President is responsible for making recommendations and submitting to the Board for approval budget requests;

WHEREAS, The President, upon soliciting University-wide feedback and upon the advice and recommendation of the President’s Cabinet, recommends the preliminary budget for Fiscal Year 2027 as set forth herein; and

WHEREAS, The Board believes it is in the University’s best interest to approve the preliminary budget for Fiscal Year 2027 as set forth herein.

Now, therefore, it is:

Resolved that the Board approves the following as the preliminary budget for Fiscal Year 2027:

Governors State University

FY 2027 Preliminary Operating Budget

(Illinois State Appropriation + University Net Tuition Revenues +
Interest Income + Certain Other Fee-Based Revenues)

	FY 2026 Operating Budget*	FY 2027 Preliminary Operating Budget	Variance (FY 2027 - FY 2026)
Revenues:			
Income Fund	33,918,631	36,147,415	2,228,784
Appropriation	26,845,093	27,650,467	805,374
Total Revenues	60,763,724	63,797,882	3,034,158
Less: 3% Reserves	-	1,913,936	1,913,936
Net Revenues Available	60,763,724	61,883,946	1,120,222
Expenses:			
Personnel Services	53,341,168	50,865,828	(2,475,340)
Fringe Benefits	2,079,647	1,956,200	(123,447)
Contractual	8,508,059	8,033,823	(474,236)
Commodities	584,112	413,154	(170,958)
Travel	258,383	188,151	(70,232)
Equipment	279,783	232,990	(46,793)
Telecom	187,529	155,425	(32,104)
Auto Operations	60,116	38,375	(21,741)
Awards	141,000	-	(141,000)
Total Expenses:	65,439,797	61,883,946	(3,555,851)
Surplus (Deficit)	(4,676,073)	-	4,676,073

**Based on the Revised Operating Budget approved by the Board of Trustees during its October 27, 2025 meeting.*

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Resolved that the Board directs the University to take all appropriate steps to effectuate this Resolution.

Approved this 22nd day of June 2026

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 9

Brett Porter, Student Trustee
In Honor and with Gratitude

WHEREAS, Brett Porter served on the Board of Trustees as the Student Trustee, representing all students of Governors State University for Academic Year 2025-2026; and

WHEREAS, Brett Porter represented more than 4,000 students from GovState; and

WHEREAS, Brett Porter was an active and engaged student trustee, attending programs on and off campus, supporting and recognizing accomplishments of students, faculty, and staff; and

WHEREAS, Brett Porter earned his Bachelor of Science degree in Computer Science with a 4.00 GPA from GovState in 2025 and is currently pursuing his Master of Science in Computer Science at GovState; and

WHEREAS, Brett Porter has been, and continues to be, a member and supporter of numerous GovState student organizations, often taking on leadership roles in those organizations, including serving as Vice President of the Drone Engineering Club, the Innovation Club, and the Psychology Club since 2024, and founding GovState's Software Engineering Club; and

WHEREAS, Brett Porter has served, and continues to serve, GovState as a member of the Student Activities Council and Student Senate, and serves the community through the Kaleidoscope Community Service Council; and

WHEREAS, Brett Porter established a standard of academic excellence, successful leadership, and continuing advocacy for GovState; and

WHEREAS, Brett Porter is respected and admired by fellow students, faculty, staff and administration for his dedication and commitment as a Student Trustee.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Governors State University hereby honors and appreciates the contributions and hours of volunteer service provided to the campus community by Brett Porter and extends sincere wishes for his continued success in career achievements, happiness, and prosperity.

Approved this 22nd day of June 2026

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 10

TAB 11

TAB 12

EXECUTIVE SUMMARY
Resolution 26-40

- I. ACTION ITEM:** Semi-annual review of closed meeting minutes for Board and/or Committee meetings held in Academic Years 2004, 2005, 2006, 2018, 2019, 2020, 2021, 2022, 2023, 2024, and 2025 for the purposes of evaluating continuing confidentiality.
- II. BACKGROUND:** Pursuant to the Illinois Open Meetings Act, 5 ILCS 120/2.06(d), the Board, on at least a semi-annual basis, must:

meet to review minutes of all closed meetings. At such meetings a determination shall be made and reported in an open session that (1) the need for confidentiality still exists as to all or part of those minutes or (2) that the minutes or portions thereof no longer require confidential treatment and are available for public inspection.

The Office of General Counsel has reviewed the meeting minutes of the closed meetings held during Academic Years 2004, 2005, 2006, 2018, 2019, 2020, 2021, 2022, 2023, 2024, and 2025 and recommends that the following remain confidential for the reasons stated in the open sessions preceding each such closed session. As such, the University General Counsel recommends that the following meeting minutes be maintained as confidential:

- September 24, 2004, Meeting of the Board of Trustees
- September 23, 2005, Meeting of the Board of Trustees
- September 21, 2006, Meeting of the Board of Trustees
- March 2, 2018, Meeting of the Board of Trustees
- March 16, 2018, Meeting of the Board of Trustees
- July 27, 2018, Meeting of the Board of Trustees
- December 7, 2018, Meeting of the Board of Trustees
- December 13, 2018, Meeting of the Board of Trustees
- August 16, 2019, Meeting of the Board of Trustees
- August 27, 2019, Meeting of the Board of Trustees
- October 15, 2019, Meeting of the Board of Trustees
- November 8, 2019, Meeting of the Board of Trustees

- February 7, 2020, Meeting of the Board of Trustees, HR Committee
- April 17, 2020, Meeting of the Board of Trustees
- April 22, 2020, Meeting of the Board of Trustees
- April 30, 2020, Meeting of the Board of Trustees, HR Committee
- May 15, 2020, Meeting of the Board of Trustees
- February 3, 2021, Meeting of the Board of Trustees, HR Committee
- February 15, 2019, Meeting of the Board of Trustees
- December 10, 2021, Meeting of the Board of Trustees
- December 2, 2021, Meeting of the Board of Trustees, HR Committee
- January 5, 2022, Meeting of the Board of Trustees, Budget, Finance Committee
- November 17, 2021, Meeting of the Board of Trustees
- August 5, 2022, Meeting of the Board of Trustees
- December 9, 2022, Meeting of the Board of Trustees
- April 28, 2023, Meeting of the Board of Board of Trustees
- October 10, 2023, Meeting of the Board of Trustees
- November 8, 2023, Meeting of the Board of Trustees
- June 17, 2024, Meeting of the Board of Trustees
- August 19, 2024, Meeting of the Board of Trustees
- September 5, 2024, Meeting of the Board of Trustees
- September 13, 2024, Meeting of the Board of Trustees
- October 21, 2024, Meeting of the Board of Trustees
- February 24, 2025, Meeting of the Board of Trustees
- March 10, 2025, Meeting of the Board of Trustees
- October 27, 2025, Meeting of the Board of Trustees

III. Resolution: A proposed resolution is submitted herewith.

IV. Resource/Contact: Therese King Nohos, General Counsel and Vice President; tnohos@govst.edu; 708.855.1553.

Resolution No. 26-40
Confidentiality of Closed Meeting Minutes

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain Governors State University in accordance with the rights, powers, and duties vested by law in the Board;

WHEREAS, The Board is comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one whom is a Governors State University student selected by student peers;

WHEREAS, The Board is empowered to operate, manage, control, and maintain the University and prescribe the courses of study to be followed pursuant to Sections 15-10 and 15-45 of the Illinois Governors State University Law, 110 ILCS 670/15-1 *et seq.*;

WHEREAS, Pursuant to the Illinois Open Meetings Act, 5 ILCS 120/2.06(d), the Board is required to meet every six months to evaluate closed session meeting minutes and determine if continued confidentiality of such minutes is required or if they can be made public;

WHEREAS, The Board’s General Counsel recommends that the Board maintain the confidentiality of the following meeting minutes:

- September 24, 2004, Meeting of the Board of Trustees
- September 23, 2005, Meeting of the Board of Trustees
- September 21, 2006, Meeting of the Board of Trustees
- March 2, 2018, Meeting of the Board of Trustees
- March 16, 2018, Meeting of the Board of Trustees
- July 27, 2018, Meeting of the Board of Trustees
- December 7, 2018, Meeting of the Board of Trustees
- December 13, 2018, Meeting of the Board of Trustees
- August 16, 2019, Meeting of the Board of Trustees
- August 27, 2019, Meeting of the Board of Trustees
- October 15, 2019, Meeting of the Board of Trustees
- November 8, 2019, Meeting of the Board of Trustees
- February 7, 2020, Meeting of the Board of Trustees, HR Committee
- April 17, 2020, Meeting of the Board of Trustees

- April 22, 2020, Meeting of the Board of Trustees
- April 30, 2020, Meeting of the Board of Trustees, HR Committee
- May 15, 2020, Meeting of the Board of Trustees
- February 3, 2021, Meeting of the Board of Trustees, HR Committee
- February 15, 2019, Meeting of the Board of Trustees
- December 10, 2021, Meeting of the Board of Trustees
- December 2, 2021, Meeting of the Board of Trustees, HR Committee
- January 5, 2022, Meeting of the Board of Trustees, Budget, Finance Committee
- November 17, 2021, Meeting of the Board of Trustees
- August 5, 2022, Meeting of the Board of Trustees
- December 9, 2022, Meeting of the Board of Trustees
- April 28, 2023, Meeting of the Board of Board of Trustees
- October 10, 2023, Meeting of the Board of Trustees
- November 8, 2023, Meeting of the Board of Trustees
- June 17, 2024, Meeting of the Board of Trustees
- August 19, 2024, Meeting of the Board of Trustees
- September 5, 2024, Meeting of the Board of Trustees
- September 13, 2024, Meeting of the Board of Trustees
- October 21, 2024, Meeting of the Board of Trustees

Now, therefore, it is:

Resolved that the Board shall maintain the confidentiality of the foregoing Confidential Minutes.

Approved: June 22, 2026

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 13

EXECUTIVE SUMMARY*regarding***Resolution 26-41****Approval of Procurement Contracts in Excess of \$250,000**

I. ACTION ITEM: By this action item, the Board is asked to review and approve two essential procurement contracts for the operations of the University valued at \$250,000 or more: (i) Blackboard, Inc., which provides a comprehensive Learning Management System (LMS) designed for educational institutions to create, deliver, and manage digital courses and training programs, with a five-year term valued at \$553,436; and (ii) property insurance through the Alliant Property Insurance Program (APIP) with Alliant Insurance Services, Inc., for the period from July 1, 2026, to June 30, 2027 with a premium not to exceed \$300,000.

II. BACKGROUND: Pursuant to proposed, but not-yet-passed Board Regulation V(B)(1)(b), Board approval will be required for any procurement contract for goods or services valued at over \$250,000. Although approval of these contracts is not required unless and until the changes to Board Regulation V are adopted by the Board, the Administration is submitting these large procurement contracts to the Board for its approval in the spirit of increased transparency and accountability.

This proposed action item requests that the Board approve the following expenditures:

A. Blackboard, Inc.: Since Fiscal Year 2011, Governors State University has utilized the Blackboard platform as its centralized digital Learning Management System (LMS) for students, faculty, and staff. The LMS primarily serves as a platform for faculty to provide students with course information, including syllabi, educational materials, examinations, assignments, discussion boards, a digital gradebook, and integrated third-party tools such as Microsoft Teams meetings. Blackboard also provides students with collaboration tools such as groups and on-line messaging. The proposed renewal of this contract would be for a five-year term with a total cost of \$553,436, as set forth below.

The renewal contract covers the period between July 1, 2026 to June 30, 2031 with a total 5-year agreement of \$553,436 containing annual renewal periods. Annual costs consist of:

Contract Period	Amount
7/1/2026 to 6/30/2027	\$103,962
7/1/2027 to 6/30/2028	\$107,281

7/1/2028 to 6/30/2029	\$110,710
7/1/2029 to 6/30/2030	\$114,031
7/1/2031 to 6/30/2031	\$117,452
Total	\$553,436

By agreeing to a five-year term, the University will save \$86,526 over the life of the contract and will ensure continuity of Governors State University's critical Learning Management System. Funding for Blackboard will continue to be paid for through the Student Technology Fee, as it has been for years.

During the calendar year 2022, a cross-functional committee was formed to evaluate other Learning Management Systems to determine if Governors State University should engage in a Request for Proposal to replace Blackboard. The team conducted interviews, had demonstrations, and was given access to other LMS sandbox systems for detailed evaluation. The committee's recommendation, which was approved, was to remain with Blackboard because of the impact, and the high cost of replacing Blackboard was not cost-effective, nor would replacement provide any measurable improvements.

B. Alliant Assurant Insurances, Inc.: Governors State University, as a member of the Illinois Public Higher Education Cooperative (IPHEC), has participated in a hybrid group cooperative purchase of property insurance placed by property insurance broker Alliant Insurance Services, Inc. and covered by the Alliant Property Insurance Program (APIP).

Following a Request for Proposal (RFP) process, the State awarded the property insurance brokerage services contract to Alliant Insurance Services, Inc. (#IPHEC2101). The initial term ran from January 1, 2021, through December 31, 2025, and has been renewed from January 1, 2026, through December 31, 2030.

The University owns, operates, and maintains physical infrastructure, equipment, and auxiliary facilities valued at approximately \$411 million. To mitigate severe financial exposure from physical losses, fires, natural disasters, and resulting operational shutdowns, the University maintains a comprehensive commercial property insurance program.

APIP provides public entities across the country access to property insurance solutions and price stability through APIP's group purchasing power. This strength is fueled by APIP's nearly 10,000 covered entities in 38 states and roughly \$540 billion in total insurance values. APIP is among the largest property placements worldwide, enabling access to highly competitive rates and terms.

IPHEC has secured their own independent tower of coverage within the APIP nationwide program. This independent tower of coverage allows IPHEC members to take advantage of our minimal loss history and not share similar rates and rate increases as other APIP members who have higher exposures. This customized tower of coverage allows IPHEC members access to comprehensive

and very cost-competitive property insurance coverage.

For Fiscal Year 2027, APIP's core property program coverage limit for IPHEC is expected to be \$1.5 billion per occurrence.

The proposed annual premium cost for insurance procured via APIP will not exceed \$300,000 per year, from July 1, 2026 to July 1, 2027.

III. PROPOSED RESOLUTION: Please see the proposed resolution submitted herewith.

IV. CONTACT INFORMATION: Please direct any questions regarding the Blackboard contract to Nikki LaGrone, Associate Program Director for Center For Online Teaching and Learning, nlagrone@govst.edu, 708.534-4384; Charles Pustz, Associate Vice President for Information Technology Services/Chief Information Officer, cpustz@govst.edu, 708.235.2107; or Lannie Brown-Simon, Assistant Vice President for Procurement & Business Services, obrown-simon@govst.edu, 708.235.7426. Please direct any questions regarding Alliant Insurance to Villalyn Baluga, Associate Vice President for Finance / Interim CFO, vbaluga@govst.edu, 708.534.4039.

Resolution No. 26-41
Approval of Procurement Contracts in Excess of \$250,000

WHEREAS, The Board of Trustees of Governors State University (the “Board” and “University,” respectively) was created on January 1, 1996, by Public Act 89-4 to operate, manage, control, and maintain the University in accordance with the rights, powers, and duties vested by law in the Board;

WHEREAS, The Board is comprised of eight members, seven of whom are appointed by the Governor of Illinois with the advice and consent of the Senate, and one of whom is a University student selected by student peers;

WHEREAS, The Board is empowered to operate, manage, control, and maintain the University and enter into contracts pursuant to Sections 15-10 and 15-40 of the Illinois Governors State University Law, 110 ILCS 670/15-1 *et seq.*;

WHEREAS, Upon recommendation of President Ester, the Board is asked to approve the purchase of certain goods and services valued at \$250,000 or more, including: (i) the procurement of a learning management system offered by Blackboard, Inc. for a five-year term valued at \$553,436 in total; and (ii) the procurement of property insurance through Alliant Insurance Services, Inc. for a one-year term at a premium not to exceed \$300,000 (together, the “Procurements”); and

WHEREAS, The Board finds that the recommended Procurements are essential to University operations and in the best interests of the University.

Now, therefore, it is:

Resolved, that the Board approves the expenditures necessary to secure the Procurements in the amounts stated above; and

Resolved, that the Board directs the University to take all reasonable and necessary steps to otherwise effectuate this Resolution.

Approved June 22, 2026

James Kvedaras, Chair

Karen Nunn, Secretary

TAB 14

MINUTES OF THE BOARD OF TRUSTEES OF GOVERNORS STATE UNIVERSITY REGULAR QUARTERLY MEETING

A regularly scheduled quarterly meeting of the Board of Trustees of Governors State University (the “Board” and “GovState,” respectively), an Illinois body politic and corporate, was held in person and via audio-videoconference at GovState’s University Park Campus in Engbretson Hall on February 23, 2026, beginning at approximately 1:03 pm. The purpose of the meeting was to conduct the business described in the Agenda posted for public notice before 9:00 am on February 18, 2026 in accordance with Section 120/2.02 of the Illinois Open Meetings Act. 5 ILCS 120/ *et seq.* Before the meeting, each Trustee received materials corresponding to the action items in the Agenda, copies of which are maintained with the Board records.

I. MEETING DETAILS

Meeting Chair: James Kvedaras

Minutes Recorded By: Therese King Nohos, General Counsel

II. ATTENDEES

Chair Kvedaras confirmed a quorum was present given the presence of the following Trustees in attendance in person at the start of the meeting unless otherwise noted:

- James Kvedaras, Trustee and Chair
- Stacy Crook, Trustee and Vice-Chair
- Karen Nunn, Trustee and Secretary
- Judith L. Mitchell, Trustee
- Brett Porter, Student Trustee
- Frances Pao-Han Kao, Trustee
- Anibal Taboas, Trustee (via teleconference)
- Angelica Zuniga, Trustee

President Joyce Ester Ph.D., *ex-officio* Board member and chief executive officer of GovState, was present, as were the following members of the President’s Cabinet who appeared in person:

- Joshua R. Allen, MPS, SHRM-SCP, Vice President of Human Resources;
- Villalyn Baluga, Associate VP for Finance and Interim Chief Financial Officer;
- Janelle A. Crowley, PhD, Chief of Staff, President's Office;
- William Davis, Vice President, External Affairs;
- Maureen Kelly, Executive Director, Government Relations;
- Therese King Nohos, JD, Vice President, General Counsel;
- Patricia O'Neal, Executive Assistant to the President; and
- Joi F. Patterson, PhD, Chief of Institutional Engagement and Excellence.

Mr. Joshua Sopiartz (Faculty Senate President), Ms. Susie Morris (Civil Service President), and Mr. Sean O' Brien (Student Senate President) were present as well.

III. ABSENCES

None

IV. CALL TO ORDER

The meeting was called to order by Chair Kvedaras at approximately 1:03 pm.

V. PUBLIC COMMENT

Tracy M. Sullivan gave public comment.

VI. CHAIR'S COMMENTS

Chair Kvedaras noted he had nothing more to add to his comments from earlier.

VII. PRESIDENT'S REPORT

President Ester gave the President's Report, including congratulating the men's basketball team as division champions. Dr. Ester thanked the building service workers, maintenance laborers, engineers, police and public safety, who worked during campus closures to keep the campus operational.

Regarding Enrollment Management, President Ester noted that, for Spring 2026, Census Day was February 6, 2026 and GovState experienced a slight negative enrollment decline of 0.26% year-over-year. Graduate student enrollment was down 11.6% year-over-year, reflecting the challenges in enrolling international students. For Fall 2026, freshman applications are up 42% compared to the same time last year, and transfer applications are up 12% compared to last year. Also, domestic graduate applications for Fall 2026 are up by 7.4% compared to last year.

Regarding Government Relations, President Ester reported that the Capital Development

Board released \$11 million of previously appropriated funds under the 2019 Build Rebuild Illinois Act for renovation of Sherman Hall and the Art Studio. President Ester is also in the process of meeting with our legislators as often as possible. She attended a presentation by the Latino Policy Forum on the adequate equitable funding legislation. Last week, Governor Pritzker gave his State of the State and budget address, which proposed a 1% increase for higher education for fiscal year 2027. President Ester is scheduled to give Senate testimony on April 14, 2026 and House testimony on April 16, 2026. Students, members of the faculty union, and other employees will attend an advocacy day on April 16, 2026.

Regarding human resources, President Ester reported that the University conducted a successful search to fill Vice President Paul McGuinness' role, which was chaired by Dr. Patterson. President Ester thanked all who participated in the search process and reported that the University is finalizing steps to make an offer this week.

Regarding the Office of Institutional Engagement, President Ester reported that GovState was awarded an Illinois Healing Grant from the Field Foundation to support initiatives that create, sustain, and expand spaces for dialogues and connection across diverse communities. President Ester also thanked Dr. Major-Ford and her team who will be helping GSU conduct healing circles to address current events that are negatively impacting many in our community.

Regarding Academic Affairs, President Ester reported on a variety of activities, including that the Rome student trip is happening again, as well as the Ghana Public Health Brigade trip. The School of Extended Learning is actively recruiting individuals and employers to participate in a community health worker apprentice grant from the Department of Commerce and Economic Opportunity. GovState is also partnering with Joliet Junior College to hold a clean energy job act training, and has a grant to conduct English as a second language training.

Regarding the Office of Sponsored Programs and Research (OSPR), President Ester reported several significant funding awards, including an \$80,000 contingent award by the National Endowment for the Arts relating to the Center for Performing Arts, and a \$60,000 grant from the Lawyers Trust Fund to expand legal services for underserved population.

President Ester reported that, during the Fall of 2025, GSU provided professional development on pluralism and pedagogy.

The College of Business will be hosting its annual signature business week from April 13th through 17th. For the Honors College in graduate research, the Honors College is celebrating 20 national and international presentations and acceptances of undergraduate research at events like the

National Collegiate Honors Council.

For Black History month, President Ester received an award from the South Suburban College and will be receiving an award on Saturday from Rich Township. Also, the American Council on Education is reconstituting its Illinois network and has invited Dr. Ester to be its inaugural luncheon keynote speaker in March.

VIII. CONSENT AGENDA

The Board then was presented with the following action items to consider consistent with the agenda, except that Resolution 26-25, 26-26 and 26-27 were removed from the Consent Agenda to be dealt with in the new business part of the meeting, and Resolution 26-30 was tabled for a future meeting:

- Resolution 26-28 regarding approval of proposed Amendment to the Board of Trustee Regulation II;
- Resolution 26-29 regarding approval of proposed Amendment to the Board of Trustee Regulation III; and
- Resolution 26-31 regarding approval of resolution honoring the service of Vice President Paul McGuinness.

Trustee Crook so moved to approve the Consent Agenda, and Trustee Mitchell seconded the motion. The motion passed unanimously.

IX. NEW/OLD BUSINESS

Chair Kvedaras asked if there was any old business or new business that needed to be brought to the Board. There was none.

Chair Kvedaras then asked the Board to consider the remaining items, which were Resolution 26-25 regarding approval of proposed tuition rates for Academic Year 2026-2027, as amended to reflect a firm increase of two percent (2%); Resolution 26-26 regarding approval of proposed student fees for Academic Year 2026-2027, as amended to reflect a firm increase of two percent (2%); and Resolution 26-27 regarding student housing fees for Academic Year 2026-2027. Chair Kvedaras noted that Trustee Taboas expressed certain concerns regarding the proposed student increases. Trustee Taboas was not in favor of the idea of raising tuition.

Chair Kvedaras then made a motion to approve Resolution 26-25, as amended. Trustee Mitchell seconded the motion, and the motion passed with Trustee Porter abstaining. Chair Kvedaras moved to approve Resolution 26-26, as amended, and Trustee Kao seconded the motion. The motion passed unanimously with Trustee Porter abstaining. Chair Kvedaras moved to approve

Resolution 26-27, and Trustee Crook seconded the motion. The motion passed unanimously; Trustee Porter did not abstain from voting on Resolution 26-27 because he does not live on campus.

X. ADJOURNMENT

Chair Kvedaras then asked for a motion to adjourn. Trustee Kao so moved and Trustee Zuniga seconded the motion. The motion passed unanimously. The meeting adjourned at 1:28 pm.

Approved this 22nd day of June 2026

James Kvedaras, Chair

Karen Nunn, Secretary