

**PRESIDENT’S REPORT TO THE  
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY  
SEPTEMBER 15, 2011**

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**I. A. ACTION ITEM: CONSTITUENCY TABLE**

Even as the President serves as the official medium of communication between the Board of Trustees and University constituencies/members, a Constituency Table shall be provided at each meeting of the Board of Trustees. The Table will have a place and name tent for the heads of each constituency group other than the students (Civil Service Council, Administrative and Professional Employees Council, Faculty Senate, and the University Planning and Budget Council). None could vote, but an optional written report could be provided to Board Members with the Board materials before each Board meeting. There would be a microphone for each person, but they would not speak unless asked by the Chair or President. They would not be part of executive sessions. They could participate in the Board committee meetings in the same manner that University officers do. They would receive the full Board packet (minus the minutes of executive sessions) before each meeting.

Board approval is requested to enact the constituency table.

## I. B. ACTION ITEM: FISCAL YEAR 2012 UNIVERSITY OPERATING BUDGET

Each year, the Board of Trustees is asked to adopt the University's operating budget for the coming fiscal year. In June, the Board was presented with and approved a tentative operating budget that fulfilled the reporting requirements of the Illinois Board of Higher Education. As noted in the June report, the budget was completed prior to final action on fiscal year 2012 appropriations by the Illinois General Assembly, which are now approved and included in this report.

The development of the University's operating budget is based on the best estimate of available financial resources and the allocation of those resources to support the highest priorities of the University. Therefore, the budget is one of the primary tools for supporting the University's strategic plan and furthering the goals and action steps in that plan.

Before actual budget decisions are made, it is appropriate for the University administration, in consultation with the University Planning and Budget Council, to determine the overall priorities for budget development. The allocation of expenditures in this budget follows those established priorities.

In a larger sense, however, these priorities and the external environment facing the University raise broader considerations. These broad parameters serve as general guideposts in budget development and are discussed in the next section.

### Parameters for Budget Development

In 2007, the Higher Learning Commission communicated to the University that it lacked a comprehensive and cohesive strategic plan to guide planning and budget decisions. In the following years, the University community participated in developing such a plan. Annually, the University, through shared governance, develops budget priorities which communicate our plans and guide our decision processes. When our strategic plan, budget priorities, and decision guidelines are considered in terms of the overall budget climate in the state of Illinois and at the University, certain parameters emerge that help guide overall budget development.

The first parameter for budget development is to assure that our decisions **Support the Strategic Plan**. Decisions included in this budget were made to further the Strategic Plan and the specific action steps included in the plan that were developed by the University community and endorsed by the Board of Trustees. Significant importance in this budget is placed on enhancing student academic success, strengthening academic programs, supporting need-based student aid for our students with financial need, improving the quality and availability of services to students, and improving operational efficiencies.

In the strategic plan, the third strategic goal calls for the University to invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice. A significant concern of faculty and staff is to know that their work at the University is worthwhile and supported and that their opportunity to continue their career

at Northeastern is not jeopardized by budget considerations. The second parameter adopted in budget development therefore is to ***Support Faculty and Staff, Protect Jobs, and Avoid Employee Furloughs***. One of the major decisions included in this budget is to allocate sufficient resources to provide compensation increases to our negotiated and non-negotiated employees. At the same time, given the current climate with state appropriations, the budget is developed to further Northeastern's goal to be an employer of choice by avoiding employee furloughs due to resource considerations.

One of the two main sources of operating revenue is student tuition, which is dependent on student enrollments. In this past fiscal year 2011, the University realized increased enrollments and resulting tuition revenue. However, the expected trend within higher education is the leveling-off of enrollments with the possibility of overall decreases in college enrollments. Therefore, the tuition revenue included in the fiscal year 2012 budget reflects an estimate of only the sustained enrollment from fiscal year 2011. The third parameter in fiscal year 2012 budget development is to ***Assure That Enrollment Levels are Sustainable before Adding the Related Revenues into the Recurring Budget***.

The preparation of the annual University budget always involves uncertainties, resulting in the need to make assumptions and use estimates. Examples of typical uncertainties include student enrollment levels (discussed above), utility costs, emergency repairs, and unanticipated cost increases (vendors and supplies). The fiscal year 2012 budget includes these typical uncertainties plus additional uncertainties related to appropriation reserves and the delay of state reimbursements, the combination of which Northeastern, and other areas of state government, are learning to deal with.

In fiscal years prior to 2010, the University typically received our last state appropriation payment in a January to March timeframe, and rarely later than June. For the fiscal year that ended June 30, 2010, the University received 28 percent of our appropriation after the end of the fiscal year with the final state payment being made in December, about ten months later than normal.

For the most recent fiscal year 2011, state reimbursements to the University were even slower. The University received only 57 percent of our fiscal year 2011 state appropriation by June 30, 2011, the end of the fiscal year, compared to 72 percent for the preceding year. In addition, at the time this report was prepared, the University had not received any state payments for our fiscal year 2011 appropriation in July or August. At the end of August last year we had received 92 percent of our state appropriation. Currently, we have received only 57 percent of our appropriation for this past fiscal year and have \$17.5 million in outstanding state reimbursements.

The following chart highlights the University's actual receipts from state appropriations for fiscal year 2010, fiscal year 2011 to-date, and the estimated timing of the receipt of state appropriations for the remainder of fiscal year 2011. In fiscal year 2010, the University received \$13.3 million, or 31 percent, of the total state appropriation within six months of the start of the fiscal year. In fiscal year 2011 we received none. (It should also be noted that the fiscal year 2011 state appropriation was \$2.7 million below the prior fiscal year.)

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CASH RECEIPTS FROM STATE APPROPRIATIONS  
FISCAL YEARS 2010 AND 2011 (as of August 17, 2011)

(dollars in thousands)

FY2010 Cash Receipts From State Appropriations				FY2011 Cash Receipts From State Appropriations			
Month	Receipts	Cumulative Receipts		Month	Receipts	Cumulative Receipts	
		Dollars	Percent			Dollars	Percent
<u>2009</u>				<u>2010</u>			
July	-	-	0%	July	-	-	0%
August	-	-	0%	August	-	-	0%
September	268.2	268.2	1%	September	-	-	0%
October	5,575.1	5,843.3	13%	October	-	-	0%
November	4,422.4	10,265.7	24%	November	-	-	0%
December	3,075.9	13,341.6	31%	December	-	-	0%
<u>2010</u>				<u>2011</u>			
January	4,486.5	17,828.1	41%	January	-	-	
February	-	17,828.1	41%	February	9,885.8	9,885.8	24%
March	2,348.7	20,176.8	46%	March	4,620.8	14,506.6	36%
April	6,925.7	27,102.5	62%	April	5,910.1	20,416.7	50%
May	-	27,102.5	62%	May	2,699.9	23,116.6	57%
June	3,983.4	31,085.9	72%	June	31.2	23,147.8	57%
July	7,925.4	39,011.3	90%	July	-	23,147.8	57%
August	854.6	39,865.9	92%	August	-	23,147.8	57%
September	2,850.5	42,716.4	98%	September	4,386.9 *	27,534.7	68%
October	-	42,716.4	98%	October	4,386.9 *	31,921.5	78%
November	-	42,716.4	98%	November	4,386.9 *	36,308.4	89%
December	685.4	43,401.8	100%	December	4,386.9 *	40,695.2	100%
Appropriation		43,401.8		Appropriation		40,695.2	
Amount Unpaid		-				-	

\* Receipts for September 2011 through December 2011 are estimated.

In addition to the uncertainty regarding the timing of state payments to the University, there is also the uncertainty as to whether or not the Governor will further reduce (or “reserve”) our current fiscal year 2012 appropriation.

As a result, the fourth parameter for fiscal year 2012 budget development is to **take a conservative approach to cash payments and expenditure commitments to preserve cash for salaries and required vendor payments.**

For financial planning purposes, the cash flow situation means that the University will face uncertainties regarding when cash will be available to pay employee salaries and make vendor payments.

Fiscal Year 2012 Budget Overview

This budget presented to the Board considers the parameters outlined above and is based on fiscal year 2012 state appropriations, tuition and fees, grants and contracts,

other local funds held by the University, and strategic priorities determined by the University community and endorsed by the Board.

As background, the Board adopted the University's initial fiscal year 2012 operating budget request in September 2010. The University's initial request included funding for cost and salary increases and for the implementation of strategic initiatives identified by the University Planning and Budget Council and the University community.

The request was forwarded to the Illinois Board of Higher Education and considered in the IBHE's higher education budget recommendations adopted February 15, 2011. The Governor presented his fiscal year 2012 budget recommendations to the Illinois General Assembly on February 16, 2011. On May 30, 2011, the Illinois General Assembly approved House Bill 3700 which included the state fiscal year 2012 operating budget for all Illinois public universities, including Northeastern Illinois University. On June 30, 2011, Governor Quinn approved House Bill 3700 as Public Act 97-0069. For Northeastern, the Governor's budget totaled \$40.2 million, a reduction of \$466,700 from fiscal year 2011 appropriations.

The total University budget is comprised of two main sections – unrestricted and restricted sources – based on definitions provided to all Illinois public universities by the Illinois Board of Higher Education and the Governor's Office of Management and Budget. The unrestricted operating budget includes revenues and expenditures from sources that are not explicitly restricted by statute, contract, or other requirement. The restricted operating budget includes revenues and expenditures from sources that are restricted by an external requirement, typically by the entity providing the funds or by a legal requirement.

Table 1 summarizes the fiscal year 2012 operating budget revenues by source. Table 2 provides unrestricted and restricted expenditures by functional category (e.g., instruction, research) and by object category (e.g., personal services, travel). Table 3 presents the detailed operating budget from State appropriated funds and the University Income Fund. Table 4 presents the detailed budget for expenditures from local funds - contracts, grants, auxiliaries, and other locally held funds.

The University also presents in Table 1 an operating budget including only State appropriations and the University Income Fund. This budget includes the primary operating budgets for the majority of University departments and is discussed in the following paragraphs.

### Revenues

As shown in Table 1, the general University operating budget financed from state appropriations and the University Income Fund (student tuition) will increase \$4.9 million, or 5.7 percent. This is the result of a decrease of \$466,700 in state funding and an estimated increase of \$5.4 million in student tuition, primarily from increased enrollments and tuition increases. The tuition revenue estimate for fiscal year 2012 continues the implementation of the tuition guarantee program which now guarantees

tuition for students in their fifth and sixth years in the guarantee program. The change reduces fiscal year 2012 tuition revenue by approximately \$400,000.

Table 1 also shows a slight increase in the local unrestricted operating budget and a larger increase in the restricted operating budget. These estimates are made based on prior year expenditures and known changes in grant awards. These amounts may change as new grants and/or contracts are received or reductions are made in planned revenues. No expenditure increases are expected in student fee programs while sales and services to students and staff are expected to increase, again based on the most recent expenditure data.

Local restricted operating revenues are restricted by the provider (grants and contracts) or the terms under which they are collected (fees) and may not be used for general operations. These amounts are preliminary estimates of grants and contracts that will be awarded to the University or projected fee revenue that will be available for expenditures during the fiscal year. In most cases, fiscal year 2012 grants and contracts are estimated based on actual fiscal year 2011 revenues.

An area of continuing concern with the fiscal year 2012 budget, because of the effects on tuition revenue, is the status of the need-based student aid programs, the Illinois Monetary Award Program (MAP) and the federal PELL program. The MAP program is administered by the Illinois Student Assistance Commission (ISAC). The General Assembly and the Governor continue to approve appropriations for the program that are insufficient to meet the demand from students with financial need. For fiscal year 2012, the decrease in MAP funding totals \$17.4 million, or 4.2 percent. This funding level expands the "MAP gap", meaning the difference between financial aid MAP grants and average tuition and fee costs will continue to grow. At Northeastern and most other Illinois public universities, institutional financial aid programs are being implemented or expanded to partially address shortfalls in state financial aid funding. At the federal level, PELL funding has declined and, as a result of the recent budget negotiations in Washington, the future funding of the PELL program is at risk of further cuts. As a result, included in this budget, and discussed later, are funds to increase our modest financial aid support to Northeastern students with demonstrated financial need.

### Expenditures

As mentioned above, the operating budget funded with state appropriations and the University Income Fund is the primary source of funds for most University departments.

As noted on Table 1, the University operating budget will increase \$4.9 million in fiscal year 2012, primarily the result of increased student enrollments and tuition increases. The largest allocation of these resources is to provide \$2.6 million to support collectively bargained salary increases for our union employees and similar increases for our non-negotiated employees. As mentioned above, the proposed budget also includes an increase of \$200,000 to annualize the University's need-based aid program and \$400,000 to expand the program to serve additional students in need of financial support to attend Northeastern.

Also included in this budget are funds to address both recurring (\$300,000) and non-recurring (\$300,000) strategic planning initiatives identified by the University Planning and Budget Council. These initiatives further the University's strategic plan and six goals. A summary of the planned initiatives follows. More detailed planning initiatives for fiscal year 2012 are included elsewhere in this President's Report for the September Board meeting.

Goal 1 – Student Success. Initiatives include the development of discipline specific articulation guides with local community colleges, additional need-based scholarship funds to promote student retention and progress towards graduation, improve coordination among all advising systems (based on task force recommendations), and increase coordination between advising and career services.

Goal 2 – Academic Excellence and Innovation. Initiatives include the identification and planning for new curricula based on workforce demands and completing the installation of wireless services throughout all campuses to address student computing needs.

Goal 3 – Urban Leadership. Initiatives include the further development of ESL and community programs at El Centro and the expansion of marketing for the University's graduate programs.

Goal 4 – Exemplary Faculty and Staff. Initiatives include the completion of the study to compare University salaries with peer medians and the development of a salary plan to reach those medians, and technology improvements in Human Resources.

Goal 5 – Enhance Operations. Initiatives include the completion of a demand/marketing analysis for adding a residential life component, the development of plans to improve in student life facilities, replacing the University phone system, and the overhaul of the University's website.

Goal 6 – Fiscal Strength. Initiatives include the development of a comprehensive University marketing plan and the strengthening of the University's development functions.

The fiscal year 2012 budget also includes \$250,000 to move technology staff associated with the ERP project from ERP debt proceeds, which are limited, to permanent University operating funds and \$50,000 to each of the four administrative areas to address strategic planning initiatives, staffing, and equipment needs within those areas. The proposed budget also includes funds for marketing initiatives, costs associated with student awards ceremonies, and the expansion of the faculty COR research program. The budget also includes currently unallocated funds of \$300,000 to hold in reserve in case of a budget reduction, a reserve requirement, or an enrollment decrease.

Following approval of the operating budget by the Board of Trustees, the University is required to submit a copy of the budget to the Illinois Board of Higher Education (IBHE) and to the Governor's Office of Management and Budget. This is in response to an IBHE policy that is intended to "expand and enhance public university annual budget

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review, approval and oversight.” In addition, the NEIU Office of University Budgets will prepare a detailed University budget for all departments and offices and provide a copy of that budget to each trustee and administrative office. Lastly, three copies will be placed in the University Library for review and use by the entire University community. Regular reports will continue to be made to the Board of Trustees regarding State funding levels and any events at the State level or other actions that affect the University budget.

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**Table 1**  
**NORTHEASTERN ILLINOIS UNIVERSITY**  
**Fiscal Year 2012 Operating Budget**  
**(With Comparable Data for Fiscal Year 2011)**

	FY2011	FY2012	Change	
			Dollar	Percent
<b><u>Unrestricted Operating Revenues</u></b>				
<b><u>State and University Income Funds</u></b>				
State General Funds Appropriations	\$ 40,695,200	\$ 40,228,500	\$ (466,700)	(1.1)
University Income Fund	44,921,000	50,292,700	5,371,700	12.0
<b>State / UIF Unrestricted Revenue</b>	<b>85,616,200</b>	<b>90,521,200</b>	<b>4,905,000</b>	<b>5.7</b>
<b><u>Local Unrestricted</u></b>				
Student Fee Programs	5,400,000	5,400,000	-	-
Sales and Services - Student/Staff Services	3,500,000	3,950,000	450,000	12.9
Sales and Services - Auxiliary	2,700,000	2,700,000	-	-
Grants and Contracts-Education	734,000	700,000	(34,000)	(4.6)
Indirect Costs Recovery	1,200,000	1,200,000	-	-
<b>Local Unrestricted Revenue</b>	<b>13,534,000</b>	<b>13,950,000</b>	<b>416,000</b>	<b>3.1</b>
<b>Total Unrestricted Operating Revenue</b>	<b>99,150,200</b>	<b>104,471,200</b>	<b>5,321,000</b>	<b>5.4</b>
<b><u>Local Restricted Operating Revenue</u></b>				
Local Grants and Contracts	600,000	500,000	(100,000)	(16.7)
State Grants and Contracts	2,400,000	2,200,000	(200,000)	(8.3)
Federal Grants and Contracts	27,808,000	32,300,000	4,492,000	16.2
Private Grants and Contracts	1,800,000	1,451,400	(348,600)	(19.4)
<b>Total Local Restricted Operating Revenue</b>	<b>32,608,000</b>	<b>36,451,400</b>	<b>3,843,400</b>	<b>11.8</b>
<b>Total Operating Funds</b>	<b>\$ 131,758,200</b>	<b>\$ 140,922,600</b>	<b>\$ 9,164,400</b>	<b>7.0 %</b>

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Table 2

NORTHEASTERN ILLINOIS UNIVERSITY  
 Fiscal Year 2012 Operating Budget  
 by Function and Line Item

<u>Functional Categories</u>	<u>Unrestricted</u>				<u>Total</u>
	<u>General Revenue</u>	<u>University Income Fund</u>	<u>Local</u>	<u>Restricted</u>	
Instruction	\$ 27,671,900	\$ 23,733,996	\$ 2,279,200	\$ 3,350,000	\$ 57,035,096
Organized Research	185,500	185,362	19,500	300,000	690,362
Public Service	441,000	702,087	876,500	11,206,400	13,225,987
Academic Support	3,346,500	4,316,119	1,077,300	40,000	8,779,919
Student Services	1,447,500	2,157,440	5,147,400	21,500,000	30,252,340
Institutional Support	2,565,700	9,545,757	1,476,200	55,000	13,642,657
Operations and Maintenance	3,497,800	8,791,939	372,100	-	12,661,839
Independent Operations	-	-	2,701,800	-	2,701,800
Medicare	-	860,000	-	-	860,000
Health Insurance Reserve Fund	1,072,600	-	-	-	1,072,600
<b>Total</b>	<b>\$ 40,228,500</b>	<b>\$ 50,292,700</b>	<b>\$ 13,950,000</b>	<b>\$ 36,451,400</b>	<b>\$ 140,922,600</b>

<u>Line Item Categories</u>	<u>Unrestricted</u>				<u>Total</u>
	<u>General Revenue</u>	<u>University Income Fund</u>	<u>Local</u>	<u>Restricted</u>	
Personal Services	\$ 39,155,900	\$ 32,434,536	\$ 3,780,200	\$ 7,580,200	\$ 82,950,836
Contractual Services	-	11,557,658	6,691,500	4,200,000	22,449,158
Travel	-	367,688	59,200	115,000	541,888
Commodities	-	1,114,785	604,700	300,000	2,019,485
Equipment	-	2,562,771	720,000	440,000	3,722,771
Telecommunications	-	660,317	410,400	16,000	1,086,717
Operation of Auto	-	19,515	11,300	200	31,015
Awards/Grants/Tuition Waivers	-	515,430	67,200	21,500,000	22,082,630
Permanent Improvements	-	200,000	-	-	200,000
Benefits/Social Security/Medicare	-	860,000	330,000	1,800,000	2,990,000
Health Insurance Reserve Fund	1,072,600	-	-	-	1,072,600
Other/PI	-	-	1,275,500	500,000	1,775,500
<b>Total</b>	<b>\$ 40,228,500</b>	<b>\$ 50,292,700</b>	<b>\$ 13,950,000</b>	<b>\$ 36,451,400</b>	<b>\$ 140,922,600</b>

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Table 3  
NORTHEASTERN ILLINOIS UNIVERSITY  
SUMMARY OF UNIVERSITY OPERATING BUDGET - STATE / UNIVERSITY INCOME FUND  
JULY 1, 2011 TO JUNE 30, 2012

	2011-12 Budget	Personal Services	Contra- tual	Travel	Com- modities	Equip- ment	Tele- comm	Oper of Auto	Awards & Grants	Perm. Imprv	Soc Sec/ Medicare
<b>INSTRUCTION</b>											
General Academic Instruction	44,793,157	40,586,408	2,042,502	112,180	237,719	1,662,342	152,006	-	-	-	-
Requisite/Prep Remedial Instr	2,598,064	2,256,959	150,904	23,250	45,600	8,350	13,971	-	99,030	-	-
Admissions/Registration/Records	1,934,574	1,752,581	113,000	50	51,000	-	17,943	-	-	-	-
Instructional Support	2,080,101	1,857,499	107,315	31,650	46,117	17,815	19,705	-	-	-	-
<b>Total</b>	<b>51,405,896</b>	<b>46,453,447</b>	<b>2,413,721</b>	<b>167,130</b>	<b>380,436</b>	<b>1,688,507</b>	<b>203,625</b>	<b>-</b>	<b>99,030</b>	<b>-</b>	<b>-</b>
<b>ORGANIZED RESEARCH</b>											
Individual & Project Research	140,351	82,059	36,800	7,448	7,889	5,855	300	-	-	-	-
Supp for Organized Research	230,511	230,511	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>370,862</b>	<b>312,570</b>	<b>36,800</b>	<b>7,448</b>	<b>7,889</b>	<b>5,855</b>	<b>300</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>PUBLIC SERVICE</b>											
Community Services	1,060,635	816,010	160,879	8,710	41,420	8,000	25,616	-	-	-	-
Public Service Support	82,452	80,452	-	-	-	-	2,000	-	-	-	-
<b>Total</b>	<b>1,143,087</b>	<b>896,462</b>	<b>160,879</b>	<b>8,710</b>	<b>41,420</b>	<b>8,000</b>	<b>27,616</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>ACADEMIC SUPPORT</b>											
Academic Administration	2,580,659	2,282,397	160,712	68,600	37,175	15,750	16,025	-	-	-	-
Library Services	3,808,461	2,461,350	592,534	9,500	14,500	713,651	16,926	-	-	-	-
Academic Support	1,273,499	524,851	524,230	10,000	201,079	6,750	6,589	-	-	-	-
<b>Total</b>	<b>7,662,619</b>	<b>5,268,598</b>	<b>1,277,476</b>	<b>88,100</b>	<b>252,754</b>	<b>736,151</b>	<b>39,540</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>STUDENT SUPPORT</b>											
Social & Cultural Development	730,047	622,197	82,850	6,000	6,000	3,000	10,000	-	-	-	-
Counseling & Career Services	801,944	757,508	26,330	5,000	7,806	-	5,300	-	-	-	-
Financial Aid Administration	1,032,518	750,886	10,770	-	9,612	250	1,000	-	260,000	-	-
Financial Assistance	156,400	-	-	-	-	-	-	-	156,400	-	-
Student Services Administration	884,031	718,888	84,701	10,000	23,400	39,142	7,900	-	-	-	-
<b>Total</b>	<b>3,604,940</b>	<b>2,849,479</b>	<b>204,651</b>	<b>21,000</b>	<b>46,818</b>	<b>42,392</b>	<b>24,200</b>	<b>-</b>	<b>416,400</b>	<b>-</b>	<b>-</b>

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Table 3 (continued)  
NORTHEASTERN ILLINOIS UNIVERSITY  
SUMMARY OF UNIVERSITY OPERATING BUDGET - STATE / UNIVERSITY INCOME FUND  
JULY 1, 2011 TO JUNE 30, 2012

	2011-12 Budget	Personal Services	Contractual	Travel	Commodities	Equipment	Telecomm	Oper of Auto	Awards & Grants	Perm. Imprv	Soc Sec/ Medicare	
<b>INSTITUTIONAL SUPPORT</b>												
Executive Management	3,138,158	2,749,675	271,786	34,500	47,774	7,619	26,804	-	-	-	-	
Financial Management & Operations	1,125,948	1,125,948	-	-	-	-	-	-	-	-	-	
Genl Admin & Logistical Supp	6,927,717	4,650,852	1,785,336	32,100	106,500	54,097	298,832	-	-	-	-	
Public Relations/Development	919,634	638,491	221,748	3,900	50,145	100	5,250	-	-	-	-	
<b>Total</b>	<b>12,111,457</b>	<b>9,164,966</b>	<b>2,278,870</b>	<b>70,500</b>	<b>204,419</b>	<b>61,816</b>	<b>330,886</b>	-	-	-	-	
<b>OPERATION &amp; MAINTENANCE</b>												
Superintendence	389,099	313,099	40,800	2,200	14,000	750	18,150	100	-	-	-	
Custodial	2,096,624	2,003,376	-	100	92,648	500	-	-	-	-	-	
Repair & Maintenance	1,535,984	861,583	653,400	300	12,401	7,800	-	500	-	-	-	
Ground Maintenance	349,211	276,211	40,000	100	26,000	-	-	6,900	-	-	-	
Utility Production	3,370,000	-	3,370,000	-	-	-	-	-	-	-	-	
Utility Support	1,992,072	1,711,311	251,061	100	25,000	4,000	-	600	-	200,000	-	
Permanent Improvements	200,000	-	-	-	-	-	-	-	-	-	-	
Security	1,616,749	1,479,334	90,000	2,000	11,000	7,000	16,000	11,415	-	-	-	
Rental of Space	740,000	-	740,000	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>12,289,739</b>	<b>6,644,914</b>	<b>5,185,261</b>	<b>4,800</b>	<b>181,049</b>	<b>20,050</b>	<b>34,150</b>	<b>19,515</b>	-	<b>200,000</b>	-	
Health Insurance Reserve Fund	1,072,600	-	-	-	-	-	-	-	-	-	1,072,600	
Medicare	860,000	-	-	-	-	-	-	-	-	-	860,000	
<b>Total State Budgets</b>	<b>90,521,200</b>	<b>71,590,436</b>	<b>11,557,658</b>	<b>367,688</b>	<b>1,114,785</b>	<b>2,562,771</b>	<b>660,317</b>	<b>19,515</b>	<b>515,430</b>	<b>200,000</b>	<b>1,932,600</b>	

Note: These categories are based on IBHE RAMP (Resource Allocation Management Program) definitions.

PRESIDENT'S REPORT TO THE  
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY  
SEPTEMBER 15, 2011

Table 4  
NORTHEASTERN ILLINOIS UNIVERSITY  
SUMMARY OF UNIVERSITY OPERATING BUDGET - LOCAL \*  
JULY 1, 2011 TO JUNE 30, 2012

	2011-12 Budget	Personal Services	Contractual	Travel	Com- modities	Equip- ment	Tele- comm	Oper Auto	Awards & Grants	Other/ PI	SS/FICA +Benefits
<b>INSTRUCTIONAL ACTIVITIES</b>											
General Academic Instruction	626,000	140,000	260,000	30,000	35,000	75,000	-	-	75,000	10,000	1,000
Requisite/Prep Remedial Instr	711,000	365,000	88,000	11,000	20,000	51,000	1,000	-	-	55,000	120,000
Admissions, Registration & Records	260,000	50,000	115,000	1,000	90,000	3,000	-	-	-	-	1,000
Instructional Support	4,032,200	1,230,000	990,000	18,000	80,000	640,000	8,200	-	335,000	516,000	215,000
<b>Total</b>	<b>5,629,200</b>	<b>1,785,000</b>	<b>1,453,000</b>	<b>60,000</b>	<b>225,000</b>	<b>769,000</b>	<b>9,200</b>	<b>-</b>	<b>410,000</b>	<b>581,000</b>	<b>337,000</b>
<b>ORGANIZED RESEARCH</b>											
Individual & Project Research	234,000	95,000	12,000	10,000	10,000	50,000	-	-	16,000	25,000	16,000
Support for Organized Research	85,500	30,000	13,000	2,000	5,000	3,000	1,000	-	18,500	3,000	10,000
<b>Total</b>	<b>319,500</b>	<b>125,000</b>	<b>25,000</b>	<b>12,000</b>	<b>15,000</b>	<b>53,000</b>	<b>1,000</b>	<b>-</b>	<b>34,500</b>	<b>28,000</b>	<b>26,000</b>
<b>PUBLIC SERVICE</b>											
Community Education	9,994,000	4,600,000	3,232,000	62,000	200,000	58,000	10,000	-	105,000	575,000	1,152,000
Community Services	2,077,500	1,035,000	495,000	12,500	21,000	142,000	3,500	500	15,000	128,000	225,000
Public Service Support	11,400	9,500	100	700	100	-	-	-	-	-	1,000
<b>Total</b>	<b>12,082,900</b>	<b>5,644,500</b>	<b>3,727,100</b>	<b>75,200</b>	<b>221,100</b>	<b>200,000</b>	<b>13,500</b>	<b>500</b>	<b>120,000</b>	<b>703,000</b>	<b>1,378,000</b>
<b>ACADEMIC SUPPORT</b>											
Academic Administration	37,800	15,000	10,000	-	9,500	3,000	-	-	-	-	300
Library Services	21,300	21,000	200	-	-	-	-	-	-	-	100
Academic Support	1,058,200	17,000	595,000	-	-	26,000	-	-	-	420,000	200
<b>Total</b>	<b>1,117,300</b>	<b>53,000</b>	<b>605,200</b>	<b>-</b>	<b>9,500</b>	<b>29,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>420,000</b>	<b>600</b>
<b>STUDENT SUPPORT</b>											
Social & Cultural Development	1,984,000	1,030,000	440,000	15,000	165,000	81,000	10,500	-	500	-	242,000
Student Health/Medical Services	421,900	240,000	42,000	6,000	44,000	600	800	-	-	8,500	80,000
Counseling & Career Services	86,800	53,000	12,000	-	800	-	2,500	-	-	-	18,500
Financial Aid Administration	90,400	57,200	12,000	1,500	10,500	-	8,000	-	-	-	1,200
Financial Assistance	21,042,100	5,000	1,200	-	300	-	-	-	21,000,000	35,000	600
Student Services Administration	3,022,200	40,200	2,960,000	-	20,000	-	-	-	-	-	2,000
<b>Total</b>	<b>26,647,400</b>	<b>1,425,400</b>	<b>3,467,200</b>	<b>22,500</b>	<b>240,600</b>	<b>81,600</b>	<b>21,800</b>	<b>-</b>	<b>21,000,500</b>	<b>43,500</b>	<b>344,300</b>

PRESIDENT'S REPORT TO THE  
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY  
SEPTEMBER 15, 2011

Table 4 (continued)  
NORTHEASTERN ILLINOIS UNIVERSITY  
SUMMARY OF UNIVERSITY OPERATING BUDGET - LOCAL \*

	2011-12 Budget	Personal Services	Contractual	Travel	Com- modities	Equip- ment	Tele- comm	Oper Auto	Awards & Grants	Other/ PI	SS/FICA +Benefits
<b>INSTITUTIONAL SUPPORT</b>											
Executive Management	5,500	5,500	-	-	-	-	-	-	-	-	-
Financial Management & Operations	107,700	55,000	36,000	1,000	7,000	2,700	5,000	-	-	-	1,000
Genl Administration & Logistical Support	1,418,000	355,000	660,000	2,000	26,000	-	370,000	-	-	-	5,000
Public Relations/Development	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>1,531,200</b>	<b>415,500</b>	<b>696,000</b>	<b>3,000</b>	<b>33,000</b>	<b>2,700</b>	<b>375,000</b>	-	-	-	<b>6,000</b>
<b>OPERATION &amp; MAINTENANCE</b>											
Superintendence	-	-	-	-	-	-	-	-	-	-	-
Custodial	27,600	25,000	-	-	-	-	-	-	-	-	2,600
Repair and Maintenance	51,000	-	48,000	-	-	3,000	-	-	-	-	-
Utility Production	-	-	-	-	-	-	-	-	-	-	-
Utility Support	257,000	-	257,000	-	-	-	-	-	-	-	-
Security	36,500	30,000	1,000	1,500	500	-	-	-	-	-	3,500
Rental of Space	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>372,100</b>	<b>55,000</b>	<b>306,000</b>	<b>1,500</b>	<b>500</b>	<b>3,000</b>	-	-	-	-	<b>6,100</b>
<b>INDEPENDENT OPERATIONS</b>											
Retail Services & Concessions	190,400	112,000	65,000	-	1,000	200	1,500	6,000	2,200	-	2,500
Student Unions and Centers	800,200	525,000	220,000	-	37,000	4,500	4,200	-	-	-	9,500
Specialized Services	1,711,200	1,220,000	327,000	-	122,000	17,000	200	5,000	-	-	20,000
<b>Total</b>	<b>2,701,800</b>	<b>1,857,000</b>	<b>612,000</b>	-	<b>160,000</b>	<b>21,700</b>	<b>5,900</b>	<b>11,000</b>	<b>2,200</b>	-	<b>32,000</b>
<b>Total Local Budgets</b>	<b>50,401,400</b>	<b>11,360,400</b>	<b>10,891,500</b>	<b>174,200</b>	<b>904,700</b>	<b>1,160,000</b>	<b>426,400</b>	<b>11,500</b>	<b>21,567,200</b>	<b>1,775,500</b>	<b>2,130,000</b>

Note: \* These categories are based on IBHE RAMP (Resource Allocation Management Program) definitions.  
Local budget includes unrestricted and restricted funding sources.

**I. C. ACTION ITEM: FISCAL YEAR 2013 OPERATING AND CAPITAL BUDGET  
REQUESTS**

Introduction

Each year, the Board of Trustees of Northeastern Illinois University is required to adopt an operating and capital budget request and submit that request to the Illinois Board of Higher Education (IBHE). A preliminary request was presented to the Board of Trustees in June as an information item for review and discussion. The final request is now submitted to the Board at the September meeting for approval. After Board approval, the request will be submitted to the IBHE before its deadline of October 15.

The fiscal year 2013 operating budget request presented to the Board of Trustees is intended to advance the strategic goals developed by the University community and endorsed by the Board. At its September 18, 2008 meeting, the Board adopted a revised University Mission Statement and endorsed a University Vision Statement, Values Statements, and Strategic Goals and Action Steps. At the September 2010 meeting, the Board was presented with a set of specific tasks that the University planned to complete in fiscal year 2011 to achieve the goals outlined in the Strategic Plan. Since that time, University faculty and staff have been actively engaged in working towards completing those tasks. This budget request includes funding for new and continuing initiatives that address the strategic goals identified by the University community and support our strategic action plan.

Over the past several years, the University has been working to better incorporate strategic planning and shared governance into budget development. The University Planning and Budget Council (UPBC) is the Board-recognized governance body to provide input and counsel to the University administration in the planning, development, and implementation of the University budget. The UPBC has two elected representatives from each of the academic colleges, one faculty member from the Library, the current NEIU faculty representative on the IBHE Faculty Advisory Council, two representatives from the Administrative and Professional Council, two from the Civil Service Council, two students appointed by the Student Government Association, and one dean chosen by the Provost's Deans Council. In addition, a continuing chair, who has a three year appointment, is selected for the UPBC. The current chair is Tim Scherman, associate professor in the English Department. Also, the University President, the Vice President for Finance and Administration, and the Executive Director of University Budgets are ex-officio members.

The budget request presented to the Board includes the recommendations and priorities identified by the UPBC. Over the past several months, the vice presidents have been meeting with the UPBC to outline the strategic initiatives for their areas and to outline their proposed work plan for meeting those priorities. The UPBC then reviewed, discussed, and adopted selected priorities based on the recommendations of its representatives. Funds to support those recommendations are included in this fiscal year 2013 budget request.

At the September 2011 meeting, the Board will receive a strategic planning update that will assess progress in achieving the action steps and tasks that were planned for fiscal year 2011. In addition, the Board will receive a summary of the tasks that the University plans to undertake in fiscal year 2012.

### Overview of Operating and Capital Budget Requests

The budget requests brought before the Northeastern Illinois University Board of Trustees and summarized in this report are fiscal year 2013 requests, for the year beginning July 1, 2012 and ending June 30, 2013.

The fiscal year 2013 operating budget reflects the fiscal year 2012 base operating budget for the University and the University's budget requests for new funding for fiscal year 2013. Included in the operating budget are state-appropriated funds and the University Income Fund, which is established by state statute to account for student tuition and certain fee revenue. The total of state appropriations and University Income Fund revenues represents the University's operating budget. Developing the operating budget request requires a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students.

The fiscal year 2012 base operating budget included in this request includes the University's fiscal year 2012 state appropriation of \$40.3 million, a decrease of \$466,600, or 1.1 percent from the previous year. Over the past three years, our state funding has decreased \$3.2 million, or 7.3 percent. From the University's highest state funding level in fiscal year 2002 to our current fiscal year 2012 appropriation, Northeastern has seen available funding from the State's General Fund decrease by \$5.1 million, or 11.4 percent. In addition, beginning in fiscal year 2002, the University was required to begin making an annual payment of \$1.1 million to the group health insurance fund for all state employees. The State of Illinois did not provide funding for this required contribution. With this required contribution not available for University operating expenditures, the actual reduction in available University funding since fiscal year 2002 is \$6.2 million, or 13.7 percent.

The tuition revenue included in the fiscal year 2012 operating budget on which this request was developed is based on the fiscal year 2012 tuition rates approved by the Board of Trustees at the June 2011 meeting. The budget request includes only moderate funding requests for salary and cost increases and strategic planning initiatives recommended by the University Planning and Budget Council. These are the University's highest priorities. The total of state appropriations and University Income Fund revenues represents the operating budget request that requires Board of Trustees approval in September and will be sent, following approval, to the Illinois Board of Higher Education for consideration.

The following summarizes the budget information provided in this report.

Fiscal Year 2013 Budget Development Schedule. Table 1 provides a schedule of the budget development process from June 2011, when the Board of Trustees received the

initial fiscal year 2013 budget request, through September 2012, at which time the Board will take action on the University's fiscal year 2013 internal budget.

Strategic Goals. Strategic Goals were developed by the University community and endorsed by the Board of Trustees in September 2008. These goals provide the framework for identifying University action steps, tasks, and specific strategic planning initiatives.

Operations. The operating budget request for University fiscal year 2013 and additional information supporting the request are provided in this report. Table 3 summarizes the requests for salary and inflationary cost increases. Table 4 summarizes the requested strategic planning initiatives for fiscal year 2013. Because these represent the highest University priorities, the University will implement some of these programs through the redirection of staff effort and University resources.

Capital Improvements. Table 5 summarizes the fiscal year 2013 requests for capital improvements. Capital requests are discussed in the two broad categories used by the Illinois Board of Higher Education to classify state-funded projects – Regular Capital projects and Capital Renewal projects. Regular Capital projects include requests for new construction or significant remodeling or renovation. These projects typically provide new space or provide a significantly different use for remodeled space. Capital Renewal projects are of a lesser scope than Regular Capital projects. They include the remodeling or renovation of space, infrastructure renewal, and improvement projects that address deferred maintenance.

Again this year, the Illinois Board of Higher Education and the Capital Development Board recognized the differences in construction costs among the various locales in Illinois, most notably Chicago. The two boards approved higher construction cost standards for certain areas of the state where labor and material costs are significantly greater than other areas of the state. As a result, for Northeastern, higher and more accurate cost figures are used to develop the capital requests.

The Education Building is no longer included in the capital budget request because planning and construction funds have been appropriated by the Illinois General Assembly and approved by the Governor. Funds to equip the Education Building, when constructed, are included in the request.

**Table 1  
FISCAL YEAR 2013 BUDGET DEVELOPMENT SCHEDULE  
(Approximate dates – subject to change)**

October 2010	Discussion with University Planning and Budget Council on preliminary FY2013 strategic priorities
March 2011	Recommendations from the University Planning and Budget Council to address FY2013 strategic priorities
June 2011	Submission of initial FY2013 operating and capital budget requests to the NEIU Board of Trustees for review and discussion
September 2011	Discussion and approval of the FY2013 operating and capital budget requests by NEIU Board of Trustees
	Report to the Board of Trustees – Strategic Planning Update: Fiscal Year 2011 Results and Fiscal Year 2012 Action Plans
November 2011	Report to the NEIU Board of Trustees on proposed FY2013 tuition and fee rates
January 2012	Board of Higher Education action on FY2013 higher education operations and grants and capital improvements recommendations
February 2012	Governor's FY2013 Budget Address
	NEIU Board action on FY2013 tuition and fee rates
May 2012	General Assembly's action on FY2013 appropriations
June 2012	Governor's action on FY2013 appropriations
	NEIU Board of Trustees' action on FY2013 preliminary University internal budget
September 2012	NEIU Board of Trustees' action on FY2013 University internal budget

NOTE: Fiscal year 2013 begins on July 1, 2012 and ends June 30, 2013.

## **STRATEGIC GOALS**

**The University has identified six strategic goals to be pursued during the planning period of fiscal year 2009 to fiscal year 2017.**

### **Strategic Goal One – Student Success**

Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating and graduating students who achieve the objectives for baccalaureate and graduate degrees.

### **Strategic Goal Two – Academic Excellence and Innovation**

Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

### **Strategic Goal Three – Urban Leadership**

Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.

### **Strategic Goal Four – Exemplary Faculty and Staff**

Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.

### **Strategic Goal Five – Enhanced University Operations**

Provide a supportive learning, teaching and working environment by improving operating productivity, physical infrastructure and environmental sustainability.

### **Strategic Goal Six – Fiscal Strength**

Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources and strengthening institutional relationships with federal, state and local governments, and private sponsors.

## **FISCAL YEAR 2013 OPERATING REQUEST**

Developing the fiscal year 2013 operating budget request requires that the University reach a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students. This budget includes modest funding requests for salary and cost increases and selected strategic initiatives recommended by the University Planning and Budget Council. These are the University's highest priorities.

The University also recognizes the need for adequate state funding to support our instructional and support programs. Over the past three years, our state funding has decreased \$3.2 million, or 7.3 percent. From the University's highest state funding level in fiscal year 2002 to our current fiscal year 2012 appropriation, Northeastern has seen available funding from the State's General Fund decrease by \$5.1 million, or 11.4 percent. In addition, the University received a mandate to pay \$1.1 million annually into the Health Insurance Reserve Fund, further reducing available resources. Nearly all University departments have had their available spending reduced or held level to support faculty and staff salaries and unavoidable cost increases (e.g., utilities).

The University operating budget request for fiscal year 2013 totals \$94.9 million, an increase of \$4.4 million, or 4.9 percent, above the fiscal year 2012 base. The fiscal year 2013 operating budget request includes salary and cost increases totaling \$2.4 million, and requests of \$4.0 million for strategic planning initiatives, \$2.0 million of which the University will strive to fund through the internal reallocation of resources, including staff effort. Table 2 summarizes the operating budget request.

### **Cost and Salary Increases**

The request includes cost and salary increases so that University programs and services and employee compensation do not lose purchasing power due to inflationary factors and that salaries remain competitive with market rates. These requests are summarized in Table 3 and include a general salary increase of \$2.0 million, or 2.8 percent, for a general cost of living salary increase. This amount is based on the four collective bargaining agreements currently in place for fiscal year 2013 and similarly planned increases for the other employee groups. Each 1.0 percent salary increase costs approximately \$720,000. Cost increases are requested to provide for Social Security/Medicare increases of \$24,100 (2.8 percent), utilities increases of \$67,400 (2.0 percent), library materials increases of \$35,700 (5.0 percent) and a general cost increase of all other goods and services of \$279,700 (2.0 percent).

### **Strategic Planning Initiatives – Integrating Strategic Planning Into Budget Development**

The budget recommendations presented to the Board again include the recommendations and priorities identified by the UPBC. Over the past several months, the vice presidents have been meeting with the UPBC to outline the strategic priorities for their areas and to outline their proposed work plan for meeting those priorities. The UPBC then reviewed, discussed, and adopted selected priorities based on the

recommendations of its representatives. Funds to support those recommendations are included in this fiscal year 2013 budget request.

Table 4 provides a summary of the strategic funding program requests, following the six goals included in the University's strategic plan. These requests represent the most important University initiatives and total \$4.0 million. The budget request is divided into two broad categories for each of the strategic goals: a permanent pool, totaling \$1.7 million, and a recurring pool, totaling \$2.3 million. The permanent pool would be held centrally and would be allocated annually to meet non-recurring costs, such as equipment or the hiring of consultants. Should the \$1.7 million for the permanent pool be appropriated or made available, these funds would not be requested again and would fund strategic planning initiatives on an ongoing basis. The recurring pool strategic initiative request would support recurring costs and would be allocated to the specific department or area budget. An example of recurring costs would be funding for new faculty or staff positions.

A specific example of these two pools would be the fiscal year 2013 request for the relocation and expansion of EI Centro. A total of \$300,000 is requested for potential costs associated with the startup of operations at a new location. These are one-time costs so these funds are in the permanent pool and would be used for other priorities in the following years. However, this request also includes \$200,000 for new faculty and staff positions to expand academic and support programming at EI Centro. These would be recurring costs and added to the center's continuing budgets.

Below is an overview of the strategic planning initiatives included in the fiscal year 2013 request.

**Student Success (\$1,105,000).** Included in the permanent pool are funds for one-time costs related to the relocation of EI Centro. Recurring costs include expansion of the First Year Experience Program; implementation of the Second Year Projects and Applied Learning Program, and the GLBTQ Resource Center; and strengthening Career Advising.

**Academic Excellence and Innovation (\$1,000,000).** Included in the permanent pool are one-time costs related to expansion of on-line courses, upgrade of distance education and video conferencing, renovating science laboratories, and strengthening graduate programs. Recurring costs include the implementation of the revised General Education structure, expansion of on-line learning, and the development of new graduate programs.

**Urban Leadership (\$500,000).** One-time costs included in the permanent pool are funds to improve the University's web presence. Recurring costs are for hiring a community health educator, ongoing website improvements, and increased marketing efforts.

**Exemplary Faculty and Staff (\$480,000).** (Note - this category does not include the request of \$2.0 million for faculty and staff salary increases.) Requests included in the permanent pool are one-time costs for software updates, including an automated

applicant tracking system. Recurring costs include software maintenance for that project and funds for faculty summer research stipends.

**Enhancing University Operations (\$565,000).** The permanent pool request includes one-time costs associated with studies on the feasibility of adding a residential life component to campus, facilities master planning (associated with the south campus utility infrastructure), improving wireless coverage, and replacing the University phone system. Also included are costs associated with reviewing and implementing new security and building access strategies.

**Fiscal Strength (\$350,000).** Recurring costs include the enhancements to fundraising, alumni relations, and marketing.

## **TUITION AND FEES**

The timing of the formal request for the approval of tuition and fee rates is a compromise between early adoption, that allows students and their parents to better plan for college costs, and later adoption, that allows the University to consider available state funding in determining tuition rates.

In June 2011, the NEIU Board of Trustees adopted tuition and fee rates for fiscal year 2012, the academic year beginning in the fall of 2011. At the November 2011 meeting, the Board will receive a report on tuition and fee rates that will facilitate a discussion with student government during the fall semester. A set of tuition and fee recommendations for fiscal year 2013 will be brought to the Board for action at the February 2012 or April 2012 meeting.

## **CAPITAL IMPROVEMENTS**

Table 5 summarizes capital improvement requests for fiscal year 2013. Requested capital projects total \$149.1 million. These include \$144.6 million in Regular Capital projects and \$4.6 million in Capital Renewal projects. The requests also include a priority number for each project, as requested by the Illinois Board of Higher Education.

Requests for new construction projects are based on the fiscal year 2013 cost guidelines issued by the State of Illinois Capital Development Board (CDB). The Illinois Board of Higher Education and the Capital Development Board recognize the differences in construction costs among the various locales in Illinois, most notably Chicago. The two boards approved higher construction cost standards for certain areas of the state where labor and material costs are significantly greater than other areas of the state. As a result, Northeastern now has higher, but more accurate, cost figures for capital requests.

Included in the appropriated statewide capital plan were funds for the planning and construction of the Education Building. As a result, the request for that building has been removed from the list of requested capital projects. The statewide capital plan also included funding for capital renewal projects; however, those projects were not identified for a specific purpose. As a result, the capital renewal request was not revised.

A brief description of each project follows.

### **A. REGULAR CAPITAL**

#### **2013-01 Jacob H. Carruthers Center for Inner City Studies Remodeling - \$21,257,900**

The Jacob H. Carruthers Center for Inner City Studies (CCICS) was established by Northeastern Illinois University in 1966 to improve the lives of inner city residents by offering undergraduate and graduate degree programs, as well as community service seminars and cultural events. As the area surrounding CCICS is undergoing a remarkable revitalization, so is the mission of the Center. Increasingly, the Center will become a focus for cooperative efforts between the University and Chicago inner city schools, expanding offerings in teacher preparation and development, administrator training and in-service programs, and student enrichment programs.

The University is requesting funds to remodel and upgrade interior spaces in response to programmatic changes that have occurred at the Center since the previous remodeling in 1972. In addition, there are building infrastructure upgrades included in this request to improve the efficiency and reliability of the building's mechanical systems. There are also funds requested to address exterior roof and façade repairs.

Teaching and office spaces on floors 3, 4, and 5 will be modernized with the latest classroom technology, and new finishes and furniture will be installed. The public events areas on the lower level and first floor will be refurbished and modernized to

meet specific program criteria. The public events areas include a student lounge and large meeting room on the lower level, the lobby, meeting rooms, and miscellaneous spaces on the first floor. In addition, these spaces will be provided with state-of-the-art audiovisual presentation equipment and lighting, as dictated by program requirements.

The Donn F. Bailey Legacy Hall auditorium on the second floor of the Center will be refurbished with new seating and sound and light systems; upgraded media and technology; an improved stage; new mechanical systems; and other renovated furnishings. All these improvements will be designed to protect the important historical significance of the auditorium.

The ceiling tiles in the corridors on all floors will be replaced and floor tiles will be replaced on the lower level and floors 4 and 5 (floor tile was recently replaced on all of the other floors in conjunction with floor repair work). Throughout the public corridors and washrooms on all floors, existing painted drywall surfaces will be replaced with more durable finishes and protective corners. Also, washroom fixtures, partitions, and toilets will be replaced.

The two 1972 boilers will be replaced (the original chillers and elevators were recently replaced), the main fan units will be replaced, new temperature controls will be provided, and a Building Automation System will be installed to more effectively monitor and operate the building heating, cooling, and lighting systems. The camera system will be replaced with a new central monitoring station.

Finally, on the exterior, work will consist of replacing the 9,000 square foot roof and related flashings and certain other façade repairs.

### **2013-02 Education Building, Equipment - \$8,577,500**

This request is for funds to provide moveable equipment in the new Education Building.

### **2013-03 Science Building Planning - \$7,550,800**

This request is for planning funds through the preparation of bid documents for a new Science Building. Construction of a new Science Building is necessary to address the continuing growth, success, and pressing needs of the University. This project will permit Northeastern Illinois University to meet the current and future needs for teaching laboratories, student and faculty research laboratories, classrooms, meeting and conference facilities, and office space.

The current Science Building was constructed in 1972. It is a three-story concrete frame building with a masonry veneer. The major laboratories and other teaching spaces are located in the center of the building, with the offices located around the perimeter. Most of the offices are constructed in a unique double-decker fashion with a group of offices located a half story up and down from the main circulation corridor.

These offices do not meet ADA accessibility requirements, and cannot be modified to do so. Since the building was constructed, University headcount enrollment has increased nearly 50 percent, science teaching technology has changed dramatically, and laboratory health and safety procedures and building code regulations have changed. The building has undergone only minor updating or renovation since it was constructed in 1972.

In 2004, the University initiated a planning effort to modernize the existing Science Building. The planning took approximately 15 months and was a collaborative effort between University administrators, science faculty, students, facilities management, and two architectural consultants, LCM and Burt, Hill. This process resulted in a plan to modernize the occupied Science Building in five phases over seven years.

Following completion of the report, the University reviewed and discussed the Science Building Modernization plan and determined that there were several factors that warranted a planning change; specifically, requesting a new science building rather than renovating the current building for science education.

First, the extensive phasing necessary to keep as many laboratories available as possible during all phases would be extraordinarily disruptive to the programs resident in the Science Building. Up to half of the labs in a given discipline would be undergoing modernization during each phase, so the phasing would require a reduction in scheduled classes and their associated labs. In order to continue to have sufficient general classrooms available to support a minimal science teaching program, portable temporary buildings would also have to be rented to house the classrooms and offices that would be displaced during each phase.

Second, this multi-phased modernization of the building and associated costs was estimated at the time to cost \$42.2 million. The resulting modernized Science Building would not have any significant expansion, the labs would be half the size of the current recognized lab standard size, and the offices would still be inaccessible to handicapped persons.

In addition, the University discussed as an alternative the construction of a new Laboratory Building near the current Science Building. This approach would provide larger new laboratories, a somewhat shorter construction period, increased classroom space as the current labs in the Science Building would be converted to classrooms, and much less disruption of ongoing University Programs. However, a new laboratory only building would be separated from the faculty offices and classrooms, and the faculty offices in the current Science Building would still be handicapped inaccessible. A new laboratory building location would need to be constructed on limited land close to the present Science Building. Construction in this area would disrupt other campus long-range plans and may not be the best use of limited real estate. At the time, it was estimated that a new laboratory building would cost \$39.8 million.

After looking closely at remodeling the existing Science Building, and the alternative of a separate Laboratory Building, a completely new building with classrooms, teaching labs, research labs and offices was decided to be the most cost and time efficient way to

provide a state-of-the-art science facility. This building would support not only current program requirements but would be flexible in meeting future programs in an environment much more conducive to learning. Planning for a new science building would cost an estimated \$8.3 million and construction would cost an estimated \$94.7 million.

The new Science Building, together with the new Education Building, will place Northeastern at the forefront of providing a first-class educational environment to support our students and faculty. Northeastern is requesting funding for a new Science Building to enhance its ability to educate new scientists, and also to contribute to the State of Illinois in the training of new teachers and in providing professional development opportunities to current teachers.

The proposed Science Building will be over 200,000 GSF and will include general and specialized classrooms, as well as teaching and research laboratories for undergraduate and graduate students and faculty. This building will be LEEDS certified.

#### **2013-04 Science Building, Construction - \$94,651,000**

These funds would provide for construction of the Science Building.

#### **2013-05 Lech Walesa Hall Remodeling - \$12,521,000**

This project is closely linked with the construction of the Education Building and will renew existing finishes, modernize HVAC and utility systems, replace fixed equipment, and remodel interior areas in response to programmatic changes in the Lech Walesa Hall since it was constructed in 1973. The project includes realigning administrative space throughout the building by consolidating various department offices. It also reconfigures the second-floor open computer laboratories, consolidates the University's computer center and support offices, and adds student meeting and group spaces in support of a student-centered environment for our commuting students. The project also provides for replacing the perimeter heating and cooling units; modifying lighting, electrical, and data distribution systems to support remodeling; and renewing interior finishes and fixed equipment in classrooms, corridors, stairwells, and washrooms.

### **B. CAPITAL RENEWAL PROJECTS**

#### **2013-01CR 4160V Substation & Cable Replacement - \$2,235,500**

This project replaces the electric substation in the Building E/Auditorium area and replaces aluminum cable and outdated tap boxes throughout the campus, all installed in 1961. The existing high-voltage distribution system has become unreliable with age, and replacement parts are very difficult to locate. The project will include project design, development of an implementation plan, and replacement of the highest priority systems and components.

**2013-02CR Buildings D and E Exterior Window Wall Replacement - \$2,322,900**

This project replaces 1,800 linear feet of the original window wall in Buildings D and E and adjacent enclosed cross corridors. These buildings are two of the original campus buildings constructed in 1961. The existing window wall is floor-to-ceiling single-glazed clear glass with sliding glass windows between mullions. Replacement of the window wall with a modern, more securely sealed glass wall will significantly reduce energy costs.

Table 2

**FY2013 OPERATING BUDGET REQUEST  
STATE APPROPRIATIONS AND UNIVERSITY INCOME FUNDS**

(in thousands of dollars)

<b>FY2012 Base Operating Budget</b>	<b>\$</b>	<b>90,521.2</b>
Cost and Salary Increases (see Table 3)		2,411.4
Strategic Planning Initiatives (see Table 4)		2,000.0
<b>FY2013 Operating Budget Request</b>	<b>\$</b>	<b>94,932.6</b>
Dollar Change		4,411.4
Percent Change		4.9%

**Table 3**  
**FY2013 OPERATING BUDGET REQUEST**  
**COST AND SALARY INCREASES**

(in thousands of dollars)

	<u>FY2012 Base</u>	<u>FY2013 Increases</u>	
		<u>Amount</u>	<u>Percent</u>
Faculty and Staff Compensation	\$ 71,590.4	\$ 2,004.5	2.8%
Social Security/Medicare	860.0	24.1	2.8
<u>Utilities</u>			
Electricity	2,425.9	48.5	2.0
Natural Gas/Propane	854.1	17.1	2.0
Water/Sewer	90.0	1.8	2.0
<b>Subtotal</b>	<b>\$ 3,370.0</b>	<b>\$ 67.4</b>	<b>2.0%</b>
Library Books and Materials	713.7	35.7	5.0
All Other Operating Costs *	<u>13,987.1</u>	<u>279.7</u>	<u>2.0</u>
<b>Total</b>	<b><u>\$ 90,521.2</u></b>	<b><u>\$ 2,411.4</u></b>	<b><u>2.7%</u></b>

\* Note: Other operating costs include such items as maintenance and service contracts, equipment for instructional and support programs, and general supplies.

Table 4

FY2013 OPERATING BUDGET REQUEST  
STRATEGIC PLANNING INITIATIVES

(in thousands of dollars)

**Strategic Planning Initiatives**

Student Success	\$ 1,105.0
Academic Excellence and Innovation	1,000.0
Urban Leadership	500.0
Exemplary Faculty and Staff *	480.0
Enhanced Operations	565.0
Fiscal Strength	<u>350.0</u>
<b>Total - Strategic Planning Initiatives</b>	<b>\$ 4,000.0</b>
Amount Funded Through Internal Reallocations	<u>(2,000.0)</u>
<b>Total Budget Request for Strategic Planning Initiatives</b>	<b><u>\$ 2,000.0</u></b>

\* Note: The request for Exemplary Faculty and Staff does not include the \$2.0 million for faculty and staff salary increases.

Table 5

NORTHEASTERN ILLINOIS UNIVERSITY  
 FY2013 CAPITAL APPROPRIATION REQUEST

(in thousands of dollars)	<u>Priority</u>	<u>Estimated Project Cost</u>
<b><u>REGULAR CAPITAL PROJECTS</u></b>		<b><u>\$144,558.2</u></b>
Carruthers Center for Inner City Studies Renovation	1	21,257.9
Education Building, Equipment	2	8,577.5
Science Building, Planning	3	7,550.8
Science Building, Construction	4	94,651.0
Lech Walesa Hall, Remodeling	5	12,521.0
<b><u>CAPITAL RENEWAL PROJECTS</u></b>		<b><u>\$ 4,558.4</u></b>
4160 Volt Substation and University-wide Cable Replacement	1	2,235.5
Buildings D and E Exterior Window Wall Replacement	2	2,322.9
<b>TOTAL CAPITAL REQUESTS</b>		<b><u>\$149,116.6</u></b>

Note: All projects reflect FY2013 Capital Development Board cost guidelines.

**I. D. ACTION ITEM: B.A. in Global Studies**

**Introduction**

Northeastern Illinois University is seeking approval by the Board of Trustees to offer a Bachelor of Arts in Global Studies. Following Board approval, the University will seek degree-granting authority for this program from the Illinois Board of Higher Education.

**Mission and Goals**

Global Studies is an interdisciplinary program offering an undergraduate major and minor. The Global Studies Program is designed to provide students with the critical analytical skills needed to assess the world around them and their place within it. A rigorous, multi-track curriculum brings together theory and application, addressing questions and debates essential to understanding contemporary social dynamics: from radical changes in the political economy of globalization to ongoing fluctuations in perceptions and definitions of cultural identities, from the vibrant exchange among literary, artistic, and intellectual figures to the proliferation of cross-national institutions and networks, from issues of sustainability around changes in ecology and geography to conceptual shifts in ideas and discourses. The Program creates a forum for exploring the varied processes and products of our increasingly interconnected world through interdisciplinary study. Program coursework will analyze the historical trajectory of globalization and its complex origins, examining evidence and tracing debates regarding the timeline of the "global age." By taking a deeply historical perspective, and discerning the mutual influence of the "global" and the "local," we can more fully capture the transformations at work in this emergent field.

Through thematically-focused scholarship, students and faculty in the Global Studies Program come to understand the forces that animate global society. The expansive approach of the program places it in a rare position to carve out original and experimental ways of comprehending our realities, including new lines of inquiry and theoretical frameworks, new territories of speculation and methodologies. In this way, Global Studies ventures to occupy multiple scales of experience, to capture the dynamic interaction among micro-, meso-, and macro-level phenomena, allowing for an intimate engagement with the most dominant questions facing the present and future.

The unique location of Northeastern Illinois University allows its students to pursue these innovative trajectories from the vantage of a global city, to address such questions in the classroom and on the ground, in Chicago and abroad. The far-reaching diversity of the university mirrors Chicago's own elaborate configuration of cultures and viewpoints, thereby enabling students to bridge the distance between theory and practice, between "here" and "there," through incisive application of what they have learned.

Students majoring in Global Studies at Northeastern will gain knowledge about: the forces, products, and patterns of globalization; the challenges posed and insights afforded by an interdisciplinary approach; the appropriate use of research methods from across the liberal arts toward productive research design and novel and incisive findings; the analysis of research materials through effective application of relevant

theory; and the presentation of the products of such scholarly processes and activities in well-executed and intellectually significant writing. As a result of completing the program, students should have both a breadth of understanding of the forces involved in globalization as well as deep knowledge about particular chosen themes and sites within this domain. They should be able to critically apply this knowledge (content, theory, and potential applications) to both immediate and future scholarly, professional, and personal engagements with the world around them.

### **Curriculum**

**Major** (11 courses; 34 credits):

Core Courses (2 semester sequence):

Global Studies 201: Introduction to Global Studies

Global Studies 202: Introduction to Global Studies

6 Global Studies electives:

minimum of 3 courses in one track and minimum of 1 course in each of two other tracks

2 semester sequence in foreign language (any two-course sequence in a foreign language)

Global Studies 399: Capstone Seminar in Global Studies (4 credit hours)

**Minor** (6 courses; 18 credits):

Global Studies 201 and Global Studies 202

4 Global Studies electives (any tracks)

Study Abroad program participation may serve as 1 elective toward a major or minor.

### **Description of structure, courses, and requirements:**

Tracks:

Program coursework is organized in terms of five thematic tracks. These tracks are designed to encourage interdisciplinary vantages on key issues in the study of the "global." We intend them to transcend traditional disciplinary, topical, and theoretical borders, providing instead nodes where novel thinking and scholarship might emerge.

### **Track Descriptions:**

#### *1. Culture, Society, and Identity*

This track explores transformations in the substance and conceptualization of culture, society, and identity in the context of globalization. We consider questions such as: How do people make use of cultural resources to respond to the tensions and possibilities of the globalized world? What sorts of practices, identities, and collectivities are

constructed or redefined in the flux of global cultural flows? How are social paradigms and institutions reformulated in light of international discourse?

Themes: the construction and deconstruction of ethnic, regional, and national identities; diasporic and virtual communities; notions of "traditional" vs. "modern," "local" vs. "global," and "indigenous" vs. "cosmopolitan."

## *II. Language, Knowledge, and Representation*

This track traces shifts in language use, and vital changes in configurations of knowledge and representation within a global setting. We consider questions such as: How are personal, social, and geographic boundaries challenged and shaped through increased linguistic and cultural contact? How are past approaches to knowing destabilized, and our perceptions of reality transfigured through exposure to new intellectual currents on the global horizon? How do these currents create irrevocable ruptures in processes of representation and experiences of consciousness? How does technology alter our access to knowledge and the ways we communicate that knowledge?

Themes: discourse, textuality, virtuality, media, simulation, realities and imaginaries, modernity and postmodernity.

## *III. Nature, Technology, and the Body*

This track investigates the complexities of ecological, technological, and corporeal environments, addressing them as material phenomena, objects of ideological struggle, and sites of experience. We consider questions such as: How do the boundaries between the human and the natural adjust, harden, or dissolve within current debates about the environment? How has a global perspective re-oriented our view of space, especially regarding issues of migration, urbanization, and locality? How is the influence of science, as practice and product, being reevaluated in the wake of new ethical challenges? How have changes in technology shifted objective perceptions and subjective experiences of the body?

Themes: environmentalism, space, machinism, materiality, urbanization, medical practices, and sustainability.

## *IV. Power, Movements, and Political Economy*

This track examines relations of power and the movements they instigate, from the broad structures of political economy to the micro-politics of interpersonal exchange. We consider questions such as: How have distinctive patterns of governmentality-of authority and dominance, of acquiescence and subversion--emerged? How is resistance to neo-imperial globalization manifested, and how have different modes of organization and control inspired a variety of critical movements over time? How do capitalism and consumerism condition contemporary experience? How might contemporary scholars theorize and trace the roles of supranational institutions and networks?

Themes: capitalism, commodities and consumer culture, circulation, governance, inequality, and global civil society.

*V. Violence, Resistance, and Resolution*

This track analyzes countervailing patterns of violence and resistance, and the debates surrounding methods of conflict resolution. We consider questions such as: What are the criteria for actualizing social justice? How is violence justified, and how do experiences of violence transform the subjectivities of victims and perpetrators? How is dialogue established between individuals and institutions? How do outsider narratives and ideologies proliferate within a global arena? How might international human rights norms, treaties, institutions, and initiatives contribute to peaceful resolutions across racial, ethnic, religious, and gender lines?

Themes: colonialism and post-colonialism, inequality, conflict resolution, resistance from below, human rights, gender, race, and sexuality.

**GS 201 AND 202: Introduction to Global Studies:**

These courses introduce students to the multiple dimensions and impacts of globalization as it is reflected across disciplines, providing a comparative framework for addressing these issues and scholarship about them. The courses are organized around and introduce students to the five thematic tracks of the program: I. Culture, Society, and Identity; II. Language, Knowledge, and Representation; III. Nature, Technology, and the Body; IV. Power, Movements, and Political Economy; V. Violence, Resistance, and Resolution. GS 201 and 202 will be team taught by an array of instructors from departments and programs across the university, each of whom introduces a current issue or debate in the study of globalization.

**Global Studies Electives:**

Global studies elective courses will primarily take the form of cross-listed courses, proposed, designed, and taught by affiliated faculty. We have already compiled a significant list of relevant courses from a range of university faculty and will continue to actively encourage faculty to propose both existing courses that would be relevant to the program and new courses that might benefit both their home departments and the Global Studies Program. In addition there will be a smaller number of interdisciplinary courses designed specifically for and housed exclusively in Global Studies.

Electives criteria: courses proposed for cross-listing with Global Studies will be evaluated by means of the following criteria in order to determine whether they would make a relevant addition to the program's curriculum:

1. *Interdisciplinarity:* The necessity for an extensive approach that draws from and brings together diverse disciplinary concerns, seeking novel intersections and fusions of existing strains of scholarship.

2. *Contemporary Relevance*: The necessity for a particular temporal perspective, one that utilizes historicity in service of an understanding of the present and also as a platform for speculation towards the future.

3. *Thematic Focus*: The necessity for a complex attention to conceptual, thematic, and theoretically-oriented dimensions, advancing the primacy of ideas over topics, and therefore illuminating the ways in which overarching processes inform particular on-the-ground, everyday practices and demonstrating how abstract frameworks might be used to address them.

4. *Multiplicity*: The necessity for juxtaposing multiple issues simultaneously, treating phenomena not as isolated but as relational, and therefore seeking more complex intellectual interfaces as the fora for investigating them.

5. *Globality*: The necessity for a clear demonstration of interest in the question of globality itself, and therein engaged with varying constructions and perceptions of the global sphere. In what ways is the global distinct from other scales of experience and practice and how does the course demonstrate this?

Foreign Language Sequence:

One of the Global Studies major requirements is any two-course sequence in a foreign language. In conversation with their advisors, students will identify either a new language they would like to pursue or a language they already speak in which they would like to engage in advanced study or literature courses (in these cases, existing language placement exams would be used to identify appropriate course level). This is not a proficiency requirement but a requirement of two foreign language courses (in the same language); therefore there is no waiver for existing language skills.

Global Studies 399: Capstone Seminar:

GS 399 is an intensive, 4 credit hour seminar designed for Global Studies majors in their senior year. The course provides a forum for students to read about, discuss, and enact the processes of researching, analyzing, and writing about global phenomena. The centerpiece of the course will be students' individual research projects, which they will work on through all stages from proposal to completed paper. Throughout this process, students will act as interlocutors and critics to one another, forging an interdisciplinary learning community through invested interactions and collaborations. As the linchpin between program coursework and life beyond graduation, the course offers a space for reflecting on and synthesizing intellectual interests identified through the program, as well as a time to identify emerging interests and future endeavors.

Study Abroad:

Although we recognize that study abroad presents a financial challenge for many students, we will encourage students to pursue these opportunities and will seek out funding options that might facilitate such participation. Students who participate in study abroad programs may count this experience as one elective toward the major or minor.

**Assessment, Outcomes and Performance Criteria:**

The relationship between program goals and a) courses and their objectives, b) outcomes, and c) performance criteria is reflected in the following table:

Goal	Courses and Objectives	Outcomes	Performance criteria
Breadth and depth of knowledge of forces, products, and patterns of globalization	Breadth: GS 201-202 (Introduces students to multiple dimensions and impacts of globalization as reflected across disciplines); Depth: concentrated coursework in one thematic track (at least 3 courses in I. Culture, Society, and Identity; II. Language, Knowledge, and Representation; III. Nature, Technology, and the Body; IV. Power, Movements, and Political Economy; or V. Violence, Resistance, and Resolution)	Students' breadth and depth of knowledge increases over required coursework sequence and is clearly demonstrated in upper-division courses.	Successful completion of introductory core courses; successful identification (with assistance of advisor) and completion of track concentration
Understanding of challenge posed and insights afforded by an interdisciplinary approach;	GS 201-202 (introduces students to multiple dimensions and impacts of globalization as reflected across disciplines); GS 399 (provides students with practical experience in linking their reading and discussion of published Global Studies sources to the tasks of researching, analyzing, and writing their own interdisciplinary projects)	Students demonstrate ability to combine content, theory, methods, and applications from across disciplines and to effectively synthesize them in their own work	Successful completion of introductory core courses; successful completion of capstone seminar including interdisciplinary research project

<p>Practical knowledge of research methods from across the liberal arts toward productive research design and novel and incisive findings;</p>	<p>Upper-division electives; GS 399 (provides students with practical experience in linking their reading and discussion of published Global Studies sources to the tasks of researching, analyzing, and writing their own interdisciplinary projects)</p>	<p>Students demonstrate practical expertise in employing research methods and critical understanding of the implications of various methods for the production of knowledge.</p>	<p>Successful completion of capstone seminar including interdisciplinary research project; successful completion of research projects in upper-division electives</p>
<p>Effective presentation of the products of such scholarly processes and activities in well-executed and intellectually significant writing;</p>	<p>Upper-division electives; GS 399 (provides students with practical experience in linking their reading and discussion of published Global Studies sources to the tasks of researching, analyzing, and writing their own interdisciplinary projects)</p>	<p>Students write competently and compellingly, demonstrating facility with both the mechanics and the poetics of written language.</p>	<p>Successful completion of capstone seminar including interdisciplinary research project and NEIU Research Symposium presentations</p>
<p>Hands-on engagement with the globalized world through research and interaction in Chicago and abroad</p>	<p>Upper-division electives; GS 399 (provides students with practical experience in linking their reading and discussion of published Global Studies sources to the tasks of researching, analyzing, and writing their own interdisciplinary projects)</p>	<p>Students engage with people, places, sites, fora, communities, phenomena outside of campus, bringing what they learn in their coursework into the broader world and vice versa.</p>	<p>Successful completion of research projects in upper-division classes and capstone seminar; successful completion of foreign language courses; successful completion of travel/study abroad courses; successful participation in hands-on research and internship opportunities</p>

Assessment: The Global Studies program will employ an assessment plan that includes: a) collection and analysis of surveys of majors and minors regarding experiences in the program and b) collection and analysis of portfolios of majors' work that reflect student learning trajectories. Information about student performance collected in these ways will be utilized to improve program instructional techniques and learning opportunities as well as future students' performance.

Careers and lifelong learning: Global Studies coursework and related learning opportunities will provide skills and experiences that are key qualifications in the current job market. The program will also strive to provide students with hands-on, research, and internship options that can lead them into relevant work after graduation. Through study in the program, students will engage with pressing issues of contemporary relevance and exciting areas of emergent scholarship—we hope that the intellectual trajectory initiated in program coursework will continue beyond degree completion, in further scholarly pursuit at the graduate level and/or in ongoing interest and interaction around these themes and issues. Advising within the program will encourage and assist students in identifying and pursuing relevant careers.

### **Faculty Participation and Program Administration**

The Global Studies Program will be administered via faculty participation in three related bodies:

1. *Core Committee*: (1-2 coordinators, 4-6 faculty members). This body will serve as the administrative core of the program, responsible for curricular decisions, advising, budgetary issues, and immediate teaching responsibilities (all members must teach at least one course per year, including teaching required courses as needed). The core committee will be headed by the program coordinator, who will take primarily responsibility for day-to-day operations of the program and will spearhead program development and maintenance.

2. *Affiliated Faculty*: Courses will be taught by faculty from across the university who propose courses that might serve as cross-listed electives and/or who volunteer to teach core courses. Proposed electives will be vetted by the core committee using established criteria. Affiliated faculty must teach one course in every two years (whether required or elective, original or cross-listed).

3. *Advisory Group*: This body will constitute a university-wide forum for ongoing discussion and evaluation of program initiatives. Members of the Advisory Group will meet on a bi-monthly schedule (or as needed) in order to offer impressions and feedback to the core committee regarding program issues.

### **Facilities and Resources**

The Global Studies Program will share the necessary basic infrastructural resources (office space, secretarial assistance and basic office equipment) with the Anthropology Program. As the program grows, additional resources in the form of personnel and support will be planned for.

## II. A. INFORMATION ITEM: NEW FACULTY INFORMATION

**Ann M. Áviles de Bradley** joins the Department of Educational Inquiry and Curriculum Studies in the College of Education. She received her Ph.D. in 2009 from the University of Chicago. Dr. Áviles de Bradley has worked in university, school and community settings in roles which include educator, researcher, advocate, administrator, and clinical supervisor. Her research, teaching and practice have emphasized the educational and developmental needs of urban youth of color experiencing homelessness and poverty; educational outcomes of Latino students in Chicago Public Schools; youth development; and educational policy and university-community collaboration.

**Brandon P. Bisbey** comes to Northeastern Illinois University's Department of World Languages and Cultures in the College of Arts of Sciences having recently completed his Ph.D. in Spanish at Tulane University. His dissertation title, "Humor and Sexuality in Contemporary Mexican Narrative" was recognized at Tulane as the "2011 Outstanding Dissertation in the Fine Arts and the Humanities." Dr. Bisbey's research interests also include the study of masculinities in Latin American cultural contexts and in the study of marginalized and undervalued texts.

**Francisco Iacobelli** joins the Department of Computer Science in the College of Arts and Sciences. Dr. Iacobelli completed his doctoral studies at Northwestern University, and brings his intellectual work and creative ability as well as his professional experience in both the United States and Chile to Northeastern Illinois University. His research explores the ways in which intelligent information systems can be developed to provide people with better information experiences, particularly news-reading experiences, by proactively gathering and presenting information that is on topic, relevant and useful.

**Brooke Johnson** comes to Northeastern Illinois University's Department of Sociology, Latino and Latin American Studies, African and African American Studies and Women's Studies as an Assistant Professor of Sociology. Dr. Johnson completed her doctoral studies at the University of California, Riverside. Her research interests include sexualities, education, militarism, social inequality, race, class and gender, and research methods. The title of her dissertation, "From School Ground to Battle Ground: A Qualitative Study of a Military-style Charter School," reflects this variety of scholarly interests.

**Melinda Merrick** completed her Ph.D. in Natural Resources and Environmental Sciences at the University of Illinois at Urbana-Champaign in 2008. Her dissertation, "Environmental epiphanies: Exploring the shifts in human-nature interactions," reflects her research emphasis on the human dimensions of environmental sciences. She has taught as an adjunct faculty member at several institutions of higher education, and has served as an Assistant Professor of Natural Resources and Environmental Management at Ball State University. Dr. Merrick participates in an active research agenda which has led to publications and presentations in her field. She has also served as the Managing Editor for the journal *Landscape and Urban Planning*.

**Anuj Mubayi** will join the Department of Mathematics as an Assistant Professor in January 2012. He obtained his Ph.D. in 2008 in Applied Mathematics in the College of Life and Social Sciences at Arizona State University. Most recently he has worked as a research fellow at the Department of Infectious Disease at the Cleveland Clinic. During the Fall 2011 semester he will be participating in clinical trials in Papua, New Guinea. Dr. Mubayi's research program is driven by the quantitative and qualitative solution of problems of interest to the mathematical and public health or social sciences communities. He has authored and co-authored many publications in peer-reviewed journals in the physical sciences, social sciences and epidemiology.

**Thomas Parry** completed his Ph.D. in Human Performance with a specialty in motor skill learning at Indiana University in 2009. He has been serving as the Director of the Physical Education Program in the Department of Kinesiology at Southern Illinois University-Carbondale since 2008 and will join our Department of Health, Physical Education, Recreation and Athletics in the College of Education. Dr. Parry has expertise in assessment, curriculum design and alignment, teaching methodology, and motor skill learning techniques. He also has ample experience with program accreditation, and was the recipient of a substantial U.S. Department of Education grant.

**Shayne Pepper** has recently completed his Ph.D. in Communication, Rhetoric and Digital Media at North Carolina State University. He will join Northeastern Illinois University's Department of Communication, Media and Theatre in the College of Arts and Sciences. Dr. Pepper's varied academic interests include television studies, cultural studies and the study of emergent digital media, and he is known to colleagues as a sharp analyst of the intersections of media, culture and power. He has already disseminated the fruits of his research through conference presentations, and several publications including a journal article, two book chapters and several book reviews.

**Isaura Pulido** joins Northeastern Illinois University as an Assistant Professor in the Educational Inquiry and Curriculum Studies Department in the College of Education. She completed her doctoral studies at the University of Illinois at Urbana-Champaign in 2008 where she specialized in educational policy studies. Since then she has been an Assistant Professor of Educational Administration and Foundations at Illinois State University. Dr. Pulido is especially interested in the foundations of education; race, ethnicity and education; qualitative research methods; urban education policy; critical race theory; and Latinos and education. She plans to continue her research on how Latino ethno-racial identities operate for youth in schools and how schools might capitalize on Latino cultural knowledge in ways that enable academic success. She has several publications and advanced research projects and she has presented her research at conferences around the nation.

**James Rosenzweig** is joining faculty as an Assistant Professor and Education Librarian in the Ronald Williams Library at Northeastern Illinois University. He recently completed his Master's Degree in Library Science at the University of Washington's Information School and, prior to receiving this degree, was the recipient of a Master's Degree in Teaching. He has taught history and literature for five years in public high schools (both traditional and alternative), an assignment for which he received a city-wide community

service award. As a graduate student at the University of Washington, Mr. Rosenzweig worked as a student reference specialist and was actively involved in building the Special Collections Digital Archives to provide access to unique research materials to off-campus patrons.

**Emily Rumschlag-Booms** has served Northeastern Illinois University as an Instructor in the Department of Biology in the College of Arts and Sciences since 2010 and now joins that department as a tenure-track Assistant Professor. Dr. Rumschlag-Booms completed her Ph.D. in Microbiology and Immunology at the University of Illinois-Chicago. She has authored three peer-reviewed publications and two additional manuscripts. She plans to engage Northeastern's undergraduate and graduate students in her research, affording them hands-on experience with cell culture, molecular biology, biochemistry, protein analysis, cell biology and virology.

**Suresh Singh** recently completed his doctoral degree in Business Administration with a specialization in International Business at the Ohio State University. He joins Northeastern as Assistant Professor in the College of Business Management. He is especially interested in strategic planning in international business settings. He has presented his research at both national and international conferences. Prior to this work, Dr. Singh completed a Master's Degree in mechanical engineering and served as a consultant for six years in international settings.

**Susan Tang** joins the faculty of Northeastern Illinois University's Department of Music in the College of Arts and Sciences as an Assistant Professor of Piano. She completed her Doctor of Musical Arts in Piano Performance at the Manhattan School of Music in New York in 2009. She was most recently an Assistant Professor of Piano at the University of North Dakota, where she was named a "faculty star" for the UND Presidential Scholar Event. Dr. Tang has performed and provided master classes across the United States and in cities abroad such as Seoul, Bogotá and Leipzig.

## II. B. INFORMATION ITEM: STRATEGIC PLANNING: FISCAL YEAR 2011 WORKPLAN RESULTS

Northeastern Illinois University's Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under each Goal for our University-wide focus. We chose the activities described below for FY2011. In addition to these items, other activities have been implemented across all units of our campuses. Activities are numbered to correspond to Action Steps within the Strategic Goals.

**Student Success:** Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

- 1.1.1 Implement Noel Levitz Student Satisfaction Inventory and Institutional Priorities Survey in order to guide updated retention strategies.

*The Noel Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS) were administered between October 18 and November 8<sup>th</sup> 2010. Results were reviewed and compared to results from Northeastern's last survey in 2005. Students responding to 2010 survey were more satisfied than they were in 2005, and there have been improvements in the ways students have been served in the past 5 years.*

- 1.2.1 Revise and strengthen articulation agreements and dual admission agreements with community colleges and streamline course-by-course equivalency process. Extend degree audit beyond general education by writing and implementing articulations for at least five majors.

*In September 2010, the NEIU Title V Transfer/Articulation Specialist was hired. The databases for course-to-course articulation have been reconfigured and web content has been formatted into a more transfer-friendly format.*

*Articulation and dual admission agreements with the College of Lake County are being created for the Psychology, Accounting, and Political Science. These articulation agreements will serve as models for articulation agreements with the City of Colleges of Chicago and other suburban community colleges.*

*Degree audit training was conducted in April to prepare for the rollout of degree audits later in the summer. After faculty and advising staff have reviewed the audits, the degree audit will go live for students sometime early fall.*

- 1.3.1 Review and revise Graduate College admission procedures.

*Over the past 9 months, significant changes have been made in graduate admissions review systems, processes and procedures. Areas where significant process improvement have been made include: mail processing, application set-*

*up/data entry, pending applications, missing items tracking, decision process, correspondence, filing systems and reporting.*

*The use of Banner technology has been leveraged to enhance processing efficiency and effectiveness, improve communications with systems and programs, and develop much needed application and admission reporting systems.*

*Extensive staff training was delivered and documentation was developed. Further, staff have been cross trained to ensure the on-going effectiveness of graduate application and admission processing. The former Q&A system has been eliminated and all processing is now done via Banner.*

*A new Banner form to track admission decisions was developed and implemented. Process improvement to support graduate admissions and enrollment transactions will continue.*

- 1.3.2 Review undergraduate admissions requirements and the relationship of those requirements to predicting student success.

*Deferred to FY2012*

- 1.4.1 Establish a University-wide task force to review and develop recommendations to strengthen advising practices across colleges.

*Put aside due to the potential reorganization of advising services.*

- 1.4.2 Implement Advisor/Trac to improve consistency of advice given to students.

*The College of Arts and Sciences Pre-professional Advisor and several faculty advisors have been testing the software since Fall 2010. The Academic Advising and Testing Center began to pilot it in Spring 2011. In summer 2011, formal training will be developed for faculty and professional advisors and will be offered in Fall 2011 to all interested departments/units. Some technical issues still remain with regard to access to Banner student records from AdvisorTrac, and these are being addressed.*

- 1.5.1 Continue reorganization of Student Life division to increase student engagement.

*An interim Vice President was hired in December 2010 to strengthen the organization's ties with students. Attention was paid to strengthening internal procedures and approaches to decision making. A major accomplishment was the development of a new Student Life Advisory Board which was well received by students and faculty.*

*Also, job Descriptions for many of the senior level staff were updated*

- 1.5.2 Strengthen the work of the Career Services office and increase coordination between Career Services, academic departments, and academic advising.

*Staffing has been reorganized in the office. A new Associate Director position has been developed to oversee and better coordinate internships and student employment. Three new Career Development Coordinator positions were approved to strengthen outreach and coordination with colleges. Strong partnerships have been developed with Academic Advising and the First Year Experience Program.*

*The MyPlan.com programs that were purchased last year have now been augmented by additional technology resources including Optimal Resume, which allows for the online creation and critique of resumes and cover letters and Career Portfolio, which replaces the paper credential file for College of Education students and alumni. Attention will be paid in FY 2012 to improving marketing of these resources to faculty and staff in the academic colleges.*

*Career Services staff were heavily involved in the team that developed a new Alumni Survey. Feedback from that survey has led to a new partnership with Alumni Affairs, with plans under way for a new Alumni Career Day program in Fall 2011 that will provide opportunities for current students to meet with alumni to learn about career options and internship opportunities.*

- 1.5.3 Expand programs related to participation of families in University life.

*A new website specifically designed for family members was developed. Family Programming Committee members collaborated with staff in Enrollment Services to provide informational sessions for family members of prospective students during Financial Aid (FAFSA application) workshops this spring. The Family Orientation Program has been revised and updated. The Family Programming Committee has begun work on a new pilot program, "Take your Family Member to Class Day" in collaboration with faculty teaching in the FYE Program. The program will be piloted on a small scale basis in Fall 2011.*

*The schedule for Family Orientation Programs for Summer 2011 has been revised and updated to more intentionally focus on information that can help family members better support students on a diverse urban commuter campus. One example of the changes being made is that staff are making more intentional use of the content from a nationally recognized guide for parents of commuter students to provide structure for presentations on how parents can better support the success of their students and to facilitate discussion among family members on the topic.*

**Academic Excellence and Innovation:** Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

- 2.1.1 Establish a University-wide task force on graduate education to develop the Statement of Objectives for the Masters Degree, determine workforce demand and interest for current and future programs, examine the organizational structure, and explore the feasibility of doctoral degree programs within the College of Education.

*The task force organized focus groups that met with more than 100 participants during the month of November 2010. Based on the results of those meetings, a document was drafted. This document was shared with departments during the months of February and March 2011 in search of comments and suggestions. The final report is expected to be released during the summer 2011.*

- 2.2.1 Develop a plan for new requirements in General Education, based on the outcomes of the Task Force on General Education, as well as University-wide discussion, and participation in the summer workshop of the American Association of Colleges and Universities.

*The General Education Task Force, formed in April 2010, consists of about 60 members from all areas of the University, with slightly more than half faculty. The Task Force is divided into four working groups: Skills and Rigor, Other Models, Co-Curricular Aspects, and Administration and Maintenance. Revising the General Education program is a three-fold process: research, review, and revision. We have completed the research and review. To wit: in fall semester 2010 and the beginning of spring semester 2011, members of the Task Force Steering Committee visited each department in the College of Arts and Sciences to learn about their experience with General Education. This input helped the larger Task Force identify areas needing attention and recognize challenges that will arise as we develop and implement revisions.*

*In other areas of review and research, this year the Co-Curricular Aspects group identified non-traditional learning opportunities that would serve NEIU students well. The Skills and Rigor group worked on distilling the Baccalaureate Goals into goals specific to General Education and researched high impact practices that would fit the needs of our students. Finally, the Other Models group compiled best aspects of successful General Education programs from across the country into a possible model for General Education at NEIU. The Administration and Maintenance group started addressing the logistical and administrative challenges that necessarily accompany any university-wide undertaking of this magnitude.*

*As we complete our process of review and research, we have started on the work of revision itself, developing a proposal for a program that will be distinctive to Northeastern. We will continue this work in the 2011-2012 academic year.*

- 2.3.1 Enhance Mathematics Development curriculum based on national best practices and review by Northeastern faculty.

*Based on national best practices, conversations with NEIU faculty, and data analysis, all three developmental math courses were renamed, math development placement standards were revised, and a curriculum which includes traditional instruction, online learning, and out of class support is now in place. In addition, math development now offers online strategies to prepare students to take their placement tests. Students also have the opportunity to test out of courses while they are enrolled in math development courses and students now have direct online access for advisement and placement review.*

- 2.3.2 Develop joint Bachelor/Masters degree programs enabling students to complete both degrees more quickly than if taking separate degrees.

*Under review by the Task Force on Graduate Education.*

- 2.5.1 Complete review process for majors in Environmental Science, Global Studies, and Latino and Latin American Studies.

*The proposal for Latino and Latin American Studies has been written and approved at the campus level and by the Board of Trustees. It has been submitted to the Illinois Board of Higher Education for final approval. The proposal in Global Studies has been written by a faculty task force and approved by the Faculty Council on Academic Affairs. It awaits reconsideration by the Board of Trustees. The proposal in Environmental Science is being developed by a faculty committee.*

- 2.6.1 Develop three degree completion programs at the University Center of Lake County.

*The BS in Accounting and the BA in Political Science have been approved by the governing bodies of the University Center. The first courses in Accounting will be offered in the fall semester 2011 and the Political Science major will begin in the spring 2012 term. A third major in the College of Education is under consideration.*

- 2.6.2 Consider options for an intercampus shuttle service in order to increase student access to programs across campuses.

*A proposal for shuttle service operating between CCICS and the Main Campus operating Monday through Friday has been developed and is under review.*

- 2.8.1 Implement recommendations of On-Line Learning Task Force in order to promote new on-line courses, to maintain standards of excellence in courses, and to develop a readiness module for on-line students.

*The Center for Teaching and Learning has trained 115 faculty through a four-week online certification course. A nine-week follow-up summer training program (Online Teaching II) is planned to take 10-15 of these faculty to the next level. Each participant will develop a new course and also learn about mentoring*

*strategies for helping other online instructors with course design and maintenance.*

*In addition, the Title V Promoting Post-Baccalaureate Opportunities for Hispanic-Americans (PPOHA) grant provided support and stipends for faculty development in online and hybrid graduate (MBA and MSA) course offerings.*

*The CTL's Learning Technologies Coordinator has been certified as an evaluator using the Quality Matters rubric of best practices in online education. Some of this year's summer trainees are also expected to go through this certification process.*

*The CTL will buy a new software tool (Smarter Measure) that allows students to self-evaluate their technical skills as well as their study-style readiness before enrolling in online courses.*

- 2.8.2 Implement additional on-line library services and enhance on-line information resources to support faculty, staff and students, especially those not on the main campus.

*The Library implemented a new electronic resources management system (ERMS) to improve the usage and management of electronic resources. This includes enhanced linking to online, full-text resources licensed by the Library as well as tens of thousands of open source web resources.*

*Additional subscriptions for key reference and research serial titles migrated from print to electronic formats to meet demand for anytime/anywhere access to library collections. This included purchase of electronic backfiles of key serials.*

*The Library added thousands of new e-books to its online catalog to support growing interest and demand for this format. Also enhanced was the functionality provided to faculty, staff and students at CCICS and at El Centro facilities to have printed books from the Library's online catalog delivered directly to these facilities. Book drops were added at CCICS and El Centro to facilitate book returns to the main campus library.*

- 2.8.3 Complete audio/visual installation in the classrooms in CCICS, Fine Arts, and the Science Building, thereby completing the audio/visual installations in all classrooms on all University campuses.

*Completed Fall 2010.*

- 2.9.1 Request colleges to identify curricular innovations to address areas of high work force needs.

*In progress. Three faculty positions have been allocated to the College of Arts and Sciences for this purpose.*

**Urban Leadership:** Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.

- 3.1.1 Establish professional development school partnerships to augment K-12 student preparation for higher education and to offer new development opportunities to in-service teachers.

*The College of Education (COE) is a partner on a \$16.3 million, five-year Teacher Quality Partnership grant that provides funding to establish partnerships with five Chicago Public Schools (four elementary and one middle school). As part of this grant, NEIU COE and College of Arts and Sciences (CAS) faculty are working to revamp the general education and professional preparation of teachers, especially in the areas of mathematics, science, and literacy.*

- 3.2.1 Expand non-credit ESL offerings to community members at El Centro.

*In cooperation with the English Language Program, El Centro campus has expanded its non-credit ESL offerings for non-English speaking adults primarily from Latino backgrounds. Recruitment began in late fall 2010 with over 120 interested individuals of which 80 were given a placement in reading and grammar as well as an interview. In the spring 2011 semester, 70 participants enrolled in the workshops (35 in level I and 35 in level II). Of these, 49 participants completed the spring workshops. Workshops were held in the evening on weekdays and on Saturdays to accommodate the participants' busy schedule. Participants also took part in many of the El Centro's community programs. Some of the program participants are expected to enroll at Dorothy Stang High School to complete their high school diploma later this fall. So far there are 86 new individuals on a wait list for fall 2011. These workshops have been provided as a public service; no tuition is charged.*

- 3.2.2 Develop initiatives to enhance corporate and community outreach in the College of Business and Management.

*A faculty assignment, Executive Director for Development and Community Outreach for the College of Business and Management, was created, in part, to enhance corporate and community outreach in the college. As a result, the COBM initiated a new all-day campus corporate outreach activity, NETT (NEIU Empowerment through Technology) Day (October 2010), and participated in Chicago's weeklong Money Smart Week (April 2011), offering sessions on topics such as finance and entrepreneurship.*

- 3.2.3 Explore opportunities for additional off-site degree completion programs.

*Discussions have been held with the Instituto de Progreso Latino concerning offering evening courses at the site of their new high school at 26<sup>th</sup> and Western. These would be limited offerings initially, not full degree completion curricula.*

3.3.1 Seek support to establish a Research Program on Immigration.

*Deferred pending the identification of appropriate grant funds.*

**Exemplary Faculty and Staff:** Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.

4.1.1 Explore models for conflict resolution among faculty and staff.

*At the request of the University President and the President of the Faculty Senate, Dr. Kenneth Andersen, Professor Emeritus at the University of Illinois and an associate of the AAUP, visited campus in the spring term to consider the state of shared governance at NEIU. His report recommends several actions, among them the establishment of an ombuds function and a new grievance procedure for issues that fall outside the UPI contract. These recommendations are under review.*

4.2.1 Develop a set of studies that identifies the median salary for selected comparison groups for all pay classifications at the University.

*The University joined the College and University Personnel Association (CUPA) to gain access to salary surveys and developed an RFP for a consultant to complete salary study examining University salaries compared to peers. The study should be completed in early FY2012.*

4.3.1 Establish professional development programs for faculty and staff in areas of high need, such as grant writing, applied learning, on-line education, advising, and career services.

*The Applied Learning and Engaged Scholarship (A.L.E.S.) Committee sponsored one well attended workshop in March on methods to weave applied learning experiences into courses. Additional workshops will be held in 2011-12.*

*The Student Life Professional Development Committee continued to refine its programs to support the Professional Development of those involved in advising students – this included two programs open to all faculty and staff on campus on working with Veteran Students and Understanding the Generational Differences of our Students. There was such a positive response to the second workshop that it was decided to include a session on working across generational line to the summer FYE Workshop in June.*

*The Title V Promoting Post-baccalaureate Opportunities for Hispanic-Americans grant (PPOHA) provided support and stipends for both chair development and faculty development (in assessment, teaching excellence, and online training) in the College of Business and Management. See also 2.8.1*

4.5.1 Establish a Faculty Research Symposium, based on the model of the Student Research Symposium.

*The NEIU First Annual Faculty Research Symposium was held on November 12, 2010, presenting over 50 abstracts. This event provided a opportunity to bring together colleagues from the Colleges (Arts and Sciences, Business and Management, and Education) to share their research conducted individually or through multidisciplinary and/or collaborative work. It provided an opportunity for the University community to become more aware of the research conducted by the faculty, and an opportunity for dialogue on themes presented. The Symposium was sponsored by Academic Affairs and the College of Arts and Sciences. The preparations for the NEIU Second Annual Faculty Research Symposium are underway. The symposium will be held on October 28, 2011 and is sponsored by Academic Affairs and the College of Business and Management.*

- 4.5.2 Explore new models to recognize the contributions of exemplary faculty, staff, and programs.

*An employee excellence program has been developed that will be implemented next year. It parallels similar programs for certain collective bargaining employees.*

**Enhanced University Operations:** Provide a supportive learning, teaching and working environment by improving operating productivity, physical infrastructure, and environmental sustainability.

- 5.1.1 Implement on-line student account statement delivery and electronic disbursement of student refunds and other student account credits (including financial aid award proceeds, overpayments, etc.)

*Electronic student refunds are now fully implemented. Additionally, student account information, including all 1098 tax form data (for 2009 and 2010), is available to students online, both on a term-by-term basis and in aggregate. Work continues on the delivery of student account statements.*

- 5.2.1 Complete market research and feasibility studies to explore options for adding a residential life component.

*This is on hold pending the hiring and arrival of the new VP for Student Life.*

- 5.3.1 Identify options for a one-stop facility for evening and weekend students.

*Initial discussions took place in the newly-formed Student Advisory Council.*

- 5.4.1 Make all NEIU campuses fully wireless.

*All NEIU classrooms have been provisioned with the first phase of technology enhancement (ceiling mounted projector, lectern with ability to connect laptop/netbook, etc.). Substantial progress has been made to cover with WiFi campus spaces frequented by students with a primary focus on classrooms and open areas, with only a few such areas remaining. University Technology*

*Services (UTS) has covered nearly 75% of the areas/locations within the University with wireless networking technology.*

- 5.4.2 Develop the framework and implement the process for University-wide technology planning.

*UTS developed a server and related networking infrastructure to replace more expensive and end-of-life servers with infrastructure that is current and with lower total cost of operation and seamless migration of applications. This will be coordinated with the Disaster Recovery plan.*

*UTS also established a project team to evaluate and revise, as needed, the enterprise server and networking infrastructure. Work has started with a detailed inventory of server and applications infrastructure as it operates currently and preliminary sizing of future server architecture and application environment based on more widely adopted industry standard architecture. The expected resulting environment should provide a significant reduction in the total cost of operation over the next several years. The scope for the project has been approved internally and a project team established to develop the migration plan.*

*UTS has established a specific project team to develop a framework and process for short and long term technology and services planning to address requirements from various stakeholders in the University. In FY2012, a planning process will be developed to gather long-term requirements and ideas to develop technology infrastructure and services for the future using committees and/or other discussions with key stakeholders (faculty, students, and staff).*

- 5.4.3 Complete University website redevelopment plan including a Spanish language translation function on the website.

*A consultant was hired to work with the University on developing technological and functional needs assessments for website redevelopment. In addition, individuals were appointed to a University task force and work group and began to identify University needs in order to work toward a formal Requests for Proposals for assistance with the web project.*

- 5.4.4 Develop comprehensive campus word mark system.

*The Marketing Office developed a new wordmark system that could better incorporate the identity of offices, departments, and colleges with the University identity, and included a more up-to-date design of the Northeastern "N." The Marketing Department began implementation of the wordmark system with Enrollment Services, Graduate College, Pedroso Center, and the College of Business and Management. We will begin using it for University Web Pages and will integrate it into the University Identity Manual for more widespread University use.*

- 5.4.5 Launch interactive broadcast marketing campaign.

*The Marketing Office coordinated and implemented Northeastern's first television commercial in English, which reached an estimated 1.2 million households in Lake County and Chicago. This was an interactive campaign through which nearly 900 requests for information were received as a direct result of the commercial. Comcast subscribers who requested information received University brochures. The University received over 200 referrals to our website from Comcast online advertisements.*

- 5.5.1 Complete construction of Admissions and Transfer Center. Relocate the Advising Center to lower level of Lech Walesa Hall.

*The construction of an Admissions and Transfer Center is complete and the Center opened in June 2011. The Center houses the admissions counseling office, veteran services office and transfer center. The transfer center houses three critical transfer functions: articulation and degree audit, transfer peer mentoring and multipurpose center, and assistant director for transfer recruitment and retention. This Center is now prominently placed in a high traffic area to serve thousands of prospective freshman, transfer, and veteran students and their parents.*

- 5.5.2 Complete a facilities master plan to identify the current and long-term growth needs of the University, including energy infrastructure needs.

*Identifying current and long term needs will be developed in conjunction with the Education and Science Building planning to take place in FY2012.*

- 5.5.3 Renovate student activities areas in Building E to consolidate functions that are currently dispersed in several locations and provide better space for students.

*Planning for new space for student activities is continuing.*

- 5.6.1 Implement a comprehensive package of energy conservation measures to reduce energy use and promote environmental sustainability.

*The major component is the Energy Conservation Project that is currently underway and expected to be completed by January 2012.*

- 5.7.1 Develop a University-wide security strategy for the effective and efficient integration of building access control and security camera deployment.

*The Security Technologies Committee has convened and is currently working on a University-wide security technology needs assessment with a projected completion date of July 30, 2011. At that time, the committee will be able to partner with Purchasing in order to obtain quotes for camera and access control improvements and integration.*

**Fiscal Strength:** Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening

institutional relationships with federal, state, and local governments, and private sponsors.

- 6.1.1 Develop an inventory of new grant information and opportunities appropriate to Northeastern for the near future; pursue as many as manageable.

*Not accomplished due to limited staffing in Institutional Advancement.*

- 6.2.1 Strengthen relations with government agencies to increase University grant funding opportunities and resources for economic development.

*The Office of Government Relations had on-going communications and collaboration with city, state and federal government agencies and staff. The Office hosted several visits to NEIU by elected officials and arranged for elected officials to participate at NEIU events. Government Relations also provided assistance to place NEIU interns with elected officials during the fall and spring semesters.*

- 6.2.2 Advance University construction needs with elected officials.

*Discussions have been held with Alderman Margaret Laurino concerning a resident hall in the 39<sup>th</sup> Ward.*

- 6.2.3 Increase earmark requests for University special projects.

*Three Appropriation Funding Requests (earmarks) for Fiscal Year 2011 were submitted to Congressman Mike Quigley and one to U.S. Senator Richard Durbin. None of the requests received funding.*

- 6.3.1 Develop and standardize business processes and procedures (e.g., revenue collection, use of facilities, expense accounting and payment) for non-credit-bearing programs.

*The Controller's Office developed a chargeback template to facilitate the revenue collection process for University Events and implemented the process in April 2011.*

- 6.4.1 Recruit fifteen board members for the NEIU Alumni Association board of directors.

*The Northeastern Illinois University Alumni Association continues to work on creating a strategic recruitment plan for prospect Board Directors for its Alumni Board. The plan includes Board of Director job function/descriptions, NEIUAA constitution and a Board of Directors Leadership Guide. As of May 2011, there are three founding Board Directors.*

- 6.4.2 Establish NEIU Alumni Association Center to engage, cultivate, and steward alumni.

*Renovations began in February on the Northeastern Illinois University Alumni Center, Building I. The NEIU Alumni Center will house an alumni library and lounge, computer stations, alumni staff offices, and designated parking for use when alumni visit the Center. The Alumni Center will be located in Building I near Lech Walesa Hall on Bryn Mawr Avenue. An NEIU Alumni Center Ribbon Cutting will take place on Thursday, October 13 as part of the 2011 NEIU Foundation Board Annual Meeting.*

- 6.5.1 Develop a corporation and/or foundation prospect pool of at least 24 institutions and submit grant proposals or letters of inquiry as invited.

*A grant writer was contracted this fiscal year to generate and submit grant proposals to corporations and foundations. This project was complete as of January 2011. A number of grants were awarded to the NEIU Foundation, which provided scholarships to several NEIU students as well as increasing the University's endowment.*

- 6.5.2 Increase philanthropic support by 5%.

*Philanthropic support has increased over 7% from FY2010. The Development Office continues to develop grant proposals and solicit individual donations.*

## II. C. INFORMATION ITEM: STRATEGIC PLANNING: FY 2012 WORKPLAN

Northeastern Illinois University's Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under each Goal for our University-wide focus. We have chosen the activities described below for FY2012. In addition to these items, other activities will be implemented across all units of our campuses. Activities are numbered to correspond to Action Steps within the Strategic Goals.

**Student Success:** Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

- 1.1.1 Hire a full time graduate admissions recruiter to support enrollment growth in graduate programs.
- 1.1.2 Create and implement a marketing campaign to support and enhance Graduate Program recruitment efforts.
- 1.1.3 Engage NEIU Alumni in the student admissions and recruitment process, as well as student engagement programs and activities.
  - 1.3.1 Evaluate the impact of current admission standards for undergraduates on the six-year graduation rate by developing and implementing a predictive model. Academic factors (high school GPA, high school rank, ACT scores, etc.) would be studied, while controlling for demographic factors (race, gender, age, parents' level of education).
  - 1.3.2 Promote First Year Experience as a signature program of the University.
  - 1.3.3 Identify common student learning outcomes for students involved in student organizations and leadership programs and support programs and services for first year students.
- 1.4.1 Expand the advising hold from 45 credit hours to 60 credit hours for all undeclared students and all students on probation.
- 1.4.2 Implement AdviserTrac in all academic programs.
- 1.5.1 Conduct a comprehensive review of Student Life programs, services, and physical spaces to strengthen the Division's ability to support the university's mission through efficient and effective operations.
- 1.5.2 Establish the diversity advisory council and resource centers for LGBTQ and Women students, as recommended by the Work Group on the Needs of Women and LGBTQ Students.

- 1.5.3 Implement the U-pass program effective Fall 2011.
- 1.5.4 Review University placement exams, based on best practices, to ensure appropriate placement of students and decrease grading/placement time. Investigate on-line options.

**Academic Excellence and Innovation:** Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

- 2.1.1 Finalize plans for renewal of graduate education, based on the report of the Task Force on Graduate Education and consultation with University constituencies.
- 2.2.1 Finalize plans for a new set of requirements in general education, based on the report of the Task Force on General Education and consultation with University constituencies.
- 2.3.1 Develop plans to establish a Master's in Social Work degree.
- 2.3.2 Develop plans for new formats for course and program delivery on weekends, such as intensive offerings on Friday/Saturday/Sunday.
- 2.3.3 Conduct comprehensive programs reviews of all developmental programs (mathematics, ELP, reading, and writing).
- 2.4.1 Establish a more proactive and intentional internship program that encourages students to participate in internships and other related experiences earlier in their college careers.
- 2.8.1 Hire an instructional design specialist for the Center on Teaching and Learning to support development of programs using online technology.
- 2.8.2 Install an additional 80 wireless connectivity points throughout the University campuses.
- 2.9.1 Establish task force to identify new curricula based on high workforce demand. Link a portion of new faculty searches to these curricula.

**Urban Leadership:** Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.

- 3.2.1 Create and implement an Alumni Association-sponsored community service and civic engagement program.

- 3.2.2 Build additional connections with Albany Park.
- 3.4.1 Review proposals submitted in response to the advertised Request for Information (RFI) and select a new location for EI Centro.
- 3.4.2 Advertise a RFI for renewal of the CTC lease which expires July 2013.
- 3.4.3 Explore funding options to support non-credit ESL workshops for community members at EI Centro.
- 3.4.4 Generate awareness internally and externally of private financial support available to underrepresented and undocumented students.
- 3.5.2 Re-launch the mass media campaign to build on the "Learn in the city. Lead in the world." brand.
- 3.6.1 Promote and highlight successful NEIU Alumni to internal and external audiences.

**Exemplary Faculty and Staff:** Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.

- 4.1.1 Create a working group to explore the concept of a university council and to develop a proposal for implementation.
- 4.2.1 In response to the advertised RFI, select a consultant to examine University salaries compared to various peer groups. From this study and resulting report, develop a multi-year plan to bring the average salary for all University non-negotiated pay classifications to the median salary for identified comparison groups.
- 4.2.2 Create three new tenure track position in Arts and Science to keep pace with changes in work force demand and increases in credit hour production.
- 4.2.3 Determine the appropriateness of employee background checks and implement new procedures to improve the efficiency of obtaining those reports.
- 4.3.1 Create a working group to develop a proposal for an employee ombuds program.
- 4.3.2 Initiate the use of payroll data to assist financial managers in payroll budgeting and expense reporting.
- 4.4.1 Collaborate with Institutional Research and others on campus to develop a system that facilitates more information sharing of data being collected by different units on campus.
- 4.5.1 Establish a summer research program for faculty research.

4.5.2 Following from the Faculty and Staff Research Symposium, identify and publicize faculty research.

**Enhanced University Operations:** Provide a supportive learning, teaching and working environment by improving operating productivity, physical infrastructure, and environmental sustainability.

5.1.1 Review and revise NEIU Foundation scholarship administration and the awarding process.

5.1.2 Incorporate Parking Operations business systems into Banner and other University operations, including collections. Test the direct integration of TickeTrak with the Sungard Banner system.

5.1.3 Implement the electronic submission of preliminary budget information.

5.1.4 Implement the recently developed new-hire checklist.

5.1.5 Implement Automated Clearing House (ACH) payments to vendors in two phases. First, implement ACH payments for disbursements to faculty and staff (e.g, travel reimbursements) where these individuals currently receive their paychecks electronically and, second, implement ACH payments for all other accounts payable payments.

5.1.6 Review all University processes to assure full compliance with Payment Card Industry (PCI) standards related to the acceptance of charge card information and the maintenance of financial records. This review will include the University Foundation and Alumni Association. This project will centralize the processing of charge card payments and potentially consolidate registration currently performed by various departments for sponsored activities.

5.2.1 Form a campus work team to begin a preliminary investigation, including market research and feasibility studies, to explore options for adding a residential life component.

5.3.1 Begin more focused discussion with the Student Life Advisory Board and collect survey data from the student body to identify programs and service areas students would like included in a "One Stop Shop".

5.4.1 Develop and implement a planned approach to web/technology redevelopment.

5.4.2 An RFP was developed and published for replacing the NEIU phone system. The responses to the advertised RFP will be analyzed and a solution chosen by Fall 2011 for implementation beginning late 2011.

5.4.3 Explore utilizing Banner as the system of record to generate and maintain student/employee ID card information.

- 5.5.1 Conduct a space audit of offices in Student Life with focus in FY 2012 on Career Services, Dean of Students, and Student Activities.
- 5.5.3 Increase the number of family friendly and gender neutral restrooms on campus.
- 5.6.1 Complete the comprehensive package of energy conservation measures to reduce energy consumption and to promote environmental sustainability.
- 5.6.2 Replace the current motor pool reservation system by making "on demand" reservations directly through a selected car rental agency, lowering maintenance costs, reducing liability exposure, and "right sizing" vehicle availability with seasonal demand.
- 5.6.3 Replace gas powered parking enforcement vehicles with alternative fuel vehicles.
- 5.6.4 Create marketing initiatives to enhance the University's image in terms of environmental sustainability.
- 5.7.1 Develop and implement a University-wide security strategy for the effective and efficient integration of building access control and security camera deployment.
- 5.7.2 Integrate 'N Alert' emergency contact system with registration process for 'opt-out functionality'.

**Fiscal Strength:** Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.

- 6.2.1 Strengthen relations with government agencies to increase university grant funding opportunities and resources for economic development
- 6.2.2 Advance University construction needs with elected officials
- 6.2.3 Increase earmark requests for University special projects.
- 6.2.4 Create a study group to analyze appropriate performance measures in light of the new statutory requirement to phase in performance based funding for state universities in Illinois, starting with the FY 2013 budget.
- 6.4.1 Establish the NEIU Alumni Association Board of Directors.
- 6.4.2 Increase Alumni Association memberships by 50% from nearly 500 upgraded members in FY11 to 1,000 upgraded members in FY12.
- 6.4.3 Recruit additional Foundation Board members.

- 6.4.4 Create an advisory board to redefine and grow the NEIU Unrestricted Fund.
- 6.5.1 Continue to review the fundraising infrastructure in order to increase philanthropic giving by 5%.
- 6.6.1 Enhance the private rental program to raise \$75,000 in FY12.

**II. D. INFORMATION ITEM: KEY PERFORMANCE INDICATORS PROGRESS  
REPORT FOR THE STRATEGIC PLAN**

Northeastern Illinois University has developed and implemented an extensive strategic planning process, based on the University Mission, Vision, Values, and Goals. Additionally, each Goal has a series of Action Steps; specific activities are selected each year based on the Action Steps. Collectively these activities are called the annual workplan.

Progress in implementing the Strategic Plan is demonstrated in two ways. The first is the listing of Results of the activities each year. For example, the Board agenda includes Information Items on both the Results of the FY2011 Workplan and the new activities selected for the coming year, the FY2012 Workplan.

The second way of demonstrating progress on our Plan is the Key Performance Indicators, or KPIs. These are specific quantitative outcome measures for each of the six Goals. They were developed over a two-year period with input from throughout the University and including the Strategic Planning Team, the Steering Committee, the President's Council, the strategic planning consultants who helped with the overall process, and the Office of Institutional Research. The KPIs are updated annually and comprise the final measure needed for our Plan. They help to answer, "Are we making progress on our Goals?" Like the Plan itself, they guide decisions that are strategic rather than based on daily operations, and they promote campus alignment.

Included in the Board packet is a separate handout of all of the KPIs. Provided for each is a frame of reference, a general definition, a graph of the KPI over time, and the target for improvement. The KPI Progress Report for the Strategic Plan is also available on the Northeastern Illinois University website under the Strategic Plan.

**II. E. INFORMATION ITEM: PURCHASES BETWEEN \$50,000 AND \$100,000**

Board of Trustees' Regulations require that the President report to the Board purchases of at least \$50,000 but less than \$100,000 other than those exempt from Board approval (e.g., utilities). The following lists those purchases since the last Board meeting.

<u>Vendor</u>	<u>Description</u>	<u>Purchase Order Amount</u>
Anixter Center	Interpreting Services	\$96,000
Dunn, Willard, Arkell, Bugg	Legal Services	\$50,000
Digby's Detective and Security	Security Guard Service	\$70,000
Chicago SMSA Ltd. Partnership	Elevator Maintenance	\$50,000
Zones, Inc.	Microsoft Software License	\$79,411

## **F. NEWS AND EVENTS**

### **1. NEIU Summer Community Relations – June – September**

Northeastern was represented by students, faculty and staff at many parades and festivals this summer. The University partnered with B96 radio and WCUI-TV and had floats in the Chicago Puerto Rican Day Parade on June 11, the Chicago Gay Pride Parade on June 26, the Bud Billiken Parade on August 13, and the 26th Street Mexican Independence Day Parade on September 11. University representatives also greeted attendees and distributed academic program information at the 16th Annual Chicago Korean Festival on August 13-14.

### **2. Diverse – Issues in Higher Education rankings – June 9 and July 7**

Northeastern is among the top universities in the nation in the number of baccalaureate and master's degrees earned by students of diverse ethnic backgrounds, according to the June 9, 2011, and July 7, 2011, issues of *Diverse - Issues in Higher Education's* annual publication of the "Top Degree Producers 2011."

The rankings for baccalaureate degrees in each discipline are:

- Education by Asian Americans: 18<sup>th</sup>
- Education by Hispanics: 18<sup>th</sup>
- Public Administration and Social Service Professions by Hispanics: 20<sup>th</sup>
- Liberal Arts and Sciences, General Studies and Humanities by Hispanics: 28<sup>th</sup>
- Foreign Languages, Literatures and Linguistics by Hispanics: 29<sup>th</sup>
- Education by all minorities: 30<sup>th</sup>
- History by Hispanics: 31<sup>st</sup>
- Finance and Financial Management Services by Asian Americans: 35<sup>th</sup>
- Finance and Financial Management Services by Hispanics: 35<sup>th</sup>
- Public Administration and Social Service Professions by all minorities: 36<sup>th</sup>
- Liberal Arts and Sciences, General Studies and Humanities by all minorities: 37<sup>th</sup>
- Accounting and Related Services by Hispanics: 41<sup>st</sup>
- Marketing by Asian Americans: 41<sup>st</sup>
- Homeland Security, Law Enforcement, Firefighting and Related Protective Services by Hispanics: 45<sup>th</sup>
- Liberal Arts and Sciences, General Studies and Humanities by Asian Americans: 46<sup>th</sup>
- Finance and Financial Management Services by all minorities: 49<sup>th</sup>
- All disciplines by Hispanics: 69<sup>th</sup>

The rankings for master's degrees in each discipline are:

- Area, Ethnic, Cultural, Gender and Group Studies by African Americans: 1<sup>st</sup>
- Area, Ethnic, Cultural, Gender and Group Studies by all minorities: 2<sup>nd</sup>
- Foreign Languages, Literatures and Linguistics by Asian Americans: 7<sup>th</sup>
- Area, Ethnic, Cultural, Gender and Group Studies by Hispanics: 12<sup>th</sup>
- Foreign Languages, Literatures and Linguistics by all minorities: 24<sup>th</sup>

### **3. Retirement Reception – June 14**

On Tuesday, June 14, over 150 family, friends and distinguished guests attended the annual retiree reception honoring faculty and staff for their years of service at NEIU. The event included former and current members of the campus community. President Hahs and Trustees Carlos Azcoitia and Edward Dykla brought greetings.

### **4. First Year, Transfer, and Family Orientation – June 15 – August 17**

Seventeen First Year Orientation workshops were held from June through August. The workshops included a series of college-specific instructional programs outlining information on entrance requirements and various majors. Approximately 2,000 new first year students, transfer students and family members participated in orientation programs, activities and panel discussions.

Orientations are coordinated by the Office of the Dean of Students in collaboration with the Office of Academic Advising, the First Year Experience Program, Proyecto Pa'lante, Project Success, Enrollment Services, and the Colleges of Arts and Sciences, Business and Management, and Education.

### **5. Institutional Advancement, Garden Party – June 23**

On Thursday, June 23, the Office of Institutional Advancement hosted its annual Garden Party event at the home of President Hahs. Over 30 alumni and donors attended the event and were recognized for their generosity and commitment to Northeastern. At the event Dr. Brian Schultz and Dr. Sandra Beyda-Lorie from the College of Education gave updates of their area to alumni and friends, and Dr. Bernard Brommel gave a brief update about the University's Founders Society, a group of alumni, faculty, staff and friends who have included NEIU in their wills.

### **6. Educational Leadership Summit – June 27**

On Monday, June 27, the Department of Educational Leadership and Development held its second annual Educational Leadership Summit. The 207 attendees were ELAD alumni, current graduate students of the Educational Leadership program, educational leaders, teachers, parents, and university faculty from Chicago and suburban school districts in Illinois. Keynote speaker Michael Wortoson, Executive Director of Campaign for High School Equity in Washington, D.C. addressed the topic, "*The Urgency of Leadership: Collaborating with Families and Communities for Excellent Student Outcome*", while Terry Mazani, President and CEO of Chicago Community Trust and former interim Chicago Public Schools CEO talked about "*Education in a Global Context: Accelerating the Development of High Performing Schools*".

Summit participants attended concurrent workshops on a variety of topics pertinent to effective leadership in today's public schools. In collaboration with the Department of State and the Fulbright Program, five Fulbright scholars from Togo, Chad, Peru, Indonesia, and Kazakhstan formed a panel to discuss educational leadership and principal preparation in an international context. One of the highlights of the summit was

a panel of ELAD alumni who talked and analyzed the effectiveness of the educational leadership preparation program at NEIU. The Educational Leadership Summit II was funded by a Chicago Public School grant.

#### **7. Third Annual Professional Development Day – June 29**

The Student Life division hosted its Third Annual Professional Development Day on Wednesday, June 29. This year's discussion focused on *Transitions: Becoming a Change Agent* as the division prepared for the arrival of a new Vice President. The presenter was Jim Troxel of Millennia Consulting, LLC and visiting faculty member at DePaul University's School of New Learning.

#### **8. High Tea with NEIU Alumna Rae Lewis-Thornton – June 29**

On Wednesday, June 29, Dr. Ellen Cannon, political science, hosted a High Tea reception for NEIU Distinguished Alumna 2011 Rae Lewis-Thornton. Lewis-Thornton is an Emmy Award Winning AIDS activist and educational speaker whose work has driven her to national acclaim. Over 30 alumni, students, faculty, staff and friends attended and celebrated Lewis-Thornton's life and accomplishments. This event was made possible by the generous support and financial contributions of Dr. Cannon.

#### **9. Great Service Matters Reception – July 14**

President Hahs hosted a reception at her home on Thursday, July 14 to honor members of the Great Service Matters Committee. The committee was recognized for its forward thinking and innovative approaches to professional development. The committee is composed of faculty and staff throughout the university.

#### **10. English Teachers' Workshop for Korean Teachers – July 18 – August 17**

As part of the agreement reached between NEIU and Chungcheongnamdo Office of Education (CNOE) in the Republic of Korea, NEIU's Office of International Programs and Department of Linguistics hosted the second Summer English Teachers' Workshop for 30 Korean elementary school English teachers. The Korean teachers received instruction in English proficiency and English teaching skills in both written and conversational English. In addition to the formal classroom experience, the Korean teachers also received lectures on American and Chicago culture and various cultural field trips. The Korean teachers expressed their appreciation for the excellent quality of training they received. President Hahs hosted a reception for the Korean Delegation at her home and a farewell dinner in the Golden Eagles room.

#### **11. Educación a Su Alcance Partnership with Telemundo**

Northeastern Illinois University partnered with Telemundo to produce two programs that will feature NEIU in the station's series "Educación a Su Alcance," or "Education Within Your Reach." The "Educación a Su Alcance" series comprises community-focused, monthly, half-hour shows that provide Latino families with a more in-depth view of the educational landscape in the United States. This program clarifies the processes that

both families and children need to know in order to obtain the education they desire and the career of their dreams. The show's purpose is to trigger conversations between parents and children, teachers and students, thus activating an on-going community-wide effort to make obtaining a strong education accessible and realistic.

On July 26 – 28, Telemundo came to Chicago from Washington, D.C., to tape interviews with 34 members of the NEIU community. The programs featuring NEIU will cover the topics “A Day in the Life of a Professional” and “Multiculturalism in the Workforce” and be broadcast on September 24 and November 26 in both Chicago and Washington, D.C.

## **12. Excelencia in Education**

The College of Education was selected as a finalist for the 2011 Examples of *Excelencia* by Excelencia in Education, the Washington, D.C. based organization that supports and engages college leaders and policymakers in accelerating the success in higher education of the nation's diverse Latino populations. This honor recognizes the Grow Your Own Teachers (GYO) programs in Logan Square, with partner Logan Square Neighborhood Association, and in Chicago Lawn/Gage Park with the Southwest Organizing Project. The COE also partners with the Chicago Public Schools in GYO. The partners will be honored at the 6<sup>th</sup> annual *Celebración de Excelencia* on Tuesday, September 27, 2011 at the U. S. Capitol Visitor's Center in the Congressional Auditorium. Additionally, a description of the COE's GYO program will be published in the 2011 edition of *What Works for Latino Students in Higher Education: Examples of Excelencia Compendium* which will be distributed to over 16,000 constituents and key educational organizations and policy leaders.

## **13. NEIU Alumni Center – August**

The Northeastern Illinois University Alumni Association is proud to announce that renovations for a new Northeastern Illinois University Alumni Center are complete. The Office of Alumni Relations staff moved into their new space, formerly known as the I Building, in the NEIU Alumni Center in August. The Center houses an alumni library and lounge, computer stations for alumni use, and designated parking for visitors, which will be located near the Lech Walesa Hall building on Bryn Mawr Avenue.

## **14. DREAM Act signing at Benito Juarez High School – August 1**

On Monday, August 1, President Hahs was invited by Governor Pat Quinn to attend the signing of the Illinois DREAM Act at Benito Juarez High School, in Pilsen. Dr. Hahs was on the platform for the ceremony and was introduced to the audience by the Governor. Also in attendance at the bill signing was Maria Luna-Duarte, Interim Director of El Centro, who brought seven students dressed in NEIU t-shirts. Others on the platform included Lieutenant Governor Sheila Simon, Chicago Mayor Rahm Emanuel, and several state senators and representatives who helped pass the bill in their respective houses. Both Juan Carlos Ocon, principal of Benito Juarez High School, and Governor Quinn each pledged \$1000 to the DREAM Act fund. After the bill was signed, President Hahs was given one of the pens used by Governor Quinn for this historic

signing, and the Telemundo news crew interviewed Ms. Luna-Duarte and several NEIU students.

**15. Distinguished Student Service Award – August 5**

On Friday, August 5, Sujata Swaroop, a clinical trainee in the Counseling Office, was awarded the 2011-2012 Distinguished Student Service Award in Clinical Psychology by the American Psychological Association's Division 12 (Society of Clinical Psychology) in Washington, D.C. The award was presented in recognition of Ms. Swaroop's research exploring trauma-recovery programs for women currently living in displacement camps within northwestern Pakistan, as well as her service work for social justice and cross-cultural exchange as a graduate student at the Chicago School of Professional Psychology. Ms. Swaroop joined NEIU's Counseling Office in August 2010 as a trainee pursuing a Psychology Therapy Practicum. She is currently a graduate student at the Chicago School of Professional Psychology working toward her doctorate degree in Clinical Psychology.

**16. The Thirty-Ninth Annual Chuck Kane Memorial Golf Outing – August 15**

The Thirty-Ninth Annual Chuck Kane Memorial Golf Outing was held on Monday, August 15 at Highland Park Country Club. This year 90 participants golfed and more than 100 attended the dinner and program. During the dinner program, the audience heard thanks from a 2011 Kane Scholarship recipient, senior Fernando Merchan, and the NEIU Foundation presented Martin J. and Patricia Koldyke, co-founders of the Golden Apple Foundation in Chicago, with the 2011 Chuck Kane Educational Leadership Award. The event has provided scholarships to more than 100 NEIU students and has the distinction of being Northeastern's longest-running philanthropic tradition.

**17. Welcome Home 2011 – August 18**

Chicago Teachers College (CTC) alumni, former faculty and friends gathered on Thursday, August 18 for the annual Welcome Home reunion. Nearly 80 alumni, faculty, staff and friends joined to reminisce about their time at Northeastern (formerly known as Chicago Teachers College). At the reunion, Dr. Thomas Tufo, CTC alumnus and former faculty, was recognized for his involvement and commitment to Chicago Teachers College and Northeastern Illinois University. The Class of 1950-51 and 1960-61 were also honored with a special Golden and Diamond Medallion Ceremony.

**18. New Faculty Orientation – August 23 – 24**

On August 23 and 24, the Center for Teaching and Learning facilitated our annual orientation for new tenure-track faculty. Thirteen new faculty were welcomed by the President and Provost and other representatives of the administration during a breakfast that started two days of activities. They attended a panel of second-year colleagues discussing their experiences at Northeastern as well as presentations on students' expectations for college, technology, promotion and tenure, faculty mentoring, breakout sessions with their respective deans, and were introduced to key offices and

services on campus. This year included a new feature, a guided tour through Albany Park, where our students and faculty occasionally collaborate on service learning activities. Each new faculty member received a binder with important information on campus resources and procedures. Several follow-up meetings are planned throughout the academic year.

**19. Great Service Matters, Patio Celebration – August 26**

The Patio Celebration was held on Friday, August 26 from 4:00 p.m. to 8:00 p.m. at the outdoor patio space between the B and D buildings. “*Hawaii 5-5-0-0 on the Patio*” was this year’s theme. The celebration recognized the daily contributions given by all faculty and staff to the success of our students. Over 200 members of the university community attended the event. There was a D.J., a karaoke machine, a buffet, and door prizes.

**20. Class Act – August 27**

Student Activities, in conjunction with many departments on campus, hosted Class Act, a kick-off event for all incoming first-year students and their families. Held on Saturday, August 27 from 11:30 am – 4 pm, the event highlighted campus services and opportunities for student involvement. Dr. Frank Ross, Vice President for Student Life, welcomed the first-year students into the university community. The main ceremony was held in the Auditorium and a campus resource fair was held on the University Commons. This year, all first year students in attendance received several gifts, including their first NEIU t-shirt and the book, *The Dean’s List: 11 Habits of Highly Successful College Students* by Dr. John Bader, as part of their introduction to their collegiate experience.

**21. The NEIU Ask Me Campaign – August 27- September 7**

The NEIU Ask Me Campaign was held this fall semester from August 27 to September 7. New and returning students were encouraged to approach all staff, faculty, and student leaders wearing an “Ask Me” button as well as offices presenting the “Ask Me” logo sign with questions and general inquiries. The campaign served to create a welcoming campus environment, lessen anxiety felt by students during the first days of courses, encourage greater participation of faculty and staff in students’ campus life, help to improve coordination among campus services and foster an enriching campus experience leading to greater student retention.

**22. Fall Into Fun Week – September 6 – 11**

Student Activities, in collaboration with several other university offices, sponsored this annual week-long celebration to welcome students to the new academic year. The week included a day long Fun Fair, Student Organization Fair, a scavenger hunt, NEIU Top Chef Food Contest, a BBQ, and the showing of the movie “Kung Fu Panda 2” on a large outdoor movie screen. The celebration also included refreshments at El Centro and Jacob H. Carruthers’ Center for Inner City Studies (CCICS).

Participants included: Campus Recreation, Dean of Students Office, Student Union, Cultural Events, Northeastern Programming Board (NPB), Auxiliary Services, and Ronald Williams Library.

**23. December 2011 Commencement - New Location – December 18**

The Northeastern Illinois University December 2011 Commencement will take place at the UIC Pavilion on Sunday, December 18. The UIC Pavilion is located at 525 S. Racine in Chicago. The University Events Office recently conducted a survey regarding the location of future commencements. The results of the survey showed that students, faculty and staff were most concerned with the restricted number of guest tickets each graduate receives and having the December commencement divided into two separate ceremonies. This venue will allow us to have one ceremony for all graduates, and each graduate will receive additional tickets for their guests. More detailed information regarding the ceremony will be distributed to the university community in the coming months.