



**GOVERNORS STATE
UNIVERSITY**

Board of Trustees Meeting

June 17, 2024

Engbretson Hall

Public (Revised)

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TAB 1

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

**June 17, 2024 – Committee of the Whole at 9:00 AM
and
June 17, 2024 – Board Meeting at 12:30 PM**

As of May 11, 2023, there is no longer an emergency option for meeting attendance previously permitted by Section 7(e) of the Illinois Open Meetings Act, 5 ILCS 120/7. A virtual option for viewing is available.

June 17, 2024 – Committee of the Whole

Chair Angela Sebastian

Time		Item	Tab #'s
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.	
9:10 am	III.	CHAIR'S COMMENTS <i>Chair Sebastian</i>	
9:12 am	IV.	APPROVE PROPOSED AGENDA FOR JUNE 17, 2024, COMMITTEE OF THE WHOLE MEETING	1

9:14 am	V.	APPROVE MEETING MINUTES FROM FEBRUARY 26, 2024 BOARD OF TRUSTEE MEETING (OPEN AND CLOSED SESSIONS)	2
9:15 am	VI.	INFORMATIONAL ITEMS <ul style="list-style-type: none"> • Faculty Senate President – Dr. Stephen Wagner • Civil Service Vice President – Susie Morris • Student Senate President – Marquis Parks • Facilities Master Plan Update <i>Presenter: Dr. Corey Bradford, Vice President for Administration and Finance and John Potempa, AVP Facilities Development and Management and B & D Consultants</i> • Strategy 2025 report on historical and current activities. <i>Presenter: Dr. Beverly Schneller, Provost, Vice President for Academic Affairs</i> • New programs proposed through the Academic Master Planning Committee <i>Presenter: Dr. Beverly Schneller, Provost, Vice President for Academic Affairs</i> • Advance Smart Logistics (ASL) overview <i>Presenter: Dr. Sonia Dalmia, Dean, College of Business and Reggie Greenwood, Program Director</i> <p><i>See Board Book for written informational reports not presented:</i></p> <ul style="list-style-type: none"> • Report on Income-Producing Contracts • Report on Contributions to/from University-Related Organizations • Report on Budget to Actual • Report on Contracts from \$100,000 to \$249,000 • Office of Sponsored Programs Annual Report • Human Resources Update • Legislative Update • Quarterly Investment Report • Institutional Program Review List – Internal and External • 2024-2025 New Academic Programs and Academic Program Change Process at Governors State University • Report on Federal Changes to Title IX 	3
10:45 am		BREAK	

10:55 am	VII.	PROPOSED ACTION ITEMS <i>Presentation and discussion of action items proposed for Board of Trustees Meeting as scheduled for today.</i>	
		1. Resolution 24-13: Approve Metropolitan Alliance of Police Union Contract for the Department of Public Safety <i>Presenter: Mr. Joshua Allen, Vice President for Human Resources</i>	4
		2. Resolution 24-21: Approve Change to Collective Bargaining Agreement with Teamsters 743 Labor Union <i>Presenter: Mr. Joshua Allen, Vice President for Human Resources</i>	5
		3. Resolution 24-22: Approve Tenure for the Twelve Presented Candidates who meet the criteria pursuant to Article 20 "Tenure" of the UPI agreement, Article 20.6. <i>Presenter: Dr. Beverly Schneller, Provost, and Vice President for Academic Affairs</i>	6
		4. Resolution 24-23: Approve Emerita Status for Dr. Linda Samson, College of Health, and Human Services <i>Presenter: Dr. Beverly Schneller, Provost, and Vice President for Academic Affairs</i>	7
		5. Resolution 24-24: Approve Summary Report Academic Program Review AY 23-24 to be presented to the Illinois Board of Higher Education. <i>Presenter: Dr. Beverly Schneller, Provost, and Vice President for Academic Affairs</i>	8
		6. Resolution 24-25: Approve Preliminary Budget for Fiscal Year 2025 <i>Presenter: Dr. Corey Bradford, Vice President for Finance and Administration</i>	9
		7. Resolution 24-26: Approve the Student Trustee Resolution for Lluvia Hernandez-Aguirre <i>Presenter: Dr. Janelle Crowley, Chief of Staff and Strategic Initiatives</i>	10

11:30 am	VIII.	CLOSED MEETING	
		<p>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:</p> <ul style="list-style-type: none"> • The appointment, employment, compensation, discipline, performance, or dismissal of specific employees pursuant to Section 2(c)(1) • Union Negotiation Information and Update pursuant to Section 2(c)(2) 	
11:45 am	IX.	BACK IN SESSION FOLLOWING CLOSED SESSION	
Noon	X.	ADJOURN THE COMMITTEE OF THE WHOLE MEETING	

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

1) If you require accommodations to participate fully in the meeting, please contact Janelle Crowley (contact info below) to request them.

2) If you wish to watch the meeting remotely via Zoom, a link is provided below for your use. The Chair kindly asks anyone who is attending virtually to log on and into the meeting ten (10) minutes prior to the meeting, to minimize disruption once the meeting is in session. If you wish to speak, you must raise your hand, the moderator will advise the Chair, whereby you must be recognized by the Chair to be eligible to speak.

3) If you wish to make a public comment, please register in advance by contacting Janelle A. Crowley, Ph.D. at jcrowley3@govst.edu by 5 pm on Thursday, June 13, 2024.

You are invited to a Zoom webinar for the Committee of the Whole:

Please click the General Invitation link below to join the webinar:

<https://us02web.zoom.us/j/85938156925?pwd=WlBrb01NMDYwU1QxaU1VR2orcGNpdz09>

Or One tap mobile :

US: +13126266799,,85938156925# or +13092053325,,85938156925#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 312 626 6799 or +1 309 205 3325 or +1 646 931 3860 or +1 301 715 8592 or +1 305 224 1968 or +1 646 876

9923 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 346 248 7799 or +1 360 209 5623 or +1 386 347

5053 or +1 408 638 0968 or +1 507 473 4847 or +1 564 217 2000 or +1 669 444 9171 or +1 669 900 6833 or +1 689 278 1000

Passcode: 147844

Webinar ID: 859 3815 6925

Contact Information: Janelle A. Crowley, Ph.D.; jcrowley3@govst.edu; 708.235.6807.

June 17, 2024 – Board of Trustees Meeting**Chair: Angela Sebastian**

Time		Item	Tab #'s
12:30 pm**	I.	CALL TO ORDER AND ROLL CALL	
12:32 pm	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.	
12:40 pm	III.	CHAIR'S COMMENTS <i>Chair Sebastian</i>	
1:12 pm	IV.	PRESIDENT'S REPORT <i>Dr. Cheryl Green</i>	

1:22 pm	<p>VI. CONSENT AGENDA <i>Chair Sebastian</i></p> <p>Please note: Items may be removed from the consent agenda on the request of any one Trustee without conducting a vote. Items not removed will be adopted by general consent without debate. Removed items will be taken up later in the agenda as action items and may be discussed in Closed Session as appropriate.</p> <ol style="list-style-type: none"> 1. Approval of Board of Trustee Proposed Agenda, June 17, 2024 1 2. Approval of Board of Trustee Minutes of the February 26, 2024 Board of Trustees Meeting 11 3. Resolution 24-13 Approve Metropolitan Alliance of Police Union Contract for the Department of Public Safety <i>Presenter: Mr. Joshua Allen, Vice President for Human Resources</i> 4 4. Resolution 24-21: Approve Change to Collective Bargaining Agreement with Teamsters 743 Labor Union <i>Presenter: Mr. Joshua Allen, Vice President for Human Resources</i> 5 5. Resolution 24-22: Approve Tenure for the Twelve Presented Candidates who meet the criteria pursuant to Article 20 "Tenure" of the UPI agreement, Article 20.6. <i>Presenter: Dr. Beverly Schneller, Provost, and Vice President for Academic Affairs</i> 6 6. Resolution 24-23: Approve Emerita Status for Dr. Linda Samson, College of Health, and Human Services <i>Presenter: Dr. Beverly Schneller, Provost, and Vice President for Academic Affairs</i> 7 7. Resolution 24-24: Approve Summary Report Academic Program Review AY 23-24 to be presented to the Illinois Board of Higher Education. <i>Presenter: Dr. Beverly Schneller, Provost, and Vice President for Academic Affairs</i> 8 8. Resolution 24-25: Approve Preliminary Budget for Fiscal Year 2025 <i>Presenter: Dr. Corey Bradford, Vice President Executive Administration</i> 9
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		<p>9. Resolution 24-26: Approve the Student Trustee Resolution for Lluvia Hernandez-Aguirre <i>Presenter: Dr. Janelle Crowley, Chief of Staff and Strategic Initiatives</i></p>	10
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1:42 pm	VI	OLD BUSINESS/NEW BUSINESS	
2:00 pm	VII	ADJOURN	

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

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3) If you wish to make a public comment, please register in advance by contacting Janelle A. Crowley, Ph.D. at jcrowley3@govst.edu, by 5 pm on Thursday, June 13, 2024.

Please click the General Invitation link below to join the webinar:

<https://us02web.zoom.us/j/87033072969?pwd=a2tXZENFa0VpMFU4OGV4ZU00MFdrQT09>

Passcode: 719003

Or One tap mobile :

US: +13126266799,,87033072969# or +13092053325,,87033072969#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

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Webinar ID: Webinar ID: 870 3307 2969

Contact Information: Janelle A. Crowley; jcrowley3@govst.edu; 708.235.6807.

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 “GSU,” respectively), an Illinois body politic and corporate, was held in person and via audio-videoconference at GSU’s University Park Campus in Engbretson Hall on February 26, 2024 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 24, 2024 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, a copy of which is maintained with the Board records.

I. MEETING DETAILS

Meeting Chair *Pro Tem*: Kevin Brookins

Minutes Recorded By: Therese King Nohos, General Counsel

II. ATTENDEES

Chair *Pro Tem* Brookins 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:

- Kevin Brookins, Trustee and Chair *Pro Tem*;
- John Brudnak, Trustee (left at 11:10 am);
- Stacy Crook, Trustee (joined at 10:10 am);
- James Kvedaras, Trustee;
- Karen Nunn, Trustee;
- Angela M. Sebastian, Trustee (via teleconference); and
- Anibal Taboas, Trustee.

President Cheryl Green, Ph.D., *ex-officio* Board member and chief executive officer of GSU, 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;

- Corey S. Bradford, Sr., Ph.D., Vice President for Administration and Finance;
- Janelle A. Crowley, PhD, Chief of Staff, President's Office;
- William Davis, Vice President, External Affairs;
- Maureen Kelly, Executive Director, Government Relations;
- Paul McGuinness, MA, Vice President for Student Affairs and Enrollment Management;
- Therese King Nohos, JD, Vice President, General Counsel;
- Patricia O'Neal, Executive Assistant to the President;
- Joi F. Patterson, PhD, Chief Diversity Officer; and
- Beverly Schneller, PhD, Vice President, Provost and Chief Academic Officer.

Senate Presidents, Stephen Wagner, PhD (Faculty Senate) and Marquis Parks (Student Senate) were present as well.

III. ABSENCES

Lluvia Hernandez-Aguirre, Student Trustee

IV. CALL TO ORDER

The meeting was called to order by Chair *Pro Tem* Brookins at approximately 9:00 am.

V. PUBLIC COMMENTS

N/A

VI. CHAIR COMMENTS/APPROVAL OF AGENDA

Chair *Pro Tem* Brookins welcomed President Green back and thanked Dr. Bradford for serving as Acting President in her absence. He also noted that the Higher Learning Commission was conducting a site visit the day of the meeting and thanked all who had prepared for the site visit. He further noted that it was Black History Month. He then asked for a motion to approve the proposed agenda. Trustee Taboas so moved, and Trustee Kvedaras seconded the motion. The motion passed unanimously.

VII. APPROVAL OF MINUTES

Chair *Pro Tem* Brookins asked for a motion to approve the meeting minutes from the December 8, 2023 special meeting of the Board. Trustee Kvedaras moved to approve the minutes and Trustee Taboas seconded the motion. The motion passed unanimously.

VIII. INFORMATION ITEMS

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

- Faculty Senate Report by Dr. Wagner;
- The Honors College Study Abroad to Italy Report by Dr. David Rhea;
- The Student Senate Report by Student Marquis Parks;
- The Internal Audit Report by Mr. Kristoffer Evangelista;
- Tuition and Fee Planning for Academic Year 2024-25 Report by Dr. Bradford;
- IT Security Presentation by Messrs. Charles Pustz and David Weissbohn;
- Strategic Planning Process by Drs. Schneller and Wagner; and
- Board Dashboard Update by Dr. Schneller.

Between the reports, there was extensive discussion and question/answer regarding the student trip to Italy; internal audit; tuition and fee planning, including alternative means for raising revenue and the institution of block tuition for full time students; and information technology. The Board adjourned for a break at 11:10 am and resumed session at 11:25 am.

IX. ACTION ITEMS

It was proposed that Resolution 24-13, regarding approval of a collective bargaining agreement with the Metropolitan Alliance⁴ of Police, be removed from the Agenda and was not further discussed.

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

- Resolution 24-14, which would bring the salaries of certain faculty up to market, was presented by Vice President Allen;
- Resolution 24-15, which would approve *emeritus* status to Dr. Cheryl Mejta, Dr. Jeannine M. Klomes, and Dr. Jun Zhao was presented by Dr. Schneller;
- Resolution 24-16, which would approve the award of tenure to Dr. Sonia Dalmia, was presented by Dr. Schneller;
- Resolution 24-15, which would maintain the confidentiality of certain closed Board meeting minutes, was presented by General Counsel Nohos; and
- Resolutions 24-18, 19 and 20, regarding the setting of fees and tuition costs for Academic Year 2024-25 including the use of a block tuition model, was presented by Dr. Bradford.

X. CLOSED SESSION

Chair *Pro Tem* Brookins recommended that the Board go into closed session pursuant to Section 2(c)(11) and (29) of the Illinois Open Meetings Act, 5 ILCS 120/ *et seq.* Trustee Taboas so moved, and Trustee Crook seconded. The motion passed unanimously upon a roll call vote. The open session of the meeting adjourned at approximately 11:45 am.

XI. OLD/NEW BUSINESS

The open session of the meeting resumed at approximately 12:15 pm. Chair *Pro Tem* Brookins noted that there was no action taken in closed session. There being no other new or old business, Chair *Pro Tem* Brookins then asked for a motion to adjourn. Trustee Kvedaras so moved, and Trustee Taboas seconded. The motion passed unanimously. The meeting adjourned at approximately 12:20 pm.

Approved this 17th day of June 2024

Angela M. Sebastian, Chair

James Kvedaras, Secretary

TAB 3

Faculty Senate Report to Board of Trustees
June, 2024
Dr. Stephen Wagner, President

Chair Sebastian, Honorable Trustees, Dr. Green, Members of the President's Cabinet, Ms. Morris, Mr. Parks and faculty and staff colleagues, I am honored to have the opportunity to report on behalf of the esteemed faculty at GSU.

AY 23-24 was a very productive time for shared governance at Governors State. The Faculty Senate met 10 times during that period and served as a hub for communication between the university's administration and its faculty members. In each meeting, President Green and members of her cabinet provided critical updates to the faculty on issues like enrollment, financial aid issues, the university's budget, and many other important institutional concerns. Meetings also included many focal presentations from members of the university community, including presentations by Mr. Will Davis, VP of External Affairs (*MarCom Update*), Mr. Chuck Pustz, AVP of Information Technology (*Computer Realignment Initiative*), Ms. Angela Szczepanik-Sanchez, Director of Student Access (*Update on Access Services for Students*), Mr. Timothy Carroll, Registrar, and Mr. Cesar Flores, AVP Enrollment Management (*Roster Verification & Title IV Compliance/Course Catalog Updates*), Dr. Joi Patterson, Chief Diversity Officer (*Five Year Faculty Trends Report*), Janelle Crowley, Chief of Staff and Head of Strategic Initiatives and Therese Lathus, Director of University Events (*Commencement 2024*), and Dr. Jan Figa, Dean of the Library (*Library Updates*).

The Faculty Senate also serves as a hub for the numerous shared governance committees that contribute to critical academic functions within the university. While time limits prohibit a thorough review of work of shared governance committees, I'd like to highlight the work of some the committees addressing our critical academic functions. The Institutional Policy Committee, chaired by Dr. Jim Vining, completed many policy revisions (including revisions to policies on Academic Reorganization, Student Conduct, Academic Honesty, Transfer Credits for Undergraduate Students, and Student Evaluation of Instruction) as well as a new policy on the Use of Generative Artificial Intelligence. The Academic Program Review Committee, chaired by Dr. Feng Tian, worked with the Provost's office to launch a new review process and applied it to the review of fourteen academic programs. The University Curriculum Committee, chaired by Dr. Ellie Walsh, recommended updates to the university syllabus language (including new language for the Use of Generative AI) and reviewed 183 syllabi while also completing various reviews of new programs and curriculum changes. The Institutional Wellness Committee, chaired by Drs. Amy Kelly and Ileana Ungureanu, developed a new charter and mission statement, created a new IWC webpage and online wellness forum and held their first wellness book club. Finally, the General Education Council, chaired by Dr. Chris Tweddle, revised the general education assessment procedure, proposed interim changes to the University General Education Policy, and also reviewed several new and revised course proposals for general education.

Additional work of the Faculty Senate for AY 23-24 included updating our bylaws and the charters of many of our committees, participating in review of Strategy 2025 to help launch planning for Strategy 2030, and explored options for expediting curricular review processes. Furthermore, the Faculty Senate co-sponsored the Digital Learning Master Planning Task Force, along with President Green and Provost Schneller, an initiative to leverage digital technologies, including AI, to enhance teaching and learning, improve student engagement, and ensure academic integrity and excellence.

The Faculty Senate appreciates this opportunity to highlight the hard work of all faculty and staff associated with shared governance at Governors State. Thank you.

**Governors State University
Civil Service Senate
June 2024
BOT Report/Updates**

Greetings: Chair Sebastian, Honorable Trustees, Dr. Green, Members of the Cabinet and Colleagues.

Civil Service Senate continues to work hard throughout our campus to ensure the mission of our institution is followed as we seek to serve our students with excellence. Civil Service Senate continues to meet on the 2nd Wednesday of each month.

In March 2024, we had the pleasure of hosting our Annual Civil Service Day. Civil Service Day is a time we celebrate each of our Civil Service Colleagues for the hard work contributed to their designated departments, Civil Service Senate and Governors State University at large. Civil Service Senate hosted our Spring Open Market at the start of April 2024. The Spring Open Market is a fun time as our students, staff and faculty have an opportunity to shop with a variety of vendors in the Hall of Governors.

Civil Service Senate recently completed our 2024 Senator Elections. I am happy to report all Civil Service Senator positions are currently filled. In July, we will complete our election to accommodate the President, Recording Secretary and Financial Secretary positions. Civil Service Senate will also soon begin updating our Bylaws. In the Fall 2024, we are looking to have a Civil Service Retreat. During this time, we will invite our State Systems office to join us and provide pertinent information relative to Civil Service rules, regulations, etc., a keynote speaker and other distinguished guests.

I would like to take this time to thank my Civil Service Colleagues for their hard work and continued contributions. It is certainly a pleasure to work and serve alongside each of you as we continue to move Governors State University forward.

Thank you for the opportunity to provide updates and highlights on behalf of Civil Service Senate.

Civil Service Senate, Acting President
Susie Morris

Governors State Housing Advisory Services

PROJECT UPDATE

*DEMAND SCENARIOS + FINANCIAL
DISCUSSION*

SPRING 2024

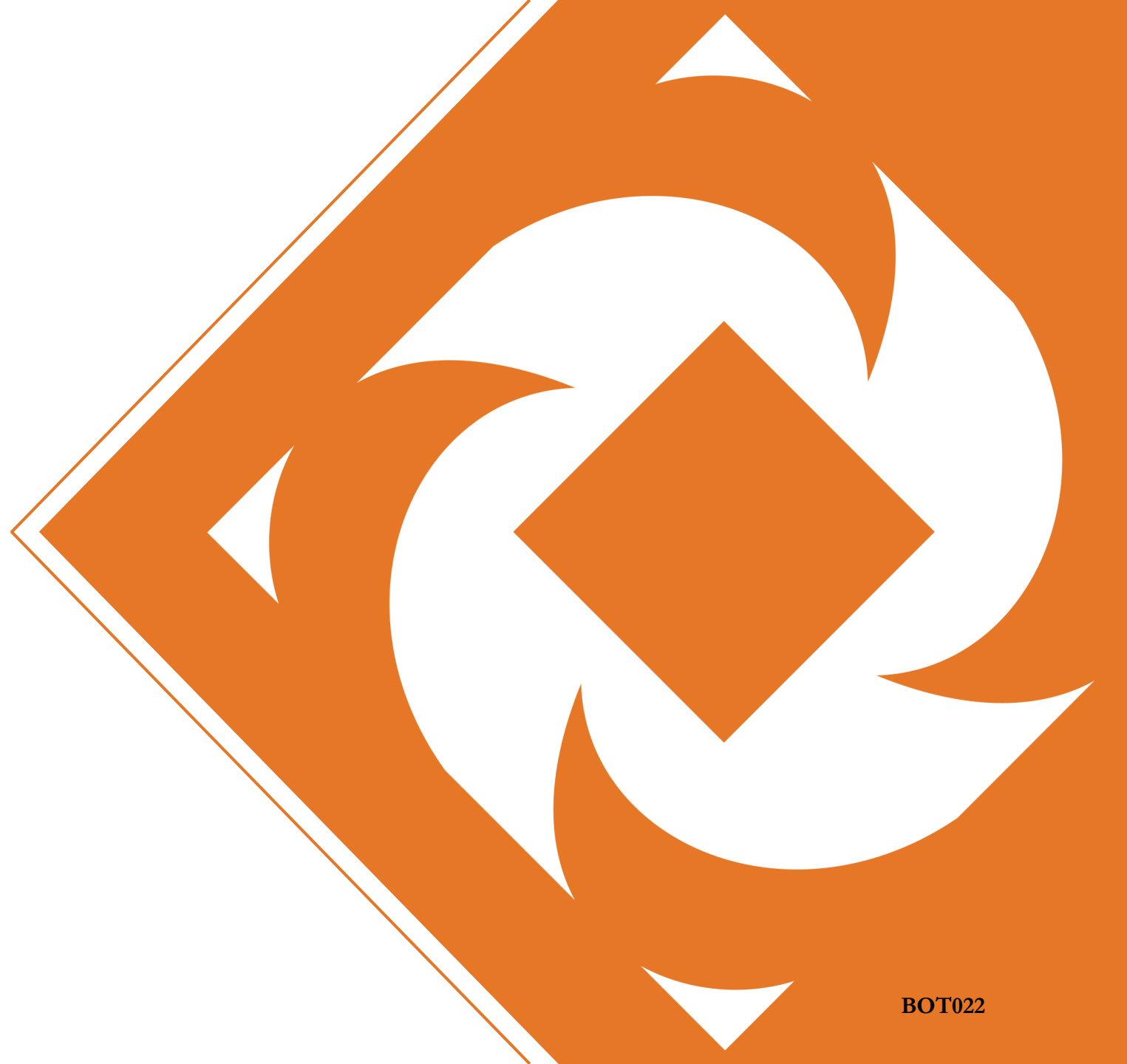


Agenda

1. Summary of Demand / Market Analysis
2. Project Concept
3. Financial Analysis
4. P3 Considerations
5. Next Steps & Project Schedule



Project Work Recap



Project Drivers

HOUSING PLAN



GSU desires to offer additional housing that expands the on-campus residential population with a focus on first-year students, athletes, and international students.



GSU desires to build off of the success of Prairie Place by providing a more living-learning focused community that offers appropriate student support and integrated academic spaces.



Lack of available housing options close to campus minimizes off-campus competition but also limits GSU's ability to serve more out-of-area students.



GSU desires to consider a public-private partnership to accelerate delivery, utilize private sector expertise, and allow for multiple phases.



Facility quality, durability, and long-term operations / maintenance are key considerations for future housing and along with ongoing upkeep of Prairie Place.

Demand Summary

KEY TARGET MARKETS

1. Housing Waitlist (Fall 2023)	80
2. Unmet Student-Athlete Demand	45
3. Student-Athlete Demand (based on future growth of programs)	60
4. Unmet Demand from Students Living Off Campus	40 – 60
5. Honors Students	TBD

Preliminary Housing Program of 225 – 240 Beds in a future housing project

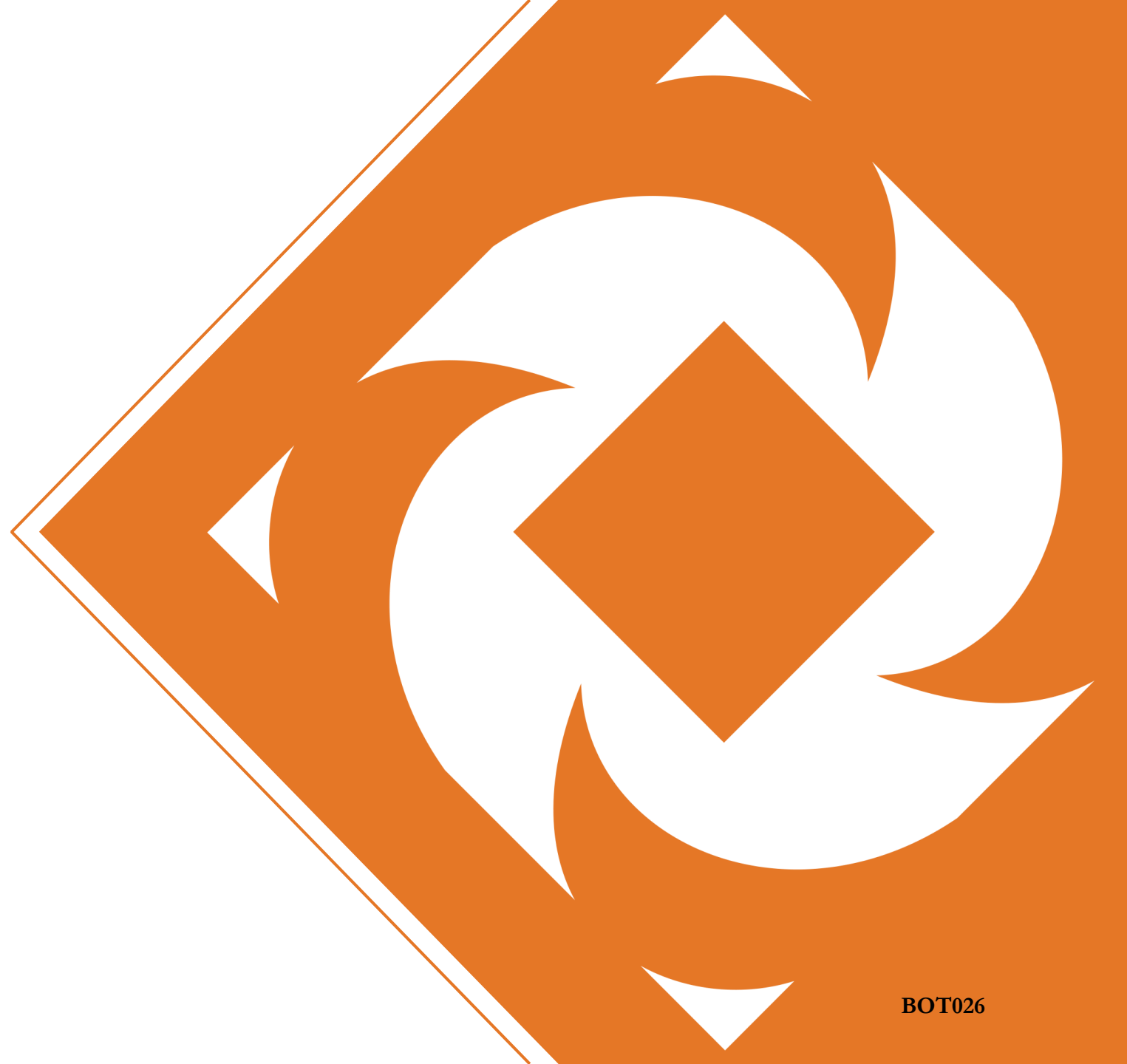
Demand Analysis

CAPTURE RATES

- › Capture rates in future will likely rely on capturing first-time freshman in tandem with athletes as athletic programs are expanded
- › 11% capture would put GSU more in line with peer institutions

	Enrollment	Capture Rate	Residents	Potential Capture Rate	Potential Resident Count
FT Freshman	456	33.3%	152	-	-
Sophomore	327	17.4%	57	-	-
Junior	754	4.0%	30	-	-
Senior	999	2.3%	23	-	-
Graduate	1,802	0.6%	11	-	-
TOTAL	4,338	6.3%	273	11.5%	~500

Recommended Project Concept & Financials



New Housing Project Concept

FINANCIAL FEASIBILITY

- › Program: 200 beds, 60,000 GSF
 - 80 suite doubles
 - 40 2BR doubles
 - 80 4BR singles
- › Total Project Cost: \$30M
 - \$150K/bed
 - \$496/GSF
- › Debt Terms
 - 5.0%, 30 years
- › Levers to Reduce Rates
 - Program reductions
 - University support
 - Subordinated operating expenses

Rental Rate Impact

Unit type	Current Rates	New Housing Required Rates	Delta
Suite Double	\$7,104	\$11,400	\$4,296
2BR Double	\$8,360	\$13,400	\$5,040
4BR Single	\$10,154	\$16,200	\$6,046

System Financial Performance

Year	2024	2025	2026	2027	2028
Beds	296	296	296	496	496
NOI	\$1.3M	\$1.5M	\$1.6M	\$3.5M	\$3.6M
Debt	\$1.4M	\$1.4M	\$1.4M	\$3.5M	\$3.5M
Debt Coverage Ratio	0.94	1.05	1.12	1.01	1.04

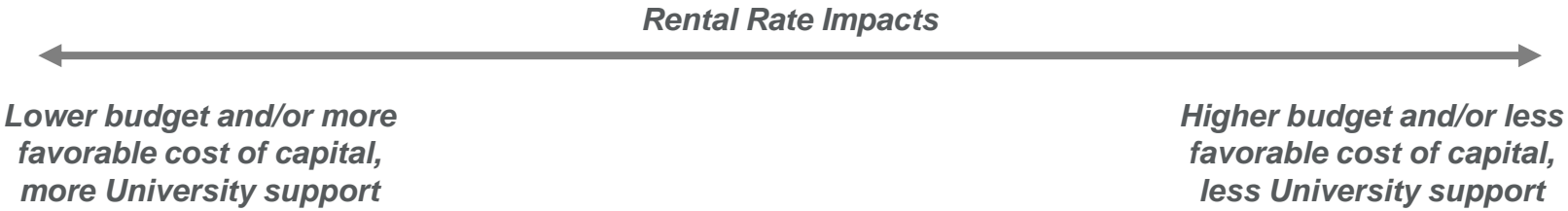
New
housing
open

New Housing Project Concept

PROJECT BUDGET SENSITIVITY

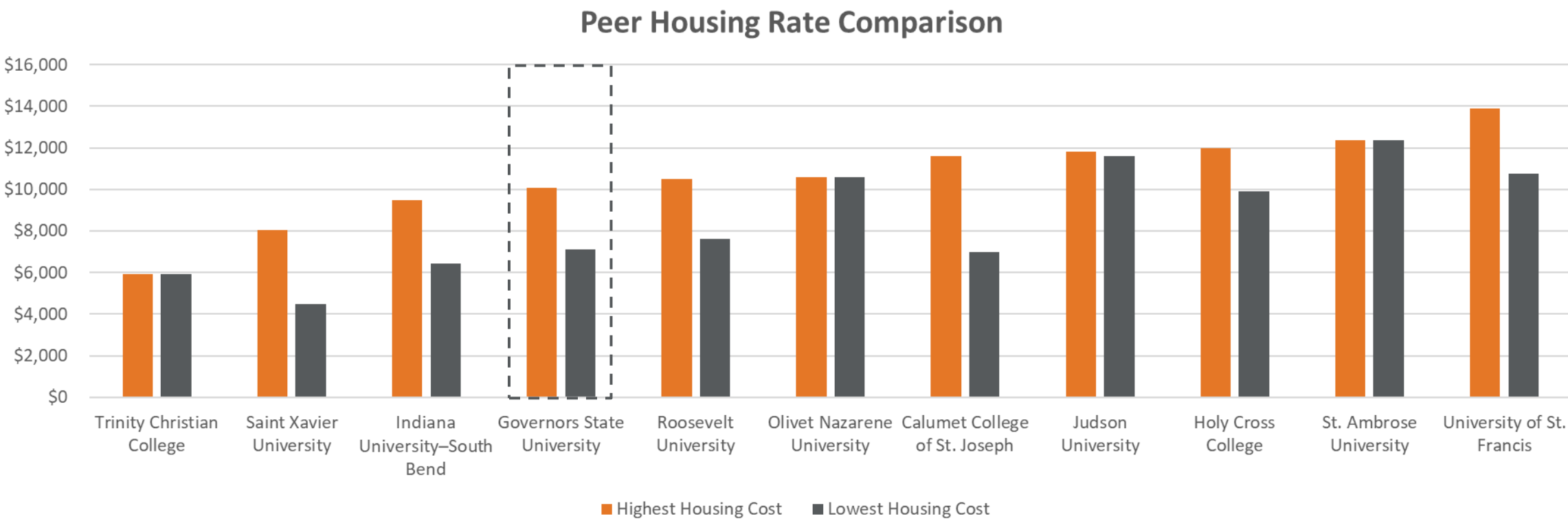
- Required rental rates to underwrite a successful P3 project will be largely influenced by the total project budget, cost of capital, and other potential commitments from GSU (“levers”)

Potential Project Budget	\$22.6M	\$25.1M	\$27.6M	\$30.1M	CURRENT AY RATES
Suite Double AY Rate	\$9,200	\$10,300	\$11,000	\$11,400	\$7,104
2BR Double AY Rate	\$10,000	\$11,300	\$12,100	\$13,400	\$8,360
4BR Single AY Rate	\$13,200	\$14,700	\$15,700	\$16,200	\$10,154

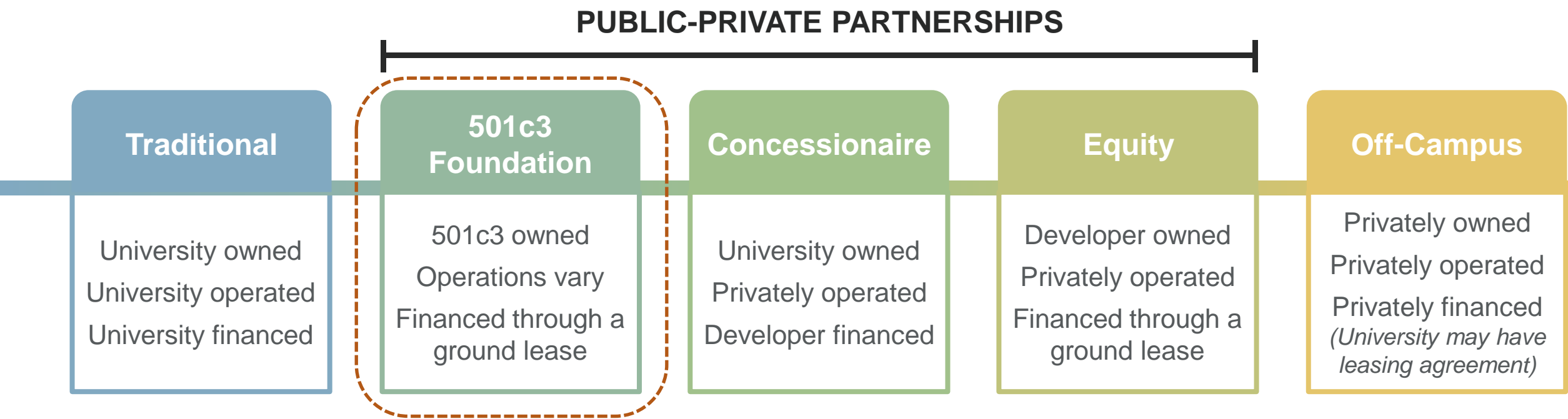


Rental Rate Comparison

- › GSU’s current academic year rental rates are below peers, which could help to justify rental rate increases



Delivery Options



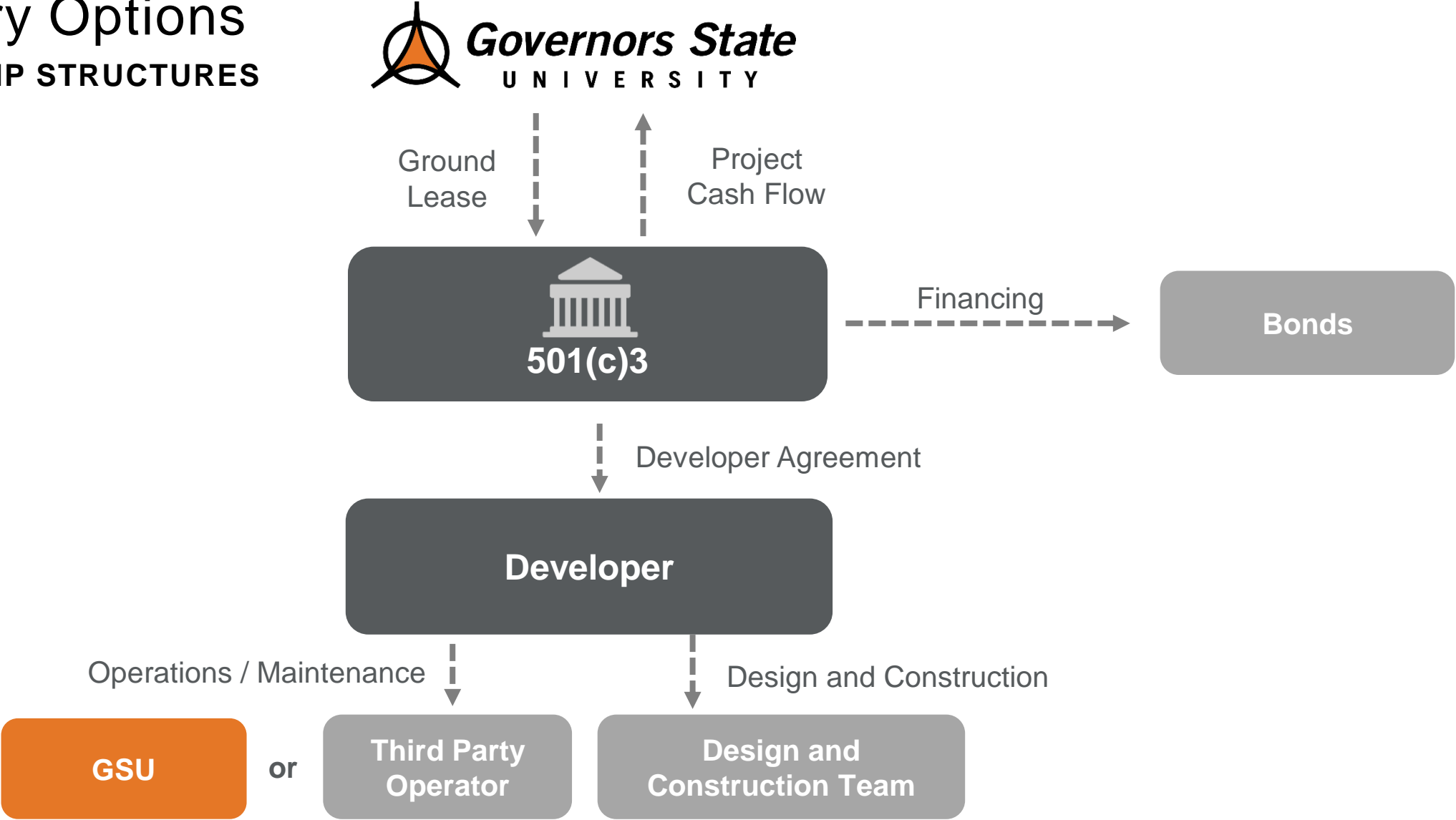
501c3 / not-for-profit ownership structure provides the best balance of speed and cost of capital for this project type

Delivery Options

	Self-Develop	P3 - 501c3
Description	<ul style="list-style-type: none"> University retains all control and risk 	<ul style="list-style-type: none"> 501c3 is owner of the facility, some control and risk may be transferred to private partner, but university may maintain substantial control commensurate with risk
Pros	<ul style="list-style-type: none"> Traditional method of procurement University maintains control of student experience No real estate taxes Lowest cost of capital University retains all cash flow 	<ul style="list-style-type: none"> Tax-exempt project debt University can maintain control of student experience No real estate taxes (typically) Relatively low cost of capital University retains all cash flow
Cons	<ul style="list-style-type: none"> University retains most risk versus alternative delivery models Project on balance sheet and on credit 	<ul style="list-style-type: none"> Much of the risk flows back to the University Possible impact to University balance sheet / credit depending on level of support
Ground Lease Term	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 30-40 years
Ownership	<ul style="list-style-type: none"> GSU 	<ul style="list-style-type: none"> Not-for-profit ownership; reverts back to GSU at expiration of ground lease
Est. Cost of Capital	<ul style="list-style-type: none"> ~4.5% - 5.0% interest rate on bond issuance 	<ul style="list-style-type: none"> ~5.0% - 5.5% interest rate on bond issuance

Delivery Options

OWNERSHIP STRUCTURES



Risks & Mitigation Strategies

› ***Occupancy Risk***

- Absolute / contingent master lease
- Live-on requirement for 1st years, athletes, and Honors students

› ***Financial Feasibility***

- Reconcile program / quality / construction standards
- University financial support (infrastructure investments or upfront contribution)
- Subordinated operating expenses

› ***Private Sector Interest***

- Right of first refusal for future phases of housing

› ***Student Experience***

- GSU retains control over student-facing aspects

› ***Schedule***

- Approval process

Schedule & Next Steps

TASK CATEGORIES	May-24				Jun-24				Jul-24				Aug-24				Sep-24				Oct-24				Nov-24				Dec-24				Jan-25				Feb-25			
Partner Selection																																								
Market Sounding																																								
Project / Program Refinement																																								
Board Meeting (Go - No/Go Decision)																																								
RFQ (Development & Issuance)																																								
Review Qualifications, Downselect, and Issue RFP																																								
RFP (Development & Issuance)																																								
Work Sessions																																								
Interview and Evaluation Proposals																																								
Best-and-Final Offers																																								
Partner Selection																																								
Negotiations																																								
Negotiation of Key Business Terms																																								
Pre-Development Agreement / Design / Financial Due Diligence																																								

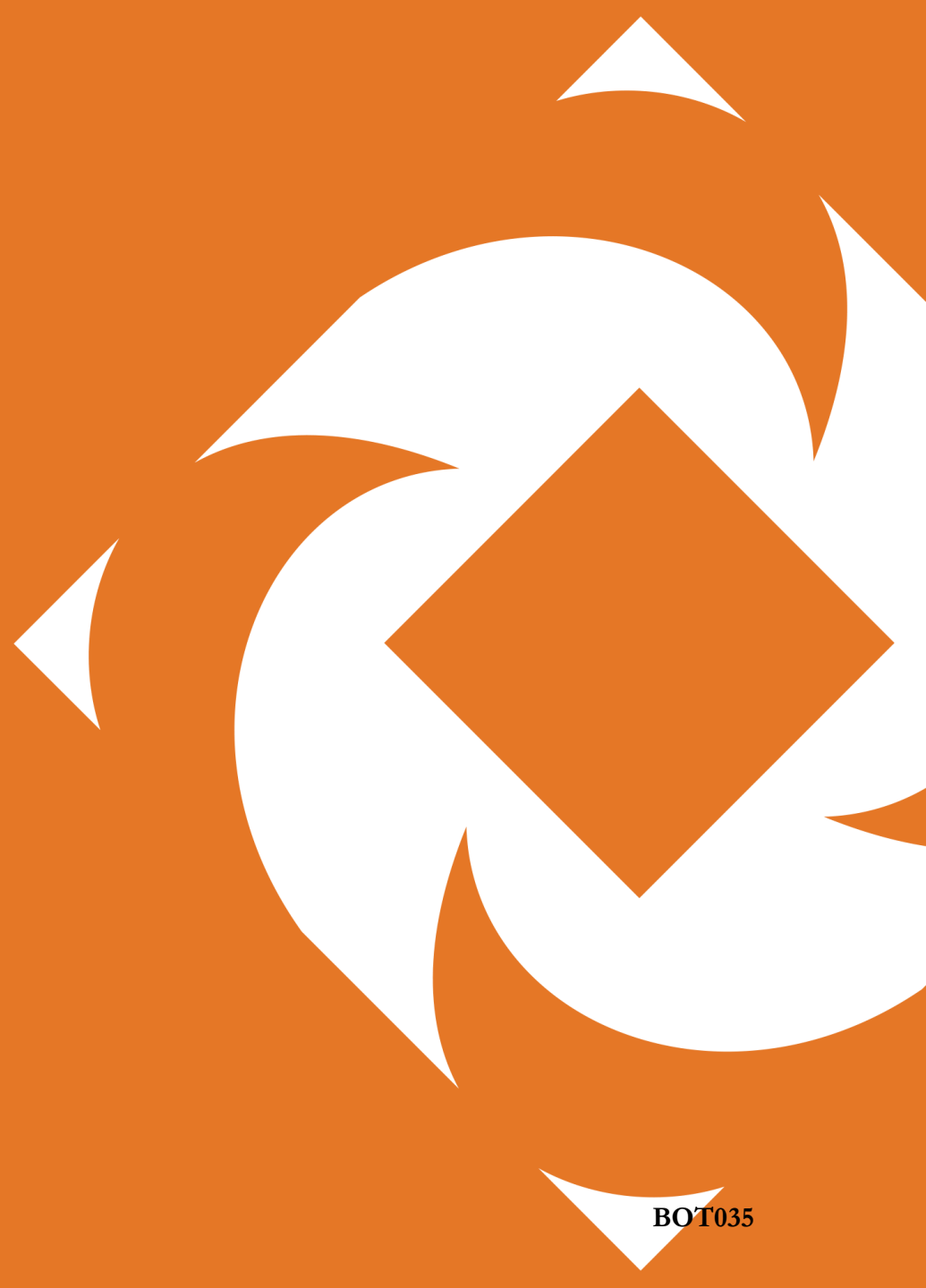
★ Key Milestones

Negotiations of Legal Documents (Ground Lease, Development Agreement, Mgmt Agreement, etc): 6 - 9 months

Construction: 18 - 22 months

Potential Opening: Fall 2027

Thank you.



Quarterly Report of Income Producing Contracts of \$100,000 or More
For the Period Ended March 31, 2024 (Q3FY24)
(With Comparative Information For the Period Ended March 31, 2023 – Q3FY23)

Federal Grants:

Provider Name	Type of Contract	Income 3.31.24	Income 3.31.23	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
U.S. Department of Health & Human Services	Early Head Start Grant	\$605,093	\$523,940	Erin Soto COEHD/Family Dev Center	Period: 1/1/20 to 12/31/24 Award Amount: \$3,925,163
National Science Foundation (NSF)	NSF Engines Development Award - Advancing Smart Logistics	\$498,851	\$ -	Reggie Greenwood College of Business	Period: 5/15/23 to 4/30/25 Amount: \$1,000,000
U.S Department of Education	TRIO Educational Opportunities Centers Project	\$163,796	\$ 144,408	Mushtaq Choudhary Dean of Students	Period: 10/1/21 to 9/30/26 Amount: \$1,160,250
U.S. Department of Health & Human Services, passed through the Illinois Board of Higher Education	Child Care and Development Block Grant	\$136,881	\$112,414	Shannon Dermer COEHD	Period: 8/1/21 to 6/30/24 Award Amount: \$1,135,961

Federal Grants (continued):

Provider Name	Type of Contract	Income 3.31.24	Income 3.31.23	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
U.S Department of Education, passed through the Illinois Board of Higher Education	IL Tutoring Initiative Grant	\$134,659	\$90,040	Shannon Dermer COEHD	Period: 10/29/21 to 9/30/24 Amount: \$3,156,100
U.S. Department of Treasury; passed through the Illinois Will County	State and Local Fiscal Recovery Funds grant program (Will County's American Rescue Plan Act grant funding)	\$79,462	\$ -	Shannon Dermer/ COEHD; Catherine Balthazar/CHHS	Period: Fall 2023 through Fall 2026 Amount: \$2,500,000
U.S. Department of the Treasury, passed through the Illinois Department of Commerce and Economic Opportunity	Coronavirus State and Local Fiscal Recovery Grant	\$79,039	\$1,938	Craig Schmidt Extended Learning/Continuing Education	Period: 5/1/22 to 7/31/24 Award Amount: \$450,000
U.S. Department of Health & Human Services	Mental and Behavioral Health Education and Training Grants	\$70,915	\$126,190	Nancy Burley CHHS/Addiction Studies and Behavioral Health	Period: 9/1/21 to 8/31/25 Amount: \$1,424,720

Federal Grants (continued):

Provider Name	Type of Contract	Income 3.31.24	Income 3.31.23	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
U.S. Department of Health & Human Services, passed through the Illinois Department of Human Services	Block Grants for Prevention and Treatment of Substance Abuse	\$57,693	\$125,354	Nancy Burley CHHS/Addiction Studies and Behavioral Health	Period: 7/1/22 to 6/30/23 Amount: \$427,477 Period: 7/1/23 to 6/30/24 Amount: \$135,000

State Grants:

Provider Name	Type of Contract	Income 3.31.24	Income 3.31.23	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	\$507,000	\$ -	Nancy Burley CHHS/Addiction Studies and Behavioral Health	Period: 12/1/23 to 6/17/24 Amount: \$507,000

State Grants (continued):

Provider Name	Type of Contract	Income 3.31.24	Income 3.31.23	Principal Investigator (PI)/ College/Department	Award Period and Award Amount
IL State Board of Education	Pre-K Block Grant, and Pre-K Expansion Grant	\$297,303	\$349,527	Erin Soto COEHD/Family Development Center	Period: 7/1/22 to 6/30/23 Award Amount: \$445,951 Period: 7/1/23 to 6/30/24 Award Amount: \$450,411
IL Department of Human Services	Certified Recovery Support Specialist Success Grant Program	\$231,459	\$270,174	Nancy Burley CHHS/Addiction Studies and Behavioral Health	Period: 7/1/22 to 6/30/24 Amount: \$1,528,132
Illinois Network of Child Care Resource and Referral Agencies	Child Care Restoration Grant	\$209,002	\$82,900	Erin Soto COEHD/Family Development Center	Period: 7/1/22 to 6/30/24 Amount: \$325,236
IL Board of Higher Education	Mental Health Early Action on Campus Act Grant	\$121,784	\$ -	Mushtaq Choudhary/Dean of Students	Period: 7/1/22 to 6/30/23 Amount: \$112,362 Period: 7/1/23 to 6/30/24 Amount: \$162,379

Others:

Provider Name	Type of Contract	Income 3.31.24	Income 3.31.23
Various Clients - Extended Learning	Training programs for professional development/ continuing professional education to individuals, school districts, and employees of certain private organizations	\$367,143	\$500,834
Clearwire Spectrum Holdings	Broadband Lease of Excess Channels	\$214,528	\$214,528

Note: The above agreements generate income to the University throughout the fiscal year.

Resource/Contact: Corey S. Bradford, PhD, Vice President for Administration and Finance; cbradford2@govst.edu; 708.235.7421.

**University Contributions to University-Related Organization
For the Period Ended March 31, 2024
(With Comparative Information For the Period Ended March 31, 2023)**

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, 2024 and 2023 is as follows:

March 31, 2024 (Unaudited)	March 31, 2023 (Unaudited)
\$ 325,598	\$ 277,307

**Contributions to the University of \$25K or more
For the Period Ended March 31, 2024
(With Comparative Information For the Period Ended March 31, 2023)**

The Foundation provided the University with the following support for the comparative period ended March 31, 2024 and 2023:

	March 31, 2024 (Unaudited)	March 31, 2023 (Unaudited)
Support given to University departments	\$ 671,984	\$ 695,339
Support given for scholarships	276,112	349,742
Total	\$ 948,096	\$ 1,045,081

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

GSU Operating Budget to Actual

FY2024

Our strategic enrollment management planning examines the broad market trends across higher education and analyzes how these trends are affecting Governors State University. We continue to experience enrollment progress despite continued market pressures with focused initiatives on new enrollment and current student persistence. We anticipate FY2024 tuition revenue resulting as budgeted. Appropriation monies from the Illinois Office of the Comptroller are fully vouchered and received timely.

FY2024 expenditures are primarily on target compared to the original expense budget with a slight overage due to inflation on goods and service obligations and fringe benefits tied to salaries. We anticipate an overall balanced budget to actual.

**Governors State University
Budget to Actual by Major Category
As of March 31, 2024 (Unaudited)**

Category Name	FY2023 Actual	FY2024 Operating Budget	FY2024 Actuals (Unaudited)*	FY2024 Projected Actual	FY2024 Projected Ending Balances (Budget- Actual)
Revenues:					
Income Fund	\$32,954,359	\$34,441,900	\$30,896,924	\$34,441,900	\$0
Appropriation	24,353,300	26,058,100	21,316,181	26,058,100	0
Total Revenues	\$57,307,659	\$60,500,000	\$52,213,105	\$60,500,000	\$0
Expenses:					
Personnel Services	\$48,342,465	\$50,844,668	\$37,931,572	\$50,589,358	\$255,310
Fringe Benefits	1,621,788	1,483,326	1,221,648	1,591,905	(108,579)
Contractual	7,687,001	6,551,592	6,694,349	6,796,213	(244,621)
Commodities	701,747	729,120	385,383	677,193	51,927
Permanent Improvement	57,762	0	0	0	0
Travel	272,639	362,673	144,428	317,299	45,374
Equipment	313,195	305,705	196,109	291,371	14,334
Telecom	230,716	185,541	106,419	181,607	3,934
Auto Operations	60,789	37,375	11,840	52,249	(14,874)
Awards	48,871	0	0	0	0
Reserve**	0	0	0	0	0
Total Expenses:	\$59,336,973	\$60,500,000	\$46,691,748	\$60,497,195	\$2,805
Surplus (Deficit)	(\$2,029,314)	\$0	\$5,521,357	\$2,805	\$2,805

Notes: ** Historical Years Surplus adequate funds to support BOT Reserve requirement for FY2024.

INFORMATION ITEM**Procurement Activities of \$100,000 to \$249,999
for the Period of January 1, 2024 through March 31, 2024**

<u>Vendor Name</u>	<u>Type of Contract</u>	<u>Total Cost</u>
Advocate Health And Hospitals	Exemption-Professional and Management Services for operation of the Counseling and Wellness Center (6 months. Jan- June)	\$103,998.00
Delta Bldg. Technologies, Inc	RFP 1806TMS- (Renewal) Energy Management Systems for Building Automation. This includes HVAC controls and card access.	\$173,832.00
McCauley Mech. Construction	Emergency Purchase- as approved through the State Purchasing Officer. This is for Boiler Replacement for boilers 12 and 13. Price includes demolition/disposal of old boilers and installation of new replacement boilers.	\$130,000.00

GOVERNORS STATE UNIVERSITY
ANNUAL REPORT
FY2023



Office of Sponsored
Programs & Research



govst.edu

Message from Provost and the Vice-President of Academic Affairs



Dear GovState Community,

It is with great pleasure that Academic Affairs shares with you our Office of Sponsored Programs and Research annual report for fiscal year 2023. We are so very proud of our faculty members and staff who have used their expertise as educators and servant leaders to garner grants in the arts, education, business, health care, and student support.

The OSPR Annual Report details submitted proposals, proposals by College and university units, our diverse granting agencies and sponsors, and our new and active awards. We are delighted that in fiscal year 2023, we received 30 new awards in support of the arts, the Family Development Center, educational training initiatives, development of open access educational resources, and student success, among other areas. We are gratified that our percentage of federal awards is remaining at above 90%. Further, we have increased our number of grant applications submitted from 58 in 2022 to 75 in 2023. Of particular note this year is President Cheryl Green's role as a co-PI on the Will County Heroes grant supported by American Rescue Plan funds that promotes degree-seekers in education and nursing.

This year, we internally promoted Ms. Kyra Booker to Assistant Director of Sponsored Programs and Research. We celebrate the continued support and expertise for the OSPR through the work of our Director FeMia Norwood along with Jessica Braddy, Anna Bernadska, and Frank Serna. We have an excellent team who is effective, efficient, and willing to assist the campus community in the grants and sponsored research endeavor.

GovState is grateful for the creativity, vision, and hard work of faculty and staff in producing such a robust grants portfolio. Please join me in congratulating all our PIs, and those who applied for grants whether awarded or not, who through their efforts help us shine as the jewel of the Southland.

Sincerely,

A handwritten signature in blue ink that reads "Beverly Schneller".

Dr. Beverly Schneller
Provost, VP Academic Affairs

Message from the Director of Sponsored Programs & Research



It has been another exciting year for GovState and the Office of Sponsored Programs and Research! Our team has experienced another year of remarkable change and growth as we've navigated several federal funding agency updates and an increased number of State-funded grants, all while balancing the evolving climate of the sponsored programs industry. As many in the campus community know, OSPR aims to assist with grant writing resources, securing grant funding, and managing ongoing sponsored programs. We hope that you find OSPR to be helpful and that you will continue to engage us as we continue refining our resources to best meet your needs. We've recently experienced some staffing changes, so I want to take a moment to introduce the campus to our current OSPR team.

In October 2023, I had the pleasure of promoting Kyra Booker to Assistant Director of Sponsored Programs and Research, which was well-deserved. In the year preceding her promotion, Kyra expressed interest in taking on new responsibilities within the office, which expanded and developed her skillset in research administration and

management. In her current role, she provides grant proposal development and post award oversight. We also recently welcomed Francisco "Frank" Serna to the OSPR team in the role of Sponsored Programs Specialist. In his role, Frank provides post award management and grant monitoring. Anna Bernadska, Assistant Director for Research Compliance, and Jessica Braddy, Financial Research Administrator, remain in their roles, dedicated to supporting the GovState community in IRB, IACUC and other research compliance related areas and by managing grant accounting, reporting, and auditing, respectively.

Of the new grant funding we received in fiscal year 2023, there is a common thread of student access and support. These grants help remove the barriers that threaten our students' academic success. Some of these awards include the Will County Heroes Scholarship Program (President Cheryl Green), which provides student scholarships in fields of Education and Nursing; The Illinois Board of Higher Education (IBHE) Ending Student Housing Insecurity grant (Dr. Kim Major-Ford), which empowers GovState to address basic needs and other personal issues our students face because of housing insecurity; and the IBHE Mental Health Early Action on Campus grant (Mushtaq Choudhary), which increases awareness of mental health services and resources available to our students both on campus and within the communities where our students reside.

This annual report provides a snapshot of GovState's diverse and impactful sponsored programs and research activities during the fiscal year. These grants help GovState to prepare our students to be competitive as they complete their studies and begin their careers and to serve as a beacon of light to the Southland community and beyond. We look forward to collaborating with the campus community to find new paths for student support, faculty research and community service in the coming year.

Sincerely,

A handwritten signature in blue ink that reads "FeMia Norwood". The signature is fluid and cursive, with the first name "FeMia" being more prominent.

FeMia Norwood
Director of Sponsored Programs and Research

Overview: GovState at a Glance

(Source: Office of Institutional Research and Effectiveness)



Total Enrollment: 4338

Undergraduate	2536
Graduate	1570
Doctoral	232
Full-time	2662
Part-time	1676



Enrollment by Race

Black or African American	35.7%
White	26.9%
Hispanic	15.8%
Nonresident Alien	14.3%
Two or More Races	2.9%
Asian	2.3%
Other	2.1%



Enrollment by Gender

Female	63.1%
Male	36.9%



Degrees Awarded: 1219

Undergraduates	621	50.9%
Masters	554	45.4%
Doctorates	44	3.6%



Faculty by Gender: 525

Female	329	62.7%
Male	196	37.3%



Faculty by Race/Ethnicity: 525

White	250	47.6%
Minority	186	35.4%

New 2023 Fiscal Year Projects

Principal Investigator	Co-Principal Investigator	Funding Agency Name	Title	Project Period Start Date	Project Period End Date	Project Amount
Green, Cheryl		Department of the Treasury	Will County HEROES Teaching and Nursing Scholarship Grant	3/1/23	12/31/26	\$2,500,000
Soto, Erin		Administration for Children and Families	Early Head Start Renewal Grant 2023	1/1/23	12/31/23	\$1,106,116
Greenwood, Reggie	Andrews, Anthony	National Science Foundation	NSF Engines: Type-1: Smart Logistics Engine	5/15/23	4/30/25	\$1,000,000
Mejta, Cheryl		Illinois Department of Human Services	Governors State University Peer Support Recovery Specialist Program	7/1/22	6/30/23	\$764,066
Mejta, Cheryl		Substance Abuse and Mental Health Services Administration	Recovery Coaches Training Certificate Program	7/1/22	6/30/23	\$427,477
Soto, Erin		Illinois State Board of Higher Education	Preschool for All Expansion FY2023	7/1/22	6/30/23	\$369,880
Choudhary, Mushtaq		Illinois Board of Higher Education	Mental Health Early Action on Campus FY2023	3/7/23	6/30/23	\$112,362
Soto, Erin		Administration for Children and Families	Early Head Start Renewal Grant Supplement 2023	1/1/23	12/31/23	\$84,291
Choudhary, Mushtaq		Illinois Board of Higher Education	Diversifying Higher Education Faculty in Illinois FY2023	7/1/22	6/30/23	\$84,000
Soto, Erin		Illinois Network of Child Care Resource and Referral Agencies	Strengthen and Grow Child Care Grant	5/1/23	9/30/23	\$83,336
Soto, Erin		Illinois State Board of Higher Education	Preschool for All FY2023	7/1/22	6/30/23	\$76,071
West, Phyllis		Illinois Equal Justice Foundation	GovState Self-Help Legal Assistance Clinic	9/1/22	8/31/23	\$70,000

continued >

New 2023 Fiscal Year Projects (continued)

Principal Investigator	Co-Principal Investigator	Funding Agency Name	Title	Project Period Start Date	Project Period End Date	Project Amount
Dermer, Shannon		Department of Education	Illinois SCOERs: Support for the Creation of Open Educational Resources	1/9/23	8/30/24	\$62,377
Campos, Darcie		Illinois Board of Higher Education	Illinois Cooperative Work Study Grant FY2023	7/1/22	8/31/23	\$50,000
Major-Ford, Kim		Illinois Board of Higher Education	Ending Student Housing Insecurity at GovState	1/1/23	6/30/23	\$49,253
Rogachevskaya, Svetlana		National Endowment for the Arts	Creating Compassionate Communities	7/1/22	6/30/23	\$45,000
Mickles, Sandra		Department of Education	New Principal Mentoring Program	7/1/22	6/30/23	\$39,600
Ijose, Olumide		Department of Education	Department of Education Center for International Business Education and Research (IUCIBER) 2022-2026	10/1/22	9/30/26	\$30,240
Greenwood, Reggie		Illinois Department of Commerce & Economic Opportunity	Climate and Equity Jobs Act Workforce Training Programs	7/1/22	6/30/23	\$30,000
Rogachevskaya, Svetlana		Illinois Arts Council	RED SUMMER: World Premiere Staging	10/1/22	8/31/23	\$30,000
Greenwood, Reggie		IL Department of Transportation	Investigating Statewide Alternative Fuel Tech Needs	6/1/23	4/30/24	\$27,000
Schmidt, Craig		Public Health Institute of Metropolitan Chicago	Creating Pathways and Access for Student Success Foundation (CPASS) FY2023	10/21/22	8/30/23	\$25,000

continued >

New 2023 Fiscal Year Projects (continued)

Principal Investigator	Co-Principal Investigator	Funding Agency Name	Title	Project Period Start Date	Project Period End Date	Project Amount
Rogachevskaya, Svetlana		Illinois Arts Council	General Operating Support - Center for Performing Arts FY2023	10/1/22	8/31/23	\$20,600
Harris, Crystal		Student Vote Research Network	What Works? MSI Strategies to Engage First Year Students (FYS) in Democracy	9/6/22	3/31/24	\$15,000
Stevenson, Jeff		Illinois Arts Council	General Operating Support - Nathan Manilow Sculpture Park FY2023	10/1/22	8/31/23	\$12,100
McGuinness, Paul		Illinois Board of Higher Education	Common App Agreement	7/1/22	6/30/23	\$7,300
Shin, Joong-Won		Eppley Foundation	Investigating the optical activity of trans-4-hydroxy-L-proline in organic solutions	8/15/22	8/14/23	\$5,500
Harris, Crystal		Students Learn Students Vote Coalition	Ask Every Student Implementation Grants	8/1/22	12/1/22	\$5,000
Young, Joshua		Illinois Arts Council	General Operating Support - Chicago Southland International Film Festival FY2023	10/1/22	8/31/23	\$2,700
Soto, Erin		Kids Gardening	GroMore Good Grass Roots	3/17/23	12/15/23	\$1,500
					TOTAL	\$7,135,769

Proposals and Awards by Sponsor

Number of proposals and dollar value of proposals submitted by fiscal year

Fiscal Year	2019		2020		2021		2022		2023		Total	
Sponsor Type	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Federal	23	4,391,372	31	22,013,089	21	18,163,652	24	9,019,759	34	24,916,701	133	78,504,573
State	6	1,518,014	7	1,536,936	14	4,739,822	15	2,632,470	14	2,190,703	56	12,617,945
Local Gov					2	302,315					2	302,315
Other	21	1,528,173	18	465,524	13	635,803	19	578,194	27	854,601	98	4,062,295
Total	50	7,437,559	56	24,015,549	50	23,841,592	58	12,230,423	75	27,962,005	289	95,487,128

Number of awards and dollar value of awards by fiscal year

Fiscal Year	2019		2020		2021		2022		2023		Total	
Sponsor Type	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Federal	16	3,820,653	29	9,874,647	43	26,326,179	44	27,147,099	40	26,968,008	172	94,136,586
State	9	1,543,547	8	911,623	12	1,659,390	14	1,176,681	12	2,037,282	55	7,328,523
Local Gov												
Other	14	357,751	18	310,111	11	172,013	13	260,396	22	403,964	78	1,504,235
Total	39	5,721,951	55	11,096,381	66	28,157,582	71	28,584,176	74	29,409,254	305	102,969,344

Award amounts reflect total funding per Budget period.

FY19 Sponsored Funding		FY20 Sponsored Funding		FY21 Sponsored Funding		FY22 Sponsored Funding		FY23 Sponsored Funding	
Federal	67%	Federal	89%	Federal	93%	Federal	95%	Federal	92%
State	27%	State	8%	State	6%	State	4%	State	7%
Local Gov	0%	Local Gov	0%	Local Gov	0%	Local Gov	0%	Local Gov	0%
Other	6%	Other	3%	Other	1%	Other	1%	Other	1%
100%		100%		100%		100%		100%	

Proposals and Awards by GovState Unit

Number of Proposals and Amounts Each Fiscal Year

Fiscal Year	2019		2020		2021		2022		2023		Total	
GovState Unit	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
College of Arts and Sciences	16	798,124	22	1,246,485	13	1,429,453	16	574,809	23	4,856,808	90	8,905,679
College of Business	1	388,200	2	628,884	1	14,958	8	1,810,979	4	1,412,769	16	4,255,790
College of Education and Human Development	19	2,644,267	9	5,141,895	13	7,408,433	11	3,941,584	19	2,529,080	71	21,665,259
College of Health and Human Services	11	3,218,119	11	11,231,219	6	2,381,788	11	4,288,235	5	2,280,574	44	23,399,935
Digital Learning and Media Design					1	25,000	2	7,700	3	3,282,700	6	3,315,400
Enrollment Management					1	3,625					1	3,625
Executive Administration					4	6,615,188	5	529,388	9	11,104,758	18	18,249,334
Institutional Research and Effectiveness					1	12,000					1	12,000
School of Extended Learning					1	272,155	3	579,800	3	373,456	7	1,225,411
Social Justice Institute									3	1,818,445	3	1,818,445
Student Affairs					9	5,678,992	2	497,928	5	302,915	16	6,479,835
University Library									1	500	1	500
Other	3	388,849	12	5,767,066							15	6,155,915
Total	50	7,437,559	56	24,015,549	50	23,841,592	58	12,230,423	75	27,962,005	289	95,487,128

*Amounts reflect total funding per Budget period.

continued >

Proposals and Awards by GovState Unit (continued)

Number of Awards and Amounts Each Fiscal Year

Fiscal Year	2019		2020		2021		2022		2023		Total	
GovState Unit	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
College of Arts and Sciences	12	331,735	15	425,129	18	969,613	18	1,293,994	17	1,323,634	80	4,344,105
College of Business	1	16,524	1.00	16,524	3	296,288	5	322,174	8	1,514,601	18	2,166,111
College of Education and Human Development	12	2,557,528	16	3,410,021	13	1,663,975	17	4,511,133	17	6,367,527	75	18,510,184
College of Health and Human Services	8	1,779,523	10	1,910,844	14	1,629,583	9	2,221,217	8	2,243,424	49	9,784,591
Digital Learning and Media Design					-	-	1	3,300	2	6,000	3	9,300
Executive Administration					11	22,181,761	8	17,400,538	4	14,613,649	23	54,195,948
Institutional Research and Effectiveness					1	12,000	1	12,000	1	12,000	3	36,000
School of Extended Learning							4	392,754	6	684,000	10	1,076,754
Social Justice Institute									1	70,000	1	70,000
Student Affairs					6	1,404,362	7	2,424,066	10	2,574,419	23	6,402,847
Other	6	1,036,641	13	5,333,863			1	3,000			20	6,373,504
Total	39	5,721,951	55	11,096,381	66	28,157,582	71	28,584,176	74	29,409,254	305	102,969,344

**Amounts reflect total funding per Budget period.*

FY19 Sponsored Funding		FY20 Sponsored Funding		FY21 Sponsored Funding		FY22 Sponsored Funding		FY23 Sponsored Funding	
CAS	6%	CAS	4%	CAS	3%	CAS	5%	CAS	5%
CHHS	31%	CHHS	17%	CHHS	6%	CHHS	8%	CHHS	8%
COB	0%	COB	0%	COB	1%	COB	1%	COB	5%
COE	45%	COE	31%	COE	6%	COE	16%	COE	22%
Other	18%	Other	48%	Other	84%	Other	71%	Other	61%
100%		100%		100%		100%		100%	

BOT053

FY 2023 Active Awards

Principal Investigator	Project Title	Sponsor	Budget Start Date	Budget End Date	*Budget Amount
College of Arts and Sciences					
Carrington, Mary Co-PI: Schmidt, Craig	IBHE GEER: The Intensive English, Digital Literacy and Math Interventions Program	Department of Education	7/14/20	9/30/22	456,286
Chen, Xiaoyong	Influence of invasive earthworms on soil structure and function in forests of the Huron Mountains, Michigan 2022-2023	Huron Mountain Wildlife Foundation	4/1/22	4/1/23	3,846
Harris, Crystal	Ask Every Student Implementation Grants	Students Learn Students Vote Coalition	8/1/22	12/1/22	5,000
Harris, Crystal	What Works? MSI Strategies to Engage First Year Students (FYS) in Democracy	Student Vote Research Network	9/6/22	3/31/24	15,000
Helm, Luke	Creating Pathways and Access for Student Success Foundation (CPASS)	Public Health Institute of Metropolitan Chicago	10/1/21	8/30/22	25,000
Pagone, Novia Co-PI: Radovic-Fanta, Jelena	Making Spanish and Global Studies Accessible to All	Department of Education	10/1/21	9/30/23	75,081
Ranmohotti, Kulugammana (Sanjaya)	The Illinois LSAMP STEM Pathway and Research Alliance (ILSPRA)	National Science Foundation	9/1/22	8/31/23	14,998
Rogachevskaya, Svetlana	General Operating Support - Center for Performing Arts FY2022	Illinois Arts Council	11/15/21	8/31/22	19,150
Rogachevskaya, Svetlana	Illinois Humanities COVID-19	National Endowment for the Humanities	9/1/21	8/31/22	5,000
Rogachevskaya, Svetlana	Shuttered Venue Operators Grant	Small Business Administration	7/16/21	1/16/23	525,772
Rogachevskaya, Svetlana	Creating Compassionate Communities	National Endowment for the Arts	7/1/22	6/30/23	45,000
Rogachevskaya, Svetlana	RED SUMMER: World Premiere Staging	Illinois Arts Council	10/1/22	8/31/23	30,000
Rogachevskaya, Svetlana	General Operating Support - Center for Performing Arts FY2023	Illinois Arts Council	10/1/22	8/31/23	20,600
Shin, Joong-Won	Investigating the optical activity of trans-4-hydroxy-L-proline in organic solutions	Eppley Foundation	8/15/22	8/14/23	5,500
Sowa, John	University of Illinois at Chicago Area Excellence in Education & Research (UIC CAREER)	National Institutes of Health	8/1/22	7/31/23	56,401
Stevenson, Jeff	General Operating Support - Nathan Manilow Sculpture Park FY2022	Illinois Arts Council	12/1/21	8/31/22	8,900
Stevenson, Jeff	General Operating Support - Nathan Manilow Sculpture Park FY2023	Illinois Arts Council	10/1/22	8/31/23	12,100

FY 2023 Active Awards (continued)

Principal Investigator	Project Title	Sponsor	Budget Start Date	Budget End Date	*Budget Amount
College of Business					
Greenwood, Reggie	Climate and Equity Jobs Act Workforce Training Programs	Illinois Department of Commerce & Economic Opportunity	7/1/22	6/30/23	30,000
Greenwood, Reggie Co-PI: Andrews, Anthony	NSF Engines: Type-1: Smart Logistics Engine	National Science Foundation	5/15/23	4/30/25	1,000,000
Greenwood, Reggie	Investigating Statewide Alternative Fuel Tech Needs	Department of Transportation	6/1/23	4/30/24	27,000
Ijose, Olumide	Center for International Business Education and Research (IUCIBER) 2018-2022	Department of Education	10/1/21	9/30/23	31,524
Ijose, Olumide	Business and International Education Program	Department of Education	10/1/22	9/30/23	45,755
Ijose, Olumide	Department of Education Center for International Business Education and Research (IUCIBER) 2022-2026	Department of Education	10/1/22	9/30/23	7,560
Simon, John	Sustainable Inclusive Supply Chain for the Electric Vehicle Industry in Illinois	Illinois Innovation Network	2/1/22	1/31/23	20,000
Zhao, Jun Co-PI: Ijose, Olumide	Fostering Supply Chain and Logistics Innovation in Chicago Southland	Economic Development Administration	10/1/22	9/30/23	352,762
College of Education and Human Development					
Cervantes, Sasha	20-21 Chapter Activity Grant: COVID-19 Support Fund	Psi Chi	7/1/21	12/31/22	2,000
Cervantes, Sasha	The Effectiveness of Odor Cues in Aiding the Memory of Older Adults	Psi Chi	3/1/22	5/31/23	1,500
Dermer, Shannon Co-PI: Mejta, Cheryl	Module-Based Substance Use Disorders Training for Behavioral, Medical, and Allied Health Practitioners	Substance Abuse and Mental Health Services Administration	9/30/20	3/29/23	188,093
Dermer, Shannon	Illinois Tutoring Initiative	Department of Education	10/29/21	9/30/23	1,888,100
Dermer, Shannon	Early Childhood Access Consortium for Equity (ECACE)	Administration for Children and Families	8/1/21	6/30/24	1,135,961
Dermer, Shannon	Illinois SCOERs: Support for the Creation of Open Educational Resources	Department of Education	1/9/23	8/30/24	62,377
Koonce, Danel	Implementing the Bounce Back Trauma Intervention: Addressing School Equity and School Bounding	Schultz Foundation for Advancing Counseling	3/1/19	3/15/23	8,568
Soto, Erin	Preschool For All Expansion FY2023	Illinois State Board of Education	7/1/22	6/30/23	369,880
Soto, Erin	Preschool For All FY2023	Illinois State Board of Education	7/1/22	6/30/23	76,071
Soto, Erin	Early Head Start Renewal Grant 2022	Administration for Children and Families	1/1/22	12/31/22	1,106,116
Soto, Erin	Early Head Start Renewal Grant 2023	Administration for Children and Families	1/1/23	12/31/23	1,106,116
Soto, Erin	Early Head Start Renewal Grant Supplement 2023	Administration for Children and Families	1/1/23	12/31/23	84,291

FY 2023 Active Awards (continued)

Principal Investigator	Project Title	Sponsor	Budget Start Date	Budget End Date	*Budget Amount
Soto, Erin	Child Care Restoration Grants Program 2022	Department of Education	1/1/22	12/31/22	145,800
Soto, Erin	EHS COVID-19 One-Time Funds	Administration for Children and Families	4/1/21	3/31/23	21,670
Soto, Erin	EHS COVID-19 Response Funds FY2021 ARP Amendment	Administration for Children and Families	4/1/21	3/31/23	86,148
Soto, Erin	GroMore Good Grass Roots	Kids Gardening	3/17/23	12/15/23	1,500
Soto, Erin	Strengthen and Grow Child Care Grant	Department of Education	5/1/23	9/30/23	83,336
College of Health and Human Services					
Campos-Moreira, Linda Co-PI: Bernadska, Anna Grumbach, Giesela Zell, Maristela	Importance of Arts Participation for the Sense of Belonging and Academic Outcomes of University Students of Color	National Endowment for the Arts	1/1/21	12/31/23	60,000
Cheng, Kai-Wen	The International Tobacco Control (ITC) Policy Evaluation Project	University of Waterloo	4/1/22	3/31/23	2,500
Cheng, Kai-Wen	Impact of Prohibiting Characterizing Flavors on Nicotine Vaping Products	National Institutes of Health	9/1/20	8/31/22	40,000
Mejta, Cheryl Co-PI: Burley, Nancy	Behavioral Health Workforce Education and Training Program	Health Resources & Services Admin.	9/1/22	8/31/23	313,381
Mejta, Cheryl	FOLA Community Action Services, Inc	Health Resources & Services Admin.	9/30/22	9/29/23	60,000
Mejta, Cheryl	Governors State University Peer Support Recovery Specialist Program	Dept. of Health and Human Services	7/1/22	6/30/23	764,066
Mejta, Cheryl	Recovery Coaches Training Certificate Program	IL Department of Human Services	7/1/22	6/30/23	427,477
Schranz, Caren	Scholarships for Disadvantaged Students in Occupational Therapy	Health Resources & Services Admin.	7/1/22	6/30/23	576,000

FY 2023 Active Awards (continued)

Principal Investigator	Project Title	Sponsor	Budget Start Date	Budget End Date	*Budget Amount
Student Affairs					
Campos, Darcie	Illinois Cooperative Work Study Grant FY2022	Illinois Board of Higher Education	7/1/21	8/31/22	24,350
Campos, Darcie	Illinois Cooperative Work Study Grant FY2023	Illinois Board of Higher Education	7/1/22	8/31/23	50,000
Choudhary, Mushtaq	CCAMPIS 2019	Department of Education	10/1/22	9/30/24	103,073
Choudhary, Mushtaq	Governor's Emergency Education Relief (GEER) Funds	Department of Education	7/14/20	9/30/22	1,464,103
Choudhary, Mushtaq	Governor's Emergency Education Relief Funds (GEERII)	Department of Education	10/1/22	9/30/23	447,928
Choudhary, Mushtaq	Diversifying Higher Education Faculty in Illinois FY2023	Illinois Board of Higher Education	7/1/22	6/30/23	84,000
Choudhary, Mushtaq	Mental Health Early Action on Campus FY2023	Illinois Board of Higher Education	3/7/23	6/30/23	112,362
Lopez , Vanessa	Governors State University TRIO Educational Opportunities Centers Project	Department of Education	10/1/22	9/30/23	232,050
Major-Ford, Kim	Ending Student Housing Insecurity at GovState	Illinois Board of Higher Education	1/1/23	6/30/23	49,253
McGuinness, Paul	Common App Agreement	Illinois Board of Higher Education	7/1/22	6/30/23	7,300
Executive Administration					
Green, Cheryl	Will County HEROES Teaching and Nursing Scholarship Grant	Department of the Treasury	3/1/23	12/31/26	2,500,000
McGee, James	Body Work Camera Program	Department of Justice	1/1/23	12/31/23	8,500
Schneller, Beverly	Education Stabilization Fund/GovState Emergency Relief Fund - Institutional Portion Supplement 2021	Department of Education	5/4/20	6/30/24	11,218,053
Schneller, Beverly	Higher Education Emergency Relief Fund-Strengthening Institutions Program Supplement 2021	Department of Education	5/29/20	6/30/24	887,096
Institutional Research & Effectiveness					
Helm , Lisa	ILEA Catalyst	Partnership for College Completion	5/1/21	12/31/22	12,000

FY 2023 Active Awards (continued)

Principal Investigator	Project Title	Sponsor	Budget Start Date	Budget End Date	*Budget Amount
School of Extended Learning					
Mickles, Sandra	New Principal Mentoring Program FY2022	Department of Education	1/7/22	12/31/22	39,600
Mickles, Sandra	New Principal Mentoring Program FY2023	Department of Education	7/1/22	6/30/23	39,600
Schmidt, Craig	Healthcare Nursing and Administration Pipeline Careers	Illinois Department of Commerce & Economic Opportunity	5/1/22	7/31/24	450,000
Schmidt, Craig	Manufacturing Automation Upskilling Program	The Community Foundation of Will County	5/1/22	10/31/23	71,211
Schmidt, Craig	Paraprofessional to Early Childhood Educator (ECE) Career Pathways	The Community Foundation of Will County	5/1/22	12/31/23	58,589
Schmidt, Craig	Creating Pathways and Access for Student Success Foundation (CPASS) FY2023	Public Health Institute of Metropolitan Chicago	10/21/22	8/30/23	25,000
Digital Learning and Media Design					
Young, Josua	General Operating Support - Chicago Southland International Film Festival FY2022	Illinois Arts Council	11/15/21	8/31/22	3,300
Young, Josua	General Operating Support - Chicago Southland International Film Festival FY2023	Illinois Arts Council	10/1/22	8/31/23	2,700
Social Justice Institute					
West, Phyllis	GovState Self-Help Legal Assistance Clinic	Illinois Equal Justice Foundation	9/1/22	8/31/23	70,000

Active Awards- Budget Period Total	\$29,409,254
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**Budget amounts reflect total funding per Budget period.*



Featured Grant Updates

Dr. Cheryl Green, President

Will County HEROES Teaching and Nursing Scholarship Grant - \$2,500,000

The purpose of the Will County HEROES Teaching and Nursing Scholarship Grant is to “prime the pipeline” for teaching and nursing students who live in Will County and expect to work at a Will County education or healthcare institution, respectively, after graduation. Will County has awarded four higher education partners, Governors State University, University of St. Francis, Lewis University, Joliet Junior College, funds to generate a pathway for enrollment, education, and employment. The Will County HEROES Teaching and Nursing Grant allows GovState to create an academic and training pipeline for workers from all walks of life seeking higher education training and committing to careers in healthcare. Both current and potential Nursing and Teaching students are eligible to apply for up to \$2,500 a semester of scholarship money towards their education. The program also provides a pathway for employment after graduation, connecting students with local partners who can support their continued education and ensure a working environment that will foster positive career development.

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Shannon Dermer, College of Education and Human Development

Illinois Board of Higher Education - \$1,135,961

Early Childhood Access Consortium for Equity (ECACE)

The goal of the ECACE grant is to help redesign higher education pathways toward degree completion and provide scholarships to encourage individuals currently working in early childhood education to return to school. In support of this goal, GovState Early Childhood Education faculty and staff developed a bachelor's degree pathway that includes online, evening classes and job-embedded field experiences. Dr. Katy E. Hisrich, Early Childhood Education Chair, notes, "We designed the program to meet the needs of full-time working students, building the program to fit within the work they are already doing in early childhood education." Online, evening courses allow students to begin classes after their workday, avoiding the need to schedule a commute to campus. Also, students can complete some of their field experiences with their current employers, which helps ease the stress on students and employers, benefiting everyone. Additionally, the grant has enabled Governors State University to hire veteran early childhood teachers to mentor the workforce students, supporting them to degree completion. Mentors are available to help students with emotional and educational support. They help students navigate the higher education system, provide mental health resources, study skill ideas, and continued encouragement when the students need it.

Reggie Greenwood, College of Business

National Science Foundation - \$1,000,000

Advancing Smart Logistics

The Advancing Smart Logistics project addresses the challenges of the world's logistics systems that could not respond effectively to the massive supply challenges resulting from the COVID-19 pandemic, forcing companies to reconfigure their supplier locations to build resiliency while simultaneously seeking to satisfy demand for rapid delivery without product shortages. The vision for the Advancing Smart Logistics project is to build an equitable economic development engine around core advances in transportation logistics. Governors State University together with the University of Illinois Chicago serve as the project hub, working with community and industry partners to anticipate technological and developmental interventions in South Chicago's neighborhoods and suburbs and convening the SLE efforts statewide. Other project partners include Southern Illinois University-Edwardsville, Western Illinois University, University of Illinois Urbana Champaign, Northern Illinois University, Southern Illinois University, Western Illinois University, and Eastern Illinois University.

continued >

Mushtaq Choudhary, Student Affairs

Illinois Board of Higher Education - \$112,362

Mental Health Early Action on Campus

The MHEAC project aims to increase awareness of mental health services and resources both on campus and in community mental health. GovState's Counseling and Wellness Center works on developing and conducting student orientation seminars, developing an online mental health screening tool dedicated to resources highlighting help-seeking behavior, increasing messaging to encourage students to seek support, and developing and implementing a peer support program utilizing student peers to provide support to students experiencing mental health concerns. Additionally, access to mental health services is increased through partnerships formed with off-campus mental health service providers to provide referrals for students who need higher care, preference, evaluations, after-hour care, and psychiatry services.

Kim Major-Ford, Counseling and Wellness Center

Illinois Board of Higher Education - \$49,253

Ending Student Housing Insecurity at GovState

The project aims to establish a Social Service Consortium to develop programs and services for student populations that are disproportionately impacted by basic needs insecurities and the barriers they create towards degree completion. This ESHI grant enables GovState to identify services and supports needed to address root causes of homelessness and basic-needs insecurity and to overcome barriers to student persistence and completion. GovState utilizes ESHI funding to provide emergency financial assistance, alternative emergency housing, on campus tours for students in secondary education to encourage students to apply to attend GovState or other higher learning institutions, to track persistence, retention, and completion rates for students in care and students experiencing homelessness and housing insecurity, and to develop training aimed at educating faculty, staff, administrators, resident assistance, and community organization on the Higher Education Housing and Opportunities Act, and the implementation of services to students facing basic needs insecurities.

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BOT061



Pictured: Board of Trustees Chair Angela Sebastian, President Cheryl Green, Director of the Social Justice Initiative Phyllis West, and Provost Beverly Schneller at the GovState Self-Help Legal Clinic Ribbon Cutting Ceremony

Phyllis West, Social Justice Initiative
Illinois Equal Justice Foundation - \$70,000
GovState Self-Help Legal Assistance Clinic

The Self-Help Legal Assistance Clinic seeks to help fill the void by increasing access to legal services in Will County, Suburban Cook County Southland, and Kankakee, through the creation of local services. The purpose of the Clinic is to provide free accessible self-help legal information to underrepresented individuals, families, and communities who cannot afford counsel. The legal clinic services include, but are not limited to: Family law, housing, expungement, and immigration; provides instructions on filing court forms, easy access to computers, the internet, and court-related online documents; social work case managers to assist with legal and social service referrals while navigating the court system. To provide these services, GovState collaborates with other legal clinics, libraries, courthouses, attorneys, judges, and social service organizations.

Updates from the Institutional Animal Care and Use Committee

Ethical and humane treatment of animals is paramount in instructional and research endeavors. The GovState Institutional Animal Care and Use Committee (IACUC) oversees and reviews all protocols involving vertebrate animals, conducts inspections of animal facilities and resources, maintains compliance with federal regulations, and develops standard operating procedures and training guidelines.

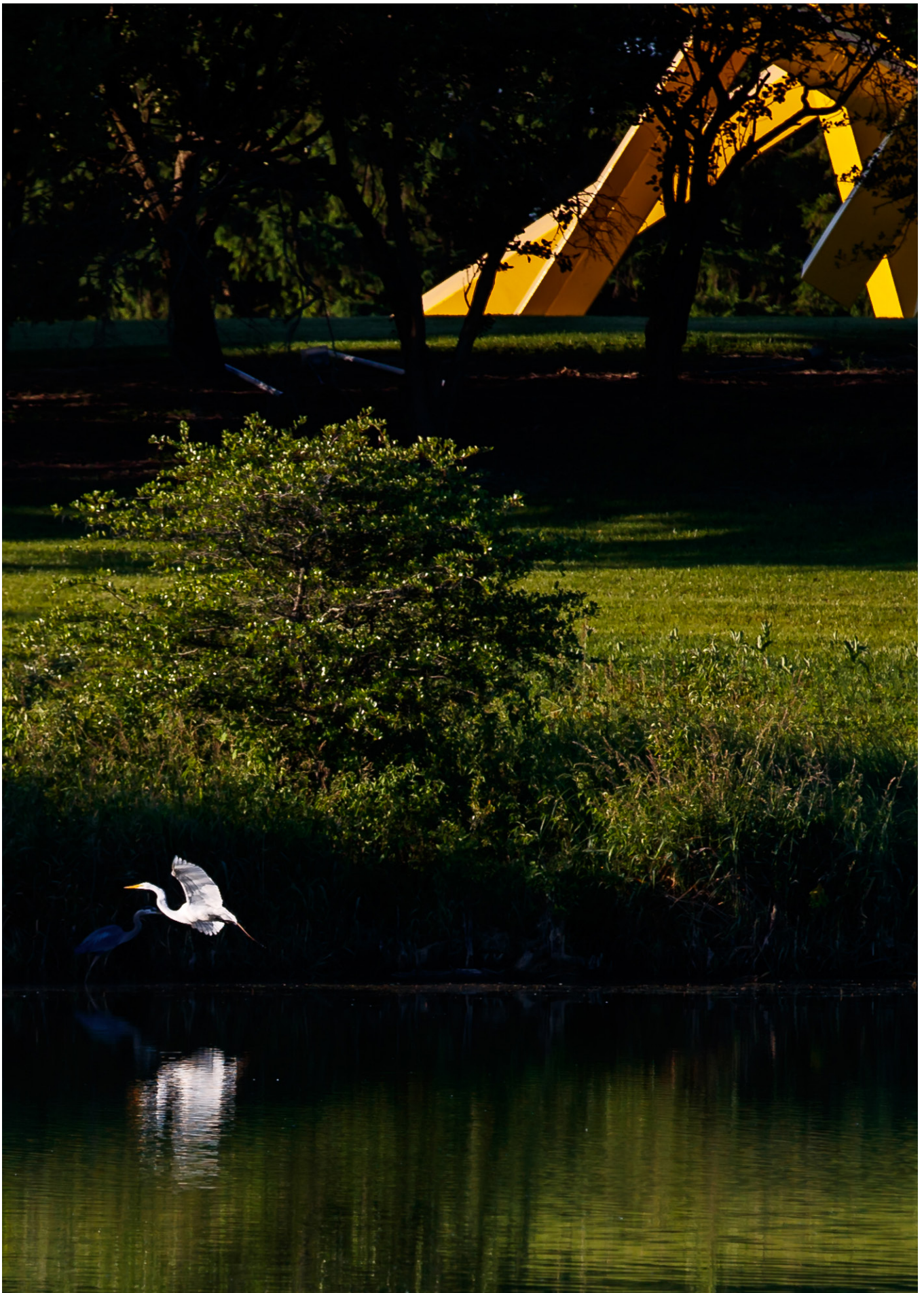
In 2023, the IACUC continued overseeing the research by John Yunger, Rebecca Weber, and Magda Gusztyn titled “Impacts of Urbanization on Stress and Hematological Health of *Peromyscus leucopus*” and the research by John Yunger and Diane Gohde titled “Operation of MAPS bird-banding Station (Monitoring Avian Productivity and Survivorship) and Spring/Fall migration in IL”. The latter study provides learning opportunities for students in several courses in addition to outreach activities.

The IACUC committee is led by Dr. John Yunger. Dr. Yunger is an active researcher and student mentor, whose research projects focus on the role of small mammals in *Cryptosporidium* distribution along an urban-rural gradient, heavy metal accumulations by small mammals at abandoned mine sites, and conservation of northern hardwood forests following settlement by Europeans.

In the summer of 2023, Dr. Scott Keller and Jordan Sigale stepped down from their positions as a veterinarian and an IACUC community member after years of service. We sincerely thank Dr. Keller and Mr. Sigale for their contribution to the work of IACUC.

IACUC Members

- **Dr. John Yunger, Practicing Scientist, IACUC Chair**
- **Dr. Kulugammana Ranmohotti, Practicing Scientist**
- **Dr. Renee Theiss, Practicing Scientist**
- **Ms. Carolyn Johnson, Environmental Health and Safety Coordinator**



Updates from the Institutional Review Board

In the fiscal year 2023, the IRB processed 59 applications, including 48 (81%) initial applications for new studies, 5 (9%) modifications to previously approved research, 2 (3%) renewals, and 4 (7%) closure reports. By review type, the IRB received 40 (83%) exempt applications and 8 (17%) expedited applications. Sixteen (34%) initial applications were submitted by faculty and students in the College of Health and Human Services; 14 (29%) initial applications were received from the College of Education and Human Development; 10 (21%) initial applications were received from the College of Arts and Sciences; and 4 (8%) initial applications were received from the College of Business. Additionally, 4 (8%) applications were submitted by administrative units. 18 (38%) new studies were initiated by students or involved students as research assistants.

In support of student research, the IRB continued to conduct guest lectures and presentations for new cohorts of master's and doctoral students in occupational therapy, physical therapy, and counselor education and supervision programs. In February of 2023, the IRB organized a virtual Brown Bag session titled "Consent Process for Vulnerable Populations and High-risk Groups in Research." The session was attended by students pursuing research through a capstone or thesis project, and faculty researchers. Additionally, to clarify the IRB's requirements for research at healthcare facilities and classroom research, the IRB arranged presentations and Q&A sessions with faculty in the College of Health and Human Services and the College of Business.

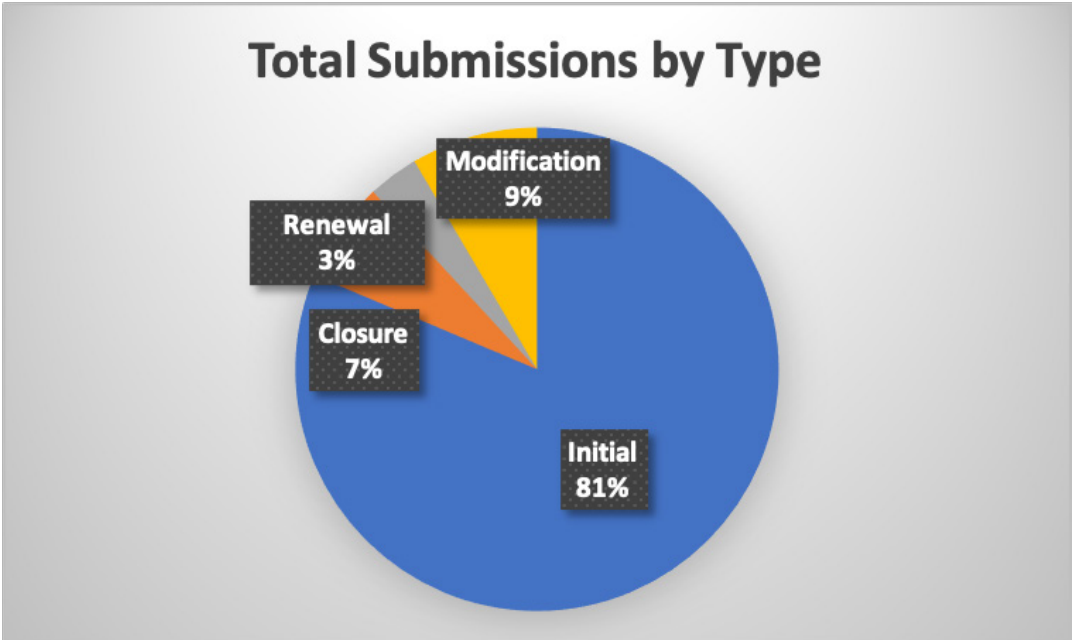
Further, the IRB developed new standard operating procedures to outline the IRB's requirements for prompt reporting, continuing review of research that poses greater than minimal risk to subjects, and review and oversight of cooperative research and reliance agreements.

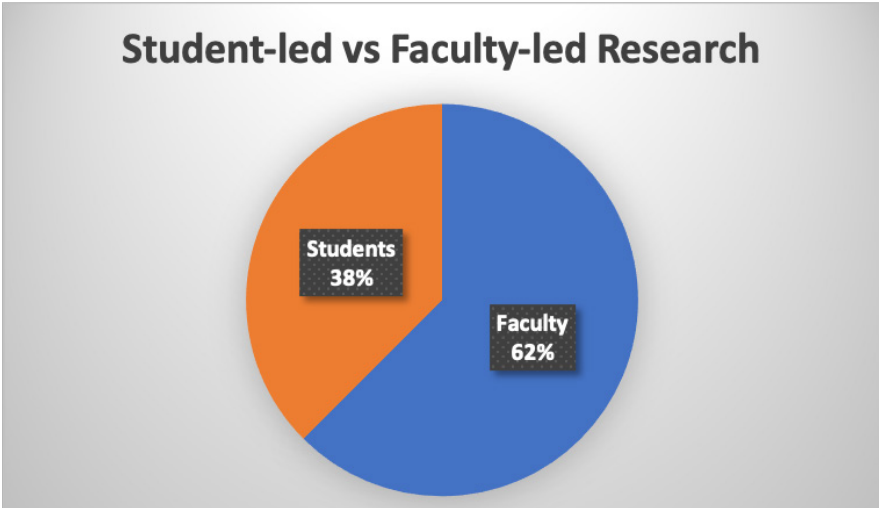
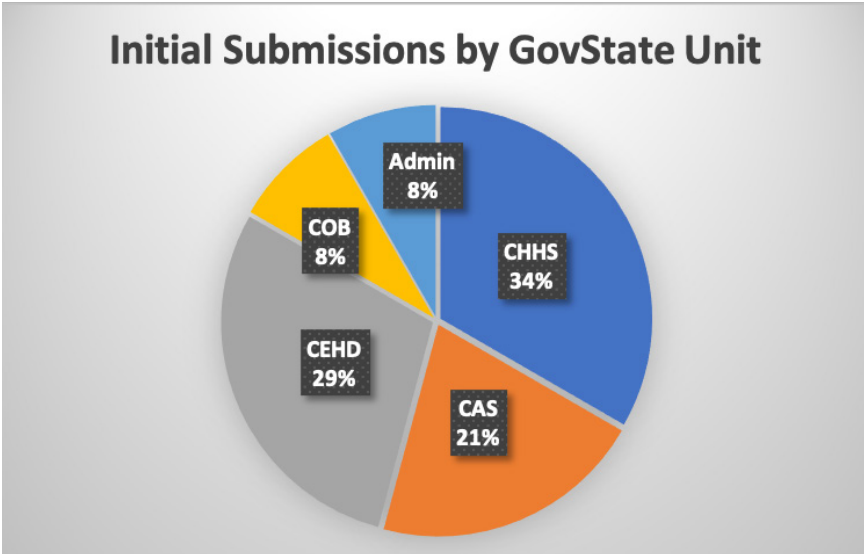
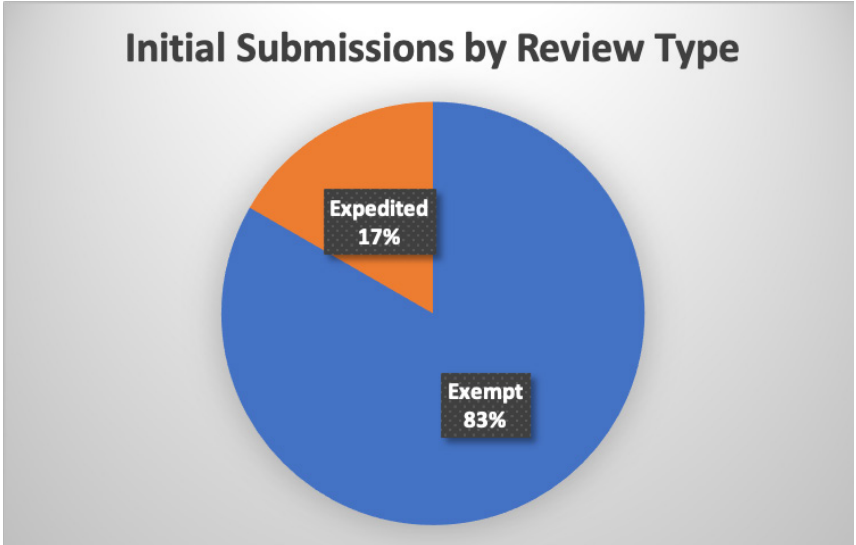
In FY23, the GovState IRB was invited by the University of Illinois at Chicago (UIC) to join CIRTification Online, a free human research protection training program for community partners. CIRTification Online was designed by UIC with the help of the National Institute of Health. Many institutions participating in community-based projects use CIRTification as a viable training option for individuals who have limited or no research experience. CIRTification discusses key concepts in research ethics and responsible conduct of research in plain language and focuses on applying knowledge to real-life scenarios. The program includes audio, text, video, and interactive activities. The program is available in English, Spanish, and Haitian Creole. We are excited to offer our community partners this training moving forward.

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Updates from the Institutional Review Board (cont.)

Percent of Submissions by Type		Percent of Initial Submissions by Review Type		Percent of Initial Submissions by GovState Unit		Percent of Faculty-led vs Student-led Research	
Initial	81%	Exempt	83%	CHHS	34%	Student-led	38%
Modification	9%	Expedited	17%	COB	29%	Faculty-led	62%
Renewal	3%			CAS	21%		
Closures	7%			COE	8%		
				Admin	8%		
	100%		100%		100%		100%





IRB Membership

IRB Chair

Scott Getsoian, College of Health and Human Services

Provost Appointments

Janet Brewer, College of Arts and Sciences

Gerald Pauling, Community Member

Danielle Osmelak, College of Health and Human Services

Lamise Shawahin, College of Education

Quincy Martin III, College of Education

Faculty Senate Appointments

Scott Getsoian, College of Health and Human Services

Praggyan Mohanty, College of Business

Valentina Postelnicu, College of Arts and Sciences

Maria Valgoi, College of Education



Featured Human Subjects Research |

This year, we are highlighting the research conducted by faculty and students in the College of Arts and Sciences and the College of Education and Human Development.

IRB-FY2023-13 - Study of Environmental Racism and Community Resistance in Southeast Chicago (PI: Benjamin Almassi; Student Researcher: Delia Cuellar-Gallegos)

The purpose of this study is to understand the impact that environmental racism has on communities of color with a particular focus on the experiences of residents of the Eastside, a predominantly Latinx and Black neighborhood in southeast Chicago. It aims to put the voices of these residents at the center of years-long disputes over the relocation of hazardous sites: specifically, the recent proposal of – and community resistance to – relocation of the General Iron scrapyards from the Lincoln Park neighborhood on the north side of Chicago to Eastside. This study will highlight the experiences of an environmentalist community activist group from a local high school, George Washington. The study will utilize a qualitative research method, employ a transformative worldview, and analyze data collected to identify recurring patterns of experiences of the sample population throughout their years residing in this community, and their participation within their levels of activism.

IRB-FY2023-30 - Post-Secondary Leadership: Promoting Leadership Development in Average-Achieving Students (PI: Marlon Cummings; Student Researcher: Deborah Clair)

This qualitative narrative study seeks to investigate the lived experiences of leaders perceived as average-achieving students during high school. This research seeks to acknowledge that, though average-achieving students have lower grade point averages, they still have the talents and skills that can move them into leadership positions. The sample population will include adult career leaders from Illinois and will observe the theoretical frameworks of anti-deficit and asset-based strengths. Participants in this study will self-identify as students who were perceived as average-achieving in high school. Additionally, they will identify as someone who is a career leader.

IRB-FY2023-33 - Gender and Sexuality Studies Majors Interview Project (PI: Lara Stache; Co-PI: Valerie Cronin-Fisher)

The purpose of this study is to give women's and gender and sexuality studies students a space to share their stories regarding motivations for choosing their programs of study, as well as goals for careers beyond graduation. Women's and gender and sexuality studies programs allow students the opportunity to ground their program of study and build their skills through an exploration of gender and sexuality. These are uniquely human experiences, and as such, will continue to lead to skills and jobs that cannot be automated. Furthermore, in both domestic and international contexts, society is increasingly being asked and forced to reckon with the legacies of patriarchal and heteronormative oppression. Through these interviews, we hope to gather data on students' perceptions of the programs of study, and also understand how motivations may affect program enrollment numbers. This may also help frame the program value to future students.

continued >

BOT069

Featured Human Subjects Research (cont.)

IRB-FY2023-90 - Photovoice: Reflections in Student Teaching (PI: Amy Kelly)

This study offers student teachers an alternative assignment to the traditional journal by collecting images of the student teaching experience. The purpose of this study is to determine the aspects of the student teaching experience that candidates find worthy of reflection, understand how the images and descriptions reflect satisfaction and dissatisfaction in student teaching, and articulate how the images and descriptions are related among the group of student teachers. The benefits of the study include participation in a less formal and less time-consuming method of reflection along with the connections and discussion they can engage with their fellow student teaching peers.

IRB-FY2023-29 - Aftermath: Stories of people who struggled in math, but were successful in life (PI: Angela Thompson)

The purpose of the study is to explore how adults in Taiwan may have struggled in mathematics as students. By collecting the narratives of some of those adults, we can begin to understand the resilience of people whose identity and self-worth may have been damaged from school expectations but were able to move forward and have a successful life and career. In this ethnographic research, I want to write about how people felt at the time they were struggling, and what helped them most to move forward in a different direction. Ultimately, people who read this research may feel inspired if they are struggling students. For those who are mathematics teachers, we may obtain a deeper understanding of the strength of students who keep trying in the face of adversity.

IRB-FY2023-22 - Racial Formation in Chile (PI: Jelena Radovic-Fanta)

The purpose of this study is to explore how the recent Afro-Caribbean migration wave to Chile has shifted discourse on race and identity and to investigate the role of public policy in shaping discourse on racial formation. The objectives are to: a) document and analyze the perceptions of Chileans towards race and migration; b) examine how the state apparatus has created migratory policies and shaped public discourse; and c) investigate how immigrant rights groups are working with immigrant and local populations to address structural barriers. This qualitative study asks how views on race and ethnicity in Chile are shifting in light of increasing racial diversity and how has the myth of a “Chilean race” been deployed by a state apparatus to form migratory policies and shape public discourse. Contrary to common notions of a homogeneous, “raceless” society, recent Black Caribbean migration exposes the depths and dangers of this race-neutral framework.

IRB-FY2023-23 - Convention & Visitors Bureau and Municipality (PI: Natalia Ermasova)

The purpose of this capstone research was to inform the Village of Bradley’s decision-making in the area of travel and hospitality. The research included surveying convention & visitors bureaus and municipalities in Illinois about their management of the travel and hospitality business, including information about their organizational structure, management, board and client relationships, and finance. Students worked in groups to create and send online surveys to convention & visitors bureaus and municipalities in Illinois using publicly available contact information from bureaus’ and municipalities’ websites. The survey was addressed to directors/managers of conversion bureaus & municipalities. The data from the surveys was analyzed to recommend best practices in travel and hospitality to the Village of Bradley.

IRB-FY2022-86 - Inculcating Diversity & Inclusion in Government: Understanding the Impact of Diversity & Inclusion in Municipalities (PI: Quincy Martin)

This study aims to gain insight into the lived experiences of municipal employees and the impact of those experiences through diversity and inclusion. Public sector organizations have a lengthy history of applying diversity guidelines to increase the representation of minority groups in their workforce. Public organizations thus face the challenge of managing a diversified workforce, which calls for more research on the impacts of diversity on organizational effectiveness. The potential benefits of this research are increased awareness about employee perceptions of diversity and related concerns in municipal government leadership.



Looking for Funding?

Here are some resources to assist you in your search.

External grant funding is a useful tool to enhance your scholarly pursuits. Some common activities that external grant funders support are:

- Research—Projects involving research that fits within the mission of the funding agency, whether it be basic, applied, demonstration, or clinical in nature.
- Training—Projects involving the training of students/ scholars in a special manner or for a specific purpose that is approved by the funding agency.
- Curriculum Development—Projects involving the creation or substantial revision of courses or programs that are research-based.
- Public Service—Projects involving research or instructional activities that benefit the institution or community.
- Fellowships—Support for an individual's own scholarly pursuits.

Governors State University subscribes to several searchable online databases that can help you find funding opportunities to suit your interests as well as useful information to enhance your proposal.

GrantForward offers an extensive database of funding opportunities, which are gathered from over 9,000 federal, state and private sponsors. However, GrantForward allows you to do more than just search for grants. With a researcher profile, you can receive grant recommendations related to your field and research interests. GrantForward uses your research interests, publications, and other profile information to recommend the best-fitting grant opportunities to you. GovState faculty, staff and students can access Grant Forward by using their govst.edu email address. To access GrantsForward, visit <https://www.grantforward.com/>.

Foundation Directory Online provides funding prospects by combining data with intuitive search functionality and informative data visualizations. It is a valuable resource for faculty and staff interested in funding from private or public charitable foundations. For access, please contact ospr@govst.edu.

The Collaborative Institutional Training Initiative (CITI Program) Essentials of Grant Proposal Development provides an understanding of grants, how to find them, and how to create and submit a grant proposal. Essentials of Grant Proposal Development aims to take much of the mystery out of grant writing by walking learners through the process one step at a time with in-depth instruction that includes videos, exercises, resources, and examples. To access CITI, visit <https://about.citiprogram.org/>.

Grants.gov is an online government system that provides a centralized location for grant seekers to find and apply for federal funding opportunities. Today, the Grants.gov system houses information on thousands of federal grant programs. Using the Grants.gov system makes it faster, easier and more cost effective for grant applicants to electronically interact with federal grant-making agencies. To create an account, visit <https://www.grants.gov/web/grants/register.html>

Office of Sponsored Programs and Research Staff

Contact us if you have any questions.



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Office of Sponsored Programs and Research



June 17, 2024

Re: Human Resources Board of Trustees Report

Recruitment and Retention

Key Positions (Hires, Searches, Promotions)

Position	Employee	Start Date
Dean, Dr. Curtis J. and Mrs. Gina Crawford Honors College		Search in Progress for Permanent Dean, Interviews are in Progress.
Dean, College of Graduate Studies		Search in Progress for Permanent Dean, Interviews are in Progress.
Associate Provost, and Associate Vice President of Academic Affairs		Search complete, interviews are in progress with qualified candidates.
Executive Director of Budget, and Financial Planning	Mrs. Cheri-Taylor Lawton	June 16, 2024

Employee Wellness Initiatives

- Open enrollment education was conducted at Governors State University on May 6, 2024, for all employees at Gov State along with Will county that fall under the Central Management System (CMS) for benefits. Roughly 200 individuals attended sessions throughout the day, along with many more meeting with vendors of benefits programs within the state.
- The employee benefits team rolled out another Employee Assistance Platform in the spring of 2024. [NIVATI](#) is a mental health awareness platform specific to the needs of mid-sized employers. NIVATI provides an all-in-one solution that can reach everyone, faster, and less expensive than a health care deductible to drive a more productive workforce.

Performance Management Initiatives

- With the implementation of NEOED Performance management software in Fiscal Year 2024, Governors State saw a 100% completion rate for employee performance reviews. This is specifically important because the State University Civil Service System conducts audits to ensure all employees have a performance management system, and that reviews are completed on all Civil Service Employees.

- Furthermore, we were able to load all employee probationary reviews into NEOED Performance Management as well, to ensure we meet the needs of our employees, supervisors and are following the State University Civil Service System rules and procedures.

Joshua Allen, SHRM-SCP
Vice President of Human Resources

Legislative Report for Board of Trustees

June 17, 2024

Maureen Kelly, Executive Director, Government & Community Relations

A busy legislative session concluded in the early hours of May 29th when the House passed the fiscal year 2025 budget, HB 4951. The Senate passed the bill May 25th before leaving town. Governor Pritzker signed the legislation on June 5th.

The FY25 budget includes a two percent across the board increase in appropriations for Illinois public universities. Despite advocacy efforts on behalf of GovState, there currently remains little interest in differential funding despite the recommendation of the Illinois Commission on Equitable Public University Funding. The Commission's recommendations would significantly increase state appropriations to GovState but legislation has yet to be filed that would create a new funding formula. The Commission estimates that the State of Illinois would need to increase funding to universities by \$1.4 billion in current dollars.

https://www.ibhe.org/assets/files/Funding/Illinois_Commission_on_Equitable_Public_University_Funding_Report.pdf

Also included in the FY25 budget specific to GovState was the reappropriation of all previously approved capital projects, and reappropriation of any unspent funds from the one million-dollar, FY24 appropriation for the Stroke Prevention and Awareness Program.

The fiscal year 2025 state budget includes:

- \$24.6 million (2 percent) increase in operating funds for public universities
- \$10 million increase for Monetary Award Program
- \$50 million for AIM HIGH program for public university students
- \$30 million for new workforce development grants
- \$5 million in new state funds for the Early Childhood Access Consortium for Equity. ECACE will receive state funding for the first time, after having been supported in the initial years of the program by federal funds. Because the \$5 million FY25 state appropriation is lower than the amount of federal

funding that had been available for the program, the number of recipients in 2024-25 will be limited, and the program is expected to be able to support only a portion of renewal applicants.

- \$8 million for the Minority Teachers of Illinois Scholarship to support minority teachers-in-training
- \$450 million for deferred maintenance and construction through Rebuild Illinois for universities
- \$7 million for the Mental Health Early Action on Campus mandate, doubling current funding level.
- \$6 million for reimbursement to public universities for a portion of the tuition and fees that have been waived on behalf of eligible veterans and guard members through the Illinois Veteran Grant (IVG) and Illinois National Guard (ING) Grant programs.

This past session, the Illinois Community College Trustees Association's top legislative agenda was to get the authority to offer baccalaureate degrees. The Illinois State Board of Education led the effort to pass the bill. After the original sponsor removed herself from the bill, another legislator signed on as the main sponsor in the last weeks of session. Working to oppose the bill was a team effort with all the public and private universities working together. This opposition took a great deal of time and effort in the last few weeks of the session. While we were successful in opposing the legislation this past session, it is likely the bill will resurface in the fall veto session or next spring.

In the last few weeks of session, it was discovered that an out of state, online university, Western Governors University, hired a team of high-powered statehouse lobbyists to obtain state funding for scholarships specific to WGU students. There were no public hearings on the issue, instead, an effort was made to insert a line-item in the budget implementation bill (BIMB) allocating the funding. Our higher education legislative team worked diligently to inform legislators of this effort and voice their opposition. We distributed a letter signed by the higher education community, including public, private and community colleges. I personally was able to get the Illinois AFL/CIO and the Illinois Teamsters to co-sign the letter that was impactful with legislators. We were successful in opposing the funding but again, this attempt will likely resurface.

In March, GovState administrators and alumni took part in the Illinois Public University Alumni Reception in Springfield. Governor Pritzker, Lieutenant Governor Stratton, chairs of the House and Senate Higher Education committees, as well as other legislators attended the reception.

This spring, President Green provided testimony in Springfield before the Senate and House Higher Education Appropriations Committees. Her remarks were well received in both committees. Dr. Green also testified before the Legislative Audit Commission and in a subject matter hearing on the recommendations of the Illinois Commission on Equitable Public University Funding and emphasized the need for equitable funding for GovState.

The GovState Student Lobby Day took place in Springfield on April 16th and partnered with the GovState Social Work advocacy day with approximately thirty students participating. The students learned who their legislators were and made appointments with them prior to arriving in Springfield. It was a busy and informative day for all who participated.

Also In April, the U.S. Department of Health and Human Services Assistant Secretary for Administration Cheryl Campbell visited campus to discuss the College of Health and Human Services' outreach efforts with minority serving higher education institutions and how CHHS can develop strategic partnerships. The Assistant Secretary and her team met with President Green and administrators to discuss the possibility of creating a memorandum of understanding with GovState that would create opportunities for grants, provide information sessions with our students on internship and federal job opportunities. A signing ceremony with the CHHS is tentatively scheduled for July 31st.

Key upcoming dates:

November 5, 2024—Election Day

November 12th through 14th and November 19th through 21st—fall veto session

January 8, 2025—swearing in of new ILGA members



GOVERNORS STATE UNIVERSITY

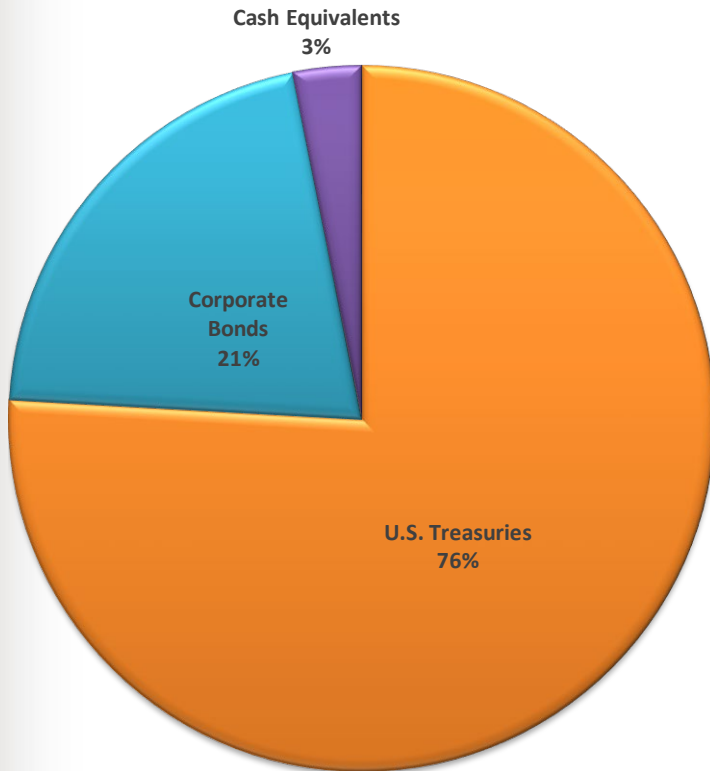
INVESTMENT REPORT MARCH 31, 2024

Prepared By: Lyn Baluga, AVP-Finance

Governors State University - 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
 - 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.
 - Investment portfolio is laddered in maturities to meet cash flow needs.
 - Highest level of communication and client service orientation.

Governors State University - Investment Portfolio Holdings as of March 31, 2024



	Market Value	%
Fixed Income: U.S. Treasuries	\$31,919,594	76%
Fixed Income: Corporate Bonds	8,836,910	21%
Cash Equivalents	1,305,365	3%
Total Investments, March 31, 2024	\$42,061,869	100%

Note: Amounts shown above were obtained from the March 31, 2024 investment report provided by Old National Bank.

Governors State University - Investment Summary as of March 31, 2024

Initial Amount Invested - December 1, 2022 Inception Date	\$ 35,000,000
Additional Investments - June 2023	5,000,000
Net Earnings (net of Investment Fee)	2,061,869
Ending Market Value, March 31, 2024	\$ 42,061,869

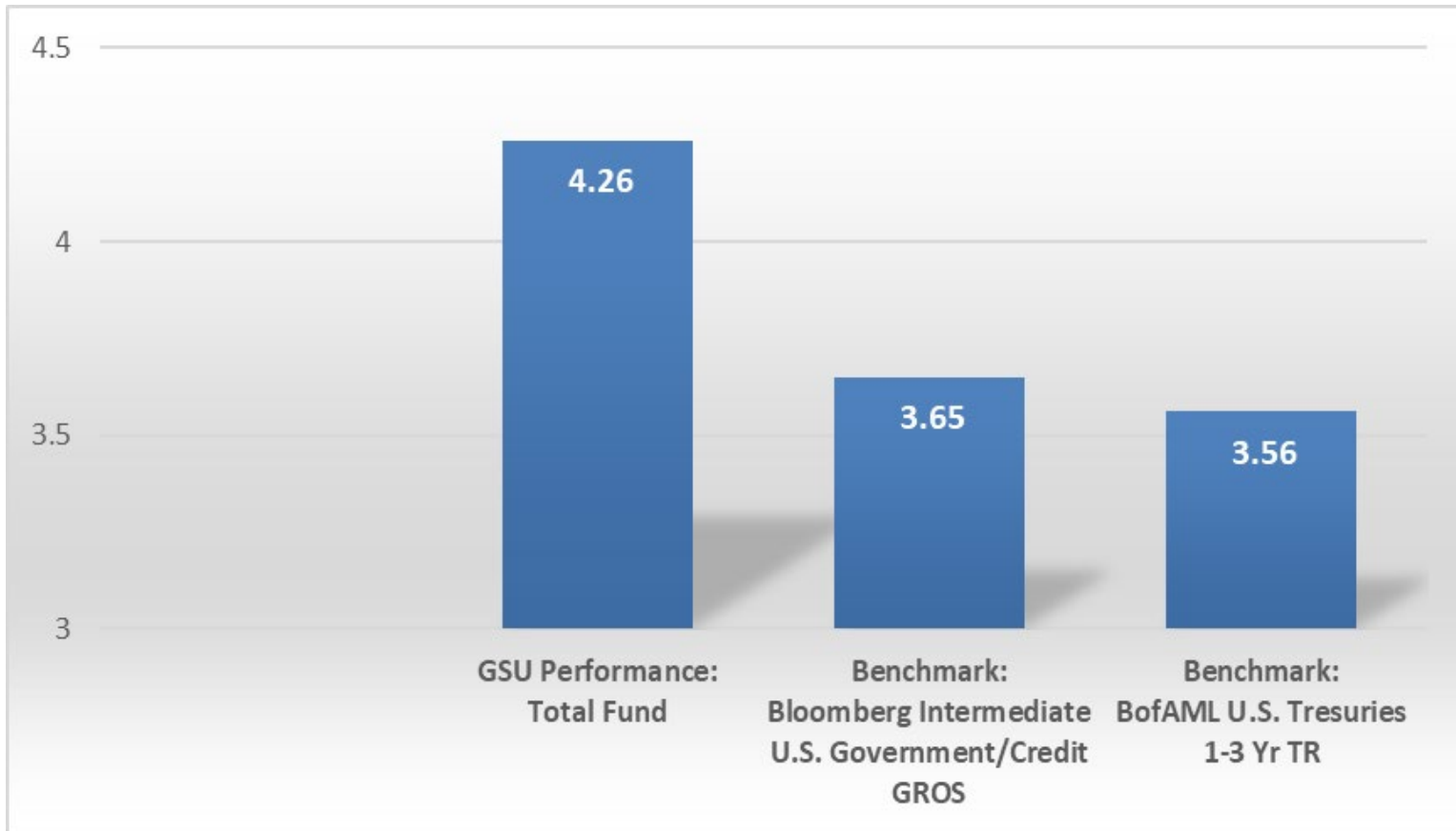
Total net investment earnings is at about \$2.06 million since inception (16 months, from 12/1/22 to 3/31/24).

Note: Amounts shown above were obtained from the March 31, 2024 investment report provided by Old National Bank.



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University's Investment Portfolio is Outperforming the Benchmark as of March 31, 2024



Note: Amounts shown above were obtained from the March 31, 2024 investment report provided by Old National Bank.



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**2024-2025 New Academic Programs and Academic Program Change Process at
Governors State University**

The information below is a summary of new and academic program changes approved through the curricular review process during AY24, as of 04/2024.

**2024-2025 New Unit of Instruction,
Reasonable and Moderate Extensions and
Change in Annual Listing Requests**

Type	Program Name	College	Notification/Approval
Change in Annual Listing This request is to add three concentrations to the B.F.A. in Art. The new concentrations are Studio Art, Film and Photography; and Graphic Design.	Bachelor of Fine Art in Art	Arts and Sciences	<ul style="list-style-type: none">• BOT notification needed• IBHE notification needed
Change in Annual Listing. This request is to add a new certificate in Corporate Communication. This is a post-bachelor's certificate.	Post-Bachelor's Certificate in Corporate Communication	Arts and Sciences	<ul style="list-style-type: none">• BOT notification needed• IBHE notification needed

Description of Program:

Art, B.F.A.

The College of Arts and Sciences offers an undergraduate major in Fine Arts with three different tracks toward degree completion. Upon graduation, each student will produce and document a final B.F.A. thesis exhibition or presentation of creative research. As a student in this program you may choose from one of the following pathways:

Studio Art Concentration:

Students with an interest in this concentration will discover a hands-on, inter-disciplinary approach that reflects contemporary art practices. Courses in studio practices such as ceramics, drawing, painting, printmaking, and sculpture will enable students to become mature artists in command of diverse materials and capable of expressing an individual view. Capacity for heightened perception and imagination is combined with an awareness of the visual elements and principles of design, artist statements, and art criticism.

Individualized instruction and advisement are offered by dedicated faculty who view themselves not only as teachers but as practicing artists and publishing scholars. The major prepares students to pursue careers as professional artists, provides transferable skills valued by employers, and furthers an engaged citizenry.

Film and Photography Concentration:

The Film and Photography concentration brings together the intertwining applied arts of digital media motion production and still imaging. Coursework on the path leads to specialized knowledge, creative development, and advanced technological skills. Graduates of the program will work in career areas such as education, documentary and dramatic filmmaking, photographic art and commercial photography, consulting, producing, media writing, direction, and production.

Graphic Design Concentration:

The Graphic Design concentration prepares students for a variety of design-related fields. Students who wish to have a dual career as a graphic designer and artist will have the opportunity to develop employable graphic design skills while furthering their skills as an individual artist. Courses ranging from typography to interactive design prepare students with the critical skills required by employers in the graphic design industry. Upper-level courses allow students to further their knowledge in either print-based graphic design (such as logo/identity design and publication design) or interactive design (designing for websites and apps, etc.) Internships within the university are provided as opportunities to gain real-world experience in graphic design and serve as a foundation for employment afterward.

Coursework in the history of art, design, and film supports all three concentrations within the BFA experience. Students will examine works in a variety of media through foundational knowledge such as formal elements and design principles, but also using historical and theoretical methodologies in order to understand the cultural, social, and political context that informed their making. A global range of topics from antiquity through the contemporary period are examined.

Student Learning Outcome Objectives:

Upon successful completion of the BFA program, students will:

1. Exhibit skill with fundamental materials, tools, and practices
2. Communicate effectively about their work through portfolios
3. Apply core professional practices
4. Analyze creative work using theoretical and historical methodologies

Admission Requirements:

Special Admissions Requirements

All students are admitted conditionally. The art faculty members monitor and evaluate student progress continuously. All art students have a mandatory portfolio evaluation within 1 year of enrollment., which includes a review of the student's creative work by the faculty of the program. The portfolio should include work that best demonstrates artistic development and potential to succeed in the program. Contact the Undergraduate Art Academic Advisor or the Art Program Coordinator for details about process and formatting for the portfolio review.

Degree Requirements

- Students must meet all university and program requirements for a bachelor's degree.
- Students must earn at least a C- (C-minus) in All Core and Required Program Courses

General Education Requirements (37 Hours)

Depending on the concentration, students should take *one* of the following classes to satisfy the Fine Arts general education requirement:

ART 1110 Survey of Art History I (3)
ART 1111 Survey of Art History II (3)
FILM 1101 Film Appreciation (3)

Core Classes (16 Hours)

ART 1210 Two-Dimensional Design (3)
ART 1211 Three-Dimensional Design (3)
ART 1300 Introduction to Drawing (3)
ART 3099 Art Seminar: Concepts and Practice (3)
A RT 4980 Senior Project (3)
A RT 4981 Senior Project Workshop (1)

Concentration Requirements (66 Hours)

Select *one* of the three following concentrations: Studio Arts; Film & Photography; Graphic Design

Studio Arts (66 Hours):

Required Courses (15 Hours):

ART 1110 Survey of Art History I (3)
ART 1111 Survey of Art History II (3)
ART 1301 Drawing with Color (3)
ART 2304 Figure Drawing (3)
ART 3104 Modern to Contemporary Art History (3)

Art History (6 Hours)

Select two of the following courses:

ART 3101 Survey of Non-Western Art (3)
ART 3103 Women in Art (3)
ART 3105 Gender and Sexuality in Art (3)
ART 3106 Sculpture Parks and Public Art (3)
ART 3107 Survey of Asian Art (3)
ART 3307 Art Images of Social Justice Movements (3)
ART 3314 American Art: Diverse Views (3)
ART 3315 History of Design (3)
ART 3316 Survey of African American Art (3)

ART 4000 Special Topics in Art/Art History (3)
ART 4542 History of Photography (3)
ART 4700 Independent Study in Art/Art History (3)
FILM 2908 Film History (3)

Introductory Studio Arts Courses (18 Hours)

Select six of the following courses:

Take at least one from 2-D group

ART 2200 Introduction to Acrylic Painting (3)
ART 2201 Introduction to Oil Painting (3)
ART 2330 Sketchbook and Field Study Drawing (3)
ART 2600 Introduction to Glass: Stained Glass (3)
ART 2800 Introduction to Printmaking (3)
ART 2811 Introduction to Screen Printing (3)

Take at least one from Film/ Design group

ART 2400 Introduction to Digital Photography (3)
ART 2401 Introduction to Traditional Photography (3)
ART 2405 Introduction to Digital Art (3)
ART 2450 Introduction to Graphic Design (3)
FILM 2700 Introduction to Filmmaking (3)
ART 2455 Typography (3)

Take at least one from 3-D group

ART 2500 Introduction to Sculpture (3)
ART 2700 Introduction to Ceramics: Handbuilding (3)
ART 2701 Introduction to Ceramics: Wheel Throwing (3)

Intermediate Studio Arts Courses (18 Hours)

Select six of the following courses:

ART 2460 Identity Design (3)

ART 3200 Intermediate Painting (3)
ART 3309 Intermediate Glass: Warm Glass (3)
ART 3305 Intermediate Figure Drawing (3)
ART 3330 Intermediate Sketchbook/Field Drawing (3)
ART 3371 Intermediate Drawing (3)
ART 3400 Intermediate Photography (3)
ART 3450 Intermediate Graphic Design (3)

ART 3460 Interactive Design 1 (3)

ART 3500 Figurative Sculpture (3)
ART 3510 Intermediate Sculpture (3)
ART 3700 Intermediate Ceramics (3)
ART 3701 Intermediate Ceramics: Wheel Throwing (3)
ART 3710 Mold Making and Slip Casting (3)
ART 3777 Print on Clay (3)
ART 3800 Intermediate Printmaking (3)
ART 3910 Creativity and Innovation (3)
ART 3955 Fiber Art (3)

Optional: May choose only one (3-credit) non-studio Art course or another Art History course

Art History

FILM 2909 Film History II: American Independent Film (3)
ART 3101 Survey of Non-Western Art (3)
ART 3103 Women in Art (3)

ART 3105 Gender and Sexuality in Art (3)
ART 3106 Sculpture Parks and Public Art (3)
ART 3107 Survey of Asian Art (3)
ART 3307 Art Images of Social Justice Movements (3)
ART 3314 American Art: Diverse Views (3)
ART 3315 History of Design (3)
ART 4000 Special Topics in Art/Art History (3)
ART 4542 History of Photography (3)

Non-Studio Art Courses

ART 4528 Digital Motion Graphics (3)
ART 4800 Internship (3)
CPSC 4565 3D Modeling (3)
CPSC 4566 3D Animation (3)
CPSC 4567 3D Rendering (3)
CPSC 4569 Intro to 3D Visual Effects (3)
CPSC 4630 Game Modeling and Animation (3)
CPSC 4631 Game Design (3)
CPSC 4632 Digital Sculpting (3)
CPSC 4653 Intro to Virtual Reality (3)
FILM 2731 Screenwriting (3)
FILM 3734 Video Editing (3)
FILM 4040 Film Seminar (3)
FILM 4070 Media Workshop (3)
FILM 4735 Documentary Filmmaking (3)
FILM 4730 Directing Drama for Film and TV (3)
FILM 4734 Advanced Video Editing (3)
FILM 4777 Cinematography (3)

Advanced Studio Arts Courses (9 Hours)

Select three of the following courses:

ART 4010 Studio Art Special Topics (3)
ART 4020 Special Topics in Graphic Design (3)
ART 4550 Contemporary Photography (3)
ART 4775 Smartphone Photography (3)
ART 4371 Advanced Drawing (3)
ART 4501 Advanced Figure Drawing (3)
ART 4502 Drawing: A Contemporary Approach (3)
ART 4508 Advanced Glass (3)
ART 4532 Advanced Sculpture (3)
ART 4450 Advanced Graphic Design (3)
ART 4537 Interactive Design 2 (3)
ART 4538 User Experience Design (3)
ART 4545 Advanced Figurative Sculpture (3)
ART 4552 Advanced Ceramics: Wheel Throwing (3)
ART 4555 Advanced Painting (3)
ART 4560 Advanced Painting: Oil Over Tempera (3)
ART 4562 Advanced Ceramics (3)
ART 4599 Advanced Printmaking (3)
ART 4701 Ceramic Glaze Chemistry and Research (3)
ART 4710 Individual Studio Research (3-6)
ART 4750 Advanced Mold Making and Slip Casting (3)
ART 4777 Advanced Print on Clay (3)

Film and Photography (66 Hours):

Core Courses (6 Hours):

Complete each of the following courses:

- FILM 1101 Film Appreciation (3)
- ART 2400 Introduction to Digital Photography (3)

Art/Film History (15 Hours)

Complete each of the following courses:

- ART 3104 Modern to Contemporary Art History (3)
- ART 4542 History of Photography (3)
- FILM 2908 Film History (3)

Select two of the following courses:

- FILM 2909 Film History II: American Independent Film (3)
- ART 3101 Survey of Non-Western Art (3)
- ART 3103 Women in Art (3)
- ART 3105 Gender and Sexuality in Art (3)
- ART 3106 Sculpture Parks and Public Art (3)
- ART 3107 Survey of Asian Art (3)
- ART 3307 Art Images of Social Justice Movements (3)
- ART 3314 American Art: Diverse Views (3)
- ART 3315 History of Design (3)
- ART 3316 Survey of African American Art (3)
- ART 4000 Special Topics in Art/Art History (3)
- ART 4700 Independent Study in Art/Art History (3)

Introductory Film and Photography Courses (18 Hours)

Complete each of the following courses:

- ART 2401 Introduction to Traditional Photography (3)
- ART 2405 Introduction to Digital Art (3)
- FILM 2700 Introduction to Filmmaking (3)
- FILM 2731 Screenwriting (3)
- FILM 3734 Video Editing (3)

Select one of the following courses from Graphic Design or Studio Arts:

- ART 2450 Introduction to Graphic Design (3)
- ART 2455 Typography (3)
- ART 2460 Identity Design (3)
- ART 2500 Introduction to Sculpture (3)
- ART 2700 Introduction to Ceramics: Handbuilding (3)
- ART 2701 Introduction to Ceramics: Wheel Throwing (3)
- ART 2200 Introduction to Acrylic Painting (3)
- ART 2201 Introduction to Oil Painting (3)
- ART 2330 Sketchbook and Field Study Drawing (3)
- ART 2600 Introduction to Glass: Stained Glass (3)
- ART 2800 Introduction to Printmaking (3)
- ART 2811 Introduction to Screen Printing (3)

Intermediate Film and Photography Courses (18 Hours)

Select six of the following courses:

- ART 3400 Intermediate Photography (3)

ART 4361 Experimental Photography (3)
ART 4544 Digital Photographic Imaging (3)
ART 4549 Color Photography (3)
ART 4550 Contemporary Photography (3)
ART 4554 Documentary Photography (3)
ART 4775 Smartphone Photography (3)
ART 4605 Digital Mixed Media Techniques (3)
CPSC 4565 3D Modeling (3)
CPSC 4566 3D Animation (3)
CPSC 4569 Intro to 3D Visual Effects (3)
FILM 4702 Digital Film Workshop (3)
FILM 4735 Documentary Filmmaking (3)

Advanced Film and Photographic Arts Courses (9 Hours)

Complete each of the following courses:

FILM 4040 Film Seminar: (3) / ART 4000 Special Topics in Art /Art History (3)
FILM 4070 Media Workshop (3) or Photo Workshop (3)*

Select one of the following courses:

ART 4800 Internship (3)
ART 4528 Digital Motion Graphics (3)
ART 4744 Advanced Digital Photographic Imaging (3)
ART 4440 Photographic Lighting (3)
CPSC 4567 3D Rendering (3)
FILM 4730 Directing Drama for Film and TV (3)
FILM 4734 Advanced Video Editing (3)
FILM 4777 Cinematography (3)

Graphic Design (66 Hours):

Required Courses (12 Hours):

ART 2405 Introduction to Digital Art (3)
ART 1110 Survey of Art History I (3)
ART 1111 Survey of Art History II (3)
ART 3104 Modern to Contemporary Art History (3)

Art History (6 Hours)

Select two of the following courses:

ART 3315 History of Design (3) **strongly recommended*
ART 3101 Survey of Non-Western Art (3)
ART 3103 Women in Art (3)
ART 3105 Gender and Sexuality in Art (3)
ART 3106 Sculpture Parks and Public Art (3)
ART 3107 Survey of Asian Art (3)
ART 3307 Art Images of Social Justice Movements (3)
ART 3314 American Art: Diverse Views (3)
ART 3316 Survey of African American Art (3)
ART 4000 Special Topics in Art/Art History (3)

Introductory Graphic Design Courses (9 Hours)

Required:

ART 2455 Typography (3)
ART 2450 Introduction to Graphic Design (3)

ART 2460 Identity Design (3)

Intermediate Graphic Design Courses (15 Hours)

Required:

- ART 3455 Professional Practices in Design (3)
- ART 3450 Intermediate Graphic Design (3)
- ART 3460 Interactive Design 1 (3)
- COMM 3200 Strategic Writing (3)
- COMM 4312 Creative Strategy in Advertising and Public Relations (3)

Advanced Graphic Design Courses (9 Hours)

Required:

- ART 4950 Design Portfolio (3)

Select two of the following courses:

- ART 4020 Special Topics in Graphic Design (3)
- ART 4450 Advanced Graphic Design (3)
- ART 4537 Interactive Design 2 (3)
- ART 4538 User Experience Design (3)
- CPSC 4137 Web Applications (3)
- ART 4800 Internship (3)

Studio, Film & Photo Courses for Graphic Design (15 hours)

Select five courses in Studio Art and Film & Photo

- ART 1301 Drawing with Color (3)
- ART 2200 Introduction to Acrylic Painting (3)
- ART 2201 Introduction to Oil Painting (3)
- ART 2304 Figure Drawing (3)
- ART 2330 Sketchbook and Field Study Drawing (3)
- ART 2400 Introduction to Digital Photography (3)
- ART 2401 Introduction to Traditional Photography (3)
- ART 2600 Introduction to Glass: Stained Glass (3)
- ART 2800 Introduction to Printmaking (3)
- ART 2811 Introduction to Screen Printing (3)
- ART 2500 Introduction to Sculpture (3)
- ART 2700 Introduction to Ceramics: Handbuilding (3)
- ART 2701 Introduction to Ceramics: Wheel Throwing (3)
- ART 3200 Intermediate Painting (3)
- ART 3305 Intermediate Figure Drawing (3)
- ART 3309 Intermediate Glass: Warm Glass (3)
- ART 3330 Intermediate Sketchbook/Field Drawing (3)
- ART 3371 Intermediate Drawing (3)
- ART 3400 Intermediate Photography (3)
- ART 3500 Figurative Sculpture (3)
- ART 3510 Intermediate Sculpture (3)
- ART 3700 Intermediate Ceramics (3)
- ART 3701 Intermediate Ceramics: Wheel Throwing (3)
- ART 3710 Mold Making and Slip Casting (3)
- ART 3777 Print on Clay (3)
- ART 3800 Intermediate Printmaking (3)
- ART 3910 Creativity and Innovation (3)
- ART 3955 Fiber Art (3)
- ART 4010 Studio Art Special Topics (3)
- ART 4361 Experimental Photography (3)

ART 4371 Advanced Drawing (3)
 ART 4501 Advanced Figure Drawing (3)
 ART 4502 Drawing: A Contemporary Approach (3)
 ART 4508 Advanced Glass (3)
 ART 4528 Digital Motion Graphics (3)
 ART 4532 Advanced Sculpture (3)
 ART 4545 Advanced Figurative Sculpture (3)
 ART 4549 Color Photography (3)
 ART 4550 Contemporary Photography (3)
 ART 4552 Advanced Ceramics: Wheel Throwing (3)
 ART 4554 Documentary Photography (3)
 ART 4555 Advanced Painting (3)
 ART 4560 Advanced Painting: Oil Over Tempera (3)
 ART 4562 Advanced Ceramics (3)
 ART 4599 Advanced Printmaking (3)
 ART 4605 Digital Mixed Media Techniques (3)
 ART 4701 Ceramic Glaze Chemistry and Research (3)
 ART 4710 Individual Studio Research (3-6)
 ART 4750 Advanced Making and Slip Casting (3)
 ART 4775 Smartphone Photography (3)
 ART 4777 Advanced Print on Clay (3)
 CPSC 4565 3D Modeling (3)
 CPSC 4566 3D Animation (3)
 CPSC 4567 3D Rendering (3)
 CPSC 4569 Intro to 3D Visual Effects (3)
 CPSC 4630 Game Modeling and Animation (3)
 CPSC 4631 Game Design (3)
 CPSC 4632 Digital Sculpting (3)
 CPSC 4653 Intro to Virtual Reality (3)
 FILM 2700 Introduction to Filmmaking (3)
 FILM 2731 Screenwriting (3)
 FILM 3734 Video Editing (3)
 FILM 4040 Film Seminar (3)
 FILM 4070 Media Workshop (3)
 FILM 4735 Documentary Filmmaking (3)
 FILM 4730 Directing Drama for Film and TV (3)
 FILM 4734 Advanced Video Editing (3)
 FILM 4777 Cinematography (3)

For All Concentrations:

- Independent Studies and Individual Studio Research must be registered through consultation with program faculty and the program advisor and list a different topic if used multiple times to meet degree requirements;
- Art courses up to 75 hours may be transferred based on portfolio review only.
- Senior Project must be completed during the final semester.
- A second portfolio review must be performed successfully before enrollment in the Art Program capstone course ART - 4980 Senior Project (3) and ART 4981 Senior Project Presentation Workshop (1)

Electives (1 Hour)

Total - 120 Hours

Post-Bachelor's Certificate in Corporate Communication

The Certificate in Corporate Communication at Governors State University combines Communication and Media faculty expertise and methodology with a focus on building industry job skills. Students who pursue this certificate, whether on its own or in conjunction with the master's degree programs in Communication, Media, and Performance, learn a philosophical foundation in communication, best practices for corporate industry settings, and apply their skills and training toward effective work in their chosen career.

Core Course (3 Credit Hours)

COMM 6019 Survey of Corporate Communication

Selective Courses (6-9 Credit Hours)

CORC 6021 Conflict Management

CORC 6022 Creative Strategies in Advertising/PR

CORC 6023 Crisis Communication

CORC 6024 Interpersonal Communication

CORC 6025 Organizational Communication

CORC 6026 Strategic Communication and Society

Elective Course (3 Credit Hours)

In consultation with the Graduate Program Coordinator, each student can select 1 related elective course from COMM, MST, or related discipline.

All coursework must earn a minimum grade of "C" and be completed within two years from the date of acceptance into the certificate program.

Total: 12 Credit Hours

TITLE IX UPDATE

TO: Governors State University Board of Trustees

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

DATE: June 17, 2024

SUBJECT: New Title IX Regulations from the U.S. Department of Education

On April 29, 2024, the U.S. Department of Education officially published a new set of regulations to effectuate Title IX of the Education Amendments of 1972, which prohibits discrimination “on the basis of sex” in education. These new regulations (the “2024 Title IX Regulations”) will become law on August 1, 2024.

The 2024 Title IX Regulations are significantly different from the current Title IX Regulations (which went into effect on August 14, 2020) in multiple respects, including:

- **The concept of “discrimination on the basis of sex” (or “sex discrimination”) has been expressly broadened to include discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.** While this more expansive scope is controversial in some states, Illinois law already prohibits discrimination on the basis of “sexual orientation” (which is defined in the Illinois Human Rights Act as “actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity, whether or not traditionally associated with the person’s designated sex at birth”) in higher education.
- **The term “sexual harassment” has been replaced with the term “sex-based harassment,” which has a broader definition with respect to “quid pro quo harassment” and “hostile environment harassment.”** With respect to “hostile environment harassment,” the 2024 Title IX Regulations are intended to be more in line with the scope and coverage of protections for employees under Title VII of the Civil Rights Act.
- **The step-by-step “grievance process” for addressing complaints of “sexual harassment” has been replaced with a more flexible requirement that all institutions adopt “grievance procedures” that incorporate certain due process protocols but are otherwise tailorable.**
- **An institution’s grievance procedures must be used to address *all* sex discrimination complaints, not just sex-based harassment complaints.**
- **Employee obligations to report potential misconduct have been broadened to include all “conduct that reasonably may constitute sex discrimination,” not just**

instances of sex-based harassment. Employees designated as “confidential employees” still do not have to report, but they will have to provide certain information to individuals experiencing sex discrimination.

- **All employees must complete training with respect to Title IX and their institution’s Title IX policies and procedures.** Such training must be completed at time of hire and annually.
- **An institution’s obligations with respect to offering “supportive measures” to individuals alleged to have experienced sex discrimination have been expanded.**

Taken together, the new regulations are expected to expand the scope of conduct that falls under Title IX as well as the University’s duties to administer Title IX and respond to Title IX complaints.

The University Title IX Office is diligently reviewing the new regulations and additional materials released by the Department of Education and determining what changes need to be made to our current policies and procedures in order to bring the University into compliance with its new legal obligations and responsibilities.

Unfortunately, the timeframe between the publication of the new regulations and their effective date is tight, and it mostly falls over summer break. Because of that, the Title IX Office and Legal Department anticipate that the necessary revisions to the University’s Title IX policy (Board of Trustee Regulations § II.A.21 and Policy 78) will need to be adopted by the University President on an interim basis before August 1. They will then be presented to the Board in draft for publication at the August 19 Meeting. A public comment period will ensue, and the Board will be asked to consider passing the new regulation at the October meeting. The University’s Title IX procedures and other associated materials will also be updated as necessary by August 1.

TAB 4

EXECUTIVE SUMMARY**regarding****Resolution 24-13****Approval of Collective Bargaining Agreement with****Metropolitan Alliance of Police, Chapter 717****I. Action Item**

Authorize approval of a certain collective bargaining agreement by and between the Board of Trustees of Governors State University (“GSU” or the “University”) and the Metropolitan Alliance of Police, Chapter 717 (MAP) a labor union representing University Police Officers, Police Sergeants, and Police Telecommunicators, which is attached to proposed Resolution 24-13 as Exhibit A.

II. Background

MAP represents University Police Officers, Police Sergeants, and Police Telecommunicators. MAP’s last collective bargaining agreement with the University expired as of June 30, 2022. The parties began negotiating a new collective bargaining agreement in May 2023, and negotiated with the assistance of a federally-appointed mediator since December 2023. On the afternoon of December 11, 2023, the parties reached tentative agreement on all issues, including wages, for a three-year contract effective July 1, 2022. The tentative agreement was scheduled to be ratified by MAP during the week of January 29, 2024.

Besides wages, the parties negotiated and reached agreement over 10 additional issues regarding working conditions, the majority of which were memorialized by tentative agreement. Those tentative agreements are summarized below:

- Language surrounding the retention of employee discipline files was changed to reflect the employer retention of five (5) years versus destroyed after five (5) years;
- Language was changed in “Grievance Procedures” to add “business” days versus ten (10) days;

- Language in “Limits” was updated from “Council” to “Union”;
- Language in “Arbitration” was modified to define the selection of an arbitrator who is registered with the American Arbitration Association (AAA);
- Language in “Hours/Schedules” was updated to change temporary schedule changes from fourteen (14) days to seven (7) days for advance notice of schedule changes unless exigent circumstances exist;
- Language in overtime was changed for employees required to work on their second scheduled day off within the workweek to be paid at two (2) times the hourly rate versus the previous three (3) times;
- A new section (Article 13, Section 6) was added to include language that “Non-bargaining unit supervisory personnel shall not perform bargaining work unless exigent circumstances exist. But in no event shall they harm a bargaining unit members working condition”.
- In addition to the foregoing provisions, the provisions regarding wages were adjusted such that all currently employed MAP bargaining unit members will receive a one-time lump sum payment, not added to base, in the amount of \$2,000 at the time of ratification. All base wages will be increased as follows, effective July 1 of the fiscal year (FY):
 - FY 2023 – 6% increase to base salary retroactive to July 1, 2022;
 - FY 2024 – 3.5% increase to base salary;
 - FY 2025 – 3.5% increase to base salary.

Moreover, the salary for employees assigned the positions of “Investigations” (Article 16, Section 11) and Lead Agency Coordinator (Article 16, Section 12) shall receive a \$3,000 additional premium stipend. These stipends are not retroactive.

III. Proposed Resolution

Pursuant to Board Regulation II(A)(b)(iii), the Board must approve any final collective bargaining agreement in order for it to become effective. The Board has authority to enter into contracts pursuant to the Illinois Governors State University Act, 110 ILCS 670/15-40. Proposed Resolution 24-13 has been submitted herewith.

IV. Resource/Contact

Please contact Joshua R. Allen, MPS, SHRM-SCP, Vice President, Chief Human Resources Officer, for additional information or with questions. Mr. Allen may be reached at jallen10@govst.edu or 708.235.7169 (office) or 708.510.4679 (cell).

Resolution No. 24-13***Approval of Collective Bargaining
Agreement with Metropolitan Alliance
of Police, Chapter #717***

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 University’s Police Officers, Police Sergeants, and Police Telecommunicators are organized and represented by Metropolitan Alliance of Police, Chapter #717 (“MAP”), a labor union;

WHEREAS, The University and MAP reached a collective bargaining agreement covering the time period of July 1, 2022 through and including June 30, 2025;

WHEREAS, The University and MAP have been in earnest negotiations over a new collective bargaining agreement since May 2023 and with the assistance of a federally-appointed mediator since December 2023;

WHEREAS, On the afternoon of December 11, 2023, the University and MAP reached a tentative agreement to resolve all outstanding issues and form a new collective bargaining agreement effective as of July 1, 2022;

WHEREAS, MAP's membership has ratified the proposed collective bargaining agreement attached hereto as Exhibit A (the "Collective Bargaining Agreement");

WHEREAS, President Green recommends ratification of the Collective Bargaining Agreement; and

WHEREAS, The Board believes the Collective Bargaining Agreement has been reached in arms' length negotiations and is in the best interests of the University.

Now, therefore, it is:

Resolved, that the Board approves the Collective Bargaining Agreement.

Resolved, that the Board directs the Chair and President to execute the Collective Bargaining Agreement on behalf of the University.

Resolved, that the Board directs the University to take all reasonable and necessary steps to otherwise effectuate this Resolution.

Approved June 17, 2024

Angela M. Sebastian
Chair

James Kvedaras
Secretary

COLLECTIVE BARGAINING AGREEMENT BETWEEN

**THE BOARD OF TRUSTEES FOR
GOVERNORS STATE UNIVERSITY**

AND

METROPOLITAN ALLIANCE OF POLICE, CHAPTER #717

July 1, ~~2019~~ 2022 through June 30, 2025~~2~~

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ARTICLE 1
PREAMBLE

THIS AGREEMENT made and entered into by and between the Board of Trustees for Governors State University (hereinafter referred to as the "Employer" or the "Board") and the METROPOLITAN ALLIANCE OF POLICE, CHAPTER (hereinafter referred to as the "Union"):

WITNESSETH:

WHEREAS, a majority of all status University Civil Service employees in the classification of:

Police Officer
Police Sergeant
Police Telecommunicator

have duly designated the Union as their exclusive representative, for the purpose of collective bargaining in respect to wages, hours of employment, and other conditions of employment; and

WHEREAS the Employer, on the basis of such determination, agrees to recognize the Union in the manner and for the purpose herein described; and

WHEREAS by such recognition and collective bargaining, the parties hereto intend to establish and promote mutual harmonious understanding and cooperative relationships within the Police Department; and

WHEREAS it is recognized that the equitable resolution of differences and issues which may arise from time to time must inevitably promote high standards of moral and inter-departmental efficiency and effectiveness;

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained, the parties do mutually covenant and agree as follows:

ARTICLE 2
UNION RECOGNITION AND MEMBERSHIP

Section 1.

In accordance with Public Act 83-1014 the Employer recognizes the Union as the exclusive collective bargaining agent in matters pertaining to wages, hours, and working conditions as expressly contained herein, except those that may be specifically provided for and/or controlled by the State Universities Civil Service System and the Illinois Compiled Statutes, for all University Civil Service employees in the classifications Police Officer, Sergeant, and Police Telecommunicator.

Section 2.

The Employer and the Union agree that there shall be no discrimination against or coercion by the Employer and Union against employees regarding Union membership, that Union

membership is entirely a matter of the employees' free choice and determination. The Union further agrees that it will not deny membership to any employee.

The Employer agrees that there will be no discrimination against representatives or officers of the Union engaged in the negotiation of agreements, the adjustment of grievances or the performance of relative work in the interest of the Union and its members subject to limitations that may be specified elsewhere in this agreement.

Section 3.

The Union agrees that it will not conduct Union business during scheduled work hours except in regard to those matters expressly provided in this agreement in reference to grievances, negotiations, or other meetings on matters mutually agreed to.

Section 4.

The Employer agrees to notify all new employees in the Classification covered by this agreement that the Union is the exclusive bargaining agent.

Section 5.

A Union official or designated unit employee representative, with permission of his/her immediate supervisor may leave his/her assigned work for a reasonable period of time to investigate an alleged grievance. The Union representative shall be in a non-pay status while so occupied if proper permission to absent himself/herself from work has not been first obtained.

Section 6.

With supervisory permission, which shall not be unreasonably withheld, and only for unusual job demands, employees will be permitted time off with pay during their respective working hours subject to the following limitations:

- (a) the University agrees to pay not more than two (2) employees designated by the Union and acting as members of the Union negotiating team, their straight time hourly rate for time spent in attendance at negotiating meetings and,
- (b) in no event shall such pay exceed eight (8) hours per employee for each day spent in negotiations.

Section 7.

Union officials may visit the campus and meet with employees covered under this agreement to discuss Union matters provided:

- (a) that such meetings not be held during employees' work hours; and
- (b) that the Union official first advises the Director of Human Resources of his intended visit and receives approval.

Section 8. File Inspection

The Employer's personnel files and disciplinary history files relating to any officer shall be open and available for inspection by the affected officer during regular business hours. Such inspection shall be in accordance with existing Governors State University policy.

Section 9. Use and Destruction of File Material

Disciplinary investigation files will be ~~destroyed-retained~~ by the Employer ~~five (5) years~~ after the date of the incident or the date upon which the violation is discovered. ~~-, whichever is longer, unless the investigation relates to a matter which has been subject to either civil or criminal court litigation prior to the expiration of the five year period. In such instances, t~~The Complaint case files normally will be ~~destroyed-retained~~ five years after the date of the final court adjudication, unless a pattern of sustained infractions exists.

Any information of an adverse employment nature which may be contained in any unfounded, exonerated or otherwise not sustained file, shall not be used against the officer in any future proceedings.

Any record of summary punishment other than suspension may be used for a period of time not to exceed nine (9) months and shall thereafter not be used to support or as evidence of adverse employment action.

All records of disciplinary action shall be retained consistent with the requirements of 50 ILCS 205/25.

Section 10. Part-Time Employees

The Employer may utilize the services of part-time Employees to perform bargaining unit work in accordance with 65 ILCS 5/3.1-30-21.

Use of part-time employees will not result in any layoffs or reduction of the normal work hours or overtime hours worked by bargaining unit members. Use of part-time employees will not result in a reduction of bargaining unit members.

ARTICLE 3 MANAGEMENT RIGHTS

Section 1.

The Board retains and reserves to itself, solely and exclusively, all its inherent rights, functions, duties and responsibilities, whether exercised or not, with the unqualified and unrestricted right to determine the manner in which the operations of the universities subject to its jurisdiction will be conducted except where those rights may be clearly, expressly, and specifically limited in this agreement, or except as limited by law or regulations. It is expressly recognized, merely by way of illustration and not by way of limitation, that such rights, functions, duties, and responsibilities which are solely and exclusively the responsibility of the Board include, but are not limited to (1) full and exclusive control of the operation, management, control and maintenance of the Board universities; (2) the right to determine the methods, processes, means and personnel

by which any and all operations will be conducted; (3) the right to determine the composition, assignment, direction, size and type of academic and non-academic workforces at each university; (4) the right to determine the work to be done and the standards to be met by university employees; (5) the right to discontinue, change, or introduce new services, operations, methods, processes, means or facilities and the right to determine whether and to what extent work shall be performed by university employees; (6) the right to hire, promote, transfer, assign, layoff, release, or retain university employees and to demote or take disciplinary action against university employees for cause; (7) the right to establish and change work schedules and set hours of work for university employees and otherwise to maintain orderly, effective, and efficient operations.

The Union recognizes the rights of the Employer to manage its operations and to plan, direct, and control the policies and conditions of employment of its employees insofar as such policies and conditions of employment are not inconsistent with the expressed provisions of this collective agreement.

Section 2.

Nothing contained in this agreement shall be construed to prevent the Union or the Employer and their respective employees or representatives from meeting with any third party to hear views on any matter. However, the express terms and conditions of this agreement shall not be changed as a result of such meetings.

ARTICLE 4

LABOR-MANAGEMENT CONFERENCES

Section 1.

The Union and the Employer mutually agree that in the interest of efficient management and harmonious employee relations, it is desirable that conferences be held between Union representatives and responsible administrative representatives of the Employer. Any such labor-management conference will be convened following the submission of a written request to include a written agenda from either party to the other at least seven days in advance of the desired conference date. Requests from the Union shall be submitted directly to the Director of Human Resources. The dates for such meetings and their location shall be mutually agreed to before being held, and the purpose of any such meeting shall be limited to:

- (a) Discussion on the implementation and general administration of this agreement.
- (b) A sharing of general information of interest to the parties.
- (c) Notifying the Union of changes in non-bargaining conditions of employment contemplated by the Employer which may affect employees.
- (d) Safety issues.

Section 2.

It is expressly understood and agreed that such conferences shall be exclusive of the grievance procedure. Grievances being processed under the grievance procedure shall not be

considered at "labor-management conferences" nor shall negotiations for the purpose of altering any or all of the terms of this agreement be carried on at such conferences.

Section 3.

When absence from work is required to attend "labor-management conferences", Union members shall, before leaving their workstation, give reasonable notice to and receive approval from, their supervisor in order to remain in pay status. Supervisors shall approve the absence except in emergency situations. Attendance by unit members at labor-management conferences shall be limited to: (a) on duty unit employees provided that the number of employees remaining at the duty station(s) would not be reduced to less than two (2); (b) off duty personnel, but in such numbers that when combined with those, if any, attending under (a) above, the total would not exceed three (3). Employee travel expenses associated with "labor-management conferences" shall be the responsibility of the employee.

ARTICLE 5 **GRIEVANCE**

Section 1. Introduction

It is the intent of the parties to this agreement to use their individual and collective best efforts to promote and encourage the informal and prompt adjustment of any complaint which may arise between the Union or any member covered under this agreement and the Employer. Therefore, the parties agree that they shall use the procedures set forth in this Article for the resolution, strictly pursuant to the terms of this agreement, of all alleged violations to the terms or provisions of this agreement. The Union waives its right, if any, and the rights, if any, of all those whom it represents, to use any other procedure as a means to the resolution of any grievance. Should the Union or the employee initiate proceedings in any other forum in respect to any matter that is or may become the subject of a grievance as hereinafter defined it shall immediately waive its right to file or pursue a grievance on these matters. Representatives of the Union shall not solicit complaints or grievances. Except that grievances related to alleged discrimination in violation of Statute shall not be subject to the above waiver in the event the employee initiates such a complaint through the appropriate statutory process.

Section 2. Definitions

For purposes of this grievance procedure, the following definitions shall be applicable.

Grievant shall mean any employee covered under this agreement or the Union on behalf of all employees in the unit, who, pursuant to the terms of this agreement, seeks resolution for a grievance.

Grievance is an allegation placed in writing by the grievant that any express provision or term of this agreement has been violated by the Employer. The written grievance shall contain specific details including the Article and Section alleged to be violated and the remedy sought, names of involved persons, date, time, and place and signature of the grievant.

Day shall mean a working day, Monday through Friday, exclusive of any Employer approved holiday.

Section 3.

With supervisory permission, which shall not be unreasonably withheld and only for unusual job demands, employees will be permitted reasonable time off with pay during their respective working hours to process and/ or investigate grievances.

Section 4. Informal Complaint Procedure

An employee having a misunderstanding or who wishes to offer a complaint regarding employment may consult with their immediate supervisor. The supervisor may consider and attempt to resolve or adjust such issues.

Section 5. Grievance Procedure

Step 1 A grievance must be filed in writing, on an agreed upon form, within ten (10) business days following or within ten (10) business days of the date the grievant reasonably should have been aware of the occurrence giving rise to the complaint with the department head. The department head shall first review the grievance and then personally discuss the issue with the grievant within five (5) business days of receipt of the grievance. Every effort shall be first made to conciliate the matter. Should conciliatory efforts not resolve the matter, the department head shall render a decision regarding settlement or denial of the grievance and shall forward that decision in writing to the grievant within ~~seven (7)~~ ten (10) business days following completion of the required discussion. The grievant retains the right to have a Union representative present at any discussion between the grievant and the department head.

Step 2 Should the grievance not be resolved in Step 1 to the mutual satisfaction of the parties, the grievant shall submit the grievance, in writing, to the Director of Human Resources within five (5) business days following receipt of the department head's response. The Director of Human Resources shall first review and investigate the grievance and the history of actions taken in Step 1, and then personally discuss the issue with the grievant and the Union representative within ten (10) business ~~five (5)~~ days of receipt of the grievance.

Every effort shall be first made to conciliate the matter. Should such conciliatory efforts not resolve the matter, the Director of Human Resources shall render a decision regarding the settlement or denial of the grievance and shall forward that decision in writing to the grievant within seven (7) business days following completion of the required discussion. Should the Union not agree with the decision rendered herein, or reach a settlement on the issues presented, it may proceed to Arbitration by submitting the grievance to the Director of Human Resources within ten (10) business days following receipt of the answer.

Section 6. Limits

Failure to respond by the Employer's representative at any step does not find in favor of the grievant, but automatically allows for the advancement of the grievance to the next step of the grievance procedure. Should the grievant at any step fail to timely file a grievance or fail to provide sufficient information on which the Employer may reasonably act, the Employer shall be permitted to unconditionally deny the grievance and request for remedy. The time limits at any step may be extended by mutual agreement provided it is reduced to writing and signed by the ~~Council~~ Union or a ~~Union~~ Council representative and the Director of Human Resources. Such requests shall be submitted by the requesting party to the other within the prescribed time limits at any step.

ARTICLE 6 **ARBITRATION**

Section 1.

Should any difference arise between the parties regarding the application of any of the express provisions of this agreement or any violation of any provision of this agreement, which cannot be first adjusted or resolved in the grievance procedure the difference may then be submitted by the Union to an arbitrator. Only grievances which affect the entire unit covered by this agreement and made on behalf of them by the Union or any individual employee whose grievance is not resolved under the grievance procedure shall be considered for settlement under this Article.

Section 2. Selection

The Employer and the Union agree that the arbitrator shall be selected in the following manner:

- (a) ~~The parties~~ The Grievant shall jointly request from the Federal Mediation and Conciliation Service a list consisting of seven (7) names registered with either the American Arbitration Association ("AAA") or the of National Academy arbitrators. Prior to striking from the panel the parties shall attempt to mutually agree upon a neutral arbitrator. In the event the parties are unable to mutually agree upon an arbitrator within ten (10) working days of receipt of the panel they shall follow the selection process as outlined in section (b).
- (b) The selection process requires that each party beginning with the Employer, to alternately strike one (1) name off the list until only one name remains, who shall then be appointed to arbitrate the matter. Failure of the selected arbitrator to accept or undertake the case shall result in the two parties repeating the process as defined in this section.
- (c) The arbitrator shall commence the arbitration proceedings on a date, time, and place agreed to by the arbitrator, Union, and the Employer, but in no event shall it be delayed beyond sixty (60) days following acceptance of the case by the arbitrator.
- (d) A final written decision shall be submitted by the arbitrator to the parties no later than thirty (30) calendar days following the conclusion of the hearing.

Section 3. Authority

The arbitrator shall limit his review to the specific issues submitted for arbitration and shall have no right or authority to change this agreement. The arbitrator shall not have the power to, in whole or in part, amend, modify, delete, add to, or disregard any of the express provisions or terms of this agreement. The arbitrator shall interpret this agreement in accordance with the reserved rights theory of labor contracts whereby all rights, policies, regulations, and practices of the Employer, whether exercised or not, and not specifically limited or prohibited by this agreement are reserved.

A decision reached by the arbitrator shall be consistent with the provisions of this agreement and shall be accepted by the Union and the Employer as a final settlement of the difference existing between the parties.

Section 4. Expenses

- (a) Each party shall bear its respective expenses incident to the procession of an arbitration which shall include one-half of the expenses and fees incident to the services of the arbitrator.
- (b) The cost of a certified reporter and transcript fees shall be borne by the hiring party except when both parties are to receive copies of transcripts, then the total cost of the reporter and all transcripts shall also be equally shared.

ARTICLE 7 **BENEFITS**

Section 1.

Employee benefits (e.g., leaves of absence, retirement disability, sick leave, holidays, vacation, personal leave, and retirement) provided for employees covered under the terms of this agreement shall be strictly pursuant to those specifically approved and published by the Board of Trustees in its Manual of Regulations, governing civil service employees, as amended from time to time, a copy of which shall be provided to the Union. Benefits under the control of the Employer will not be diminished during the life of this agreement, and improvements in such benefits will be made applicable to employees covered by this agreement on the same date that such improvements are made applicable to other employees of the Employer.

Section 2.

In the event of death in his/her immediate family, an employee shall be entitled to three (3) regularly scheduled workdays off within a period of five (5) consecutive workdays commencing from the date of occurrence. During such leave the employee shall be paid his/her base hourly rate. Bereavement Leave shall be taken in no less than one-half day increments.

The employee's immediate family shall be defined as spouse, child, stepchild, mother, father, stepmother, stepfather, brother, sister, grandmother, grandfather, and grandchildren, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, aunt, uncle, niece or nephew, first cousin, or a member of the immediate household.

Section 3.

In the event, 30 ILCS 105/14A of the Illinois Compiled Statutes (Sick Leave Pay Out) is amended or repealed, the parties agree that the Board of Trustees Benefits Regulations for civil service employees regarding sick leave pay out as it applies to employees in this unit shall be automatically amended or repealed consistent with that action.

ARTICLE 8
NON-DISCRIMINATION

Section 1.

The Employer shall not discriminate against employees, and employment related decisions will be based on qualifications and predicted performance in a given position without regard to race, color, sex, religion, disability, marital status, sexual preference, parental status or national origin of the employee, nor shall the Employer discriminate against employees as a result of membership of the Union.

Section 2.

All reference to "employees" in this agreement shall be deemed to include both sexes and whenever the male gender is used it shall be construed to fully include both male and female employees.

Section 3.

The Employer shall not discriminate against, interfere with, restrain or coerce employees because of their lawful activities on behalf of the Union.

Section 4.

The Union shall not prohibit, restrain, coerce or take punitive action against any employee in the exercise of any rights granted by this agreement.

Section 5.

Pursuant to all the terms and conditions contained in this agreement, the Union agrees to represent equally all employees covered by this agreement.

Section 6.

Disputes under this Article shall not be eligible for resolution through grievance arbitration, but may be adjudicated in the appropriate administrative agency or court.

ARTICLE 9

HOURS/SCHEDULES

Section 1.

The calendar payroll week shall begin at 12:00 a.m. each Sunday and end at 11:59 p.m. the following Saturday with each day having three eight-hour shifts.

Section 2.

- (a) The individual basic workweek shall consist of five consecutive workdays of eight hours per day for a total of 40 work hours per week. Exceptions to the standard shift assignment or consecutive five workday schedule may be made by the Department Director for officers placed on special assignments and/or for other officers as emergency situations may dictate.

The Department may implement on a temporary or permanent basis a four-day workweek schedule for employees in the bargaining unit subject to the operational needs of the University and Department of Public Safety. If such a four-day schedule is implemented, the overtime provisions of this agreement relative to payment shall be amended to reflect the number of work hours during a day.

- (b) Each eight hour shift shall allow for and include a paid one-half (1/2) hour lunch period which shall be granted at the discretion of the OIC at a convenient time; however, all officers while at lunch shall remain on-call and subject to performing any and all duties as the situation may require.
- (c) The Employer shall devise and post schedules for the bargaining unit employees consistent with the operating needs of the Employer and the terms of this agreement. The employees shall bid twice each year by classification and seniority for selection of shifts. Such bidding shall take place in May and November of each year and be completed by the first day of the following month. Schedules shall be posted for bidding prior to the first day of each month. Bidding will take place no sooner than three (3) days after shift posting. Bids may be submitted in writing or electronically. Each employee shall complete a bid no later than twenty-four (24) hours following the posting of the prior employee's schedule selection. The bids will be effective on January 1 and July 1 of each year.

Section 3.

Should an employee covered by this agreement be required to work before his regularly scheduled work shift in a workday, he shall be permitted to continue working his normal work shift in that day.

Section 4.

Temporary schedule changes may be made by the employer when required to meet the operational needs of the employer. The employee shall receive ~~14~~ seven (7) days advance notice of such schedule changes, ~~if possible~~ unless exigent circumstances exist. Employees shall be

allowed to trade shifts within the same pay period upon written request signed by both employees. Such trades shall not incur overtime liability for the employer. Each employee can make a trade shift no more than once a month with supervisor's approval.

Section 5.

Because the Department of Public Safety provides services essential to the operation of the University, employees are required to appear for their normally scheduled shift during emergency closings of the University and shall be compensated at the rate of double their regular hourly rate for all hours of work during such emergency closings. Employees who do not appear for their regularly scheduled shift during emergency closing shall receive no compensation for their absence unless such absence is requested and approved pursuant to provisions contained in the Board of Trustees manual of Regulations.

Section 6.

Employees may be assigned to any shifts with reasonable advance notice during their probationary period as part of the department training program and for a period of time not to exceed the next scheduled bid meeting after completion of the state prescribed Basic Police Minimum Standards Course.

ARTICLE 10 **STRIKES - LOCKOUTS**

Section 1.

During the life of this agreement or any extension thereof, the Union or any of its officers, agents, or representatives shall not directly or indirectly instigate, promote, cause, participate in or recognize nor authorize employees to instigate, promote, cause, participate in or recognize any strike, job action, work stoppage, slowdown, interruption of work, picket line, secondary boycott, or other interference of any kind with operations. The Union shall fully support the Employer in maintaining operations. The Union acknowledges the Employer has the right to seek injunctive relief in the event the Employer feels the Union has violated this Article.

In the event an employee is in violation of this Article, his/her fringe benefits as outlined elsewhere in this agreement shall be suspended during the course of the strike or work stoppage, and the employee shall not be entitled to any accrual thereof during the period of any such strike or work stoppage.

Section 2.

Employees shall not instigate, promote, cause, participate in or recognize any strike, job action, work stoppage, interruption of work, pick line, secondary boycott, or other interference of any kind with operations by the Union or by any of its officers, agents, representatives, members, or by any other person or persons whomever with or without the authority or support of the Union during the life of this agreement. Any employee who is absent from work without permission, or who refrains wholly or in part from the full performance of his/her duties in a normal manner without permission, on the date or dates that a strike or other work stoppage as defined in Section 1 above occurs, may be presumed to have engaged in such strike or work stoppage on such date

or dates and shall be placed in a non-pay status for such days. Any employee who violates this Article shall be subject to disciplinary action including discharge and such action may not be raised as a grievance or be subject to any review procedure under this agreement except as to a dispute involving an individual's involvement in activity prohibited by this Article.

Section 3.

Furthermore, in the event that an employee represented by the Union violates this Article, the Union shall immediately use its best efforts to terminate the continuance of such violation and to restore conditions to the status in which they existed prior to the violation and the Union in so using its best efforts, shall include the posting of notices in conspicuous places where employees are most likely to see them, which notices shall express the disapproval of the Union as to the violation, and which further shall direct those employees represented by the Union in a course of action designed to terminate the violation and to restore conditions to the status in which they existed prior to the violation.

Section 4.

All employees who hold a position of officer, or other position of authority and trust in the Union, occupy a position of special trust and responsibility in maintaining and bringing about compliance with this provision, including the responsibility to remain at work during any interruption which may be initiated by other police officers and to encourage the police officers violating this paragraph to return to work.

Section 5.

There shall be no lockout by the Employer during the life of this agreement. The exercise of management's right shall not, when those rights are exercised in accordance with Article III, constitute a lockout.

Section 6.

The Employer will not use employees covered by this agreement to perform work of employees represented by another Union as substitutes in the event of a labor dispute.

ARTICLE 11 **OVERTIME**

Section 1.

Overtime shall be paid at the rate of 1 1/2 times the basic hourly rate whenever an employee covered by this Agreement works in excess of eight (8) hours in a day or forty (40) hours in a workweek, except as provided in Section 2 and Section 10 herein.

Section 2.

Employees required to work on their second scheduled day off within the workweek shall be paid at two ~~three~~ (2) times their hourly rate.

Section 3.

If an employee is called back to work after the employee's scheduled workday, he shall receive a minimum of four (4) hours pay at the applicable rate of pay.

Section 4.

If an employee is called to work on a regularly scheduled day off, he shall receive a minimum of four (4) hours of pay at the applicable overtime rate of pay.

Section 5.

Officers required to attend court outside their regularly scheduled work hours shall be compensated at the overtime rate with a minimum of two hours, except:

- (a) while the officer is on paid medical leave, or
- (b) if the officer is compensated for such time by a secondary employer.

Officers required to attend authorized court to authorized pre-trial conference within one hour immediately preceding their normal tour of duty will be compensated at the overtime rate for one hour.

Officers required to attend authorized court or authorized pre-trial conference commencing during their tour of duty and extending beyond the normal end of the tour of duty will be compensated at the overtime rate on the basis of completed fifteen (15) minute segments. This overtime will be computed from the end of the normal tour of duty to the sign-out time at court or at conclusion of the pre-trial conference.

Court appearances during off duty hours will be credited at the rate of time and one-half with a minimum of two hours when the actual time spent in court is two hours or less. When the actual time spent in court exceeds two hours, overtime will be computed on the basis of completed fifteen (15) minute segments. Appearances at more than one court on the same day will be computed at the rate of time and one-half in the following manner:

- (a) When the time between court appearances exceeds two hours (sign-out time from the first court to sign-in time at the next court), a minimum of two hours will be credited for each court appearance.
- (b) When the time between court appearances is two hours or less, overtime will be computed on the basis of completed fifteen (15) minute segments for the total time between sign-in at first court and sign-out time at the last court. A minimum of two hours will be credited when this total time is two hours or less.

Section 6.

Overtime shall be distributed as equally and impartially as possible. It is mutually desirable and hereby agreed that all overtime be handled in accordance with the following overtime policy procedure. It is understood that no employee is obligated to work overtime unless such is deemed

an emergency overtime situation. Emergency overtime is a situation requiring the need for additional police officers at a time when the on-duty police officers cannot provide sufficient protective services for unanticipated circumstances.

A rotary card file box system will be used for overtime assignment when adequate notice of two (2) hours is given by the non-reporting officer. Upon receiving such notice, the OIC will use the overtime card file to determine the call up for offering overtime. There shall be only one rotary card file box system utilized and it shall be housed in the radio communication center. For telecommunicators, before going to the rotary card file box, overtime shall be first offered, in rotating seniority order, to all telecommunicators. If the overtime is not accepted, then the rotary card box system shall be used.

In using the file box, the OIC or designee will begin the calling process by using the first card. As a person is called, the OIC will note on the card, the date, time of call, amount of anticipated overtime, the proper code letter and his/her initials. The code letters to be used are: A-accepted; R-refused; U-unavailable to contact; I-ineligible.

Cards marked "A" or "R" shall then be moved to the last card in the box. Cards marked "U" or "I" shall not be moved and shall remain in their original position in the box.

In the event of inadequate prior notice (less than two hours before shift starting time) the OIC shall make short-notice overtime assignments. The overtime will then be offered to available on-duty shift officers without the use of the overtime card file box, and without charging acceptances or refusals. If no on-duty shift officer wishes to work the overtime, then the card file will be utilized.

Any long-range overtime availability will be also incorporated into the overtime card file and the above procedures followed.

When overtime availability is posted, selected and assigned, any officer who has been selected for the specific posted overtime, and who subsequently cancels his/her acceptance of the assignment less than forty-eight (48) hours prior to it, she/he shall have her/his card placed to the back of the overtime box, and shall not be eligible for subsequent overtime postings for a period of five (5) workdays from the date of the posted overtime.

Section 7.

In case of a scheduled event where it is known at least 7 days in advance that employees will be needed to work an overtime assignment, such employees will be notified at least seven (7) days before the time of the scheduled event. Employees scheduled to work the overtime assignment are required to give notice of acceptance or refusal within 24 hours after receiving notice of the overtime assignment.

Section 8.

Overtime charts will be maintained by the Employer and overtime will be posted weekly by hours paid and accumulated on an annual basis. A new overtime chart will be established with overtime equalization carried over year to year.

Section 9.

An employee who accepts an overtime assignment shall make every effort to give sufficient notice of at least two hours if the employee is unable to fulfill the commitment except in the case of extreme emergency. An employee who does not fulfill an overtime commitment shall be credited with the hours which would have been credited had he worked.

Section 10.

- (a) In the event that an employee is required to work on any of the Boards designated holidays or holidays as assigned by the President, they shall be paid two (2) times their regular rate of pay for hours worked in addition to regular holiday pay compensation.
- (b) Employees scheduled to work on a designated holiday and who fail to work due to any illness, shall forfeit regular holiday pay compensation.

Section 11.

Compensatory time shall be defined as time off from work given to employees in lieu of overtime payment. Arrangements for use of accumulated compensatory time shall be subject to the operational needs of the employer and must be consistent with the following:

The balance of accrued compensatory time shall not exceed one hundred and twenty (120) hours. The rate of time off from work shall be computed on the basis of "time and one-half" for each overtime hour worked except that overtime hours worked Sunday or on any approved Board holiday shall be computed on the basis of double time for each overtime hour worked except as set forth in (b) below.

- (a) In the interest of coordinating meetings designed to implement and enhance departmental efficiencies, organization, and/or morale, the Chief maintains the right to convene mandatory meetings or regular meetings at any time he believes such meetings are necessary in the best interests of the department. Compensation for such meetings shall be paid on the basis of the standards set forth herein. The Chief at his discretion and based on these standards, shall have the right to award compensatory time in lieu of overtime pay for meetings held on Sunday, even though such Sunday meetings may cause the employee(s) to exceed the one hundred twenty (120) hour limit.

ARTICLE 12 LEAVES OF ABSENCE

Section 1.

Leaves of absence with pay may be granted, to the extent that there is no interference with Employer operations, to employees who are elected, delegated or appointed to attend conventions or educational conferences of the ~~Lodge or~~ Union. Any request for such leave shall be submitted in writing by the Union to the employee's department head and shall be answered in writing, no later than five (5) days following receipt of the request, and shall be subject to the operational

needs of the employer, but shall not be unreasonably denied. This provision shall provide for each of not more than two people, a maximum of twenty-four (24) hours of absence per fiscal year, for an aggregate total not to exceed forty-eight (48) hours of absence per fiscal year.

Section 2.

Bargaining unit employees who have been in continuous employment at Governors State University for one (1) or more years shall be eligible for two (2) non-accruable personal days. Those employees with two (2) or more years of service shall be eligible for one (1) additional personal day, for a maximum of three (3) non-accruable personal days. Time will be granted for any reason upon advanced request of the employee to his/her supervisor.

Where the need for such leave is occasioned by factors beyond the control of the employee and arising too suddenly to permit advanced approval, the employee may be granted post approval at the discretion of the employer on a case-by-case basis. The employee must adhere to the normal call-in procedures of notifying the supervisor four (4) hours in advance of the start of the shift. Approval shall not be unreasonably denied.

ARTICLE 13 **GENERAL PROVISIONS**

Section 1.

The Employer agrees to furnish bulletin board space in the Police Department for the posting of Union notices related to regular Union business. Such notices or any material posted shall be signed by the local Union President and shall not be political or partisan in nature and shall not defame the Employer or any individual(s) associated or employed by the University or the State. While not limited to the following, notices shall relate to: activities of ~~State and National Lodges, Lodge Union~~ meetings, ~~Lodge Union~~ elections and results thereof, appointments, recreational, social, and educational programs, ~~and the IFOP Labor Council~~. In the event a dispute arises concerning the appropriateness of any material or posted notice, the President of the local Union will be advised in writing by the Human Resources Director of the nature of the dispute and the materials or notices in question shall be removed from the bulletin board by the Human Resources Director or designee until the dispute is resolved. The Employer shall not be held liable for notices or other materials posted or removed from the bulletin board.

Section 2.

Employees required to attend Police Department meetings or undergo a physical examination as may be required by the Employer outside the employee's assigned work schedule shall receive overtime pay in accordance with this agreement.

Section 3.

Any officer who, while on duty, determines that an assigned police vehicle is hazardous or unsafe to operate, shall immediately notify the OIC of the vehicle's condition. Following consultation of the vehicle's malfunctions with the OIC, the officer may down check (reject) the vehicle and complete any necessary forms requesting proper maintenance or repair. The OIC will

then reassign another vehicle if available to the officer, or assign the officer to duties without the use of a vehicle.

Section 4.

As a condition of employment, if an employee covered by this Agreement voluntarily terminates their employment in the Governors State University Police Department within two (2) years of the employee's date of hire, then such employee shall reimburse the Employer for the Employer's actual costs (less actual State reimbursement, if any) of sending such employee through police officer training courses, excluding salary. The University may withhold such an amount from the employee's final payout check, or the employee shall be legally liable to pay the full amount owed directly to the University. An employee (or former employee) shall only be obligated to reimburse the Employer for training costs under this Section if he or she becomes an employee of another local, municipal, county, or state law enforcement agency, excluding the Illinois State Police, the City of Chicago Police Department, or law enforcement agencies of the Federal Government, within six (6) months of the date the employee voluntarily terminates his employment in the Governors State University Police department. Prior to hiring, the employee shall receive and sign as receipt, a copy of this section.

Section 5.

The Employer will make reasonable provisions for the safety of its police personnel during their hours of employment. The Union recognizes the responsibility of individual employees to obey safety rules and follow safe work practice to ensure the employees' safety as well as his/her fellow officers, and to immediately report any unsafe working conditions, unsafe equipment or practices to his/her immediate supervisor. It is agreed that the Employer shall continue to maintain such safety and sanitary methods as are necessary to protect and preserve the health and safety of covered employees.

Section 6.

Non-bargaining unit supervisory personnel shall not perform bargaining unit work unless exigent circumstances exist. But in no event shall they harm a bargaining unit members existing working condition.

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ARTICLE 14 LAY- OFF/RECALL

Prior to laying off any status employees covered under this Agreement, all probationary, temporary or part-time employees within the Police Department shall first be laid off.

In the event of lay-offs, personnel will be laid off in the reverse order of their overall seniority.

In the event of a lay-off of sworn personnel, the Employer agrees not to hire civilian personnel to perform the duties that only a peace officer can perform. A peace officer shall be defined to mean any person who by virtue of their office is vested by law with the duty to maintain public order and make arrests for offenses.

The Employer shall not contract out work performed by employees within the bargaining unit, which would result in the lay-off of bargaining unit employees. Employees shall be recalled in the inverse order of the lay-off, as stated in the State Universities Civil Service System Statute and Rules, as from time to time amended.

ARTICLE 15

UNIFORMS

- (a) Uniforms and equipment will be issued, maintained, and worn as directed by the Department Director. Employees shall be supplied with a minimum of five (5) long sleeve shirts, five (5) short sleeve shirts, and five (5) pants.
- (b) Issued items of clothing and equipment will be replaced on an "as need" basis. Officers will turn in to the Department Director any item requiring replacement. The Department Director will inspect such item(s) and, if warranted in his judgment, authorize replacement.

The acquisition of replacements will be in accordance with Police Department policy. Any replacement for hats, shirts and pants, will be new.

- (c) Employees shall maintain and clean their uniforms. They shall receive an annual lump-sum payment of hundred four hundred dollars (\$400425) on July 1st each year. This payment shall be made by a separate check from the employee's regular paychecks.
- (d) Bullet proof vests shall be issued to all officers and shall be replaced at manufacturers recommended intervals.

ARTICLE 16

COMPENSATION

Section 1. Wages

Bargaining unit employees shall be compensated in accordance with the step plan outlined in Addendum "A" hereafter. [Wages shall be retroactive to June 30, 2022.](#)

Section 2. Step Placement and Advancement

The parties agree that employees placed into the step program on its inception or who are hired subsequent to the implementation of the step program shall progress throughout the steps after completion of each additional year of service, as calculated from their date of appointment to the classification. An employee will be advanced to the next step in the pay period following completion of the year of service.

Section 3. Promotions

When an employee is promoted within the bargaining unit he/she shall receive effective the date of such promotions, a salary increase to the minimum starting rate established for the classification.

Section 4. Shift Premium

Any Employee who works during the first or third shift shall receive thirty cents (\$0.30) per hour shift differential for all hours worked in that day. The shift differential shall be included in the calculation of overtime compensation.

Section 5. Hourly Rate Calculation

Any necessary reduction in wages for lost time or increase in earnings for overtime for all employees covered under this agreement shall be determined on an hourly basis by dividing the annual rate by 2,080 hours.

Section 6. Officer In Charge Pay

Any Police Officer assigned to act as the Officer In Charge (OIC) shall receive an additional 10% per hour for the duration of such assignment. No probationary police officer shall serve as OIC over a non-probationary police officer.

Section 7. Appropriations Recall

Should any Public Act or official act or order of the Governor imposing a requirement on the Board of Trustees to establish reserves, and/or providing other restrictions or limitations on the Board's ability to obligate, encumber or expend appropriated funds enacted or declared during the term of the contract the parties agree to immediately re-open the economic provisions of the contract for the purpose of negotiating the implementation of such reserves, restrictions and/or limitations to the contract.

Section 8. Range Qualification

In addition to the standard required annual firearm qualification session, the employer agrees to provide a minimum of one mandatory two (2) hour practice session within each year of this agreement. Additional mandatory sessions may be scheduled "as-needed" on a group or individual basis, as determined by the Director of Public

Safety. The cost of such training(s) will be paid by the employer. Employees will be compensated in accordance with the labor agreement and the scheduling provisions contained therein. This article shall not be subject to the minimum 4-hour guarantee in Sections 3 and 4 of Article XI of this agreement. Employee's attendance at such scheduled qualification or practice sessions is mandatory and a condition of employment.

Section 9. Travel Time For Training

Employees will receive compensatory time for travel to and from scheduled and approved training events which do not require an overnight stay. Such compensatory time shall be limited to actual time spent traveling up to a maximum of four (4) hours per day. Employees who, pursuant to this section, exceed their maximum allowable accrued compensatory time shall have the excess time paid out in cash.

Section 10. Compensation for Training Outside of Normal Shift Hours

An employee required to participate in training that occurs outside of the employee's scheduled shift will be compensated with compensatory time

Section 11. Investigations

Any employee assigned to investigations shall receive a ~~one-threethousand two-hundred and fifty-dollar~~ (\$12503000.00) additional premium stipend. This stipend shall be retroactive to June 30, 2022.

Section 12. Leads Agency Coordinator (LAC)

Any employee serving in the position of Leads Agency Coordinator shall receive a ~~one three thousand dollar~~ (\$34000.00) additional premium stipend. This stipend shall be retroactive to June 30, 2022.

ARTICLE 17 **SENIORITY**

Section 1.

- (a) Overall seniority shall be defined as the length of time since the date of last hire into the bargaining unit.
- (b) Seniority by classification shall prevail in the choice of work schedules, i.e., shift assignments and scheduled days off. The choice of work schedules shall be determined at a bid meeting, which shall be held annually.
- (c) The Department Director may reassign an employee's work schedule for justifiable cause.

Section 2.

Seniority lists by classification shall be updated semi-annually with a copy forwarded to the Union President.

Section 3.

Seniority shall prevail in vacation requests as long as such requests are submitted between the first and fifth of no less than the month preceding the month in which the vacation is to be taken. Requests shall be approved or disapproved within 7 days of submission. Any request for vacation submitted other than above, shall be given consideration by the Department Director, considering fully the employee's preference and operational needs of the Department. Vacation request shall not be unreasonably denied.

Section 4.

In all cases where the normal OIC is absent from his assigned duties, the senior ranking officer, by seniority, shall be the OIC except as otherwise assigned by the Chief of Police.

ARTICLE 18 **DISCIPLINARY MEASURES**

- (a) All disciplinary measures to be taken shall be guided by the tenants of the theory of corrective and progressive discipline where appropriate. Further, all disciplinary actions shall be for just cause and given in a manner as to not embarrass the employee publicly. Oral and written reprimands are subject to the grievance procedure covered under Article V. It is understood by the parties that oral and written reprimands are not eligible to arbitration, and shall be final at Step 2 of Article V with the Director of Human Resources or his/her designee. Suspensions and terminations are subject to the grievance procedure, and are eligible to arbitration covered under Article V.
- (b) Where the employee has a reasonable belief that the interview with the employer will result in disciplinary action to be taken against the employee, the employee is entitled to union representation. The employer shall not unreasonably refuse the employee representation by off campus union officials so long as said representation does not unduly delay or encumber the employer. Off campus union official shall mean Metropolitan Alliance of Police representatives and/or agents.” This provision covers potential or actual disciplinary meetings, including those specifically required by the Rules of the State Universities Merit Board.
- (c) Any and all proceedings regarding disciplinary actions shall be pursuant to the Uniform Peace Officers’ Bill of Rights (50 ILCS 725).
- (d) Employees shall not be required to take a polygraph or voice stress test as a condition of continued employment. Refusal to voluntarily take such a test shall not constitute grounds for disciplinary action against an employee, pursuant to edict of the Illinois Supreme Court, until such time the courts permit such actions.

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ARTICLE 19 **HEALTH AND LIFE INSURANCE. PENSIONS AND DISABILITY**

Section 1.

During the terms of this agreement, health and life insurance benefits shall be provided to all eligible employees covered by this agreement in accordance with Illinois State Employees Group Insurance Act of 1971. The parties agree to accept the terms and conditions of life and health benefits as provided by the Department of Central Management Services at a statewide level intended to apply to state universities.

Section 2.

During the term of this agreement, retirement, death, and disability benefits shall be provided to all eligible employees covered by this agreement in accordance with Illinois Pension Code, (40 ILCS 5/1-101 *et. seq.*).

Section 3.

During the term of this agreement, statutory benefits under workers' compensation shall be provided to all eligible employees covered by this agreement in accordance with Illinois Compiled Statutes, 820 ILCS 305 *et. seq.*; 820 ILCS 310 *et seq.*

Section 4.

The parties recognize that a police officer, injured in the line of duty, is subject to coverage under the provisions of the Public Employee Disability Act (5 ILCS 345/1 *et. seq.*).

Section 5.

During the term of this agreement, related optional benefits (e.g., U.S. Savings Bonds, supplemental health and life insurance, tax sheltered annuities) available to other eligible university employees, shall be available to eligible employees covered by this agreement in accordance with applicable Board of Trustees policies and guidelines.

ARTICLE 20 DRUG AND ALCOHOL TESTING

Section 1. Statement of Policy

It is the policy of the Employer that the public has the reasonable right to expect persons employed by the Employer to be free from the effects of drugs and alcohol while on duty. The purposes of this policy shall be achieved in such manner as not to violate any constitutional rights of the employees.

Section 2. Prohibitions

Employees shall be prohibited from:

- (a) consuming or possessing alcohol on duty other than in an authorized duty capacity, when absolutely required in the conduct of an investigation, with prior supervisory authorization;
- (b) possession, use or being under the influence while on duty of any controlled substances/cannabis except with the approval and guidance of a licensed physician of Illinois and with the knowledge of an immediate supervisor;
- (c) use of an illegal drug, or any designer drug not yet scheduled as a controlled substance, but which impairs an employee;

- (d) failing to report to their immediate supervisor any known adverse side effects of over the counter medication or prescription drugs which they are taking.

Section 3. Drug and Alcohol Testing Permitted

Where the Employer has reasonable suspicion to believe that an employee is under the influence of alcohol, a controlled substance or illegal drugs during the course of the workday, the Employer shall have the right to require the employee to submit to alcohol or drug testing as set forth in this Agreement.

One supervisor who is not a member of the bargaining unit must certify their reasonable suspicions concerning the affected employee prior to any order to submit to the testing authorized herein. The basis for reasonable suspicion shall be documented by the supervisory personnel and a copy be provided to the employee in writing prior to the test being ordered. There shall be no random or unit-wide testing of employees, except random testing of an individual employee as authorized in Section 8 below. The foregoing shall not limit the right of the Employer to conduct such tests as it may deem appropriate for persons seeking employment as an employee prior to their date of hire.

In addition, an employee shall be ordered to submit to drug and alcohol testing whenever that employee discharges a firearm and such action may have caused injury or death to a person or persons. The employee shall submit to the test as soon as practical, but not later than the end of the shift. All time spent in the testing process shall be compensable under this Agreement.

Section 4. Order to Submit to Testing

At the time an employee is ordered to submit to testing authorized by this Agreement, the Employer shall provide the employee with a written notice of the order, setting forth all of the objective facts and reasonable inferences drawn from those facts which have formed the basis of the order to test. The employee shall be permitted to consult with a representative of the ~~Council~~ Union at the time the order is given.

No questioning of the employee shall be conducted without first affording the employee the right to ~~Union-Council~~ representation and/or legal counsel. No unreasonable delay shall occur while awaiting ~~Council-Union~~ representations and/or legal counsel. Refusal to submit to such testing may subject the employee to discipline, but the employee's taking of the test shall not be construed as a waiver of any objection or that he may have.

Section 5. Tests to be Conducted

In conducting the testing authorized by this Agreement, the Employer shall:

1. use only a clinical laboratory that has been accredited by the Substance Abuse and Mental Health Services Administration (SAMHSA).
2. establish a chain of custody procedure for both sample collection and testing that will insure the integrity of each sample and test result. No employee covered by this Agreement shall be permitted at any time to become a part of such chain of custody;

3. collect a sufficient sample of the same bodily fluid or material from an officer to allow for initial screening, a confirming test and a sufficient amount to be set aside reserved for later testing if requested by the employee;
4. collect samples in such a way as to preserve the employee's right to privacy and to insure a high degree of scrutiny for the sample and its freedom from adulteration;
5. confirm any sample that tests positive in the initial screening for drugs by testing the second portion of the same sample by gas chromatography-mass spectrometry (GC-MS) or an equivalent or better scientifically accurate and accepted method that provides quantitative data about the detected drug or drug metabolites;
6. provide the employee tested with an opportunity to have the additional sample tested by a separate SAMHSA certified laboratory or hospital facility of the employee's own choosing and at the employee's own expense within forty-eight (48) hours of the test results; provided the employee notifies the Employer within twenty-four (24) hours of receiving the results of the tests;
7. require that the laboratory or hospital facility report to the Employer that a blood or urine sample is positive only if the sample has been confirmed positive by a SAMHSA certified laboratory and a qualified Medical Review Officer (MRO), with whom the employee has had the opportunity to speak.
8. the parties agree that should any information concerning such testing or the results thereof be obtained by the Employer inconsistent with the understandings expressed herein (*i.e.*, billings for testing that reveal the nature or number of tests administered), the Employer will not use such information in any manner or forum adverse to the employee's interests;
9. require that with regard to alcohol testing, for the purpose of determining whether the officer is under the influence of alcohol, test results that show an alcohol concentration of .04 or more based upon the grams of alcohol per 100 milliliters of blood be considered positive;
10. provide each employee tested with a copy of all information and reports received by the Employer in connection with the testing and the results;

++ insure that no employee is the subject of any adverse employment action except temporary reassignment or relief from duty with pay during the pendency of any testing procedure. Any such temporary reassignment or relief from duty shall be immediately discontinued in the event of a negative test result.

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Section 6. Drug And Alcohol Testing Following An Officer Involved Shooting

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1. Unless contradicted by this Agreement, employees shall be required to abide by the Employer's General Order regarding drug and alcohol testing following an officer involved shooting, including the section requiring each officer who is involved in an officer involved shooting to submit to drug and alcohol testing, so long as such testing is required by Public Act 100-389 or any similar State law.
2. For clarity, an employee "involved in" an "officer involved shooting" is defined to mean any officer who discharged a firearm thereby causing injury or death to a person or persons. If multiple officers discharged their firearm, and it is unclear whose bullet struck the person or persons, then all officers who discharged their firearm in the direction of the subject shall be required to submit to drug and alcohol testing.
3. The term "involved in" an officer involved shooting does not include officers who did not discharge their weapon, even if they were providing other forms of support and assistance during the call. Nor does the term "involved in" include officers who discharge their weapons when it is undeniably clear their projectiles did not actually strike any person or persons.
4. The provisions of the Collective Bargaining Agreement regarding drug testing and standards for discipline shall regulate the drug testing procedures and the consequences for any positive drug test results.
5. Any drug or alcohol test required pursuant to this Agreement shall be considered a compelled, non-voluntary drug or alcohol test under threat of termination. Such testing shall only be done by urinalysis or breathalyzer. Blood tests shall only be administered with a warrant. Should the employee be incapacitated, nothing in this Agreement prevents the Employer from obtaining drug /alcohol testing by other legal process.

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Section 6. Section 7. Right to Contest

The Council and/or the employee, with or without the Council, shall have the right to file a grievance concerning any testing permitted by this Agreement, contesting the basis for the order to submit to the tests, the right to test, the administration of the tests, the significance and accuracy of the tests, the consequences of the testing or results or any other alleged violation of this Agreement. Such grievances shall be commenced at Step 3 of the grievance procedure. It is agreed by the parties they in no way intend to have in any manner restricted, diminished or otherwise impair any legal rights that employees may have with regard to such testing. Employees retain any such rights as may exist and may pursue the same in their own discretion, with or without the assistance of the Council.

Section 7. Section 8. Voluntary Requests for Assistance

The Employer shall take no adverse employment action against an employee who prior to detection voluntarily seeks treatment, counseling or other support for an alcohol or drug related problem, other than the Employer may require reassignment of the employee with pay if he is then unfit for duty in his current assignment. The Employer shall make available through its Employee Assistance Program a means by which the employee may obtain referrals and treatment. All such requests shall be confidential, and any information received by the Employer, through whatever means, shall not be used in any manner adverse to the employee's interest, except reassignment as described above.

Section 8. Section 9. Discipline

An employee who, prior to detection voluntarily seeks assistance shall not be subject to discipline or other adverse employment action by the Employer. The foregoing is conditioned upon:

- (a) the employee agreeing to appropriate treatment as determined by the physicians) involved;
- (b) the employee discontinues his use of illegal drugs or abuse of alcohol;
- (c) the employee completes the course of treatment prescribed, including an "after-care" group;
- (d) the employee agrees to submit to random testing during hours of work during the period of "after-care."

Employees who do not agree to or who do not act in accordance with the foregoing, or who test positive for the presence of illegal drugs or alcohol during the hours of work shall be subject to discipline, up to and including discharge.

The foregoing shall not be construed as an obligation on the part of the Employer to retain an employee on active status throughout the period of rehabilitation if it is appropriately determined that the employee's current use of alcohol or drugs prevents such individual from performing the duties of an employee or whose continuation on active status would constitute a direct threat to the property or safety of others. Such employees shall be afforded the opportunity to use accumulated paid leave or take an unpaid leave of absence, at the employee's option, pending treatment. The foregoing shall not limit the Employer's right to discipline employees for misconduct provided such discipline shall not be increased or imposed due to alcohol or drug abuse.

Employees who are taking any over the counter or prescribed medication which has adverse side effects) that may interfere with the employee's ability to perform his normal duties may be temporarily reassigned to another more suitable law enforcement duty when available.

ARTICLE 21
MENTAL FITNESS FOR DUTY/PSYCHOLOGICAL TESTING

Section 1.

The employer may order an employee's mental fitness for duty to be evaluated by a medical professional of the employer's choosing where there is a reasonable belief the employee is not mentally fit for duty. As used herein, "medical professional" means a medical doctor or licensed psychologist.

Section 2.

Any medical professional's evaluation shall be shared, in confidence, with the Associate Vice President of Human Resources. This report shall contain a statement as to the employee's fitness for duty, supported by appropriate findings of the medical professional. The medical professional shall include one of the following statements in the report, a) the officer is mentally fit for duty; b) the employee is mentally fit for duty but requires some remedial action, e.g. counseling, reevaluation after a date certain, reassignment, etc.; c) the employee is presently unfit but with "specified" remedial action is likely to fit for return to duty; d) the employee is unfit for duty and the condition is not remedial. The content of the report, other than the finding on fitness for duty, shall not be communicated to any person not directly involved in determining what, if any, course of action shall be taken regarding the employee. The employee shall be entitled to a copy of the report, should he/she request one.

Section 3.

If the employer's medical professional determines the employee unfit for duty, the employer shall inform the employee. The employee may seek a second evaluation, at his/her cost, and shall provide the findings contained therein to the employer. Nothing contained herein shall prevent the parties from agreeing to additional evaluations before an employment action is taken. Expenses incurred by the employee, consistent with the State of Illinois Travel Regulations, during the initial or subsequent jointly agreed evaluations shall be paid by the employer.

Section 4.

During the period of the initial evaluation of the employee, the employer shall have the right to relieve the employee from duty, with full pay and benefits. Once that evaluation is received the employer shall have the right to take such other employment action as is appropriate under the terms of this agreement. The employer may delay any such action during a period where an additional joint evaluation is being conducted. Any grievance arising from an employment action taken pursuant to this article, which the union claims violates the terms of the agreement, shall be filed with the Associate Vice President of Human Resources, or her or his designee.

Section 5.

The fact that an employee is undergoing an evaluation shall not be disclosed to anyone other than those management personnel who require such knowledge in the ordinary course of their duties. All findings obtained by the employer shall be kept confidential and maintained in a file separate from the employee's official personnel file, unless such findings are needed to support

an official employment action. The employer shall limit access to information regarding any evaluation regarding fitness for duty to those personnel who require such access in the ordinary course of their duties. The officer employee shall have the right to inspect any file maintained by the Employer which contains information regarding a fitness for duty evaluation.

ARTICLE 22

DUES DEDUCTION AND INDEMNIFICATION

Section 1.

The Employer agrees to deduct from the pay of those employees who individually request if any or all of the following: Union membership dues or assessments. The Employer shall provide to the Union on a bi-annual basis, an updated police personnel roster to include dates of hire, promotion and/or retirement.

Section 2.

The Union shall indemnify, defend, and hold the Employer harmless against any claim, demand, suit, or any form of liability (monetary or otherwise), including attorney's fees and cost, arising from any action taken by its members, officers, agents, employees or representatives in complying with this Article.

ARTICLE 23

LIMITATIONS OF AGREEMENT

Section 1. Legal Limitations

- (a) No provision or clause of this collective agreement may supersede law.
- (b) Previous or past agreements and commitments by and between the parties and those they represent, contrary to and/or not made a part of this agreement, are agreed to be null and void without recourse.

Section 2. University System Limitations

No provision or clause of this collective agreement may supersede or contradict any existing Rules governing the State Universities Civil Service System, as enacted or as from time to time amended unless mutually agreed.

Section 3.

Should any provision of this agreement, or any application thereof, become unlawful by virtue of any Federal or State Law, or Executive Order of the President or the Governor of Illinois, or final adjudication of any court of competent jurisdiction, the provision or application of a provision of this agreement shall be renegotiated by the parties. In all other respects the provisions and applications of provisions of this agreement shall continue in full force and effect of the life thereof.

Section 4.

- (a) The parties acknowledge that during the negotiations which resulted in this agreement, the parties had the unlimited right and exercised full opportunity to make demands and proposals with respect to any permissible subject or matter. Further, it is agreed that this agreement expressly states and constitutes all negotiated terms and conditions of employment for employees covered under the agreement.

~~The parties voluntarily and unqualifiedly waive the right, and each agrees that the other shall not be obligated to bargain collectively with respect to any other subject or matter whether or not referred to or covered by this agreement and whether or not the subject or matter was mentioned or discussed during the negotiations preceding the execution of this agreement, even though such subject or matter may not have been within the knowledge and contemplation of either or both at the time they negotiated or signed this agreement. The University agrees to any bargaining obligation it may have under the Illinois Education Public Labor Relations Act.~~ However, should ~~Should~~ the employer notify the union of its intent to alter a condition of employment, which falls within statutory control, the union shall first have an opportunity to negotiate over the impact of this change. This provision shall not be applicable to any changes in conditions of employment initiated by the State Universities Merit Board or Illinois Department of Central Management Services, nor any other public body which has the statutory authority to require such changes.

Section 5.

The resolution of any bargaining impasse shall be in accordance with the procedures of the Illinois Public Labor Relations Act, as amended.

ARTICLE 24

DURATION OF AGREEMENT AND CHANGES OR AMENDMENTS

Section 1. Duration of Collective Agreement

This collective bargaining agreement shall become effective at the opening of business on July 1, 2022~~19~~ and remain in effect through June 30, 2025~~2~~. It shall automatically be renewed thereafter from month to month unless either party notifies the other by registered or certified mail at least ten (10) days prior to the date that it desires to terminate this agreement.

Section 2. Changes or Amendments

Either party may seek to change or amend the agreement if not more than one hundred twenty (120) days to June 30, 2025~~2~~, they notify the other party by certified mail of their desire to modify or terminate the agreement.

Negotiations or proposed changes or amendments to this collective agreement, pursuant to the notice required by Section 1, immediately above, shall begin not later than sixty (60) days following notification of one party to the other that it seeks to change or amend this agreement.

Section 3. Continuing Effect

Notwithstanding any provision of this Article or Agreement, this agreement shall remain in full force and effect after any expiration date while negotiations or resolution of impasse are continuing for a new Agreement or part thereof between the parties.

ACCEPTANCE BY PARTIES

We hereby state that the foregoing Instrument consisting of pages, numbered 1 through _____ inclusive is mutually acceptable to us, and we covenant to maintain it and obey its provisions during the period of its effectiveness.

FOR THE BOARD OF TRUSTEES OF
GOVERNORS STATE UNIVERSITY

METROPOLITAN ALLIANCE OF
POLICE, CHAPTER #717

Date:

Date:

SCHEDULE A
ROTARY DAYS OFF SCHEDULING SYSTEM

1. All parties agree to the stipulation that this system shall remain functional as long as staffing levels within the Department of Public Safety are at least 13 sworn line police officers. Any increase will have no effect, but any further decrease must result in the return to the former schedule type pending another schedule type mutual agreement or revision of the MAP contract.
2. The three shifts shall have rotating days off as follows:
 - 1st Watch (0000 – 0800) Saturday and Sunday, Monday and Tuesday, Thursday and Friday.
 - 2nd Watch (0800 – 1600) Sunday and Monday, Monday and Tuesday, Thursday and Friday, Friday and Saturday, Saturday and Sunday
 - 3rd Watch (1600 – 0000) SAME AS 2ND WATCH
3. Officers shall progress from one set of days off to the next set in progression per the attached sample schedules, every month for five (5) months. At the completion of the 5 month cycle, shift pick will occur. OFFICERS CHANGING SHIFTS AT SHIFT PICK MUST ASSUME THE SET OF DAYS OFF VACATED BY THE OFFICER LEAVING OR "BUMPED" BY THE MORE SENIOR OFFICER, in order to maintain the quality and flow of rotation.
4. During "transition week" (i.e. week leaving one set of days off to the next set of days off ONCE PER MONTH) the following schedule occurs:
 - 1st Watch
 - Slot "A" -- works 6 days into a three-day weekend
 - Slot "B" -- split days off into new day off set
 - Slot "C" -- split days off into new day off set
 - 2nd Watch
 - Slot "A" -- 3 day weekend
 - Slot "B" -- 6 workdays into new day off set
 - Slot "C" -- split days off into new D/O set
 - Slot "D" -- 6 workdays into new day off set
 - Slot "E" -- 3 day weekend into new D/O set
 - 3rd Watch Same as 2nd Watch

*NOTE - THE ABOVE SCHEDULE ONLY OCCURS DURING EACH MONTH'S TRANSITION WEEK
5. A five month schedule will be posted at one time for the convenience of department personnel. No vacations can be listed initially, but each month vacation requests will be

handled per current contract provisions and will be indicated monthly on the master schedule set posted in the police communications center.

ADDENDUM "A"
WAGES

Section 1.

Employees within classifications covered by this agreement shall be employed at the starting rate for their classification and progress through the steps, based on years of service. Current employees (those persons so employed on the effective date of this amendment) shall continue to advance to the next step on their anniversary date as shown below, calculated from their date of appointment to the classification.

	<u>Current</u>	<u>7/1/2022</u> 6%	<u>7/1/2023</u> 3.5%	<u>7/1/2024</u> 3.5%
Patrol Officer Years Of Service				
Start	\$4,156.07	\$4,405.43	\$4,559.62	\$4,719.21
Year 2	\$4,321.35	\$4,580.63	\$4,740.95	\$4,906.88
Year 3	\$4,492.14	\$4,761.67	\$4,928.33	\$5,100.82
Year 4	\$4,671.96	\$4,952.28	\$5,125.61	\$5,305.01
Year 5	\$4,851.78	\$5,142.89	\$5,322.89	\$5,509.19
Year 6	\$5,004.36	\$5,304.62	\$5,490.28	\$5,682.44
Year 7	\$5,155.12	\$5,464.43	\$5,655.69	\$5,853.64
Year 8	\$5,307.71	\$5,626.17	\$5,823.09	\$6,026.90
Year 9	\$5,467.55	\$5,795.60	\$5,998.45	\$6,208.40
Year 10	\$5,631.06	\$5,968.92	\$6,177.83	\$6,394.05
Year 12	\$5,743.67	\$6,088.29	\$6,301.38	\$6,521.93
Telecommunicator Years Of Service		8%	3.5%	3.5%
Start	\$3,248.63	\$3,508.52	\$3,631.32	\$3,758.42
Year 2	\$3,378.20	\$3,648.46	\$3,776.16	\$3,908.33
Year 3	\$3,480.27	\$3,758.69	\$3,890.24	\$4,026.40
Year 4	\$3,582.36	\$3,868.95	\$4,004.36	\$4,144.51
Year 5	\$3,690.32	\$3,985.55	\$4,125.04	\$4,269.42
Year 6	\$3,800.22	\$4,104.24	\$4,247.89	\$4,396.57
Year 7	\$3,916.05	\$4,229.33	\$4,377.36	\$4,530.57
Year 9	\$3,994.37	\$4,313.92	\$4,464.91	\$4,621.18

Sergeant Years Of Service		6%	3.5%	3.5%
Start	\$6,014.32	\$6,375.18	\$6,598.31	\$6,829.25
Year 2	\$6,255.91	\$6,631.26	\$6,863.35	\$7,103.57
Year 3	\$6,443.01	\$6,829.59	\$7,068.63	\$7,316.03
Year 4	\$6,637.37	\$7,035.61	\$7,281.86	\$7,536.73
Year 5	\$6,770.10	\$7,176.31	\$7,427.48	\$7,687.44
Year 6	\$6,905.54	\$7,319.87	\$7,576.07	\$7,841.23
Year 8	\$7,043.64	\$7,466.26	\$7,727.58	\$7,998.05

TAB 5

EXECUTIVE SUMMARY**regarding****Resolution 24-21****Approval of Memorandum of Agreement with****Teamsters Local 743 Labor Union****I. Action Item**

Authorize approval of a certain memorandum of agreement by and between the Board of Trustees of Governors State University (“GSU” or the “University”) and the Teamsters, Local 743 (the “Union”) a labor union representing Clerical classified employees at the University, which is attached to proposed Resolution 24-21 as Exhibit A.

II. Background

Teamsters, Local 743 represents Civil Service classified employees, who perform clerical duties at the University. Recent State University Civil Service Position (Desk Audit) reviews resulted in the change of classifications of four (4) employees which, based on the new classification, would not be in the bargaining agreement as identified in Addendum A of the agreement. Per the bargaining agreement, if an employee is reclassified with permanent changes in classification titles, it will not permanently displace the employees from the agreement or bargaining unit.

The parties have negotiated and agreed to the following changes to the Collective Bargaining agreement covering July 1, 2022, through June 30, 2025.

- The Library Operations Associate classification is a semi-professional role with supervisory responsibility and will not be included in the bargaining unit as a result of the Desk Audit.
- The Graphic Design Manager classification is a managerial role with supervisory responsibility and shall not be included in the bargaining unit as a result of the Desk Audit.

- The Financial Aid Coordinator classification shall be added to the bargaining unit and listed as an included title in Addendum B to the collective bargaining agreement, with the Salary range commensurate with the State University Civil Service System.
- The Financial Aid Representative classification shall be added to the bargaining unit and listed as an included title in Addendum B to the Collective bargaining agreement, with the Salary range commensurate with the State University Civil Service System.

III. Proposed Resolution

Pursuant to Board Regulation II(A)(b)(iii), the Board must approve any final collective bargaining agreement in order for it to become effective. The Board has authority to enter into contracts pursuant to the Illinois Governors State University Act, 110 ILCS 670/15-40. Proposed Resolution 24-21 has been submitted herewith.

IV. Resource/Contact

Please contact Joshua R. Allen, MPS, SHRM-SCP, Vice President, Chief Human Resources Officer, for additional information or with questions. Mr. Allen may be reached at jallen10@govst.edu or 708.235.7169 (office) or 708.510.4679 (cell).

Resolution No. 24-21

*Approval of Memorandum of Agreement
regarding Civil Service Classifications
within the Teamsters Local 743 Labor
Union*

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, Clerical employees in certain State University Civil Service Classifications, as identified by the Labor Agreement covering the period of July 1, 2022 through June 30, 2025, are organized and represented by Teamsters, Local 743 (the “Union”);

WHEREAS, The University and Teamsters, Local 743 have agreed, as a result of the State University Civil Service System rules and procedures covering position (desk) audits, that certain classifications should fall under the union agreement, while certain classifications shall remain outside the bargaining unit;

WHEREAS, The classifications of Library Operations Associate position is a semi-professional role with supervisory responsibility and shall not be included in the bargaining unit represented by the Union;

WHEREAS, The Graphic Design Manager position is a managerial role with supervisory responsibilities and shall not be included in the bargaining unit represented by the Union;

WHEREAS, The Financial Aid Coordinator classification shall be added to the bargaining unit and listed an included title in Addendum B to the collective bargaining agreement with the university utilizing the salary range for this position in line with the State University Civil Service System and compensation dating back to the date of the completion of the desk audit; and

WHEREAS, The Financial Aid Representative classification shall be added to the bargaining unit

and listed as an included title in Addendum B to the collective bargaining agreement with university utilizing the salary range for this position in line with the State University Civil Service System and compensation dating back to the date of the completion of the Desk Audit;

WHEREAS, President Green recommends the approval of the Memorandum of the Agreement concerning the removal and addition of the identified State University Civil Service Classifications; and

WHEREAS, The Board believes the Memorandum of Agreement is in the best interests of the University.

Now, therefore, it is:

Resolved, that the Board approves the Memorandum of Agreement.

Resolved, that the Board directs the Chair and President to execute the Memorandum of Agreement on behalf of the University.

Resolved, that the Board directs the University to take all reasonable and necessary steps to otherwise effectuate this Resolution.

Approved June 17, 2024

Angela M. Sebastian
Chair

James Kvedaras
Secretary

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (“MOA”) is by and between Governors State University (“GovSt”) and Teamsters Local 743 (the “Union”).

WHEREAS:

GovSt and the Union are parties to a collective bargaining agreement for certain clerical staff covering the period July 1, 2022 through June 30, 2025;

A Senior Library Specialist position has been reclassified as a Library Operations Associate and falls into a semi-professional class authorized for supervisory responsibility within the State University Civil Service System; and

A Graphic Designer position has been reclassified as a Graphic Design Manager and falls within a managerial class authorized for supervisory responsibility within the State University Civil Service System; and

Three Client Relations Representative III positions have been reclassified as Financial Aid Coordinator. The Financial Aid Coordinator classification is not currently included in the bargaining unit. However, GovSt and the Union agree that the classification should be included in the bargaining unit represented by the Union. The subsequent and associated Financial Aid Representative classification will also be included.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual covenants set forth herein, GSU and the Union agree as follows:

1. The above recitals are incorporated herein.
2. The Library Operations Associate position is a semi-professional role with supervisory responsibility and shall not be included in the bargaining unit represented by the Union.
3. The Graphic Design Manager position is a managerial role with supervisory responsibilities and shall not be included in the bargaining unit represented by the Union.
4. The Financial Aid Coordinator classification shall be added to the bargaining unit and listed as an included title in Addendum B to the collective bargaining agreement. The university will utilize the salary range for this position in line with State University Civil Service System and compensation will be retro back to the date of the completion of the Desk Audit.
5. The Financial Aid Representative classification shall be added to the bargaining unit and listed as an included title in Addendum B to the collective bargaining agreement. The university will utilize the salary range for this position in line with the State Civil Service System.
6. The university and the Union agree to cooperate to accomplish any filings with the Illinois Educational Labor Relations Board to effectuate the changes set forth herein.

Agreed to this _____ day of June 2024 by:

Governors State University

By: _____

Name: Angela Sebastian

Title: Chair, Governors State University, Board of Trustees

Agreed to this _____ day of June 2024 by:

Teamsters Local 743

By: _____

Name: Jose Silva

Title: Business Agent

Agreed to this 17TH day of June 2024 by:

Teamsters Local 743

By: _____

Name: LaSheena Fuller

Title: Union Steward, Teamsters Local 743,

TAB 6

Executive Summary**Resolution for Award of Tenure for Internal Promotion Candidates**

- I. **Action Item:** Authorize approval of candidates for tenure and tenure at hire pursuant to Article 20 on “Tenure” of the GSU-UPI Collective Bargaining Agreement.
- II. **Background:** Board Regulation II(A)(3)(b)(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. Those candidates identified in the accompanying proposed resolution have undergone this internal vetting process and are recommended for tenure by the President. Their CVs are attached hereto.
- III. **Proposed Resolution:** See attached proposed resolution.
- IV. **CONTACT INFORMATION:** Provost Beverly Schneller, PhD;
bschneller@govst.edu; 708.534.7295.

Resolution No. 24-22***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; and

WHEREAS, The Board is currently comprised of six members, five 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; and

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)(3)(b)(i), Board approval is required for the award of tenure;

WHEREAS, President Green 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:

Valerie Cronin-Fisher, Valerie, College of Arts and Sciences
Gretchen Jankowski, College of Arts and Sciences
Heng Li, College of Arts and Sciences
Rebecca Siefert, College of Arts and Sciences

David Conrad, College of Education and Human Development
Lamise Shawahin, College of Education and Human Development
Maria Valgoi, College of Education and Human Development

Kai-Wen Cheng, College of Health and Human Services
Luther King, College of Health and Human Services
Danielle Osmelak, College of Health and Human Services
Angela Riccelli, College of Health and Human Services

Hyunkyu (Sean) Jang, College of Business

Resolved, that the Board directs the University to take all reasonable and necessary steps to otherwise effectuate this Resolution.

Approved June 17, 2024

Angela M. Sebastian, Chair
Board of Trustees

James Kvedaras, Secretary
Board of Trustees

TAB 8

EXECUTIVE SUMMARY*regarding***Resolution 24-24 Approval of Academic Program Review**

- I. **ACTION ITEM:** Approval is sought of the annual program review report of 14 programs, resulting from program reviews completed in academic year 2023-24 by the Faculty Senate Academic Program Review Committee (“APRC”) and the Office of Institutional Research and Effectiveness (“OIRE”).
- II. **BACKGROUND:** Pursuant to Section 7 of the Illinois Board of Higher Education Act, 110 ILCS 205/, the Illinois Board of Higher Education (“IBHE”) is authorized to periodically review all existing programs of instruction at State universities. In turn, each State university is required to report annually to the IBHE on programs pursuant to an established schedule. *Id.* As such, the Board Regulations require the President to ensure an annual review is conducted of each program on an established cycle at least once every eight years. Board Reg. III(C)(5). Recommendations on the status of programs must be submitted to the Board for Board approval. *Id.*

In accordance with the foregoing requirements, the University conducts annual cycle reviews of the academic programs on an agreed upon schedule that accommodates external accreditations, programs that do not have external accrediting bodies, and both new and existing programs. The review schedule is generated by the OIRE and carried out by the APRC. A report is provided to the Board on the status of the reviewed programs for approval prior to the submission of the program review report to the IBHE (*see* attachment to proposed resolution submitted herewith).
- III. **ANALYSIS:** The APRC conducted thorough reviews of the 14 academic programs scheduled for review in academic year 2023-24. The program review follows the four areas specified by the IBHE for analysis. Efforts have been made between APRC and OIRE to create a more streamlined review process and to establish a multi-year predictive rotation for reviews. As such, the President recommends approval of the program review of the 14 programs at issue and submission of the review to the IBHE.
- IV. **PROPOSED RESOLUTION:** Please see proposed resolution submitted herewith.
- V. **CONTACT INFORMATION:** Provost Beverly Schneller, PhD; bschneller@govst.edu; 708.534.7295.

Resolution No. 24-24***Approval of Academic Program Review
for AY 2023-2024***

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, Pursuant to Board Regulation III(C)(5), “the President shall conduct a review of each of the academic programs offered at the university and shall submit for Board approval recommendations on the status of each academic program” (i.e., the “Program Review”);

WHEREAS, Pursuant to Section 7 of the Illinois Board of Higher Education Act, 110 ILCS 205/1 *et seq.*, the University shall submit the Program Review to the Illinois Board of Higher Education (“IBHE”) on an annual basis:

The Board of Higher Education 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. Each State university shall report annually to the Board on programs of instruction, research, or public service that have been terminated, dissolved, reduced, or consolidated by the university.

Each State university shall also report to the Board all programs of instruction, research, and public service that exhibit a trend of low performance in enrollments, degree completions, and high expense per degree.

WHEREAS, President Green recommends the approval of the Program Review attached hereto as Exhibit A and submission of the Program Review to the IBHE; and

WHEREAS, The Board believes approval of the Program Review and submission to the IBHE is in the best interests of the University.

Now, therefore, it is:

Resolved, that the Board approves the Program Review and authorizes the University to submit the Program Review as presented to the IBHE in a timely manner.

Resolved, that the Board directs the University to take all reasonable and necessary steps to otherwise effectuate this Resolution.

Approved this 17th day of June 2024

Angela M. Sebastian, Chair

James Kvedaras, 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
May 10, 2024

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, May 2024. This report includes the results of academic programs reviewed by Academic Program Review Committee (APRC). A total of 14 programs were reviewed for the Academic year 2023-2024.

As part of the process, the Board of Trustees of GovState 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 APRC, which is a Subcommittee of the University's Faculty Senate Committee. In conjunction with the Office of the Provost and OIRE, the University ensures academic integrity and quality by engaging academic units in a process of quality improvement.

Secondarily, the APR process 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)

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.

Summary of Results

During the 2023-2024 academic year, APRC reviewed four graduate programs, which also included a doctoral degree program. The undergraduate programs reviewed included one Bachelor of Science (BS) program and one Bachelor of Art (BA) program. One certificate program was also reviewed. All the above programs are on a five-year cyclical review cycle, see table Below 1.2.

Two undergraduate programs that were reviewed are on a three-year priority review, table 2.1. This level of review is based on standards outlined by IBHE. In summary, all programs reviewed were recommended in Good Standing (see page five of this report for more details).

Table 1.2

Program CIP Code	Program Name
52.0205	Business and Applied Science, BA (BAAS)
43.0104	Criminal Justice, BA (CJUS)
23.0101	English (ENGL) and English Teacher Education (ETE), BA programs; and Post Bachelor's Certificate in English Teacher Education
51.0702	Health Administration, BHA (HLAD)
51.0201	Communication Disorders, BHS (CDIS)
52.0205	Manufacturing Management, BA (BAMM)
51.3801	Nursing, BSN (NURS)
45.0101	Social Sciences – Teacher Education, BA (STED) and Social Science, Post Bachelor's Certificate in Social Science Teacher Education
23.0101	English, MA (ENGL)
51.0203	Communication Disorders, MHS (CDIS)
13.1007	Multicategorical Special Education, MA (SPED)
51.3808	Nursing, MSN/PMC (NURS)
13.1210	Early Childhood Education, MA (ECE)
13.1101	Counselor Education and Supervision, Ph.D.

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 IBHE. The IBHE report will further demonstrate that GovState complies with the standards set by the State of Illinois.

The following sections of this report provide a descriptive overview of each program that was under review by the University's review process. In addition, the report highlights the programs' individual name, last review cycle, and a review of its student enrollment since the last 5 years, the data also includes the degrees awarded by the program, major changes since the last review as well as information addressing diversity and supporting Illinois goals.

- I. The table below outlines the various types of reviews as well as the programs that were under review for this academic year 2023-2024.

Table 1.3

This table outlines programs that were scheduled for a 5-year cyclical review.

2022-2023 Cyclical Review		
Undergraduate Programs	Graduate Programs	Certificates
Business and Applied Science, BA (BAAS)		
Communication Disorders, BHS (CDIS)	Communication Disorders, MHS (CDIS)	
	Counselor Education and Supervision, Ph.D	
Criminal Justice, BA (CJUS)		
English (ENGL) and English Teacher Education (ETE), BA programs;	English, MA (ENGL)	Post Bachelor's Certificate in English Teacher Education
	Early Childhood Education, MA (ECE)	
Health Administration, BHA (HLAD)		
	Multicategorical Special Education, MA (SPED)	

Nursing, BSN (NURS)		
Social Sciences – Teacher Education, BA (STED) and Social Science		Post Bachelor's Certificate in Social Science Teacher Education

Table 2.1
**Identified within this table are the programs that underwent either cyclical,
 3-Year, or a Priority Review**

2023-2024 Cyclical Review		
Undergraduate Programs	Graduate Programs	Certificates
Manufacturing Management, BA (BAMM)		
	Nursing, MSN/PMC	

Table 3.1

Summary of academic programs standings following a review by APRC

Academic Program Review			
Business and Applied Science, BA (BAAS)	COB	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Criminal Justice, BA (CJUS)	CAS	Approved with minor Changes	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
English (ENGL) and English Teacher Education (ETE), BA programs; and Post Bachelor's Certificate in English Teacher Education	CAS	Approved with minor Changes	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Health Administration, BHA (HLAD)	CHHS	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Communication Disorders, BHS (CDIS)	CHHS	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Manufacturing Management, BA (BAMM)	COB	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Nursing, BSN (NURS)	CHHS	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Social Sciences – Teacher Education, BA (STED) and Social Science, Post Bachelor's Certificate in Social Science Teacher Education	CEHD	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
English, MA (ENGL)	CAS	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Communication Disorders, MHS (CDIS)	CEHD	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Multicategorical Special Education, MA (SPED)	CEHD	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Nursing, MSN/PMC (NURS)	CHHS	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
Early Childhood Education, MA (ECE)	CEHD	Approved with minor change	Program Standing ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend

Counselor Education and Supervision, Ph.D.	CEHD	Approved with minor change	Program Standing <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend
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Summary Tables: Enrollment & Graduation

This section provides a 5-year review of each program's student enrollment and the degrees awarded. The data is displayed to help programs and the university better understand the larger enrollment trends as viewed by the 14 programs reviewed by APRC.

Subsequently, a synopsis of each program is displayed beginning with the name of the program, the program's standing as well as the comments offered by APRC. Other areas of the synopsis include the assessment of student learning outcomes whereby programs clearly outline outcomes/competencies that are to be obtained at the completion of the program. Also, the next section entails how programs assist the university in extending IBHE's strategic plan, A thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth. Programs also articulated strategies and practices for Diversity, Equity, Inclusion and Belonging (DEIB). Lastly, programs discussed actions that they have taken since their last review.

Program Reviewed: Business and Applied Science, BA (BAAS)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Business and Applied Science

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	38	40	35	33	26	34

Business and Applied Science – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	8	7	6	12	11	9

Program Reviewed: Criminal Justice, BA (CJUS)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Criminal Justice

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	206	202	192	166	142	172

Criminal Justice – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	67	55	55	54	46	59

Program Reviewed: English (ENGL) and English Teacher Education (ETE), BA programs; and Post Bachelor's Certificate in English Teacher Education

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for English BA Program

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	55	53	42	53	40	47

English, BA – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	18	17	10	8	10	14

Program Reviewed: Health Administration, BHA (HLAD)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Health Administration

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	119	104	83	80	60	84

Health Administration – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	41	42	23	22	25	30

Program Reviewed: Communication Disorders, BHS (CDIS)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Communication Disorders, BHS

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	81	68	51	42	39	51

Communication Disorders, BHS – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	22	26	22	13	11	20

Program Reviewed: Manufacturing Management, BA (BAMM)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Manufacturing Management

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	3	3	2	3	4	3

Manufacturing Management – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	0	2	0	1	1	1

Program Reviewed: Nursing, BSN (NURS)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Nursing, BSN

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	73	82	61	44	45	57

Nursing, BSN – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	32	41	25	14	17	29

Program Reviewed: Social Sciences – Teacher Education, BA (STED) and Social Science, Post Bachelor's Certificate in Social Science Teacher Education

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Social Sciences

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	0	0	5	13	18	9

Social Sciences – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	0	0	0	0	2	1

Program Reviewed: English, MA (ENGL)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for English, MA

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	19	10	13	18	16	16

English, MA – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	8	4	3	6	2	5

Program Reviewed: Communication Disorders, MHS (CDIS)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Communication Disorders, MHS

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	101	94	83	78	59	80

Communication Disorders, MHS – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	31	40	27	29	15	28

Program Reviewed: Multicategorical Special Education, MA (SPED)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Multicategorical Special Education

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	11	6	13	16	25	16

Multicategorical Special Education – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	5	2	2	1	4	3

Program Reviewed: Nursing, MSN/PMC (NURS)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Nursing, MSN

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	99	96	97	95	84	87

Nursing, MSN – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	36	29	21	35	18	31

Program Reviewed: Early Childhood Education, MA (ECE)

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Early Childhood Education

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	0	0	2	14	22	13

Early Childhood Education – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	0	0	0	1	1	1

Program Reviewed: Counselor Education and Supervision, Ph.D.

Date: AY 2023-2024

Contact Person: Robert Stanley
rstanley@govst.edu

Enrollment for Counselor Education and Supervision

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Number of Enrolled Majors (Fall)	34	40	40	43	33	38

Counselor Education and Supervision – Degrees Awarded

	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 22/23	6 Year Avg.
Degrees awarded	2	9	3	10	2	5

Summary Tables:

Program: Business and Applied Science, BA		
College of Business		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 		Comments: Business and Applied Science, BA, is a program provided by College of Business. COB is accredited by The Association to Advance Collegiate Schools of Business (AACSB). COB hosted the last accreditation visit in Fall 2022, and the next review will be in 2026-27. The program submitted accredited program cyclical review form to APRC for review. From the submitted form, APRC has decided after review that this program is in good standing. There are minor changes the committee will look for during the next review cycle.
Assessment: <ol style="list-style-type: none"> 1. Have a fundamental knowledge of basic business concepts & practices. 2. Have effective oral & written communication skills. 3. Have well-developed ethical perspectives. 4. Have a well-developed cross-cultural perspective. HLC “Thriving IL”: A primary goal of this program is to encourage AAS degree holders to further their career with a bachelor's	DEIB GovState admission follows a test optional policy, hence SAT or other test scores are not mandatory. This removes a barrier for applicants with limited resources.	Actions: BUS 3700 uses a software (Pearson MyLab Statistics) for enhancing the learning experience for students. Previously, students were required to buy it on their own, which resulted in some of them getting it late or not at all. Now (since 2021) every registered student is automatically provided access—now all have it on day 1, and it has greatly improved the ability of students to successfully complete the class. A one hundred percent online option was created, and courses were adapted for effective teaching in this mode. Transfer guides have been created for guiding students

degree. Thus, it provides new career choices to many who would have missed out on these opportunities.		
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Program: Criminal Justice BA			
College of Arts & Sciences			
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 		Comments: Criminal Justice, B.A., has provided a well-written report, but there are a few sections are not clearly answered. Criminal Justice has submitted a follow-up report which satisfies many of the areas outlined by APRC. The program is in good standing following the additional report.	
Action of Program Assessment: <i>Program Outcomes:</i> <ol style="list-style-type: none"> 1. Employ clear written, visual, and oral communication with diverse audiences, as experienced through individual and collaborative skill-building exercises. 2. Demonstrate critical thinking, analytic thinking, research skills, and/or problem-solving skills to current policies and issues in criminal justice. 3. Select the relevant and appropriate criminal, social, and restorative justice theories and research methods to the understanding of criminal justice practices, policies, and institutions. 4. Design academic and professional work that embodies ethical values, personal integrity, and social equity. 		DEIB: Diversity/Global Learning: <ul style="list-style-type: none"> • Comparative International Criminal Justice Systems, a required course, aims to teach students about the five main legal systems of the world—civil, common, indigenous, Islamic, and socialist—their origins, jurisprudential underpinnings and criminal procedures. Students learn that some contemporary legal systems are a hybrid of either common or civil and indigenous systems. We explore a host of global human rights issues, such as the definition and prosecution of war crimes and genocide, as well as international criminal matters, such as trafficking of people, drugs and organs, money laundering, etc. The course culminates in a final Signature assignment which is a written paper outlining how a non-Western law might be adopted in the United States. This assignment requires students to fully 	Changes made/Actions: Various initiatives were taken to eliminate academic barriers to students. The program reduced the number of credit hours for completion from 126 to 120, in order to be in line with national and state trends. The number of prerequisites was also reduced so that students' pathway for degree completion is more streamlined. Classes are offered throughout the day—from the morning to late evening—in order to accommodate the various schedules and work/caretaking responsibilities that our students have. The courses are delivered in a number of modalities: in person, online, and hybrid, in order to foster attendance for working students and remote students. The emphasis on improving online delivery and certification through Quality Matters was a priority even prior to the pandemic. This is reflected in the changes that Senior Capstone (CJUS 4900) has

<p>The CJUS program learning outcomes align with the Gen Ed outcomes. For instance, CJUS learning outcome 1 (“employ written, visual, and oral communication”) and learning outcome 2 (“critical thinking, analytic thinking, research skills, and/or problem-solving”) align with General Education learning outcomes 1 and 2, foundational knowledge and practical skills, respectively. CJUS learning outcome 3 (“criminal, social, and restorative justice theories and research methods”) align with 2 Practical skills and 4 Integrated Learning. CJUS learning outcome 4 (“academic and professional work that embodies ethical values, personal integrity, and social equity”) align with 3 Social Responsibilities and 4 Integrated Learning.</p> <p>We have learning outcomes in specific courses that align with General Education Outcomes. CJUS 3099 Junior Seminar aligns with General Education (GE) Outcome 3 and CJUS 4900 Senior Capstone aligns with GE Outcome 4. These two classes are by policy and design both major and GE courses.</p>	<p>comprehend the legal systems learned in the beginning of the course, research the laws of a particular non-Western country, and explain how it might be adopted and what the obstacles to adoption might be.</p> <ul style="list-style-type: none"> • Comparative International Criminal Justice Systems requires students to select a forum within a foreign jurisdiction, including the Supreme Court of Papua New Guinea, the Supreme Court of Japan, the Constitutional Court of South Africa, to name a few. Students then formulate a persuasive oral argument concerning a given case that comports with the criminal laws and procedure of that nation. Students are not allowed to use U.S. law or Constitutional process in prosecuting or defending their claim. This exercise brings students away from the textbook and invites them to apply what they have learned in a meaningful and very memorable way. 	<p>undergone for the past five years. The course has been redesigned with a culminating project focused on the online course, which has been the method of preference for the majority of students. The course was developed according to Quality Matters’ best practices, diversity to learning, and community involvement. For their capstone project, students conduct a full research project in collaboration with GovState’s community organizations. Course structure has integrated a “small steps” approach to what can be otherwise a stressful experience of conducting a full research project in the course of one semester.</p>
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<p>HLC/ “Thriving IL”</p> <p>Criminal Justice at GovState provides what is among the most affordable Criminal Justice degrees in the state, and our students hail from working-class communities throughout the Southland and beyond. Simultaneously, our faculty include well-known researchers and practitioners in the field, who are simultaneously dedicated to providing an accessible high-quality education to a working-class, majority-minority student body. We work assiduously to make lessons inclusive and accessible, with considerable attention paid to representation in syllabus construction, and practical, community-oriented exercises such as Dr. Jacobson’s service-learning program. We also work closely with advising, including the use of GSU STAR, to prevent students from falling through the cracks. In recent years, many of our faculty have participated in the Faculty Pedagogy Seminar, covering such topics as Diversity and Inclusion, Equity in Pedagogy, and Trauma-Informed Pedagogy.</p> <p>Our program places a strong emphasis on equipping students for <u>working in the field</u>, including a large number of non-traditional students who are already working in the CJUS field. Studying CJUS at GovState represents an affordable and expedient ladder to a solid middle-class occupation,</p>		
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<p>and provides students with existing jobs in the field with the opportunity to boost their pay grade and increase their chances of promotion. Our emphasis on career placement and collaboration with departments in surrounding communities makes CJUS at GovState an engine of class mobility for some of the most disinvested communities in the state. Note that we do have students who continue on to pursue graduate degrees, including law degrees, and who carve out impressive careers in federal, state and local law enforcement and related entities.</p>		
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Program: English (ENGL) and English Teacher Education (ETE), BA programs; and Post Bachelor's Certificate in English Teacher Education

College of Arts and Sciences

APRC Decision

Program Standing:

- Good Standing
- Flagged for Priority Review
- Program Enrollment Suspend

Comments:

The program submitted the APRC report with external review report and NCTE's program recognition reports. The submitted report is very comprehensive and clear. It covers all required topics and addresses all prompts. APRC's rating to the report is in good standing.

Assessment:

Student Learning Outcomes

- **Child Development:** Graduates should demonstrate a deep understanding of child development theories and milestones, including physical, cognitive, social, emotional, and language development, across the early childhood years at an 80% proficiency level.
- **Curriculum Planning and Implementation:** Graduates should be able to design and implement developmentally appropriate curriculum and learning experiences that promote the holistic development of young children at an 80% proficiency level. This

DEIB

In addressing Diversity, Equity, Inclusion and Belonging (DEIB), there is a particular focus on the Illinois state licensure test ([ILTS 207](#)), where equity remains a statewide concern. (In the most recent testing report from ILTS dated 11/17/2023, only 47% of examinees statewide passed the content exam in English Language Arts.) To bridge this gap, GovState has initiated various measures, including workshops and one-on-one meetings with students. Efforts have been made to provide opportunities for students to access practice tests, with the Office of DEI proposing study platforms continually evaluated by secondary faculty. These platforms are carefully assessed for their appropriateness in each content area, and the GovState Provost's office is willing to fund platforms that effectively meet student needs to

Actions:

- a. Instructional resources and practices

Prior Learning Assessment (PLA)

To support incumbent students' efforts to complete their degrees prior to Spring 24, faculty have updated the PLA process to streamline it. Knowing that many of the incumbent students would be able to earn credit for their prior knowledge, faculty are encouraging students to participate in the PLA process to earn credit for their prior knowledge and move toward degree completion faster.

- i. **Credit for Child Development Associate (CDA) Certificate**
Students who have a CDA in infant/toddler, or preschool may receive credit for two courses (EDUC 2310 and EDUC 2330) if they have not used this credit in a prior college and can show their advisor CDA proof.
- ii. **ECE Student Support Blackboard Shell**
In 2022, the program coordinator created a Blackboard shell for ECE students—the ECE Student Support Blackboard Shell. All ECE students have access to this online platform on Blackboard. This is a large resource for students throughout their program completion. This continues to be updated and utilized.

<p>includes planning activities and lessons that are engaging, hands-on, and aligned with early learning standards.</p> <ul style="list-style-type: none"> • Play-Based Learning: Graduates should demonstrate an understanding of the importance of play in young children's learning and be able to create and facilitate play-based learning environments that encourage exploration, creativity, problem-solving, and social interaction at an 80% proficiency level. • Literacy and Language Development: Graduates should demonstrate knowledge of effective strategies and approaches to support early literacy and language development, including phonemic awareness, vocabulary development, emergent reading and writing skills, and fostering a love for reading at an 80% proficiency level. • Mathematics and Numeracy: Graduates 	<p>narrow the equity gap. Simultaneously, there is advocacy for a comprehensive review of the statewide implementation of the licensure test, recognizing it as a broader statewide issue. Representatives from GovState are actively involved in state-wide committees seeking ways to effect meaningful changes in this regard.</p> <p>Turning to curriculum enhancements, a recent development involves the introduction of a "Microteaching" course aimed at refining the observation hours experience and assessment. Previously embedded within the methods course, this adjustment streamlines the process by designating the university supervisor as the responsible party for observations, ensuring clarity on compensation. Students now engage in observation hours and deliver a lesson in the classroom within this "Microteaching" course, providing valuable preparation for their eventual student teaching experiences.</p>	<p>The shell contains forms and information that pertain to the program, resources, and support offices in the university, as well as speaker session recordings and videos related to the program. The shell also contains modules on various topics, such as time management, study skills, and content knowledge. Additionally, there are modules with prep materials on the ILTS Early Childhood Content Exam and lesson plans. See <i>Appendix H</i> for an example of the ECE Student Support Blackboard Shell.</p> <p>iv. ECE Mentors Candidates in the ECE program are assigned a mentor, who is a current teacher in the field. This is funded by the ECACE grant (2021-2024), from the State of Illinois.</p> <p>Mentors provide support throughout the semester. This includes one-on-one meetings, three times a semester and weekly emails. In these meetings, they discuss the ECACE scholarship, tips on being successful in college (e.g. time management, organization), prepare them for student teaching, provide resources, help them emotionally, and assist them in balancing school and personal life. The mentors also share important information, such as upcoming content exam prep sessions, ECE speakers, and student teaching due dates.</p> <p>Part-time mentors are helping students find resources on topics such as financial aid, counseling, and academic support. These supports and resources are found inside GovState as well as outside resources. PT mentors share this information in a folder on Google Drive to make access to frequently needed information easier.</p> <p>v. Content Exam Prep (state exam for ECE, required by ISBE for licensure)</p>
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<p>should be able to teach foundational mathematical concepts and skills appropriate for young children, including number sense, counting, patterns, measurement, and basic mathematical operations at an 80% proficiency level.</p> <ul style="list-style-type: none"> ● Assessment and Observation: Graduates should be skilled in using a variety of assessment and observation methods to gather data on children's learning and development at an 80% proficiency level. They should be able to use assessment data to inform their instruction and individualize learning experiences. ● Inclusion and Diversity: Graduates should demonstrate an understanding and appreciate the diverse needs and backgrounds of young children and their families. They should be able to create inclusive and culturally responsive learning environments and adapt instruction to support 		<p>Content exam preparation sessions have been offered several times each semester since 2021. These are held virtually in the evenings. These sessions cover the information on the content exam and test taking skills. We also offer a content exam tutor that will support students with the test, knowing the content exam is important to a student's ability to teach and degree completion. Recordings of the content exam prep sessions, as well as other materials and resources related to the exam, are posted on the ECE Student Support Blackboard Shell. See Appendix H for the content exam module on the ECE Student Support Shell.</p> <p>vi. Speaker Sessions Monthly speakers have been offered to students (and required for all new cohorts for at least one semester) on various topics such as study skills and organization, creating engaging lessons, and working with students that have experienced mental illness and/or trauma. Presenters are also being asked to create a stand-alone presentation and recording to be included on the ECE Student Support Blackboard Shell; this way, students can watch presentations on their own as well.</p> <p>vii. Program Orientations When a new cohort starts each fall, the program coordinator facilitates a program orientation for new students that review the program outcomes, coursework, schedules, and other resources. This session is recorded and is posted in the ECE Student Support Shell, along with the slides so that students can view it later.</p> <p>viii. Course Online Blackboard Shells From 2021-2023, faculty created, master online course Blackboard shells for all courses in the program. These were evaluated and met Quality Matters criteria. The shells provide faculty with the important information for the course; this allows all faculty who teach the course to provide students</p>
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<p>children with diverse abilities and backgrounds at an 80% proficiency level.</p> <ul style="list-style-type: none"> ● Family and Community Engagement: Graduates should possess and demonstrate effective strategies for building positive relationships and partnerships with families and caregivers. They should be able to communicate and collaborate with families to support children's learning and well-being at an 80% proficiency level. ● Professionalism and Reflective Practice: Graduates should demonstrate professionalism, ethical behavior, and a commitment to ongoing professional growth. They should engage in reflective practice, continuously assessing and improving their teaching practices to meet the evolving needs of young children at an 80% proficiency level. ● Research & Skills: Graduates should demonstrate an 		<p>with similar expectations, assessments, and content. This ensures high quality and standards for all students. Furthermore, the shells are consistent in their layout, which makes it easier for students to navigate, and then students also know what to expect.</p> <p>ix. Course Delivery To support those in the incumbent workforce, GSU faculty are offering two summer courses for students online asynchronously to accommodate working adults. Previously these classes were offered online synchronously.</p> <p>x. Field Experiences There are four clinical field experience courses included in the program. This includes infant/toddler, preschool or Kindergarten and two in 1st or 2nd grade. Students will complete more than 200 hours of diversified clinical experiences throughout the program prior to student teaching.</p> <p>Beginning in December 2023—To support all students, incumbent workforce or not, GovState faculty are offering four options for students to complete their field experiences. This includes traditional-university placement, job-embedded, alternative site- set up by the student, or a video series. These changes and options still meet licensure requirements of ISBE.</p> <p>Student teaching is completed after all four field experiences courses have been taken and passed. Students will be placed in schools by the university or can be job-embedded. It is for 8 hours per day, 5 days per week for 15 weeks (one whole semester). Student teachers work with quality mentor teachers who serve as models and provide feedback throughout.</p>
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<p>understanding of current issues and use research to support their knowledge in the field and apply it to practice. They should be able to demonstrate graduate-level skills related to writing, technology-use, and presenting.</p>		
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Program: Health Administration, BHA (HLAD)		
College of Health and Human Services		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Comments: In the submitted APRC review report form, the program has provided information for all required sections. APRC recommends that this program is in good standing. There are minor elements that the committee will look forward to during the next review.	
Action of Program Assessment: Program Competencies https://www.govst.edu/BHA-Program-Competencies/ Bachelor of Health Administration program is preparing students to meet the following six competences. Business Skills and Knowledge: Ability to discuss, explain and implement business skills and theories obtained throughout the program. Knowledge of Health Care System and Delivery. Ability to explain and apply the knowledge of the healthcare system and the delivery environment in which healthcare managers and providers function.	DEIB: The Intro to Healthcare Management, HR course, and a capstone course included materials on Diversity, Equity, Inclusion, and Belonging. In the academic year 2022-2023, the capstone also included materials that cover Metoo, the transgender-inclusive workforce, and unconscious racial discrimination in the workforce.	Actions: In addition to the mentioned items below and processes, there were some changes made based on the Certification team's recommendations. <ul style="list-style-type: none"> • Six courses have been approved for online delivery and the remaining courses are in the different levels of approval. • All faculty are encouraged to attend at least one training in the online delivery. • To improve access and better accommodate students' needs, the program has moved to the rolling enrollment vs. three times a year enrollment due date. • The website was fully updated to provide information about the program mission, learning outcomes, curriculum, faculty, students' testimonials, and similar relevant materials.

<p>Communication and Teamwork. Ability to communicate (orally and in writing) clearly, logically, and grammatically correctly, and facilitate constructive interaction with groups and individuals.</p> <p>Culture and Diversity. Ability to recognize, discuss, and apply knowledge of diverse epidemiological, ethical, and cultural health care needs and expectations.</p> <p>Professionalism. Ability to align personal conduct with ethical and professional standards that include a service orientation and a commitment to lifelong learning.</p> <p>Critical Thinking and Leadership. Ability to assess complex environment, identify and set goals, guide teams toward achieving goals, develop creative solutions, set expectations, incorporate and apply management techniques and theories.</p> <p>HLC/ “Thriving IL”</p> <p>The program is building a stronger financial future for the students and the university by collaborating with the marketing department to improve program enrollment, which should result in more tuition. The Program Director also received a Fulbright Specialist grant. One</p>		<ul style="list-style-type: none"> • The BHA director offers 2-4 online information sessions per semester for upcoming students. Each session includes a program overview, a meeting with the BHA director, BHA advisor, BHA faculty, and current students. • Two pre-practicum orientations (vs. one) are implemented to better prepare students to the requirements of the professional environment and address questions and concerns. <p>In collaboration with the MarComm department, a marketing plan is developed to address decreasing enrollment.</p> <p>Also, all BHA students have access to the GovState Career Placement and Advising Center and are encouraged to utilize these services. This info is also part of the BHA Welcome Package.</p>
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<p>of the grant's goals is to introduce international students and staff of the Moldova Ministry of Education to the programs and opportunities offered by GovState.</p> <p>The annual Assessment process for programmatic outcomes includes several steps.</p> <ol style="list-style-type: none"> 1. "Closing the Loop". Students complete "pre" and "post" Competency Tests aimed at assessing their mastery of the program. 2. Students' Program Evaluation form 3. Preceptor's evaluation of students' performance. The evaluation form is based on the Program competencies. <p>The results are collected by the Program Director and are shared with faculty at the faculty meeting at the end of academic year.</p>		
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Program: Communication Disorders, BHS (CDIS)		
College of Health and Human Services		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Comments: <p>Communication Disorders, BHS, is not an accredited program. However, the program submitted an accredited program review form to APRC.</p> <p>Initially, the program submitted the wrong form, which was missing critical information. Additional information was requested by the OIRE ensuring that the program met the requirements for a program that is in good standing.</p>	
Assessment: List of student learning outcomes/competencies <p>Describe and explain the anatomy, physiology, and neurology of the normal processes of speech, language, hearing and swallowing;</p> <p>Phonetically transcribe American English, including its regional and cultural variations;</p> <p>Explain the roles of linguistic, psycholinguistic, and sociolinguistic (including dialectal, cultural, and economic) factors that influence stages and characteristics of normal communication development and behavior;</p> <p>Explain the effects of dialectal, social, economic, ethnic, and cultural influences on communication behavior;</p>	DEIB <p>At its core, attention to diversity, equity, and inclusion has been a hallmark of the mission and education at GovState since it was founded in 1969. Similarly, DEI has been a long-standing hallmark of the Communication Disorders program. The program offers (and has always offered) an undergraduate course, CDIS 4200 Sociolinguistics, that specifically introduces knowledge and skills essential for the practice of speech-language pathology in a culturally and linguistically diverse society. The catalog description of this course indicates its attention to multicultural issues and competence.</p> <p>A new program was launched in the graduate program, Supporting Inclusion and Equity in the Recruitment, Retention, and Advancement (SIERRA) of students of color. SIERRA is an initiative designed to increase the number of diverse students</p>	Actions: <p>The program's strategic plan 2021-2025 will be reviewed and discussed (what goals have been achieved, what goals and activities need focus, etc.) and ultimately revised for the next 5-year plan.</p> <ul style="list-style-type: none"> • Instructional resources and practices <p>One major change is in undergraduate advising. Since the last review, advising shifted from faculty advisors to a generalized advising system. To maintain a connection with the undergraduates in our program and to help guide students in their academic and professional development, a full-time faculty member serves as undergraduate Program Coordinator. The Program Coordinator conducts a Fall semester undergraduate mandatory orientation, open house sessions, graduate application review sessions, and sessions to assist students in completing study plans.</p> <p>The program developed a Course Sequence guide to assist students in course selection and pairings</p>

<p>Describe the major communicative characteristics of individuals with disorders of articulation, language, voice, fluency, and hearing;</p> <p>Assess, at a fundamental level, communication behaviors of individuals with disorders of speech, language, and hearing;</p> <p>Design elementary intervention strategies, using a variety of input modalities, for individuals with communication disorders.</p> <p>HLC/ “Thriving IL” The program did not provide information related to this section.</p>	<p>successfully completing the graduate program in the Department of Communication Disorders at GovState. More than that, SIERRA aims to improve the academic, social-emotional, and professional development experiences of our students of color as they progress through the graduate program. It is the program’s goal to expand SIERRA to include students at the undergraduate level (or develop a program specific to undergrads).</p>	<p>(i.e., which courses work well together given their level of difficulty, number of assignments, etc.). This guide is reviewed with students during orientation and students are assisted in developing a study plan using the guide.</p> <ul style="list-style-type: none"> • Curricular changes <p>The undergraduate major in Communication Disorders offers preprofessional education in speech-language pathology, audiology, and related areas. The curriculum includes courses in fundamental areas necessary to understand speech, language, hearing and swallowing. Coursework is offered to provide basic knowledge in assessment and intervention for speech and language disorders. Students in the major do not qualify for a license or national certification, however, the bachelor’s degree coursework is necessary for license and certification eligibility. One change in the curriculum is the coursework needed to satisfy requirements for the Professional Educator License (PEL) was revised. The PEL, required for eligibility to work as a speech-language pathologist in Illinois schools, no longer requires completion of EDUC 2310 Foundations of Education and EDUC 3440 Educational Psychology. This revision resulted in a reduction in the total number of credit hours required to complete the major but an increase in the number of electives required at the undergraduate level.</p>
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Program: Manufacturing Management, BA (BAMM)		
College of Business		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Comments: Manufacturing Management, BA, is a degree offered by College of Business. College of Business is accredited by Association to Advance Collegiate Schools of Business (AACSB). Their last reaccreditation visit was in Fall 2021, and continuing accreditation was granted. After carefully review of the program's self-study report, APRC recommends that the program is in good standing.	
Assessment/competency goals 1. Functional Business Knowledge <ul style="list-style-type: none"> 1.1 Students will demonstrate broad functional knowledge across all areas of business. 1.2 Students will apply appropriate technological tools in support of business decision-making. 	DEIB: A primary goal of this program is to encourage 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. GovState admission follows a test optional policy, hence SAT or other test scores are not mandatory. This removes a barrier for applicants with limited resources. The diversity of majors in this program mirrors that of the college and university. A grade analysis to determine performance by diversity categories will be undertaken to examine outcomes in core courses and to develop remedial actions (such as mentoring, coaching, or other academic support) as necessary.	Actions: New advising guides were created in 2023. AoL program learning objectives were revised. Curriculum changes in BUS 3700 and online delivery are described two sections below. BUS 3700 uses a software (Pearson MyLab Statistics) for enhancing the learning experience for students. Previously, students were required to buy it on their own, which resulted in some of them getting it late or not at all. Now (since 2021) every registered student is automatically provided access – now all have it on day 1 of classes, and it has greatly improved the ability of students to successfully complete the class. A one hundred percent online option was created, and courses were adapted for effective teaching in this mode. Transfer guides have been created for guiding students from these institutions:
2. Effective Business Communication <ul style="list-style-type: none"> 2.1 Students will write clear, concise, and well-organized business reports. 2.2 Students will produce and deliver professional quality oral presentations. 		

		City Colleges of Chicago Elgin Community College Harper College John Wood Community College Joliet Junior College Kankakee Community College McHenry County College Moraine Valley Community College Oakton Community College Prairie State College Triton College Waubonsee Community College
3. Ethics and Values 3.1 Students will recognize basic concepts and theories related to business ethics and social responsibility. 3.2 Students will recognize the ethical dilemmas and social responsibility in a business situation and recommend courses of actions to address the issues.		
4. Global Business Issues 4.1 Students will understand the complexities of the cultural, economic, regulatory, and social environments as they impact business in a global economy.		

<p>4.2 Students will develop viable alternatives and make effective decisions in an international business setting.</p> <p>HLC/ “Thriving IL”</p> <p>A primary goal of this program is to encourage 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.</p>		
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Program: Nursing, BSN (NURS)		
College of Health and Human Services		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Comments: The program submitted the accredited program cyclical review form to the APRC. After review of the submitted form, APRC concludes that the program is a good standing with minor information needed for the next review.	
Action of Program Assessment: 80% of students are expected to achieve the program outcomes (ELA=Estimated Level of Achievement). <ul style="list-style-type: none"> • Prepare nursing students with knowledgeable skills and the capacity for critical inquiry and thinking, and skills to function in a variety of practice settings. • Provide an environment in which students develop cultural competency in health care. • Promote the professional values, beliefs and behaviors necessary for providing leadership in the delivery of health care in the 21st century. 	Diversity: The BSN program is closing the equity gap for all students by implementing the following practices. The Department of Nursing continues to diversify the faculty. Currently, 80% of our faculty is from an array of diverse ethnic groups and the program is also diversified regarding gender. We strive to ensure that students are taught by faculty who mirror the student body. Another area of strengthening equality is with our standards for conditional admits and admissions. The program works intimately with students wanting to apply but do not meet the required GPA.	Actions: The BSN program completed the curriculum review investigation outlined by the Gardner Institute to identify areas where students would have challenges or to stop-out. After completing the guidelines set by the Gardner Institute and the process of reviewing our program's curriculum there are no changes that needed at this time. Continue to utilize data from the undergraduate nursing advisor, the Institutional Research and Effectiveness Department, the graduate nursing advisor, and the Dean of Students' office to determine trends that may support the need for changes in courses and/or scheduling of courses. Continue efforts to grow clinical partnerships for nursing research and explore opportunities for research regarding nursing education.

<ul style="list-style-type: none"> • Foster in students a commitment for life-long learning <p>HLC/ “Thriving IL”</p> <p>Encouraging students to strive for advanced nursing degrees after obtaining BSN. There is a nursing shortage in hospitals and clinics and a faculty shortage of teachers. Therefore, there are high paying jobs available to graduates.</p> <p>The program is encouraging students to strive for advanced nursing degrees after obtaining BSN. There is a nursing shortage in hospitals and clinics and a faculty shortage of teachers. Therefore, there are high</p>		
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Program: Social Sciences – Teacher Education, BA (STED) and Social Science, Post Bachelor’s Certificate in Social Science Teacher Education		
College of Arts and Sciences		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Comments: After reviewed the submitted report, APRC concludes that the program is a good standing with minor information needed for the next review.	
Assessment: Key Assessments (KA) are tracked during the professional educator training portion of our program as part of the accreditation process through NCSS’s Specialized Program Assessment (SPA) review. Based on the National Standards for the Preparation of Social Studied Teachers (NCSS). Overall, the assessments and educational dispositions for this program are rigorous. HLC “Thriving IL” Students engage in other schools in the Chicago Southland to begin to engage directly with the issues they are studying in the curriculum. In microteaching, students observe local teaching experts	DEIB The Illinois State Board of Education has released Culturally Responsive Teaching and Learning Standards that aim to push educational frameworks towards equitable inclusion of diverse learning communities, experiences, and ways of knowing. Students learn to build learning experiences that center traditionally marginalized communities, embrace multiple perspectives, and cultivate inquiry and civil discourse. Each student who goes through our program is trained on Illinois instructional mandates which include the TEAACH (Teaching Equitable Asian American Community History) Act, Indigenous histories, and LGBTQ+ perspectives. Implementing targeted support mechanisms, such as mentorship programs and academic interventions, can further assist students who may face additional challenges. Collaborating with community organizations and	Actions: There is a recognized need for the program to enhance its ability to recruit diverse teacher candidates. Achieving a more inclusive and representative cohort is essential for preparing educators who can effectively connect with a diverse student population. Another pressing concern is the need for additional adjunct faculty to supervise student teachers. As the demand for quality teacher training rises, ensuring a manageable student-to-supervisor ratio becomes imperative for providing personalized guidance and feedback.

<p>and have the opportunity to apply their learning through lesson development and demonstration prior to their student teaching placement.</p> <p>Students can expect to receive an education that goes beyond theoretical knowledge, providing them with a nuanced understanding of the region's history and its implications for the communities they may one day serve.</p> <p>Two alumni are employed in the Chicago Southland as teachers and administrators.</p>	<p>stakeholders to create outreach programs can also help bridge gaps in access to educational resources outside the classroom.</p>	
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Program: English, MA (ENGL)		
College of Arts and Sciences		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 		Comments: <p>The English, MA, program has two sequences, Literature and Writing. Both sequences help students develop more sophisticated proficiency in the skills of interpretation, analysis, and writing, thus preparing them for advanced graduate work in English or for the practical and intellectual challenges of a broad range of professional careers.</p> <p>After reviewing the submitted APRC program cyclical review report, APRC found that the report is well written and thorough. The program is in good standing.</p>
Assessment: <p>Assessment: Learning outcomes were generated by English graduate faculty and approved in January 2022. AY21-22 the English graduate faculty also reviewed and revised all of the student learning outcomes for each core course in the program to ensure that the individual course learning outcomes aligned with the program learning outcomes. In Fall 2022, developed a clear structure and plan for program-level assessment.</p> <p>HLC “Thriving IL”</p> <p>Several of our recent English MA alumni have gone on to pursue a doctoral degree in English.</p> <p>Many of our English MA alumni are area high school and middle school teachers</p>	DEIB <p>Expand our course offerings in World Literature at both the graduate and undergraduate levels. And we’ve made other strategic curricular changes to expand the diversity of our literary offerings, for instance, changing our Graduate Seminar in English Literature to a Graduate Seminar in English and European Literature. Awarded an Intellectual Life Grant to bring to campus Dr. April Baker-Bell, a nationally recognized scholar on the subject of linguistic justice and teaching. To study how society and teachers make judgments about language and how to rethink these judgments in ways that will lead to more equitable treatment of students. Developed a linguistic justice statement for use in the first-year writing classes to</p>	Actions: <p>We look forward to more recruitment collaboration with the CAS Dean’s Office and MarComm. And we plan to strengthen relations with area high-school English departments with the help of Dr. Cindy Rousseau (a newly hired English Secondary Ed faculty member), so as to recruit more secondary educators looking to expand their English content-area knowledge and credentials.</p> <p>We have also made strides towards recruiting and meeting the needs of a more diverse graduate student body.</p>

<p>seeking to enhance their content area knowledge and credentials, often so as to teach AP and Dual Credit courses in Language Arts and Literature. Other graduates of our program have gone on to teach English in Chicago-area universities and community colleges, either as adjuncts or full-time instructors</p>	<p>create more inclusive spaces in the first-year writing courses for a diverse set of students, who speak and write using a variety of English's.</p>	
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Program: Communication Disorders, MHS (CDIS)			
College of Health and Human Services			
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 		Comments: Communication Disorders, MHS, is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The last accreditation visit was in Fall 2023, and the campus visit report shows that all but one standard was verified. APRC reviewed the submitted accredited program cyclical review materials and found that Communication Disorders, MHS, program is in good standing.	
Assessment: The program did not provide information related to this section. HLC “Thriving IL”: We have well-established partnerships with Glenwood Academy and the GovSt Family Development Center. More recently, the program has added St. Linus Catholic School, and Gigi’s Playhouse. These sites serve as pre-clinical and practicum placements for our graduate students. The program offers over 750 speech-language and hearing screenings in the community. It increased the program’s scholarship fund, the CDIS Lowe-Hildebrand-Lubinsky Scholarship Fund, from 15,000 to approximately 31,000. This scholarship is now an endowed funding account.		DEIB In CDIS 7600 Adult Language and Cognition there are discussions of assessment and intervention of individuals who are bilingual or multilingual; in CDIS 7800 Dysphagia, there are discussions of epidemiological factors related to issues of cultural diversity; and there are discussions of how individuals from different cultures and backgrounds regard individuals who stutter in CDIS 7300 Fluency Disorders. Supporting Inclusion and Equity in the Recruitment, Retention, and Advancement (SIERRA) of students of color. SIERRA is an initiative designed to increase the number of diverse students successfully completing the graduate program. SIERRA aims to improve the academic, social-emotional, and professional development experiences of our students of color as they progress through the graduate program.	Actions: The program over the past few years has increased its recruitment efforts and touch points with students to increase the number of applicants and admitted students, virtual and in-person open houses. The re-accreditation site visit occurred in October 2023 over a two-day timeframe. The program has: <ol style="list-style-type: none"> 1) posted the University’s Title IX Statement, Policy 78, Title IX and Anti-Sex Discrimination, Harassment and Retaliation Policy in the Department of Communication Disorders so that it is visible to all who enters the department; 2) identified one topic area in which assessment tools need updating (i.e., Fluency Disorders); 3) plans to incorporate content and resources on the supervisory process in CDIS 8250 Foundations of Clinical Practice in order to increase students’ awareness of the role of the speech-language pathologist in supervision.

It trained over 60 master's students in a specialized program for Parkinson's patients called SPEAK OUT. This was made possible through a highly competitive grant awarded to Dr. Osmelak, faculty in CDIS		
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Program: Multicategorical/ Special Education, MA (SPED)		
College of Education and Human Development		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Comments: Initially the Multicategorical/ Special Education, MA (SPED) program submitted a program review document that needed critical information. Following a review by APRC, the OIRE requested additional information. The program has fully provided the needed information ensuring that the program has met the requirements for a program that is in good standing.	
Assessment: Assessment: Special Education program adheres to the standards, assessments, qualifications, and timelines set forth by Illinois State Board of Education (ISBE), the Council for Exceptional Children (CEC), and the Council for the Accreditation of Educator Preparation (CAEP). The Special Education program Benchmark Assessment System identifies specific candidate assessments conducted at each of four points in each program, including both initial and advanced programs: (1) Acceptance, (2) Continuance, (3) Student Teaching/Internship, and (4) Licensure. The ultimate assessment tool for the program is evaluated via performance during student teaching, and evaluated by the University supervisor, the Mentor teacher, and the student her/himself. Included for evaluation during	DEIB This degree is designed for individuals holding a bachelor's degree in a field other than education. During the next year and a half to two years, the program will be working toward the integration of CRTL standards into the coursework. Moreover, it should be noted that the completers of the program over the past three years have equaled 50% students of color. Our effort towards developing Diversity, Equity, Inclusion, and Belonging (DEIB) in our special education program involves several strategies. Faculty are engaged in culturally responsive workshops. By providing ongoing training and support for faculty and staff on DEIB topics we increase our ability to create an inclusive learning environment. Moreover, these trainings are designed to support the infusion of these practices into their teaching methods, which includes but is	Actions: Since the program restarted, the faculty have worked to update the Council for Exceptional Children (CEC)'s standards to the most recent version, released in 2020. Additionally, it was determined that the number of student teaching hours was more than what was required by the state. As a result, the number of student teaching hours was reduced from nine credit hours to six credit hours. Understanding the need for diversity in student experience, and after losing one faculty member, we have recently hired two new faculty members to work in the program. These faculty bring a wealth of knowledge and experience and will be critical in our efforts to diversify offerings, move more courses online and to apply for grants to expand our reach. Another update made is a move to increase the number of online courses that are offered. Specifically, the program will begin offering two online endorsements: the Learning Behavior Specialist 1 (LBS1) and the Director of Special Education endorsement. This is particularly needed

<p>student teaching are the following assessments: lesson plans; Danielson 7 week and final assessment; safety modules; dispositions; impact on student learning; use of technology; and High Leverage Practices. Together, these assessment tools capture the candidate's performance. It is expected that all candidates will achieve, in the least, at the "proficient" level, or the "acceptable" level, depending on the tool used and the criteria as outlined in the rubric for each.</p> <p>During the program of study, students are evaluated on specific components that are related to the content of each course. For example in SPED8350—Methods for Teaching Learners with Exceptionalities, students complete activities including pre-testing for an academic skill, development of a goal around that skill with accompanying objectives to meet that goal, develop a unit plan to teach that academic skill along with 10 lesson plans to teach that skill, implement the plan, and post-test for the academic skill. In addition the candidates research five different methods/strategies (one reading method, one math method, one behavior method, and two other methods of their choice), incorporating one of those methods into their instructional plans for the teaching of the aforementioned academic skill. Each of these components are evaluated by the instructor of the course using predetermined criteria as outlined in the course materials. This same process is</p>	<p>not limited to, fostering inclusive classroom environments, integrating curriculum that addresses social justice issues, diversifying readings and assignments to ensure that multiple perspectives are represented. We are also working towards increasing our collaboration with diverse communities and organizations that can enrich the program and promote more cross-cultural opportunities for faculty and for students.</p>	<p>as we attempt to reach out to locales outside of our normal commuting boundary.</p>
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<p>replicated in each of the courses in the program of study.</p> <p>HLC “Thriving IL”:</p> <p>A modular program designed to meet the individualized professional growth needs of individuals new to the field of education.</p> <p>The curriculum has been designed to meet rigorous standards, preparing graduates to excel in the dynamic field of special education. This preparation is further demonstrated by high percentage of students successfully passing the licensing exam.</p>		
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Program: Nursing, MSN (NURS)			
College of Health and Human Services			
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 		Comments: The next evaluation visit is scheduled for Fall 2026. Since the program has passed the ACEN evaluation and is granted the continuing accreditation, APRC believes that this program is in good standing.	
Action of Program Assessment: The MSN program has set an assessment goal that 80% of the students taking the advanced practice certification examinations with score at the 80% percentile or higher as first-time test taker and/or as repeat test takers. Also, the program has begun to use more data drawn from Slate to examine enrollment of students and the application process. In addition, the program will be using more data that is captured by the Office of Institutional Research. The MSN program will also utilize the student satisfaction surveys to gain information about the student's experience with their coursework as matched by the expectations set for the field and their experiences as professionals. The unit will continue to examine our exit survey and alumni survey. This data will help to ensure the program captures sufficient		Diversity: The MSN program is very diverse. Currently, the program is very diverse with a multitude of minority students. Similarly, the makeup of our faculty is also diverse. This includes diversity of gender and ethnicity. 67.7% are black or African American. (Data from 2023 Profiles of Academic Majors)	Actions: Since the last review, the program has begun to heavily utilize Blackboard. This tool has allowed the program to strengthen collaborations and communications between students and faculty while offering other methods of interactions beyond the classroom. Regarding the program's curriculum at this time, no changes are needed to help students prepare for the field as well as to meet standards as required by the accrediting agency. The program has reviewed the MSN curriculum and syllabi for potential revisions. Goals outlined for the program over the next five years or review cycle. <ol style="list-style-type: none"> 1. Implement the recommended competency-based curriculum. 2. Add increased mental health content to curriculum. 3. Increase the number of completing students. 4. Reach the 80% mark of students obtaining certification. 5. The completion of all IBHE's requirements.

<p>data to inform program decision-making for each end-of-program student learning outcome and role-specific professional competency as well as to alignment with the expectation of the field.</p> <p>HLC/ “Thriving IL”</p> <p>Students within the program are currently working nurses who are active within the field of health care. They are individually working on their advanced degree which will offer them opportunity to gain for knowledge as well as to stay current regarding medicine and health care support.</p> <p>An additional benefit to the working nurses will be an increase in their earnings as professionals. By obtaining an advanced nursing degree, they will achieve a large increase in salary and benefits.</p>		
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Program: Early Childhood Education, Master's Degree - initial licensure (ERCH)		
College of Education and Human Development		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Status of Review Cycle: <ul style="list-style-type: none"> ■ New program – three-year progress report (for accredited programs) • Cyclical program review • Priority review 	Comments: The program has submitted a very well-prepared review report, which provides all required information in detail. The report clearly categorizes a variety of changes included changes in enrollment and faculty. It also addressed all recommendations as they were addressed in the delineated sections. With all information provided in the report, the APRC recommends that this program is in good standing.
<u>Assessment Actions of Program</u> The Early Childhood Education program has embedded Key Assignments/ Assessments throughout the courses in the program. These Key Assignments/Assessments are aligned with our state and national standards-based outcomes: <ul style="list-style-type: none"> • Council for the Accreditation of Educator Preparation (CAEP) Standards (2022) for initial teacher licensure programs • Interstate New Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards (2013), • Illinois Professional Educator Standards (2022) • Council for Exceptional Children (CEC) Standards (2020) 	DEIB: b. Provide a description of how the program is closing the equity gap for all students. What practices are in place? <ul style="list-style-type: none"> i. CRTL Standards and Practices (Culturally Responsive Teaching and Learning) Our program reviewed each course and determined which courses included assessments and outcomes that connect with the new CRTL standards. We matched objectives and assessments with the CRTL standards. We also redesigned assessments to have more of a focus on CRTL, if needed. In Fall 2023, the program faculty added the new CRTL standards to each course syllabi to match the objectives and assessments for each course. 	Changes made/Actions: c. curricular changes <ul style="list-style-type: none"> i. Removal of Writing Assessment When the program first started, students were required to complete a writing assessment in the first few weeks during the first class of the program. This was researched and was found that it is best practice to do this. Other graduate programs in the division do this as well. The purpose of this is to identify students who have difficulty with writing, thus making it challenging to be successful in their coursework. We would provide additional support for students who need this. Two faculty evaluated each student's writing sample. If students didn't pass the writing assessment, then they would be required to take a 1 credit writing course at the university.

<ul style="list-style-type: none"> • National Council for Accreditation of Young Children (NAEYC) Program Standards (2022) • Culturally Responsive Teaching and Leading (CRTL) Standards (2021) <p>All standards are assessed multiple times across the program. Some rubrics for the Key Assignments/Assessments were developed, determined to be reliable and valid, and provided for our use in evaluating our program by the Council for the Accreditation of Educator Preparation, our national accrediting body.</p> <p>i. Student Learning Outcomes</p> <ul style="list-style-type: none"> • Child Development: Graduates should demonstrate a deep understanding of child development theories and milestones, including physical, cognitive, social, emotional, and language development, across the early childhood years at an 85% proficiency level. • Curriculum Planning and Implementation: Graduates should be able to design and implement developmentally appropriate curriculum and learning experiences that promote the holistic development of young children at an 85% proficiency level. This includes planning activities and lessons that 	<p>See the CRTL Chart/Matrix for the ECE program from 2022 in Appendix I.</p> <p>ii. ECACE Scholarship for Tuition The ECACE Scholarship is funded through a workforce development law from the Illinois legislature. Funds were made available to encourage current or previous early childhood workforce members to return to school in order to upskill and increase the pool of eligible early childhood teachers. GovState has hired a full-time staff member to focus on recruiting current workforce members from the communities surrounding GovState, who are scholarship eligible to apply and attend GovState. The ECACE scholarship is awarded up to the full cost of attendance for students in the Master's program. 27 Master's students have received this ECACE scholarship.</p> <p>iii. Textbooks and Materials The ECACE grant funded students with textbooks and classroom supplies for Fall 2023—Summer 2024. Textbooks were provided for 11 separate courses and given directly to workforce students. Classroom kits included supplies necessary to complete educational activities discussed in master's level classes. These kits were provided to workforce students to support hands-on learning by giving students the supplies</p>	<p>This was removed as a requirement for several reasons. First, it was a barrier to some students. Second, it was cumbersome and didn't seem to actually accomplish the goal of this assessment. Third, we realized that the majority of our students in the MA program needed help with writing skills. Therefore, we embedded content related to writing and research into 2 of the first courses in the program.</p> <p>ii. Removal of Course - EDEC 8811 The program included EDEC 8810 Research and Issues in Education I (3) and EDEC 8811 Research and Issues in Education II (1). The former course focused on writing and research skills, as well as current issues in the field. It prepared them for their research project. The latter course was supervisory in nature where they finished up the second part of the research project and implemented it in the field. The faculty realized that the student population returning to earn their master's degree and initial teaching license was not at the same level as students who have their license and different experience in the workforce. EDEC 8811 would be better suited for this last mentioned group of students. Therefore, we removed EDEC 8811 from the program, thus reducing the total credit hours from 40 to 39.</p>
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<p>are engaging, hands-on, and aligned with early learning standards.</p> <ul style="list-style-type: none"> • Play-Based Learning: Graduates should demonstrate an understanding of the importance of play in young children's learning and be able to create and facilitate play-based learning environments that encourage exploration, creativity, problem-solving, and social interaction at an 85% proficiency level. • Literacy and Language Development: Graduates should demonstrate knowledge of effective strategies and approaches to support early literacy and language development, including phonemic awareness, vocabulary development, emergent reading and writing skills, and fostering a love for reading at an 85% proficiency level. • Mathematics and Numeracy: Graduates should be able to teach foundational mathematical concepts and skills appropriate for young children, including number sense, counting, patterns, measurement, and basic mathematical operations at an 85% proficiency level. • Assessment and Observation: Graduates should be skilled in using a variety of assessment and observation methods to gather data on children's learning and development at an 85% proficiency level. They should be able to use assessment data to inform their 	<p>needed to teach the educational activities.</p> <p>iv. Content Exam Vouchers Content exam vouchers were provided to students in the incumbent workforce, using funds provided by the ECACE grant. Students must attend one content prep session to be eligible to receive the voucher code. Each voucher is valued at \$122 which covers one entire content test. Students are allowed two testing vouchers if they fail the first attempt.</p>	<p>iii. Change in Course Delivery and Modality When the program was first designed, the courses were hybrid - 50% face-to-face and 50% online. After the first cohort had difficulty with commuting, we submitted online course syllabi and changed the modality to online - 50% asynchronous and 50% synchronous, alternating every other week. Students had difficulty understanding the concept of seat time and work during the asynchronous weeks. When the third cohort started in Fall 2022, all courses were offered online, with 60-70% synchronous and 30-40% asynchronous each week. This seems to be the best fit for our student population. To support those in the incumbent workforce, GovState faculty are offering two summer courses for students online asynchronously to accommodate working adults. Previously these classes were offered online synchronously.</p> <p>i. Gardner's Institute The Early Childhood Education program was one of the four programs at the university that participated in the Gardner's Institute study in 2022. A review and evaluation of the program was conducted. Faculty discussed strategies and ideas to address the issues that were found. Some of these strategies were implemented in the last</p>
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<p>instruction and individualize learning experiences.</p> <ul style="list-style-type: none"> ● Inclusion and Diversity: Graduates should demonstrate an understanding and appreciate the diverse needs and backgrounds of young children and their families. They should be able to create inclusive and culturally responsive learning environments and adapt instruction to support children with diverse abilities and backgrounds at an 85% proficiency level. ● Family and Community Engagement: Graduates should possess and demonstrate effective strategies for building positive relationships and partnerships with families and caregivers. They should be able to communicate and collaborate with families to support children's learning and well-being at an 85% proficiency level. ● Professionalism and Reflective Practice: Graduates should demonstrate professionalism, ethical behavior, and a commitment to ongoing professional growth. They should engage in reflective practice, continuously assessing and improving their teaching practices to meet the evolving needs of young children at an 85% proficiency level. ● Research & Skills: Graduates should demonstrate an understanding of current issues and use research to support their knowledge in the field and apply it to practice. They should 		<p>2 years. See Appendix J for the charts and narratives on this.</p>
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<p>be able to demonstrate graduate-level skills related to writing, technology-use, and presenting</p> <p>Building a stronger financial future for students and University</p> <p><u>HLC/ “Thriving IL”</u></p> <p>i. Field Experiences Students in the incumbent pathway were offered the opportunity to complete a job embedded field placement or complete a field placement at a GovState site, including the GovState Family Development Center. Students completing job embedded field placements worked with faculty and staff to complete the appropriate paperwork, confirm appropriate supervision was available and review the expectations of field experiences.</p> <p>ii. Professional Development ECACE scholarship funds have provided students with professional development through live speakers and recordings that are available in the ECE Student Support Blackboard Shell. These include best practices, multicultural education and differentiated instruction, as well as career support (resumes and interviewing).</p> <p>iii. Debt Relief GovState has provided students with debt relief to remove barriers for</p>		
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student reentry into an educational program. Recognizing that previous institutional debt can be a barrier for re-entry and degree completion, GovState is providing workforce members debt relief funds to add in student recruitment. These funds were secured through the ECACE scholarship funds.		
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Program: Counselor Education and Supervision, Ph.D.		
College of Education and Human Services		
APRC Decision Program Standing: <ul style="list-style-type: none"> ■ Good Standing • Flagged for Priority Review • Program Enrollment Suspend 	Comments: Counselor Education, Doctor, is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In the submission of their program review materials, the program has provided detailed information assuring that it is in good standing.	
Assessment: The following courses/assignments are used to evaluate student learning outcomes, each outcome has at least two measures of assessment/student (note: F=first/formative, S=second/summative): <u>Counseling:</u> F – 9330 Adv Theory: Theory Presentation/Case Study Conferences – knowledge application S – Advanced Practicum: Required Clinical Activity/Supervisor Evaluation – skills application <u>Supervision:</u> F – 9365 Supervision: Supervision Model Presentation – knowledge application	DEIB How the program is closing the equity gap for all students. <ol style="list-style-type: none"> 1. We have a very diverse group of students. 2. In addition to university recruitment efforts, we also promote our program through current clinical sites, Chicago-area graduate fairs, and through diverse membership organizations of our faculty: AMCD, CESNET listserv, CSJ Listserv, and ICEEFT Listserv. 3. For students needing a MA-level pre-requisite course to fully meet program admissions requirements, we now have them “audit” the course for a minimal fee rather than pay full doctoral-level tuition. This has and continues to help several students financially as well as guarantee 	Actions: Instructional resources and practices <ul style="list-style-type: none"> • Increased current research within courses. • Increased research assignments/professional presentations with courses. • Revised the Dissertation requirements and provided templates to maintain consistency of format and content. Curricular changes <ul style="list-style-type: none"> • Added a qualitative research class (replaced a prior human development course). • No other courses and related curriculum were changed other than the above related qualitative course, student and program outcomes and identifying where/how they would be assessed. Some course major assignments were either added or altered to ensure meeting assessment requirements for program and student learning objectives.

<p>S – Internship I/II: Required Activity/Supervisor Evaluation – skills application</p> <p><u>Teaching:</u> F – 8501 Teaching: Teaching Philosophy Paper/Teaching Demonstration – knowledge S – Internship I/II: Required Activity/Teaching Demonstration – skills application</p> <p><u>Research & Scholarship:</u> F – 8826 Research Literature in Counseling and Psychotherapy: Major Research Project and Conference Proposal S – Dissertation Proposal Defense: Dissertation Chair Evaluation – knowledge</p> <p><u>Leadership & Advocacy:</u> F – 9301 Professional Identity in Counselor Education and Supervision: Professional Identity Assignment – knowledge S – 9320 Advanced Issues In Diversity: Professional Activity/Reflection Paper – Skills Evaluation</p> <p>The program uses the second/final student evaluation listed above (S) and the additional following to</p>	<p>meeting our CACREP minimum admission requirements for our doctoral program.</p>	
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<p>evaluate annually program objective accomplishments:</p> <p><u>Counseling:</u></p> <ul style="list-style-type: none"> • Current Students – Practicum • Current Students – Professional Dispositions • Graduates Exit Survey • Stakeholder Survey (Alumni, Site Supervisors, Employers) <p><u>Supervision:</u></p> <ul style="list-style-type: none"> • Current Students – Internship II • Current Students – Professional Dispositions • Graduates Exit Survey • Stakeholder Survey (Alumni, Site Supervisors, Employers) <p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Current Students – Internship II • Graduates Exit Survey • Stakeholder Survey (Alumni, Site Supervisors, Employers) <p><u>Research & Scholarship:</u></p> <ul style="list-style-type: none"> • Current Students – Dissertation Proposal Defense • Graduates Exit Survey • Stakeholder Survey (Alumni, Site Supervisors, Employers) <p><u>Leadership & Advocacy:</u></p> <ul style="list-style-type: none"> • Current Students – Advanced Issues in Diversity • Graduates Exit Survey 		
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<ul style="list-style-type: none"> • Stakeholder Survey (Alumni, Site Supervisors, Employers) <p>Building a stronger financial future for students and University</p> <p><u>HLC/ “Thriving IL”</u></p> <p>Strengthening/increasing quality student enrollment:</p> <ol style="list-style-type: none"> 1. Significantly reduced fees to meet MA level pre-requisite courses admission requirements. 2. Changed the admission’s MA-level requirements to align with CACREP’s accreditation standards and language (e.g. rather than list GovState’s MA-level courses, used CACREP’s required coursework information for core curricular standards and specialty area). This assisted us with eliminating some potential unneeded admissions coursework and expanded MA degrees. 3. Reach-out to applicants to confirm interest. 4. Address various potential student inquiries in a timely manner, 		
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including conducting zoom Q&A discussions.		
5. The above efforts have significantly increased the past enrollment, including diverse students, for this past year.		

TAB 9

IV. ANALYSIS: The below represents the core or “State Funds & Income Funds” preliminary operating budget proposed for FY2025 in the amount of \$61,721,200. The revenues to support the budget come from a combination of the annual State of Illinois appropriation to the University plus the revenues projected to be generated by net tuition, user fees, and interest income.

Appropriations: Using fiscal year 2024 as the base, the Governor has recommended a two percent increase for higher education appropriations, thus FY2025 State appropriations to GSU are anticipated in the amount of \$26,579,300 pending approval of the general assembly.

University Revenues: The Board of Trustees has approved a \$15 per credit hour increase in resident tuition rates and \$30 per credit hour increase in non-resident tuition rates (in accordance with Illinois Truth in Tuition Act 110 ILCS 675/20-125) for academic year 2024-2025. In consideration of these rates, enrollment, and other anticipated revenues, FY2025 University revenues are anticipated in the amount of \$35,141,900.

10 FUND: GOVERNORS STATE UNIVERSITY

TOTAL

Colleague Fund, Dept, Object	Description	FY24	FY25	FY25 vs FY24	
		Original Budget	Preliminary Operating Budget	\$ to Prior Year Budget	% to Prior Year Budget
Revenues:					
Income Fund		34,441,900	35,141,900	700,000	2.03%
Appropriations		26,058,100	26,579,300	521,200	2.00%
Total Revenues		\$ 60,500,000	\$ 61,721,200	\$ 1,221,200	2.02%
Expenses:					
Total Personal Services		50,844,668	52,445,092	1,600,425	3.15%
	Travel	362,673	341,346	(21,327)	-5.88%
	Auto Ops	37,375	37,375	-	
	Perm Improvements	-	-	-	
	Telecom	185,541	185,641	100	0.05%
	Awards	-	-	-	
	Commodities	729,120	655,720	(73,400)	-10.07%
	Contractual Services	6,551,592	6,296,504	(255,088)	-3.89%
	Equipment	305,705	276,195	(29,510)	-9.65%
	Benefits	1,483,326	1,483,326	-	
Total Non-Personal Services		9,655,332	9,276,107	(379,225)	-3.93%
Total Expenses		60,500,000	61,721,200	1,221,200	2.02%

V. **PROPOSED RESOLUTION:** A proposed resolution is submitted with this Executive Summary.



Resolution No. 24-25

Approval of Fiscal Year 2025 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 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 advice and recommendation of a University-wide planning and budget council and the President’s Cabinet, recommends the preliminary budget for Fiscal Year 2025 as set forth herein;

WHEREAS, The Board believes it is in the University’s best interest to approve the preliminary budget for Fiscal Year 2025 as set forth herein.

Now, therefore, it is:

Resolved that the Board approves the following as the preliminary budget for Fiscal Year 2025:

10 FUND: GOVERNORS STATE UNIVERSITY

TOTAL

Colleague Fund, Dept, Object	Description	FY24	FY25	FY25 vs FY24	
		Original Budget	Preliminary Operating Budget	\$ to Prior Year Budget	% to Prior Year Budget
Revenues:					
Income Fund		34,441,900	35,141,900	700,000	2.03%
Appropriations		26,058,100	26,579,300	521,200	2.00%
Total Revenues		\$ 60,500,000	\$ 61,721,200	\$ 1,221,200	2.02%
Expenses:					
Total Personal Services		50,844,668	52,445,092	1,600,425	3.15%
	Travel	362,673	341,346	(21,327)	-5.88%
	Auto Ops	37,375	37,375	-	
	Perm Improvements	-	-	-	
	Telecom	185,541	185,641	100	0.05%
	Awards	-	-	-	
	Commodities	729,120	655,720	(73,400)	-10.07%
	Contractual Services	6,551,592	6,296,504	(255,088)	-3.89%
	Equipment	305,705	276,195	(29,510)	-9.65%
	Benefits	1,483,326	1,483,326	-	
Total Non-Personal Services		9,655,332	9,276,107	(379,225)	-3.93%
Total Expenses		60,500,000	61,721,200	1,221,200	2.02%

Resolved that the Board directs the University to take all appropriate steps to effectuate this Resolution, including but not limited to submitting the foregoing budget to the Illinois Board of Higher Education.

Approved this 17th day of June 2024

Angela M. Sebastian, Chair

James Kvedaras, Secretary

TAB 10

**Resolution – Lluvia Hernandez-Aguirre
In Honor and Gratitude to Student Trustee**

No. 24-26

Whereas, Lluvia Hernandez-Aguirre served as the elected Student member of Governors State University Board of Trustees for two academic years of 2022-2023 and 2023-2024;

Whereas, Lluvia Hernandez-Aguirre represented more than 4,000 students from Governors State University;

Whereas, Lluvia Hernandez-Aguirre was an active student trustee attending programs on and off the campus supporting and recognizing accomplishments of students, faculty, and staff;

Whereas, Lluvia Hernandez-Aguirre is the first in her family to attend college and is recognized as a first-generation student;

Whereas, Lluvia Hernandez-Aguirre worked tirelessly to support new initiatives on campus and served as the Vice President for the Association of Latin American Students (ALAS), worked as a graduate Assistant in the Office of Admissions, while working outside of the university;

Whereas, Lluvia Hernandez-Aguirre graduated with her Bachelor's degree in business administration in management and a minor in psychology from GovState in 2023;

Whereas, Lluvia Hernandez-Aguirre pursued a Master's in Business Administration at GovState and graduated in May of 2024;

Whereas, Lluvia Hernandez-Aguirre is respected and admired by fellow students, faculty, staff and administration for her dedication and commitment as a Student Trustee; now

Therefore, be it resolved, the Board of Trustees, President Cheryl Green and the Cabinet do hereby recognize, honor and appreciate the contributions to Governors State University during Lluvia's two terms as a Student Trustee.

Be it further resolved that Lluvia Hernandez-Aguirre find limitless success in her personal and professional endeavors. On behalf of the Board of Trustees and Administration, we thank Lluvia Hernandez-Aguirre for her commitment, dedication, and service.

Angela M. Sebastian, Chair

Cheryl Green, Ph.D., President

TAB 11