

**PRESIDENT’S REPORT TO THE
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY
April 7, 2011**

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I. A. ACTION ITEM: FISCAL YEAR 2012 TUITION AND FEE RATES

EXECUTIVE SUMMARY

The Board of Trustees of Northeastern Illinois University is required by its enabling Act to adopt tuition and fee rates for students attending the University. Each year, the Board reviews and adjusts those rates to recognize the budgetary needs of the University and the appropriate contributions students should make to meet those needs. Historically, given the University's ongoing commitments to access and to providing a high-quality affordable education, the Board has adopted tuition and fee rates that are among the most affordable of the Illinois public universities. Equally important, the Board adopts tuition rates that reflect a fair and appropriate contribution from students to the cost of their education. It is with those continuing commitments that this report presents the fiscal year 2012 tuition and fee rates to the Board for approval.

Clearly, students are the campus constituency most affected by changes in student tuition and fees. At the November 2010 Board meeting, the proposed fiscal year 2012 tuition and fee rates (beginning Fall 2011) were presented to the Board and to the University community for review and discussion. The University President and Vice Presidents met with the Student Government Association (SGA) on January 25, 2011 in a forum open to all students to present the proposed tuition and fee rates and to discuss student concerns. On February 8, 2011, the SGA passed Senate Bill 34 which "is formally recommending the approval of the tuition and fee increase for financial year 2012 as proposed by the administration." The SGA also resolved that the recommended tuition and fees recognizes the reduction in state revenues over the past decade and the need to maintain effective progress and financial health. Further, the SGA resolved for "substantial collaboration between administration, faculty, and students to help find creative avenues of revenue beyond traditional state subsidies and philanthropic gifts", per the University's strategic plan. The proposed rates presented by the administration and recommended for approval by the Student Government Association are now presented to the Board of Trustees for approval.

The following report presents four main factors which support the need for the proposed modest tuition and fee increases. Each is summarized below and discussed more thoroughly in the report.

Net Price to Students. Nationally, the discussion of net price to students – what students actually pay for their education – is increasing. At Northeastern, preliminary data show that for students receiving financial need awards, their awards, on average, pay the total cost of their tuition and fees. For all Northeastern students, those receiving aid and those who do not, undergraduates at Northeastern pay less than half of the cost of their tuition and fees. While tuition and fees are increasing, the amounts students are paying to attend Northeastern are significantly less than the amounts approved by the Board. As a result, tuition increases do not affect tuition and fee costs for a significant proportion of the Northeastern student body because their tuition and fee costs are covered by financial aid. For the students without financial aid, the increases are not having near the impact as the advertised rate increases.

Declining State Support/Spending Reductions. Since fiscal year 2002, state support to Northeastern has declined more than 10 percent, or 1.2 percent per year. Even with the recent state income tax increase, the most optimistic projection is level state funding and, more likely, funding could decrease in an amount similar to the current year decrease - \$2.7 million, or 6.2 percent. The University has implemented several budget reductions in recent years to address funding shortfalls. The national Delta Project recently reported costs per degree at Northeastern declined \$6,194 per degree, or 12 percent, since 2005 while costs at our comparison institutions increased \$2,396, or 4 percent. The Project data show costs per degree at Northeastern are \$15,639, or 27 percent, below comparison institutions. A modest tuition increase will lessen the impact of continuing state funding cuts and allow the University to remain competitive with our peers.

Modest Tuition Increase/Tuition Guarantee. The proposed rate for new students is the lowest rate increase since the implementation of the tuition guarantee legislation in fall 2004. Under that guarantee, students have a guaranteed tuition rate for six consecutive academic years. The rate for new students would be only 5.8 percent more than new students in the current year and their tuition rates would be set for six years. Over 90 percent of Northeastern students fall under the guarantee. As a result, the proposed tuition increase will only affect students who have been at Northeastern more than six years, about 10 percent of the undergraduate student population. Even with this proposed tuition increase, tuition rates at Northeastern will remain significantly below the average for the Illinois public universities.

Need for New Resources/Strategic Priorities. The University continues to be a good steward of our limited resources as financial pressures continue. As noted above, Northeastern's costs per degree have decreased while the costs for our peers have increased. Faculty and staff salaries represent the greatest cost pressure. The salary increase costs for our five collective bargaining units and our non-negotiated civil service and professional employees will be on the order of \$1.5 to \$2 million. Fifty additional student course sections at \$4,000 per section would be \$200,000. The implementation of a new academic program could range from \$200,000 to \$500,000. Current programs under development are Latino and Latin American Studies, Environmental Sciences, Global Studies, and a doctoral program in the College of Education. In addition, the University plans to allocate \$600,000 to annualize and increase the University's need-based student aid program. These funds likely would not be available without a tuition increase, particularly if state funding is decreased. While cuts are being made across the University, the need for new resources exceeds the University's ability to make budget cuts without affecting student instruction and student services.

The rationale for the tuition and fee increases and the proposed rates are included in more detail in the following report. Tables 1-4 are at the end of the document. Tables 1-3 provide background information and Table 4 provides the proposed tuition and fee rates for fiscal year 2012 with actual rates for previous years.

FY2012 TUITION AND FEE RATES

The Board of Trustees of Northeastern Illinois University is required by its enabling Act to adopt tuition and fee rates for students attending the University. Each year, the Board reviews and adjusts those rates to recognize the budgetary needs of the University and the appropriate contributions students should make to meet those needs. Historically, given the University's ongoing commitments to access and to providing a high-quality affordable education, the Board has adopted tuition and fee rates that are among the most affordable of the Illinois public universities. Equally important, the Board adopts tuition rates that reflect a fair and appropriate contribution from students to the cost of their education. It is with those continuing commitments that this report presents the fiscal year 2012 tuition and fee rates to the Board for approval.

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The Context for Setting Tuition and Fee Rates

Setting tuition and fee rates is a complicated process in which a balance must be reached between several, seemingly competing, factors. First, as mentioned above, students are the constituents most affected by tuition increases and the ability of students to access higher education is encouraged and enhanced when the cost to students is held to a reasonable level. Keeping tuition modest is one way to control student costs, as is the expansion of student financial aid. In addition, the cost to an individual student, after available financial aid, must be appropriate in terms of the cost to other students at Northeastern and in terms of student costs at comparable institutions. This balance requires new ways of analyzing tuition costs given the recent expansion of the tuition guarantee program. Second, because tuition and state funding comprise the University's total operating budget, tuition costs must be examined in an environment in which funding from the state of Illinois is unreliable at best and, at worst, steadily and permanently declining. And third, tuition must be analyzed in terms of its contributions to the strategic, programmatic needs of the University and the value of a degree from Northeastern.

Overview of Current Tuition and Fee Rates

In Fall 2004, a state law took effect requiring all Illinois public universities to guarantee new undergraduate students level tuition for four consecutive academic years. In Fall 2010, the seventh cohort of undergraduate students attending Northeastern entered the University under the tuition guarantee program. In the spring 2010 legislative session, the General Assembly and Governor approved an extension of the tuition guarantee program so that students in their fifth and sixth year of continuous enrollment also have guaranteed tuition rates. The rates for those students in their fifth and sixth year are now at the rates for the cohorts enrolled in the following year. For example, students who first enrolled at Northeastern in Fall 2007 had their tuition guaranteed at the same rate for four years. Under the new law, they will have tuition guaranteed in their fifth and sixth years at Northeastern at the rate charged to students who first enrolled in Fall 2008.

One result of the tuition guarantee program is the effect on tuition comparisons among institutions. Prior to Fall 2004, most universities had one basic tuition rate for undergraduate in-state residents and it was much easier to compare and assess tuition rates among public universities. Now, because of this legislation, all Illinois public universities have at least five different tuition rates for in-state undergraduate students. This complicates tuition comparisons. The Illinois Board of Higher Education developed a methodology for comparing tuition rates that involves weighting each university's various tuition rates by the number of students paying the corresponding rates. Those rates and comparisons are included in this report.

Tuition comparisons are important because they provide a means to assess student costs among somewhat similarly financed institutions. Table 1 presents fiscal year 2011 weighted average tuition rates at Illinois public universities for new undergraduates and for all undergraduate students and compares those rates with the previous year.

The fiscal year 2011 tuition rate for new undergraduate students enrolling at Northeastern was 6.1 percent more than the rate for student entering the previous year. The public university average rate for new undergraduates was 7.3 percent above the rate for the previous year. Of those public universities increasing tuition for new undergraduates, only Governors State University had a smaller tuition increase than Northeastern. The tuition for new full-time undergraduates at Northeastern is \$7,800, or 88 percent of the statewide average of \$8,838. Given Northeastern's location in Chicago, having a tuition rate for new undergraduates 12 percent below the average tuition rate for Illinois public universities seems reasonable and consistent with our affordability goals.

For all undergraduate students, Northeastern's current year average tuition rate is \$6,933. Northeastern's average rate for all undergraduates is below seven other public universities and above the other four. Northeastern's overall undergraduate tuition rate is 15 percent below the public universities' average of \$8,133. Stated differently, on average, full-time undergraduate students at Northeastern pay \$1,200 less per year for tuition, or \$40 less per credit hour, than the average for all Illinois public universities.

Table 2 provides comparison data for graduate tuition and shows that the fiscal year 2011 rate for students at Northeastern is \$6,240, 71 percent of the statewide average of \$8,817. The current year graduate tuition rate increase at Northeastern of 6.1 percent is less than the statewide average of 7.7 percent. Six public universities have higher graduate tuition than Northeastern and five have a lower average graduate tuition rate.

Table 3 provides a comparison of the tuition costs for undergraduate and graduate students at Illinois public universities. Because graduate education is more costly than undergraduate education, it follows that graduate students should pay more for their education than undergraduates. For the past four years, Northeastern has established graduate tuition at the rate paid by the entering undergraduate students. This assures that no undergraduate student pays more for their education than graduate students. Statewide, graduate students pay 24.7 percent more than undergraduate students. However, these data should be interpreted with caution because the graduate costs at several campuses are inflated due to the high cost of certain graduate programs, for example, medical education.

Net Price to Students – What Students Actually Pay

The previous discussion on published tuition rates, while important, does not reflect the fact that a majority of students at Northeastern, and most other higher education institutions around the country, pay less for their education than the stated tuition and fee costs. Nationally, there is increasing discussion and analysis of the net price of a college education. Net price is generally defined as the price a student pays for higher education after financial aid is considered. This discussion is important for several reasons. First, given the increases in available student financial aid at all levels – federal, state and institution – it is critically important to know how, or if, financial aid programs are improving access to higher education. Second, given the increases in tuition and fees at higher education institutions, it is important to know how much students are actually paying for their education. This discussion is of such importance that new federal legislation will require all higher education institutions administering federal financial aid programs to publish on their websites the net price students actually pay to attend the institution.

While Northeastern prepares for this new requirement, a preliminary analysis was done of all full-time students to get a sense of what students actually pay to attend Northeastern in the most recent term – Fall 2010. The following table provides the results of that preliminary analysis. The data include students who were eligible for need-based financial aid (federal Pell or SEOG grants and/or Illinois Monetary Award Program Awards) and enrolled in 12 or more credit hours. Because financial aid is awarded on a credit hour basis, it is likely that these results are similar for the entire student population.

Based on the analysis of these students and their financial aid records, the combination of federal, state and institutional financial aid awards, on average, exceeds the net cost of tuition and fees. Over half of the undergraduate students included in the analysis received need-based financial aid. Stated differently, over half of the students at Northeastern received need-based financial aid and for those students, on average,

financial aid completely covered their tuition and fees. When all students are considered, those who received need-based financial aid and those who did not, students, on average, paid 45 percent of the stated cost (or "sticker price") of their tuition and fees.

It should be noted that aid from loans and aid that included a work requirement were not included, which would further lower net costs.

**NET PRICE TO NORTHEASTERN UNDERGRADUATE STUDENTS
AFTER CONSIDERATION OF FINANCIAL AID AWARDS
Fall 2010**

	<u>Students with Financial Need And Awards</u>	<u>All Students</u>
Estimated Student Cost	\$ 3,746	\$ 3,746
<u>Financial Aid Per Student</u>	<u>\$ 3,780</u>	<u>\$ 2,060</u>
Net Price or (Refund)	\$ (34)	\$ 1,686
Net Price - Percent Actually Paid	0%	45%
FTE Enrollments	3,210	6,173
Percent of Total	52%	

Includes full-time students enrolled in 12 or more credit hours.

As a result, tuition increases do not affect tuition and fee costs for a significant proportion of the Northeastern student body because their tuition and fee costs are covered by financial aid. For the students without financial aid, the increases are not having near the impact as the advertised rate increases.

Setting Tuition and Fees in a Challenging State Fiscal Climate

The fiscal climate in the state of Illinois has had a direct impact on tuition and fee rates at Northeastern and all other Illinois public universities. The following table summarizes changes since fiscal year 2002 in state appropriations and Northeastern's Income Fund (created by state law to account for student tuition). Fiscal year 2002 represents the high-water mark in state higher education funding in Illinois.

**PRESIDENT'S REPORT TO THE
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**NORTHEASTERN ILLINOIS UNIVERSITY
STATE GENERAL FUNDS AND UNIVERSITY INCOME FUNDS
(WITH CPI AND HEPI INFLATION INDEXES)
UNIVERSITY BUDGETS - FISCAL YEARS 2002 TO 2011**

	General Funds		Income Funds		Total	CPI	HEPI
	Dollars / % of Total		Dollars / % of Total				
FY2002	\$ 45,396,800	69%	\$ 20,626,100	31%	\$ 66,022,900	178.0	212.7
FY2010	43,401,900	54%	37,597,400	46%	80,999,300	218.0	281.8
FY2011	40,695,200	48%	44,921,000	52%	85,616,200	220.3	284.3
Change							
FY2010 - 11	(2,706,700)	-6.2 %	7,323,600	19.5 %	4,616,900	5.7 %	
FY2002 - 11	(4,701,600)	-10.4 %	24,294,900	117.8 %	19,593,300	29.7 %	
FY2002 - 11							
Average change		-1.2 %		9.0 %		2.9 %	2.4% 3.3%

The Consumer Price Index (CPI) and the Higher Education Price Index (HEPI) for FY2011 are estimated.

Source: CPI is from the Department of Labor and the HEPI is from the Commonfund Institute.

In fiscal year 2002, state appropriations to Northeastern totaled \$45.4 million and accounted for 69 percent of the University's operating budget. The same year, student tuition totaled \$20.6 million and accounted for 31 percent of the operating budget. In the fiscal year 2011 operating budget, for the first time, student tuition (52 percent) exceeds the state of Illinois' contribution (48 percent) to University operations. During this period, fiscal year 2002 to fiscal year 2011, state funding decreased \$4.7 million while student tuition, through a combination of enrollment growth and tuition increases, increased \$24.3 million. Stated differently, each year, on average, state funding decreased \$522,400, tuition revenue increased \$2.7 million, and the average net revenue increase was \$2.2 million per year.

From fiscal year 2002 to fiscal year 2011, the total University operating budget increased 29.7 percent or, on average, 2.9 percent per year. This exceeded the Consumer Price Index by one-half of one percent per year. However, when compared to the Higher Education Price Index, the index which measures the increase in higher education goods and services, the Northeastern operating budget increased at a lower rate (2.9 percent) than the more relevant higher education inflationary index during that same period (3.3 percent).

Not reflected in these state appropriations are additional state funding requirements of the University that must be funded within these available resources. In addition, reserve requirements were imposed in several years on public universities by the Governor that reduced available spending of state funds.

In fiscal year 2002, the University incurred a new requirement to contribute \$1.1 million annually to the Illinois state group health insurance plan. This was a new requirement for all public universities and continues into the current fiscal year. Public Act 94-4 requires Northeastern and all other public universities to make a contribution to the State Universities Retirement System for increases in employees' salaries above 6 percent in any of the four years used to determine average earnings for retirement

purposes. In addition, the State no longer reimburses for Veterans and National Guard Scholarships, a loss of more than \$1 million annually.

What this means for tuition in the State of Illinois is that not only are public universities challenged by decreasing state appropriations, they also are experiencing a pattern of being required to pay additional state expenses out of these decreasing state resources. Because the University operating budget has two primary funding sources – state appropriations and student tuition revenue – any reduction in available state funding results in either greater reliance on student tuition revenue to fund University operating expenses or greater pressure to reduce University services and programs.

A simplistic response to these trends is that the University should just continue to cut costs to address this funding shortfall. In fact, instruction and student support services account for about 70 percent of the operating budget with less than 30 percent allocated for utilities, operation of the physical plant, and administration (which includes all technology support). While the University continues to restrain hiring and watch costs, any significant budget cuts will affect instruction and student services.

The national Delta Project on Postsecondary Costs, Productivity, and Accountability recently released its report, which is groundbreaking in some of the new performance measures it recommends for higher education. One of those measures is the number of degrees awarded per 100 FTE students. As shown below, even with the budget constraints, Northeastern has increased the number of degrees awarded per 100 FTE while the average declined for peer comparison institutions. Germane to this discussion of costs and cost reductions, the Delta Project analyzed institutional costs as measured against degrees produced. As shown in the following chart, from fiscal year 2005 to fiscal year 2008, cost spent per degree produced at Northeastern decreased \$6,194, or 12 percent, while the average cost per degree for comparison institutions increased \$2,396, or 4 percent.

The data indicate that Northeastern has continued to graduate an increasing number of students with a budget that provides fewer resources per degree granted. These national data support the fact that Northeastern is both a productive and cost effective University.

**DELTA PROJECT
STUDY ON POSTSECONDARY
COSTS, PRODUCTIVITY, AND ACCOUNTABILITY**

	Fiscal Year				Change 2005 - 08
	2005	2006	2007	2008	
<u>Degrees Per 100 FTE</u>					
Northeastern Illinois University	22.2	23.8	24.1	23.6	1.4
Comparison Institutions - Mean	23.4	23.6	23.1	23.0	(0.4)
<u>Spending Per Degree</u>					
Northeastern Illinois University	\$ 49,069	\$ 45,044	\$ 44,330	\$ 42,875	\$ (6,194)
Comparison Institutions - Mean	\$ 56,118	\$ 55,832	\$ 56,726	\$ 58,514	\$ 2,396

Source: Delta Project

Addressing the University's Strategic Goals

Northeastern has a long history of reallocation and will support our strategic plan and goals through internal reallocation. However, as mentioned above, the University continues to be challenged in supporting these goals because of state funding shortfalls.

For fiscal year 2011, the University reported to the Board our highest strategic priorities and will continue to invest available resources in these areas. These priorities are ensuring student success, enhancing academic excellence and innovation, providing urban leadership in Chicago and the region, investing in exemplary faculty and staff, enhancing University operations and facilities, and strengthening the financial position of the University. These are the strategic goals endorsed by the Board in September 2008.

Developing appropriate fiscal year 2012 tuition rates will be critical for the University. The balance between declining state appropriations and increases in student tuition will be weighed against the need for resources to address high institutional priorities, the most costly of which will be faculty and staff salaries. The salary increase costs for our five collective bargaining units and our non-negotiated civil service and professional employees will be on the order of \$1.5 to \$2 million. Fifty additional student course sections at \$4,000 per section would be \$200,000. The implementation of a new academic program could range from \$200,000 to \$500,000. Current programs under consideration are Latino and Latin American Studies, Environmental Sciences, Global Studies, and a doctoral program in the College of Education. While cuts are being made across the University, the need for new resources exceeds the University's ability to make budget cuts without affecting student instruction and student services.

As reported to the Board of Trustees as part of the University's fiscal year 2011 operating budget, the University implemented a modest institutional aid program to provide financial aid to high achieving (at least a 3.0 GPA) students who did not receive state of Illinois Monetary Award Program (MAP) financial aid funding because of the early cutoff for aid application processing. In fiscal year 2011, the University will provide

\$200,000 in the spring semester to fund awards of approximately \$800 to up to 250 students. To annualize this program in fiscal year 2012 will require an addition \$200,000 or to double this program would require an additional \$600,000.

All of these programmatic initiatives outlined above will require new resources for faculty, staff, and program support to implement.

In addition to operating budget issues affected by state funding, the University also must consider the operations and quality improvements that are supported by student fees. Student fees support such areas as technology, student activities, the Student Union, campus recreation, and student health services. The student demand for services, particularly the growth in programs within Student Activities, continues to increase. Requests continue to grow for new fee-supported student clubs and the expansion of current student activities.

The major University technology initiative is the new integrated information system – *NEIUworks*, and the new University portal – *NEIUport*. It is supported by student fees. A major component of this system is the continuing expansion and improvement of student services, including a significant expansion of web-based student services (e.g., on-line registration, bill payment, financial services, degree audit that provides specific information on course/major requirements on a case-by-case basis). This past year, the University implemented the electronic disbursement of refund checks to students to eliminate the need for students to wait in lines to receive their checks.

It is acknowledged that fee increases also contribute to increased student costs. As a result, the fee proposal includes modest increases for only three of the current nine mandatory student fees. In addition, in response to extremely strong student demand, the proposal includes the request for Board authority to implement a new fee for a student UPass program. The UPass program would provide a CTA transit card to cover CTA transportation costs for all full-time students. A recent student referendum overwhelmingly supported this new fee. The fee would include payments to CTA of approximately \$92 per student and \$10 per card to administer the program. Board approval of this fee will allow the University to proceed with negotiations with the CTA to implement this program, planned for Fall 2011.

In summary, student tuition and fees are an important source of funding for University operations and the resources provided by tuition increases are even more important in an environment of declining state resources. Improvements in University programs and services increasingly rely on support from students to expand and enhance the quality of academic programs, expand advising and counseling services, strengthen student support services, and maintain needed support services.

Tuition and Fee Proposal

Table 4 provides proposed tuition and fee rates for fiscal year 2012. The proposed tuition rates attempt to balance the continuing commitment to keep the costs of attending the University affordable, the ongoing fiscal challenges resulting from the lack of significant new state funding, and the financial needs of the University.

In fiscal year 2012, in compliance with state statute, there will be six undergraduate student cohorts. These students will be enrolled in their first through sixth year at Northeastern and will have their tuition set by the tuition guarantee program in fiscal year 2012. New freshmen and transfer students at Northeastern account for 30 percent of the undergraduate population and will have their tuition guaranteed for six academic years. Students in their second through sixth year of study at Northeastern account for over 60 percent of the undergraduate population and also have their tuition guaranteed. The only undergraduate students at Northeastern not covered by a tuition guarantee are those students who have been enrolled at Northeastern for seven years or more; about 10 percent of our undergraduate student population. The rate for those continuing students included in this proposal would be \$230 per credit hour, \$20 less than the average for all undergraduates, and would represent a 9.3 percent increase above the previous year.

In Fall 2011, the student cohort that began in Fall 2005 will have its six-year tuition guarantee expire and tuition for those students will revert to the rate charged students who enrolled at Northeastern prior to the implementation of the tuition guarantee program, referred to as the “continuing rate” that is subject to annual adjustment.

Summary of Undergraduate Students By Cohorts

Student Cohorts	Estimated Credit Hours	Estimated FTE	Percent of FTE
New Undergraduates (New Freshmen and Transfers)	62,820	2,094	30%
2nd year through 6th year (Continuing Tuition Guarantee)	129,579	4,319	60%
Continuing Students (7th year and after)	20,349	678	10%
All Undergraduates	212,748	7,091	100%

The setting of the continuing rate in relation to the rates for students with a tuition guarantee has been an ongoing challenge. Intuitively, it seems that the rate for continuing students should be the average of the guaranteed tuition rates. However, when analyzing the guaranteed rates, it was determined that the increase for the continuing students to reach the average would be too large. In addition, with the large number of transfer students at Northeastern, the number of students using the four-year guarantee is likely less than at more traditional public universities. As a result, the tuition proposal this year again proposes a three-year plan to bring the continuing student rate to the guaranteed tuition rate for the third year cohort by fiscal year 2014.

The earlier analysis showed that our graduate students currently pay tuition at 71 percent of statewide average for graduate education. A modest tuition increase of 5.8 percent is recommended for those students. The tuition for graduate students will again be the same as the rate for new undergraduate students.

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For each in-state tuition rate, there is a corresponding non-Illinois resident tuition rate that is twice the in-state rate.

The proposed fee rate increases are modest. It is proposed that five of the eight credit hour based student fees remain at prior fiscal year 2010 levels. The proposed increases include Student Activities to meet student demand for more programming within that area. Increases also are proposed for the Computer Resource Fee and the waivable Parking Fee to meet debt service requirements and, for the Computer Resource Fee, to address continuing growth in student computing and student computing infrastructure requirements. The proposal also includes a new fee for the CTA UPass program.

The tuition and fee rates provided on Table 4 are presented to the Board for approval.

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 April 7, 2011

Table 1
 ILLINOIS PUBLIC UNIVERSITIES
 FY2011 UNDERGRADUATE TUITION INCREASES

(Annual based on 30 credit hours)	New Undergraduates				Weighted Average All Undergraduates			
	Enter	Enter	\$	%			\$	%
	Fall 2009	Fall 2010	Change	Change	FY2010	FY2011	Change	Change
Chicago State University	\$ 7,470	\$ 8,070	\$ 600	8.0 %	\$ 6,478	\$ 7,092	\$ 614	9.5 %
Eastern Illinois University	7,170	7,620	450	6.3	6,262	6,863	601	9.6
Governors State University	6,720	7,110	390	5.8	6,231	6,708	477	7.7
Illinois State University	8,280	9,030	750	9.1	7,437	8,144	707	9.5
Northeastern Illinois University	7,350	7,800	450	6.1	6,213	6,933	720	11.6
Northern Illinois University	7,260	7,950	690	9.5	6,427	7,033	606	9.4
Western Illinois University	6,779	7,220	441	6.5	6,247	6,672	425	6.8
<u>Southern Illinois University</u>								
Carbondale	7,373	7,368	(5)	(0.1)	6,720	7,055	335	5.0
Edwardsville	6,201	6,201	-	-	5,554	5,845	291	5.2
<u>University of Illinois</u>								
Chicago	9,203	9,967	764	8.3	8,409	9,182	773	9.2
Springfield	7,403	8,107	704	9.5	6,805	7,360	555	8.2
Urbana-Champaign	11,096	12,475	1,379	12.4	10,173	11,124	951	9.3
Weighted Average	<u>\$ 8,238</u>	<u>\$ 8,838</u>	<u>\$ 600</u>	<u>7.3 %</u>	<u>\$ 7,486</u>	<u>\$ 8,133</u>	<u>\$ 647</u>	<u>8.6 %</u>
NEIU as a Percentage of State Average	89%	88%			83%	85%		

Source: Illinois Board of Higher Education Data

Table 2
 ILLINOIS PUBLIC UNIVERSITIES
 FY2011 GRADUATE TUITION INCREASES

	<u>FY2010</u>	<u>FY2011</u>	<u>\$</u> <u>Change</u>	<u>%</u> <u>Change</u>
Chicago State University	\$ 5,256	\$ 5,688	\$ 432	8.2 %
Eastern Illinois University	5,736	6,096	360	6.3
Governors State University	5,880	6,216	336	5.7
Illinois State University	5,280	6,336	1,056	20.0
Northeastern Illinois University	5,880	6,240	360	6.1
Northern Illinois University	6,576	7,200	624	9.5
Western Illinois University	5,717	6,082	365	6.4
<u>Southern Illinois University</u>				
Carbondale	7,915	7,925	10	0.1
Edwardsville	6,012	6,012	-	-
<u>University of Illinois</u>				
Chicago	11,946	12,593	647	5.4
Springfield	6,390	6,774	384	6.0
Urbana-Champaign	11,169	12,857	1,688	15.1
Weighted Average	<u>\$ 8,186</u>	<u>\$ 8,817</u>	<u>\$ 631</u>	<u>7.7 %</u>
NEIU as a % of State Average	72%	71%		

Note: Graduate rates are based on 24 enrolled credit hours.

Source: Illinois Board of Higher Education Data

Table 3
 ILLINOIS PUBLIC UNIVERSITIES
 FY2011 GRADUATE TUITION
 COMPARISON WITH UNDERGRADUATE RATES

	FY2011 Graduate Tuition	Comparison - New Undergraduate And Graduate Tuition Rates	
		FY2011 New Undergraduate Tuition Restated to 24 Credit Hours	Graduate Tuition Percent Difference Undergraduate Tuition
Chicago State University	\$ 5,688	\$ 6,456	(11.9) %
Eastern Illinois University	6,096	6,096	-
Governors State University	6,216	5,688	9.3
Illinois State University	6,336	7,224	(12.3)
Northeastern Illinois University	6,240	6,240	-
Northern Illinois University	7,200	6,360	13.2
Western Illinois University	6,082	5,776	5.3
<u>Southern Illinois University</u>			
Carbondale	7,925	5,894	34.5
Edwardsville	6,012	4,961	21.2
<u>University of Illinois</u>			
Chicago	12,593	7,974	57.9
Springfield	6,774	6,486	4.4
Urbana-Champaign	12,857	9,980	28.8
Weighted Average	\$ 8,817	\$ 7,070	24.7 %

Note: Graduate rates are based on 24 enrolled credit hours.

Source: Illinois Board of Higher Education Data

PRESIDENT'S REPORT TO THE
 BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY
 April 7, 2011

Table 4
 NORTHEASTERN ILLINOIS UNIVERSITY
 Schedule of Proposed Tuition and Fees
 For Discussion Purposes Only

	FY2010	FY2011	FY2012	Change FY11 to FY12	
				Dollar	Percent
TUITION (per credit hour)					
Undergraduate - continuing (enrolled prior to Fall 2006)	\$ 190.00	\$ 210.00	\$ 230.00	\$ 20.00	9.5 %
Undergraduate - newly enrolled Fall 2006 ¹	175.00	195.00	195.00	-	-
Undergraduate - newly enrolled Fall 2007 ¹	195.00	195.00	220.00	25.00	12.8
Undergraduate - newly enrolled Fall 2008 ¹	220.00	220.00	220.00	-	-
Undergraduate - newly enrolled Fall 2009 ¹	245.00	245.00	245.00	-	-
Undergraduate - newly enrolled Fall 2010 ¹	-	260.00	260.00	-	-
Undergraduate - newly enrolled Fall 2011 ¹	-	-	275.00	n/a	n/a
Graduate	245.00	260.00	275.00	15.00	5.8
Non-resident Undergraduate - continuing *	380.00	420.00	460.00	40.00	9.5
Non-resident Undergraduate - newly enrolled Fall 2006 ¹	350.00	390.00	390.00	-	-
Non-resident Undergraduate - newly enrolled Fall 2007 ¹	390.00	390.00	440.00	50.00	12.8
Non-resident Undergraduate - newly enrolled Fall 2008 ¹	440.00	440.00	440.00	-	-
Non-resident Undergraduate - newly enrolled Fall 2009 ¹	490.00	490.00	490.00	-	-
Non-resident Undergraduate - newly enrolled Fall 2010 ¹	-	520.00	520.00	-	-
Non-resident Undergraduate - newly enrolled Fall 2011 ¹	-	-	550.00	n/a	n/a
Non-resident Graduate	490.00	520.00	550.00	30.00	5.8
MANDATORY FEES	49.85	51.90	53.30	1.40	2.7
Activity Fee	3.70	3.80	4.00	0.20	5.3
Student Union Fee	6.75	6.75	6.75	-	-
Campus Recreation Fee	3.60	3.60	3.60	-	-
Performing Arts Fee	0.70	0.80	0.80	-	-
Student Health Service Fee	1.65	1.70	1.70	-	-
Computer Resources Fee	14.50	15.75	16.75	1.00	6.3
Academic Enhancement Fee	7.50	7.50	7.50	-	-
Parking Fee (waivable)	11.45	12.00	12.20	0.20	1.7
Green Fee - rate per semester	3.00	3.00	3.00	-	-
U-Pass (Full-time Students only)	-	-	102.00	-	-
Health Insurance Fee ²	528.25	667.25	667.25	-	-
TUITION AND FEES (based on 15 credit hours, excludes health insurance fee and U-Pass)					
Undergraduate - continuing *	\$ 3,600.75	\$ 3,931.50	\$ 4,252.50	\$ 321.00	8.2 %
Undergraduate - newly enrolled Fall 2006 ¹	3,375.75	3,706.50	3,727.50	21.00	0.6
Undergraduate - newly enrolled Fall 2007 ¹	3,675.75	3,706.50	4,102.50	396.00	10.7
Undergraduate - newly enrolled Fall 2008 ¹	4,050.75	4,081.50	4,102.50	21.00	0.5
Undergraduate - newly enrolled Fall 2009 ¹	3,730.50	4,456.50	4,477.50	21.00	0.5
Undergraduate - newly enrolled Fall 2010 ¹	-	4,681.50	4,702.50	21.00	0.4
Undergraduate - newly enrolled Fall 2011 ¹	-	-	4,927.50	n/a	n/a
Graduate	4,425.75	4,681.50	4,927.50	246.00	5.3
Non-resident Undergraduate - continuing *	6,450.75	7,081.50	7,702.50	621.00	8.8
Non-resident Undergraduate - newly enrolled Fall 2006 ¹	6,000.75	6,631.50	6,652.50	21.00	0.3
Non-resident Undergraduate - newly enrolled Fall 2007 ¹	6,600.75	6,631.50	7,402.50	771.00	11.6
Non-resident Undergraduate - newly enrolled Fall 2008 ¹	7,350.75	7,381.50	7,402.50	21.00	0.3
Non-resident Undergraduate - newly enrolled Fall 2009 ¹	7,405.50	8,131.50	8,152.50	21.00	0.3
Non-resident Undergraduate - newly enrolled Fall 2010 ¹	-	8,581.50	8,602.50	21.00	0.2
Non-resident Undergraduate - newly enrolled Fall 2011 ¹	-	-	9,052.50	n/a	n/a
Non-resident Graduate	8,100.75	8,581.50	9,052.50	471.00	5.5

* Continuing students are those enrolled prior to Fall 2006.

¹ Per Public Act 93-0028, Illinois undergraduate students newly enrolled starting Fall 2004 will have their tuition held constant for a period of four continuous academic years. This policy was extended at NEIU to non-resident undergraduate students. Public Act 96-1293 extended the tuition guarantee for two additional years at the rate for the following class, effective fall 2010.

² Assessed to all Undergraduate students enrolled in 12 or more credit hours who do not show evidence of other health insurance coverage. Final fee calculation for fiscal year 2012 is contingent on the results of negotiation with the insurance carrier. Amount shown is the charge per semester. Note that the Spring semester fee now provides insurance coverage during the Summer semester.

Note: Tuition and fees, other than health insurance and the Green Fee, are charged on a credit hour basis for each credit hour enrolled per semester up to 16 credit hours. There will be no tuition and fee charges for credit hours enrolled above 16 hours per semester.

I. B. ACTION ITEM: TENURE RECOMMENDATIONS

Board approval is requested to grant tenure to the following members of the Faculty:

<u>Name</u>	<u>Department</u>
Craig Johnston	Counselor Education
Tracy Luedke	Anthropology
Job Ngwe	Social Work
Henry Owen III	Library
Brian Schultz	Educational Inquiry and Curriculum Studies
JoAnne Vazzano	Reading

Craig Johnston is an Assistant Professor in the Department of Counselor Education. Dr. Johnston's research, publications and presentations are making significant contributions to the field of Rehabilitation Counseling. His articles help to define the functions of vocational experts in their work with the U.S. Social Security Administration. Additionally, he very recently wrote and secured the *Rehabilitation Services Administration Long-Term Training Grant* from the U.S. Department of Education. This is a five-year grant which represents an important contribution to Northeastern Illinois University's growing Rehabilitation Counseling program, as 75% of the funding must be used for student scholarships. Dr. Johnston serves on the Board of Directors of the Illinois Association of Rehabilitation Professionals and on the Advisory Board for the Rehabilitation Program at Minnesota State University.

Tracy Luedke is an Assistant Professor of Anthropology in the Department of Anthropology, Philosophy, Linguistics, and TESL/TEFL. Dr. Luedke has been a productive scholar in the field of Cultural Anthropology, with specializations in Africa (Mozambique) and Chicago (work-lives of Chicago taxi drivers). She was a co-editor of the book *Border and Healers: Brokering Therapeutic Resources in Southeast Africa*, which has been cited as "...for anthropologists...and public health professionals...and invaluable for those teaching upper-level undergraduate or graduate courses on African health and for anthropologists interested in therapeutic pluralism and theories of healing." Dr. Luedke has also co-edited a special issue of the *Journal of Southern African Studies*, written several book chapters and articles, and presented many papers on her research at national and international professional conferences. She is an active participant and leader in the Northeastern Illinois University community.

Job Ngwe is an Associate Professor in the Department of Social Work and currently is also serving as the Coordinator of the African and African American Studies Program. He has recently published the second edition of his book, *Social Work Research Practicum II: A User-Friendly Data Analysis and Statistics Handbook*, a text which has contributed greatly to the curriculum in Northeastern Illinois University's Social Work Department. Dr. Ngwe has completed research and submitted for publication an article

on "Human Trafficking: The Slavery of the 21st Century." He has presented his research on youth violence prevention, African and African American Studies and the pedagogy of teaching undergraduate research at local and national conferences. Dr. Ngwe is active in many local and international organizations dedicated to serving the needs of the Nigerian community. He is a dedicated participant on many committees across the University.

Henry Owen III is an Assistant Professor in the Ronald Williams Library. He is the Business Librarian, and in that role provides extensive service and consultation as liaison to faculty members and administrators in the College of Business and Management regarding their library information and research needs. Mr. Owen continues to successfully develop the library collection in the area of business, and provides high quality reference and instruction services. He has published several book reviews, and he participated actively in the Library's *Ethnographic Research in Illinois Academic Libraries* grant. Mr. Owen has made several presentations on the findings of this grant. He is actively involved in service activities especially related to governance on campus and in the Library.

Brian Schultz is an Associate Professor in the Department of Educational Inquiry and Curriculum Studies. Dr. Schultz is a prolific scholar whose research and publications focus on the areas of effective teaching, learning and curriculum development, especially as they relate to urban students' success. He has authored one book, co-edited two books, and published 34 articles in refereed journals or as book chapters. He currently has two additional books in press (one single authored, one co-edited). His numerous research presentations at prestigious national conferences have been received very positively. Dr. Schultz's scholarly work has been recognized with awards from the American Educational Research Association and the American Educational Studies Association. In addition to his stellar teaching and scholarly activity, he has made impressive service contributions within and beyond Northeastern Illinois University. He serves on several committees within the American Educational Research Association, as an Editorial Board Member and reviewer for a number of prestigious scholarly journals, and as a board member for a variety of professional organizations.

JoAnne Vazzano is an Associate Professor of the Department of Reading. In addition to her teaching, research and service activities, she serves as the coordinator of the Reading Clinic. Dr. Vazzano is engaged in cutting-edge, original research, through which she and her colleagues in her department have developed a model for reflective practice in the teaching of reading. She is especially interested in literacy coaching, professional development, and support for developing readers and writers. Dr. Vazzano has presented her research at over 30 national and statewide conferences, and she participated in the development of a successful Chicago Public Schools grant whose focus was primarily to deliver Northeastern Illinois University's Reading program in the community. Her commitment to the community is further noted by the fact that--in response to the Chicago Public Schools' request to provide educational programs on the city's south side--she worked tirelessly to develop two cohorts of students at the Carruthers Center for Inner City Studies who were able to complete the entire reading certification course sequence.

**I. C. ACTION ITEM: LABOR AGREEMENT – INTERNATIONAL BROTHERHOOD
OF TEAMSTERS, LOCAL 700**

The University was notified that the labor agreement with the International Brotherhood of Teamsters was ratified by the union members on March 17, 2011. Teamsters Local 700 represents 40 employees at the University. The ratified agreement covers both language and wages with a term of three (3) years. The contract dates are July 1, 2011 through June 30, 2014.

The wage agreement provides for increases in each of the contract years. Increases by fiscal year are:

- Fiscal Year 2012: 1.5% pay increase effective July 1, 2011 plus \$250 added to the base pay.
- Fiscal Year 2013: 2.5% pay increase effective July 1, 2012 plus \$150 added to the base pay.
- Fiscal Year 2014, 2.5% pay increase effective July 1, 2013 plus \$150 added to the base pay.

The agreement also includes updated language restructuring vacation leave accrual to allow union members to reach the maximum earned vacation levels with fewer years of service. The agreement also includes language allowing members to take paid maternity leave of up to 10 days within 30 days of the birth or adoption of a child.

Approval of this contract is requested.

I. D. ACTION ITEM: EXPENDITURE APPROVAL – BOOKSTORE LOUNGE

ITEM DESCRIPTION:

Northeastern Illinois University, as a commuter institution, works hard to build a sense of community. Our University Value of Community speaks of our special obligation to provide an environment that is supportive, nurturing, and participatory. In that regard, this project will add a student lounge on the 1st floor of Building E, located between Beck's Bookstore and the Building E Courtyard. The lounge will contain an entertainment stage for small performances. WIFI and additional computer and power outlets will encourage student gatherings and support student interactions. The interior portion of the lounge is approximately 2,500 square feet and overlooks the landscape courtyard.

Construction includes selective demolition to remove existing ramps; construction of new partial walls and ceilings; new power, lighting, and telephone/data outlets; and related modifications to existing electrical and HVAC systems. Alternate #1 removes existing floor-mounted air grills and installs new stainless steel grills. Alternate #3 installs channels in existing concrete slabs in order to install new recessed mats. Alternate #4 removes the existing wall-mounted security speaker and cabling and installs a new speaker and cabling in the ceiling.

This project was competitively bid and the recommended vendor was the lowest responsible bidder.

PROJECT COST:

Base Bid	\$207,000
Alternate #1	5,160
Alternate #3	780
Alternate #4	<u>830</u>
	\$213,770
Additional funds if needed	<u>21,000</u>
TOTAL COST:	\$234,770

SOURCE OF FUNDS:

Student Academic Enhancement Fee	\$234,770
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RECOMMENDED VENDOR:

Greenwood Management Partners
221 North LaSalle Street
Suite 1450
Chicago, IL 60601

**PRESIDENT'S REPORT TO THE
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY
April 7, 2011**

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SUMMARY OF BIDS:

Progress Construction*	\$174,911
Greenwood Management Partners	207,000
AGAE Contractors	208,839
Best Construction	223,000
Metropolitan Construction LLC	243,978
Boller Construction	244,000
Walter Daniels Const. Co Inc.	268,000
Continental Co. Inc.	280,000
Rich Johanson Const. Co	285,461
R. Rudnick & Co.	285,825
Krause Construction	290,381
Friedler Construction	304,800

*Bid not accepted due to lack of required Alternate Pricing of #3 and #6.

I. E. ACTION ITEM: CONFERRING AN HONORARY DEGREE

The University would like to confer an honorary degree for the May 2011 commencement. Ordinarily, at this Board meeting we would put forward a name for your approval to confer the honorary degree. At this time, a speaker who would be a potential honorary degree recipient has not been identified. Since it is not possible to put forward a name at this time, we request approval of the following one-time adjustment to the conferral of honorary degrees policy:

For the May 2011 commencement only, the Board will delegate authority to the University President to confer the honorary degree.

II. A. INFORMATION ITEM: UPDATE FROM THE GENERAL EDUCATION TASK FORCE

The General Education Task Force was formed in April of 2010 with the charge from the provost to review and revise General Education at NEIU, to make the program “more student-centered, based on the Baccalaureate Goals, distinctive to Northeastern, reflecting our mission and character, and supported by the University’s strategic plan.”

The Task Force consists of about 60 members from all areas of the University, almost all with direct contact with students. Slightly more than half of the Task Force members are faculty (both tenure-track and instructors, mostly in Arts and Sciences, with representation from the Colleges of Education and Business). The non-faculty members include students, chairs, the registrar and others from Enrollment Services, academic advisors, learning specialists, and representatives from special programs (the Student Center for Science Engagement, the Center for Teaching and Learning, the Writing Center, Project Success, the Tutoring Center.) We also have representatives from Institutional Research to help us with data-related questions and from the Office of Assessment and Program Review to help us with assessment issues. This wide representation ensures that our work encompasses all aspects of the student academic experience at NEIU, from the classroom to advising, from transfer agreements to remediation. We hope that this large membership will also help the entire university community to feel ownership of General Education. Our view is that General Education is faculty-led, but community business. We are all responsible in each of our areas for the success of our students in obtaining a broad education.

To that end, the outcomes for general education at NEIU can be categorized in four areas:

1. To develop and enhance essential skills: communication, teamwork, critical thinking, intellectual curiosity, technological experience, quantitative understanding.
2. To develop these skills and understanding throughout the undergraduate experience.
3. To expose the undergraduate to breadth of academic disciplines and the appreciation of an interdisciplinary approach.
4. To help undergraduates understand their personal academic goals in terms of a global perspective, citizenship and future life skills.

Revising the General Education program to help students attain these outcomes is a three-fold process: research, review, and revision. A crucial aspect of our review of NEIU’s program has been input from the Colleges and programs. In the fall semester of 2010 and the beginning of the spring semester of 2011, members of the Task Force Steering Committee personally visited each department in the College of Arts and Sciences to learn about their experience with General Education. We asked the departments for feedback about the general education courses they offer from their department to other majors, and about what their majors are learning from general education courses that they take outside of their department. The department input was reported back to the larger Task Force in two meetings in February and March, and is

being assembled into a public document that will appear on the Task Force's website (<http://www.neiu.edu/~genedtf> .) This input has helped the larger Task Force to spot areas needing attention and to recognize challenges that will arise as we develop and implement revisions. The visits have also served to involve every department in the process, which we hope will improve university-wide support when we present our proposal.

Similar to the structure of the Strategic Plan Initiative, the Task Force is divided into four working groups: Skills and Rigor, Other Models, Co-Curricular Aspects, and Administration and Maintenance (which takes its members from the other working groups.) Concurrent with the department visits, the working groups have made significant progress. The Co-Curricular Aspects group identified non-traditional learning opportunities that would serve NEIU students well. The Skills and Rigor group has worked on distilling the Baccalaureate Goals into goals specific to General Education and has researched high impact practices that would fit the needs of our students. Finally, the Other Models group has compiled the best aspects of successful General Education programs from across the country into a possible model for General Education at NEIU. The overlap among groups and the regular meetings of the entire Task Force ensure that none of this work is done in isolation.

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. The work already done to develop a possible model has given structure to the ideas we have been discussing this year in the Co-Curricular Aspects and Skills and Rigor working groups. The Administration and Maintenance group has started addressing the logistical and administrative challenges that necessarily accompany any university-wide undertaking of this magnitude. The final six weeks of the spring semester are being spent on the details of our proposal. During this time, Task Force members will continue to be in contact with the University community (through our website, department visits, shared governance body visits, and targeted announcements by email,) to share our progress. At the end of April, the entire Task Force will convene to formally bring together the different aspects of the proposal.

II. B. INFORMATION ITEM: UPDATE FROM THE GRADUATE EDUCATION TASK FORCE

Academic Excellence and Innovation is the second goal of NEIU's Strategic Plan. Its first action step (2.1.1) aims to "Develop a Statement of Objectives for the Baccalaureate Degree and a Statement of Objectives for the Masters Degree at NEIU."

The Annual Workplan for fiscal year 2011, activity 2.1.1, corresponding to the action step enunciated above, states: "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."

In accordance with this plan, the Provost's Office called for the creation of a task force that would work towards the following goals:

1. Identify the core mission of graduate education at NEIU
2. Define a set of metrics that can help determine the viability of a graduate program
3. Perform an environmental scan
4. Determine a good organizational structure to manage NEIU's graduate programs
5. Explore the feasibility of a doctoral program(s) to be hosted in the College of Education
6. Explore the option of Dual Degree programs

A group of faculty representing departments from the College of Arts and Sciences, College of Business and the College of Education was selected in early October. During the first month the task force worked on the preparation of a series of focus groups that would take input from the University community for each of the six goals enumerated above.

During the month of November each of the focus groups met three times and discussed the topics summarized below, per group:

Focus Group 1: Core Mission of Graduate Education at NEIU

Description: The goal of this group is to determine the scope, objectives and goals of current and future graduate programs with the purpose of enhancing academic achievement across the disciplines and preparing students professionally.

Possible discussion topics include:

1. What should the core mission of a graduate education be?
2. What do you think your students expect to get from a graduate education?
3. What are your program goals and objectives for your students?

Focus Group 2: Metrics for Viability of Programs

Description: The goal of this group is to define a set of metrics that can help determine the viability of a graduate program and NEIU. We will study and compare variables that could help the success and sustainability of our programs.

Possible discussion topics include:

1. Faculty a staff needed to run a Masters program
2. Number of students that would make a program sustainable
3. Course offerings and other resources needed
4. Comparison with other institutions and programs

Focus Group 3: Work Force Demands and Peer Institutions Implications for Graduate Studies at NEIU

Description The mission of this group is to identify the need for existent, new, and emerging programs in light of current and future labor force demands. The group will identify areas of study that will enhance the university by building upon current departments as well as the potential need and feasibility of new college/departments through analysis of supply and demand among peer institutions.

Possible topics of discussion include:

1. Review of labor market data both in the Chicago Metropolitan Area as well as the Nation
2. Identification of emerging areas of study
3. Analysis of presence of these study areas among peer institutions in the Chicago Metropolitan Area
4. Preliminary discussion on the feasibility of such programs
5. Analysis of existing areas of study in peer institutions and evaluation of whether or not they are thriving, managing or failing

Focus Group 4: Organizational Structure of the Graduate College

Description: This focus group aims to review the structure of the Graduate College and to make recommendations regarding an organizational model that supports academic achievement and professional growth, efficient implementation of procedures and policies, recruitment, and program development.

Some possible topics of discussion include:

1. Review past and current functions in the organization and administration of the Graduate College
2. Examine graduate college models maintained by institutions in the peer group
3. Make recommendations for possible enhancements in the areas of recruitment, admissions, development, and public relations
4. Evaluate services for students and faculty that could be provided by the Graduate College
5. Formulate a profile for a "graduate faculty" member

Focus Group 5: COE PhD Program Feasibility

Description: The objective of the focus group is to explore the feasibility of offering doctoral studies within the College of Education at NEIU. To this end, the focus group will seek to determine potential student interest and factors that influence the decision making process to enter a doctoral program. Along with focus groups this subcommittee will review prior related reports, evaluate input from College of Education faculty, consider whether other peer institutions are offering similar PhD programs, investigate the demand for the degree, and evaluate resources to sustain a doctoral program at NEIU.

Possible topics of discussion include:

1. Disciplines or areas of concentration for the program
2. Factors that would attract students to pursue a PhD program at NEIU
3. Analysis of similar programs in our region

Focus Group 6: Feasibility of Dual Degree programs at NEIU

Description: This focus group on Dual Degree Programs seeks to examine the feasibility of initiating dual degree programs (undergraduate/graduate) at Northeastern Illinois University. Additionally, the pros and cons of adopting a dual degree program model will be explored during this session. All members of the university community are encouraged to participate to provide input.

Possible topics of discussion include:

1. Common set of requirements for student eligibility
2. Analysis on quantity and requirements for courses that could be applied for a dual degree
3. Review of similar programs at other institutions
4. Advantages and disadvantages of dual degree programs at NEIU

Summary of findings and next steps:

More than 100 people participated through the 18 meetings of the focus group. In the months of December and January the task force met and summarized the findings of each group into a draft document that was shared with the departments for further review and comments.

The task force will reconvene in early April to add feedback to the initial draft and work on its final report, to be published in early May for the NEIU community.

II. C. INFORMATION ITEM: UPDATE FROM THE COLLEGE OF EDUCATION

Update from the College of Education: 1) The EI Centro cohort in Reading expects to graduate 8 students in August. 2) The EI Centro cohort in Educational Leadership (principal preparation) expects to graduate 9 students in August. 3) A new cohort for Educational Leadership will not begin this fall due to the requirement to do a complete program revision to meet new ISBE standards. 4) The College is working very hard to prepare for their next NCATE visit in the fall of 2012. Five program reviews have been submitted to the corresponding professional associations; the remaining program reviews will be submitted in September.

II. D. INFORMATION ITEMS: NOTIFICATIONS TO THE BOARD OF CERTAIN EXPENDITURES

1. 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>
Snow Systems	Snow Removal	\$99,500 (\$19,500 increase for February blizzard)
Blackout Seal Coating	Parking Lot Repairs	\$71,629
Harry S. Peterson Company	Parking Facility Repair and Maintenance	\$76,900

2. ERP RELATED EXPENDITURES

At the April 6, 2006 meeting, the Board of Trustees resolved that "in order to facilitate the timely implementation of the ERP project (the Board) delegates to the University President the authority to approve such expenditures and contracts directly related to the ERP project without prior approval and that the President will report to the Board on all such approved expenditures and contracts normally requiring Board approval at the next regularly scheduled meeting of the Board of Trustees." The following is the latest such expenditure.

<u>Vendor</u>	<u>Description</u>	<u>Purchase Order Amount</u>
N2 Services	Banner 8 Upgrade, additional work	\$48,000 (increase to cover additional consulting)
Sungard	Banner Maintenance	\$454,831

E. NEWS AND EVENTS

1. Career Services Job Market Report 2011- February

According to surveys conducted by The National Association of Colleges and Employers (NACE), and by Michigan State University, approximately 13.5 percent more students graduating in 2011 can be expected to be hired than those who graduated in 2010. The survey results indicate that job growth is expected to be stronger in certain fields. The top five majors that Midwestern employers anticipate they will hire are Accounting, Finance, Business Administration/Management, Engineering, and Computer Science. Other key findings from these surveys include:

- Entry level salaries are expected to drop from an average of \$46,500 to \$36,866.
- Verbal communication skills topped the list of soft skills that employers are seeking, followed by strong work ethic, teamwork skills, analytical skills, and initiative.

College graduates appear to be better prepared in terms of their resumes, knowledge of company, and interview preparation, but need to work on the following attributes: realistic career expectations, ability to express interests and directions, professional maturity, professional demeanor, and the ability to articulate skills and competencies.

2. Annual Conference on the First Year Experience – February 4-8

On February 4-8, Kris Pierre, Assistant to the Vice President for Student Life; Barbara Sherry, First Year Experience Coordinator; and Audrey Natcone, Justice and Women's Studies Instructor, presented a session on *Chicago Rocks and the Pursuit of Happiness: Tearing Down the Silos at an Urban Commuter University* at the Annual Conference on the First Year Experience in Atlanta, GA. The focus of the session was on how collaboration between Academic and Student Life areas supports student success and retention and encourages innovation and sharing of resources.

3. Faculty Authors Reception - February 16

The seventh annual NEIU Faculty Authors Reception was held on February 16 in Alumni Hall. This event, which is co-sponsored by the Library and the Academic Affairs Office, recognizes faculty members who have published books in the past year. New book authors from the College of Arts and Sciences in 2010 included: Russell Benjamin, Maureen Erber, Suzanne Gaskins, Philip Gwanyama, Richard Hallett, Joan Johnson, Judith Kaplan-Weinger, Elyse Mach, Dragan Milovanovic, John Ross, Brian Torosian and Russell Zanca. Book authors from the College of Education included: Huseyin Colak, Erica Meiners, Edward Odisho, Brian Schultz and Sara Schwarzbaum. Congratulations to all.

4. Jewel Box Series - February 18

On Friday, February 18, the Jewel Box Series featured solo pianist Ann Schein in a recital of works of Beethoven, Chopin, Liszt, and Ravel. Ms. Schein gave a master class for NEIU piano students and was interviewed live on WFMT 98.7 FM on Thursday

afternoon in advance of her concert which was also broadcast live to approximately 10,000 listeners.

5. Who's Who Recipients 2011 – February 22

On Tuesday, February 22, twelve NEIU students were inducted into the Class of 2011 *Who's Who among Students at American Universities and Colleges*. The inductees for this year were: Brian A. Buck, Michelle Cardiel, Christine C. Cusack, Theresa De Carli, Kate Ekman, Adriana Figueroa, Ana K. Gayton, Iris Lamaj, Jessica L. Mamola, Pearl Martinez, Salvador Montes, and Sana Sultana. Who's Who is a national program recognizing students for outstanding scholarship, service and leadership. Upper-class undergraduate and graduate students must display excellence in academics and provide outstanding service to the NEIU community to be nominated by campus faculty and staff.

6. Fifth Annual Wellness Fair - February 24

On Thursday, February 24, NEIU held its Fifth Annual Wellness Fair in the PE Complex. The fair was open to NEIU students, staff, and faculty. Activities included blood pressure and glucose screenings, fitness assessments, massages, raffles, group fitness classes, and a zumba party.

7. Black Heritage Month Activities – February 8-25

This year's theme was "Let Freedom Sing!" Featured events throughout the month included an inspiring visit by Michelle Duster, the great-granddaughter of Ida B. Wells; the film "Amazing Grace"; and the first African American Juried Art Exhibition. Other events throughout the year included rhythm, blues and rap artist, Rotimi Akinosho; "Floetry," improv and poetry with The Freshman Comedia Troupe; spoken word featuring several NEIU members; and Kwanzaa, a learning experience in Village Square.

The Annual Awards Ceremony was held Friday, February 25 from 5:30-9:30 p.m. in Alumni Hall. President Hahs attended the celebration; Provost Frank greeted guests; and Trustees Azcoitia and Dawson gave remarks. Awards for Excellence were awarded to Robert E. Bedford (Administrator), Toby L. Williams (Alumni), William H. Logan, Jr. (Community Service), Dr. Russell Benjamin and Dr. Louis Casmir (Faculty), Patrick Fleury (Staff), and LaKeesha Harris (Student). The William "Doc" Speller Lifetime Achievement Award was presented to Dr. Barbara E. Scott and the Dr. Melvin Cleveland Terrell Award in Research and Lifetime Achievement was presented to Dr. Nicole E. Holland. This year's guest speaker and honoree of the Distinguished Leadership in Urban Education Award was Mr. Tim King, President and CEO, Urban Prep Academies.

**8. Sixth Annual Conference on Applied Learning in Higher Education –
February 25-26**

On February 25-26, Theresa Segura-Herrera, Counselor Education, and Michael Kelly, Dean of Students, delivered a presentation on *Effective Utilization of Student Peer Educators for a Federally Funded HIV, Substance Abuse, and Hepatitis Program for Latino Students*. The conference was held at Missouri Western State University in St. Joseph, MO. The session provided a description of an applied learning experience implemented through a federal grant that employed students as the primary conveyers of prevention information. The impact of the experience on the peer educators was outlined.

9. Show me the Franklins – March 1-2

On March 1-2, scholar Amanda Kemp, and three actors dramatized how our ancestors might have experienced American slavery and American freedom in the play, *Show me the Franklins*. This play which was based on letters, wills, and published writings of Benjamin Franklin, and his contemporaries, offered a fresh perspective on Franklin, who died as president of the abolitionist society without ever freeing any of his own slaves. Neighboring high school and middle school students from Solomon School, North Side Learning Academy, and the Academy of Scholastic Achievement attended the performance as well. This artist-in-residence program also engaged the university community in panel discussions, live theatre and master classes.

10. Great Service Matters, Mardi Gras Celebration – March 4

The Mardi Gras Celebration event was held on Friday, March 4 from 4:00 p.m. to 8:00 p.m. The celebration recognized the daily contributions given by all faculty and staff to the success of our students. Over 150 members of the university community attended the event. There was a DJ, a karaoke machine, a Samba dance lesson, a buffet, and door prizes.

11. Non-Violence Peace Conference - March 8-11

On March 8-11, the Angelina Pedroso Center for Diversity and Intercultural Affairs hosted a conference on *Non-Violent Social Change: Models, History, Practice, and Contemporary Local and International Challenges*. Presenters and panelists shared non-violence models that are currently being used in Chicago and in different countries around the world. Several discussions, interactive workshops, and film screenings highlighted methods that different people and organizations use to promote peace. This program was a tribute to Daw Aung San Suu Kyi of Burma.

12. Presidential Lecture Series – March 10

On Thursday, March 10, the Presidential Lecture Series presented renowned National Geographic photographer Reza Deghati. Mr. Deghati gave a powerful presentation with images he has taken from all over the world in the last thirty years. He also participated and shared his work with Northeastern's Non-Violence Conference.

13. Brommel Award Winner, Lecture – March 10

On Thursday, March 10, Dr. Elyse Mach—the fifth recipient of the Bernard Brommel Distinguished Professor award—presented *Inside the World of Great Pianists* to over 150 faculty, students and staff in Northeastern's Recital Hall. Professor Mach is a tenured faculty member in the Department of Music. Throughout her career she has created a significant and influential body of scholarly and creative work in the field of piano pedagogy and literature. She has written ten books on piano and pianists and well over 100 articles for magazines and journals nationally and internationally. She designed and co-authored the definitive piano pedagogy textbook, *The Well Tempered Keyboard Teacher*; and her book, *Contemporary Class Piano*—which has been used by thousands of students and teachers in universities throughout the world—is now in its Seventh Edition. Professor Mach is internationally recognized as a Liszt scholar, and has published two books and numerous articles on the Hungarian composer and pianist. In addition to having received the Bernard Brommel Distinguished Professor Award, she has received many other honors, including the *Silver Medal*, the highest honor that can be given by The American Liszt Society for her work and contributions to Liszt scholarship.

14. Jewel Box Series – March 11

On Friday, March 11, the Jewel Box Series partnered with the Music Department's Third Annual Chicago Brass Festival to present a stellar 11-piece brass group, Burning River Brass. The Office of Cultural Events assisted the Chicago Brass Festival in presenting a weekend of brass concerts attracting hundreds of visitors to the NEIU main campus.

15. Generational Differences Workshop – March 11

The Student Life Professional Development Committee hosted a workshop on *Generational Differences: Understanding Our Students*. This workshop focused on the differences between our Millennial students and our Generation X and Baby Boomer students and staff. Participants explored millennial students' priorities and values; how they see authority figures, perceived norms and traditions, use of technology to communicate, and opportunities in future careers. Many departments across the University participated in the workshop.

16. Third Annual Professional Development Conference, "Great Service Matters" – March 16-17

The Third Annual Professional Development Conference "*Great Service Matters*" for faculty and staff, took place at NEIU on March 16-17. The conference featured keynote presentations and various breakout sessions. The keynote presentation entitled *Understanding the Priorities of Students* was presented by Julie Bryant, Associate Vice President of retention solutions at Noel-Levitz.

17. Greek Independence Heritage Day Celebration – March 26

A program and reception in celebration of Greek Independence Heritage Day was held on March 26 in the Auditorium under the sponsorship of the Greek Consulate/Consul of Education, NEIU's Angelina Pedroso Center for Diversity and Intercultural Affairs, the Greek Orthodox Metropolis of Greater Chicago and the World Council for Hellenes Abroad. Several Greek American schools participated in the program by presenting theater, spoken word and folk dance performances. Ms. Mariyana Spyropoulos, commissioner of the Metropolitan Water Reclamation District of Greater Chicago, was the keynote speaker.

18. Asian American Heritage Celebration – April 5-7, 9

The 17th Annual Asian American Heritage Conference, *Globalization and Identity: Preserving our Heritage*, was held on April 5-7, with a culminating Awards Gala on April 9. The conference hosted a series of presentations, student-led posters, and panel discussions on a wide range of topics including famous women of Asia and regional and international implications of regime changes in the Middle East.

19. Student Awards Ceremony – April 19

Student Awards will be held on Tuesday, April 19 at 4:30 p.m. in Alumni Hall.

20. Academic Honors Reception – April 28

Academic Honors Reception will be held on Thursday, April 28 at 5:00 p.m. in Alumni Hall.

21. Commencement – May 7

Commencement will take place on Saturday, May 7, in the University Commons. There will be one ceremony for all graduates at 10 a.m.

22. Chicago Parades

Northeastern will participate in a variety of parades this year. The parade schedule is as follows:

Puerto Rican: Saturday, June 18

Gay Pride: Sunday, June 26

Bud Billiken: Saturday, August 13

Mexican Independence Day: Sunday, September 11