

**PRESIDENT’S REPORT TO THE  
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY  
JUNE 10, 2010**

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**I. ACTION ITEM**

**A. APPROVAL OF PRELIMINARY FISCAL YEAR 2011 UNIVERSITY  
OPERATING BUDGET**

In August 2003, in its effort to improve accountability for the use of public funds, the Illinois Board of Higher Education adopted *Recommended Actions to Expand and Enhance Public University Annual Operating Budget Review, Approval and Oversight*. The recommendations in that report include a requirement that each public university adopt a "preliminary/estimated spending plan" prior to July 1 that includes:

- funding sources reported by, at a minimum, state-appropriated funds, university income funds, and all other non-appropriated funds, and
- expenditures by object of expenditure (e.g., personal services, contractual services, equipment)

This report provides the information required by the Board of Higher Education for the fiscal year 2011 internal budget. The Northeastern Illinois University Board of Trustees is asked to approve the University operating budget that represents preliminary/estimated spending plans for the upcoming fiscal year beginning on July 1, 2010 and will be asked to approve the final detailed budget at the September 2010 Board meeting.

In September 2009, the Board of Trustees adopted the University's initial fiscal year 2011 budget request and forwarded that request to the Board of Higher Education for consideration. On January 26, 2010, the Board of Higher Education adopted its fiscal year 2011 budget recommendations and, on March 10, 2010, Governor Quinn announced his proposed operating budget for all of state government. At the time this report was prepared, the Illinois General Assembly had not taken final action on fiscal year 2011 appropriations. As a result, the budget outlined in this report is based on the state funding level included in the Governor's budget. Should actual fiscal year 2011 state appropriations differ from the Governor's budget, the budget brought to the Board for action in September will reflect those adjustments and the actual appropriation levels.

The preliminary/estimated spending plan for the University reflects all revenue sources available to support operating expenses during fiscal year 2011. The plan is comprised of two main sections based on state reporting requirements: unrestricted (state-appropriated funds, University Income Funds and unrestricted local funds), and restricted (primarily local grants and contracts). The unrestricted operating budget includes expenditures from revenue sources that are not restricted by statute, contract, or other requirement. The restricted operating budget includes expenditures from revenue sources that are restricted either by an external requirement or by an internal accounting policy.

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Table 1 provides proposed expenditures by functional category (e.g., instruction, organized research) and object category (e.g., personal services, travel) by source of funds.

The preliminary budget for Northeastern Illinois University per this report includes \$40.7 million in state General Revenue Funds, a decrease of \$2.7 million, or 6.2 percent, below the current fiscal year 2010 appropriation. Again, this funding level is the amount included in the Governor's fiscal year 2011 budget and reflects the elimination of stimulus funds received by Illinois public universities in fiscal year 2010. If the Illinois General Assembly funds University operations at a different level, that amount will be reflected in the University budget brought before the Board of Trustees in September.

As state funding decreases, the University increasingly relies on student tuition to support operations and compensate for the shortfalls in state funding. Based on Board approved tuition rates and estimated enrollment levels, the proposed fiscal year 2011 operating budget includes an increase of \$5.7 million in student tuition revenue. The tuition estimate has been adjusted for the extension of the tuition guarantee program from 4 years to 6 years, an estimated cost to the University of \$500,000. In fiscal year 2002, the mix of state appropriations to student tuition revenue was 69 percent to 31 percent. This preliminary budget, based on the Governor's fiscal year 2010 budget level and current estimates for next year's tuition revenue, the mix will be 48 percent state funding and 52 percent student tuition. For the first time, the financial contributions from Northeastern students to the University's operating budget will exceed the contribution from the State of Illinois. The combined decrease in state funding of \$2.7 million and the increase in student tuition revenue of \$5.7 million will result in an expected increase of \$3.0 million in unrestricted operating funds in the coming fiscal year.

A concern with these budget estimates is the uncertainty regarding the level of state funding to the University. Should the approved state funding level fall below the Governor's budget level, the operating resources available to the University will be diminished. For example, earlier discussions had the University's state funding dropping \$4.2 million, rather than the \$2.7 million in the Governor's budget. While this level was not recommended, the amount included in the Governor's budget is tentative and the possibility exists that the University's available incremental resources could be cut further.

In addition to the state funding concern, the University has other fiscal requirements. The most notable next year are:

- Restoring budget support to the academic colleges to meet enrollment and expenditure needs, estimated at \$1.2 million,
- Continuation of certain Hispanic Serving Institution Initiatives, estimated at \$250,000,

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- Deferred maintenance funding to provide student fee relief, as identified by the Illinois Board of Higher Education, estimated at \$400,000,
- Increased utility costs estimated at \$200,000,
- Unfunded sick leave and vacation payouts and additional retirement costs estimated at \$200,000, and
- Increasing costs for insurance and inflationary cost increases for postage, minimum and prevailing wage, technology software and maintenance, service contracts, purchased goods, and contracted services, estimated at \$400,000.

Over the next few months, all departments within the University will work to compile detailed spending plans. At the September meeting, the Board will be asked to approve the fiscal year 2011 budget that provides the detailed revenue and expenditures plans by sources of funds and function and object expenditure line items.

NORTHEASTERN ILLINOIS UNIVERSITY  
Fiscal Year 2011 Operating Budget  
by Function and Line Item

Functional Categories	Unrestricted				
	General	University		Restricted	Total
	Revenue	Income Fund	Local		
Instruction	\$ 27,671,900	\$ 18,390,491	\$ 3,238,000	\$ 1,800,000	\$ 51,100,391
Organized Research	185,500	153,170	25,900	410,000	774,570
Public Service	507,700	567,629	229,500	13,110,000	14,414,829
Academic Support	3,446,500	4,802,517	992,800	50,000	9,291,817
Student Services	1,447,500	1,238,773	7,073,700	12,380,000	22,139,973
Institutional Support	2,765,700	9,055,571	1,686,100	45,000	13,552,371
Operations and Maintenance	3,597,800	8,275,149	354,200	-	12,227,149
Independent Operations	-	-	5,549,400	185,000	5,734,400
Medicare	-	837,700	-	-	837,700
Health Insurance Reserve Fund	1,072,600	-	-	-	1,072,600
<b>Total</b>	<b>\$ 40,695,200</b>	<b>\$ 43,321,000</b>	<b>\$ 19,149,600</b>	<b>\$ 27,980,000</b>	<b>\$ 131,145,800</b>

Line Item Categories	Unrestricted				
	General	University		Restricted	Total
	Revenue	Income Fund	Local		
Personal Services	\$ 39,622,600	\$ 28,412,990	\$ 3,904,500	\$ 7,700,000	\$ 79,640,090
Contractual Services	-	9,593,691	6,124,100	4,900,000	20,617,791
Travel	-	349,058	78,300	105,000	532,358
Commodities	-	987,960	782,800	355,000	2,125,760
Equipment	-	1,848,840	665,400	150,000	2,664,240
Telecommunications	-	684,017	432,100	18,000	1,134,117
Operation of Auto	-	16,715	9,500	-	26,215
Awards/Grants/Tuition Waivers	-	255,430	2,577,900	12,580,000	15,413,330
Permanent Improvements	-	334,599	-	-	334,599
Benefits/Social Security/Medicare	-	837,700	235,100	1,200,000	2,272,800
Health Insurance Reserve Fund	1,072,600	-	-	-	1,072,600
Other/PI	-	-	4,339,900	972,000	5,311,900
<b>Total</b>	<b>\$ 40,695,200</b>	<b>\$ 43,321,000</b>	<b>\$ 19,149,600</b>	<b>\$ 27,980,000</b>	<b>\$ 131,145,800</b>

I. ACTION ITEM

B. ENERGY CONSERVATION UPDATE AND REQUEST FOR BOARD TO APPROVE ISSUANCE OF CERTIFICATES OF PARTICIPATION FOR THE ENERGY CONSERVATION PROJECT, SERIES 2010

a. Background and Update on the University Energy Conservation Project

In September 2008, the Board of Trustees endorsed the University's Strategic Plan with its six strategic goals, two of which directly relate to improving the productivity and efficiency of our operations. Goal Five, *Enhance University Operations*, states that the University will provide a supportive learning, teaching and working environment by improving operating productivity, physical infrastructure and environmental sustainability. Goal Six, *Fiscal Strength*, includes the statement that the University will enhance its financial strength by reducing reliance on state general funds and tuition. To address these strategic goals, the University is making new and significant efforts to reduce energy consumption, not only to address the budget challenges being faced due to significant utilities cost increases, but also to embrace energy conservation and sustainability.

Background on the Energy Conservation Project

In February 2009, a series of discussions with the Board began which outlined recent increases in utility costs and opportunities for utility savings, and the need to increase sustainability efforts throughout the University. Also discussed were the concepts and processes for engaging in energy performance contracting where the University would work with an energy services company, selected through a competitive process, to assist the University in identifying and implementing energy conservation measures. The energy services company would guarantee resulting energy savings. As outlined in the February 2009 report, the first step in the process was the approval for a comprehensive energy audit.

In April 2009, the Board received an update and additional information on energy performance contracting and in June 2009, the Board unanimously approved the hiring of NORESKO as the University's energy services company. This action allowed the University to proceed with the comprehensive energy audit.

The energy audit began in September 2009 and involved numerous steps, including analyzing utility bills, usage, and supplier contracts; collecting and analyzing building occupancy data and usage profiles; modeling baseline energy consumption patterns, using Department of Energy guidelines and comparing them to actual utility metered data; measuring equipment readings to establish existing baseline operating conditions; placing data loggers in key areas to determine trends in light fixture operating hours and HVAC system operation; surveying lighting and plumbing fixtures throughout campus; and reviewing daily boiler and chiller logs.

In March 2010, the energy audit was completed, including NORESKO's recommendations for potential energy conservation measures. The University reviewed the energy audit and potential energy conservation measures with our independent consultant and brought before the Board at its April 2010 meeting a list of 12 potential energy conservation measures with estimated costs, savings, and simple payback. At the meeting, the Board approved 11 of the 12 measures and the initiation of project financing.

### Energy Conservation Project

The final energy conservation project will include 11 energy conservation measures, listed in Appendix A, with a total cost of \$6,140,013. Work on the measures will commence after Board approval to issue certificates of participation, which is included in the following section. In total, the project will have a simple payback of 17 years.

NORESKO has identified certified minority, female and disabled firms (MAFBE) that will be subcontracted as part of this project. Of total subcontracting costs of \$3.45 million, MAFBE firms will account for \$1.05 million; 30 percent of total subcontracting costs or 17 percent of the total project cost.

**b. Request for Board Approval to Issue Certificates of Participation (Energy Conservation Project), Series 2010**

The second part of this item requests Board of Trustees approval, in the form of a roll call vote, for the University to issue Certificates of Participation (Energy Conservation Project), Series 2010. The sale will be coordinated by John S. Vincent & Co. LLC, our contracted financial advisor, with the assistance of Chapman and Cutler LLP, our contracted bond counsel. The following text has been prepared by Chapman and Cutler LLP. Copies of the Preliminary Official Statement, the Official Notice of Sale, the Official Bid Form, the Acquisition Agreement, the Installment Purchase Agreement, the Indenture of Trust, and the Continuing Disclosure Agreement (with respect to the Series 2010 Certificates) will be available on or before June 7, 2010 from the Assistant Board Secretary or for review in her office.

### **Resolution Authorizing Financing of the Energy Conservation Project**

Be It Resolved by the Board of Trustees of Northeastern Illinois University in regular meeting assembled, that:

1. It is hereby determined to be desirable that the Board of Trustees of Northeastern Illinois University (the "Board") authorize the execution and delivery of an Installment Purchase Contract, and the issuance of Certificates of Participation (Energy Conservation Project) in one or more series (the "Certificates") in connection therewith, in order to provide funds to finance, or reimburse, the Board for costs associated with the energy

conservation measures described in Exhibit A attached hereto (collectively, the "Project") and to fund capitalized interest, if any, in an amount determined by the Treasurer of the Board, and to pay the costs of issuing the Certificates. The Certificates shall be in an aggregate original principal amount (net of original issue discount) not to exceed \$6,500,000, with a final maturity no later than 20 years from the date of issuance of the Certificates. The annual rate of interest on the Certificates will not exceed 5.75% if such Certificates are issued as tax exempt and will not exceed 8.50% if such Certificates are issued as taxable. The cost of the Project is estimated to be \$6,140,013, plus issuance costs estimated at \$300,000.

2. U.S. Bank National Association, Chicago, Illinois, is hereby authorized to serve as Trustee.
3. The firm of Chapman and Cutler LLP is hereby retained as Special Counsel to the Board.
4. The firm of John S. Vincent & Company LLC is hereby retained as Financial Advisor for the preparation of the Preliminary Official Statement and final Official Statement and other matters related to the sale.
5. The Board approves a competitive public sale of the Certificates at a price of not less than 97% of the par amount thereof (exclusive of any original issue discount).
6. The Board ratifies the preparation and distribution of a Preliminary Official Statement, Official Statement, Official Notice of Sale and Official Bid Form in connection with of the sale of the Certificates. The Board approves the form of such documents, copies of which are on file with the Assistant Board Secretary for recording. The Treasurer of the Board is hereby authorized and directed to execute the Official Statement and the Official Bid Form in the name of and on behalf of the Board in substantially the forms presented to this meeting, or with such changes as may be approved by the officer of the Board executing the same, his execution thereof to constitute conclusive evidence of the Board's approval of all changes from the forms thereof presented to this meeting.
7. The Board approves the form of the Installment Purchase Contract, Indenture of Trust, Acquisition Agreement and Continuing Disclosure Agreement. Copies of such documents are on file with the Assistant Board Secretary for recording. The Treasurer and Secretary of the Board are hereby authorized and directed to execute such documents in the name of and on behalf of the Board in substantially the forms presented to this meeting, or with such changes as may be approved by the officer or officers of the Board executing the same, his/her or their execution thereof

to constitute conclusive evidence of the Board's approval of all changes from the forms thereof presented to this meeting.

8. The Board acknowledges that the Certificates will not be issued prior to complying with all necessary procedures and receiving all necessary approvals for the issuance of the Certificates and the acquisition and construction of the Projects, including but not limited to, the approval of the Illinois Board of Higher Education (if required), and the requirements set forth in the State University Certificates of Participation Act.
9. The members, officers, agents and employees of the Board are hereby authorized and directed to do all such acts and to execute all such documents as may be necessary to carry out and comply with the provisions of this resolution and with the actions of the members, officers, agents, and employees of the Board which are in conformity with the intent and purposes of this resolution, whether heretofore or hereafter taken or done, which actions shall be and are ratified, confirmed and approved.

**Exhibit A**

- **Control System Upgrades**
- **Lighting Efficiency Upgrades**
- **Variable Air Volume Improvements (Library)**
- **Water Efficiency Upgrades**
- **New Condenser Water Pumps and Filtration System**
- **Heating and Cooling Variable Speed Fans (Lech Walesa Hall)**
- **Replace Control for Three Hot Water Boilers**
- **Replace Fan Coil and Install Variable Speed Fans for Heating System (Building D)**
- **Install Insulation on Hot Water Expansion Joints**
- **Kitchen Hood Controls**
- **Install Variable Speed Motor on the Swimming Pool Pump (Physical Education Building)**

**I. ACTION ITEM**

**C. EXPENDITURE RECOMMENDATIONS FOR PURCHASES OF \$100,000 OR MORE**

**1. MULTI-FUNCTIONAL COPIER, PRINT EQUIPMENT, AND ACCOUNT MANAGEMENT AND COST RECOVERY SYSTEM**

**ITEM DESCRIPTION**

Background

The University's document processing needs are currently met in several ways. Copier Services, a unit of Auxiliary and Support Services, provides and maintains 65 copy machines located throughout the University. These copy machines allow students, faculty, and staff to make photocopies, and on a limited basis, scan, fax, and print documents. Student Computing Services provides 36 printers for students, faculty, and staff to print documents in the computer labs. Additionally, the Library provides seven printers at locations throughout the University. Together, these operations generated almost 12 million documents during the past year.

With the expiration of the current copier contract, the opportunity exists to significantly enhance and improve services to the University community by combining copier, printing, and scanning services into a University-wide, integrated operation. This reinforces the University's Strategic Goal to "enhance University operations" by providing a more uniform and accessible means to process documents, improving efficiency by combining copier support operations and deploying new economical and environmentally friendly document handling technologies.

To support these efforts, the University issued a Request for Information to challenge industry leading suppliers and vendors to help craft a combined document handling solution. After receipt of this information, the University then developed a Request for Proposals to seek competitive bids for the integrated document handling system. To encourage greater vendor participation, the RFP allowed for separate responses for the two distinct products in this system—the copier/printer equipment and service, and the account management and cost recovery system. The cost recovery system allows for the tracking and charge back of the costs associated with the copying, printing, faxing, and scanning of documents. In doing so, it allows for the accurate and equitable recovery of all costs incurred by the University in providing this equipment.

Copiers and Printers

The RFP was designed to emphasize the three objectives of the integrated system: to expand and simplify user accessibility, to allow for the creation of a more cost effective combined copier and printer operation, and to create a more environmentally friendly and economically sensible operation. In addition to these requirements, the RFP also

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tasked bidders to present solutions that addressed the University’s requirements regarding network security, data confidentiality, and infrastructure compatibility.

Monitoring Systems

The University also outlined its requirements for a single monitoring system. This system will monitor the performance, usage, and cost recovery of the combined copier and computer lab printer operation. The University maintains its basic requirements for such systems –accessibility, cost effectiveness, and economical and environmental sustainability. Additional requirements were a scalable solution that would allow students, faculty, and staff greater access to a wider range of document handling functionalities across the entire University and meeting the University’s expectations regarding data security, personal data confidentiality, and network and system compatibility.

Recommendations

A representative team of University technical and support staff conducted the evaluation of the RFP responses. The evaluation was based upon a combination of technical and cost considerations. Overall equipment functionality and compatibility, vendor servicing and support capabilities, compliance with RFP specifications, and five-year cost projections were analyzed. MAFBE subcontracting goals were also addressed through review of the responses.

Board approval is now requested for approval of two separate five-year contracts which will allow the University to unify and centralize its copier and computer lab printing operations. The first contract will cover the rental and maintenance of copier and printer equipment. The second contract provides for the monitoring system. Both awards are based on responses to a Request for Proposal (RFP) issued by the University this spring and announced through the Illinois Public Higher Education Procurement Bulletin.

It is recommended that a five-year contract to Imagetec L.P. be approved for the rental of the multi-function print devices. It is further recommended that a five-year contract be awarded to Today’s Business Solutions, Inc. for rental of the monitoring system.

**RECOMMENDED VENDOR FOR COPIER AND PRINT DEVICES**

Imagetec L.P.  
4509 Prime Parkway  
McHenry, Illinois 60050

**SUMMARY OF BIDS**

Imagetec L.P.	\$ 954,000*
IKON Office Solutions, Inc.	972,060
Konica Minolta Business Systems	1,325,200
Canon Business Solutions	2,379,000

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**RECOMMENDED VENDOR FOR ACCOUNT MANAGEMENT AND COST  
MONITORING SYSTEM**

Today's Business Solutions, Inc.  
P. O. Box 672  
Lemont, IL 60439

**SUMMARY OF BIDS**

Today's Business Solutions, Inc.	\$173,425*
IKON Office Solutions, Inc.	280,500
Konica Minolta Business Systems	433,576

\*Lowest cost meeting University specifications

**I. ACTION ITEM**

**C. EXPENDITURE RECOMMENDATIONS FOR PURCHASES OF \$100,000 OR MORE**

**2. BUILDING H PARAPET REPAIRS**

**ITEM DESCRIPTION:**

Building H, located on the far west side of the main campus, houses the central heating and cooling plant. Building H was constructed in 1961 and expanded in 1972. The parapet, the portion of the wall which extends above the roof, has shifted horizontally over time and is out of alignment. This has caused the masonry parapet to be unstable and unsafe. This project removes and replaces the masonry parapet wall at the southeast corner of Building H.

In addition to the masonry repair, based on previous repair work and investigation of the Building H parapets, deterioration of the steel structure occurs intermittently inside of the parapet wall and may need to be replaced. Therefore, unit costs were obtained to address specific problems that may be encountered after the parapet is removed. These additional costs would be:

Installing new structural steel "C" Channel supports and steel plates in 8 foot sections along the east wall to support deteriorated sections of the existing roof deck, if required.

Installing new structural supports and steel plates to provide additional bearing at the ends of the existing roof deck steel Tee's, if required.

Board approval is requested for the Building H Parapet Repairs project.

**PROJECT COST:**

Base Bid	\$95,365
"C" Channel supports and plates (max 5 @ \$2,365/each)	11,825
Structural supports and plates (max 21 @ \$807/each)	16,947
Additional funds (5%), if needed	<u>4,800</u>
TOTAL COST:	\$128,937

**SOURCE OF FUNDS:**

University Operating Funds	\$128,937
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**RECOMMENDED VENDOR:**

Boss Construction  
8474 Morton View  
Taylor, Michigan 48180

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<b><u>SUMMARY OF BIDS:</u></b>	<b><u>BASE BID</u></b>	<b><u>"C" CHANNEL</u></b>	<b>Supports <u>SUPPORTS</u></b>	<b><u>TOTAL</u></b>
Boss Construction	\$95,365	\$11,825	\$16,947	\$124,137
Eugene Mathews	108,200	13,500	15,800	137,500
Kovilic Construction Co.	118,000	11,500	9,030	138,530

**I. ACTION ITEM**

**C. EXPENDITURE RECOMMENDATIONS FOR PURCHASES OF \$100,000  
OR MORE**

**3. BUILDINGS C, D, AND E 4160 VOLT SUBSTATIONS REPLACEMENT**

**ITEM DESCRIPTION:**

This project replaces the electric substations, including transformer and secondary distribution sections, in Buildings C, D, and E. The substations and aluminum power distribution cables were installed in 1960. The substations have exceeded their useful life, are unreliable, and parts to repair them are no longer available. Should the equipment fail to properly operate when required, it would render the building unusable for a long period of time and jeopardize the operation of the entire high voltage system serving other buildings. The improvements will make the power distribution more reliable on the north side of the main campus.

Board approval is request for the substation replacement project.

**PROJECT COST:**

Base Bid	\$532,000
Additional Funds, if needed	<u>53,200</u>
TOTAL COST:	\$585,200

**SOURCE OF FUNDS:**

Utility Infrastructure Reserve	\$585,200
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**RECOMMENDED VENDOR:**

Hickey Construction  
15048 Cicero Avenue  
Oak Forest, IL 60452

**SUMMARY OF BIDS:**

	<b><u>TOTAL</u></b>
Hickey Construction	\$532,000
Argon Electric	547,000
Sharlen Electric	558,000
Kelso Burnett	564,465
Aldridge Electric	564,535
Windy City Electric	645,118
Divane Bros. Electric	729,000

**I. ACTION ITEM**

**D. APPROVAL FOR ADJUSTMENTS TO THE RESERVE LIMITS FOR  
NON-INDENTURED ENTITIES**

**ITEM DESCRIPTION:**

Northeastern Illinois University and most governmental entities use fund-based accounting systems. These systems require that restricted monies be held in separate accounts so that those funds are kept segregated from other funds.

The Illinois General Assembly, through its Legislative Audit Commission (LAC), recognized the use of fund accounting and, in consultation with the Illinois public universities, adopted *LAC University Guidelines* to establish uniform fiscal procedures and controls for the Illinois public universities. First adopted in 1982 and amended in 1997, the *Guidelines* provide direction not only to the universities in establishing and maintaining appropriate fiscal procedures and controls but also to assist the Office of the Auditor General by providing the standards to which Northeastern and all other Illinois public universities must adhere.

The *Guidelines* recognize the need for these University accounts to acquire and accumulate resources for long-term purposes, such as equipment replacement, repair and maintenance of facilities and other similar purposes. At the same time, the *Guidelines* established limits for the accumulation of funds in these restricted accounts so entities do not accumulate funds beyond a reasonable level.

The *Guidelines* include a formula to determine the maximum allowable reserves for revenue bond entities and non-indentured entities. The entities at Northeastern Illinois University subject to the reserve limits are Student Fee Programs, Public Service, Student and Staff Services, Service Departments, Other Educational Services, Educational Contracts, Other Auxiliaries, and Parking Lots.

The *Guidelines* allow reserve accumulations for non-indentured entities up to the sum of the following:

- 5% of building and building improvement replacement costs,
- 10% of historical costs of parking lots, and
- 20% of historical costs of movable equipment.

It should be noted that these reserves do not represent cash balances in these various accounts. Instead, these reserve limits represent the limit on accumulated cash based on the statewide reserve formulas. Because the cost basis for these assets changes annually, the calculated reserve limits need to change annually. The *Guidelines* and the *Northeastern Illinois University Board of Trustees Regulations* require approval by the Board of Trustees for adjustment

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to those reserve limits and each June, the Board is requested to adjust those limits for the current fiscal year based on the formulaic calculations.

Approval is requested for the following Reserve Limits for Non-indentured Entities:

**Reserve Limits for Non-indentured Entities**

<b>Entity</b>	<b>June 2009 Approved Amount</b>	<b>Requested Change</b>	<b>Adjusted Total</b>
<b>Student Fee Programs</b>	<b>\$2,540,160</b>	<b>\$404,997</b>	<b>\$2,945,157</b>
<b>Public Service</b>	<b>\$1,174,686</b>	<b>\$11,219</b>	<b>\$1,185,905</b>
<b>Student and Staff Services</b>	<b>\$636,840</b>	<b>\$21,948</b>	<b>\$658,788</b>
<b>Service Departments</b>	<b>\$2,033,229</b>	<b>\$37,258</b>	<b>\$2,070,487</b>
<b>Other Educational Services</b>	<b>\$1,279,423</b>	<b>(\$3,625)</b>	<b>\$1,275,798</b>
<b>Educational Contracts</b>	<b>\$229,089</b>	<b>\$9,942</b>	<b>\$239,031</b>
<b>Other Auxiliaries</b>	<b>\$1,582,415</b>	<b>\$10,262</b>	<b>\$1,592,677</b>
<b>Parking Lots</b>	<b>\$561,382</b>	<b>\$68,275</b>	<b>\$629,657</b>

## **II. INFORMATION ITEM**

### **A. FISCAL YEAR 2012 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 is presented to the Board of Trustees in June as an information item for review and discussion; a final request is submitted to the Board in September for approval. After Board approval, the request is submitted to the IBHE before its deadline of October 15.

The fiscal year 2012 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 2009 meeting, the Board was presented with a set of specific tasks that the University planned to complete in fiscal year 2010 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 includes requests for strategic planning 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.

For the first time, the budget recommendations presented to the Board 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 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 2012 budget request.

At the September 2010 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 2010. In addition, the Board will receive a summary of the tasks that the University plans to undertake in fiscal year 2011.

### 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 2012 requests, for the year beginning July 1, 2011 and ending June 30, 2012.

The fiscal year 2012 operating budget reflects the fiscal year 2011 state-appropriated base budget for the University and the University's budget requests for new funding for fiscal year 2012. 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.

An important factor in developing the fiscal year 2012 operating budget request is the prior year base budget, the starting point for budget development. At the time this report was prepared, the Illinois General Assembly had not yet approved the University's fiscal year 2011 appropriation. As a result, the fiscal year 2011 base budget included in this request is based on Governor Quinn's fiscal year 2011 budget recommendation for state funding for Northeastern.

Developing our operating budget request requires that we 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. Since the beginning of fiscal year 2002 through our fiscal year 2010 appropriation, Northeastern has seen our available funding from the State's General Fund decrease by \$2.0 million, or 4.4 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, meaning the University reallocates annually to meet this cost. With this required contribution not available for University operating expenditures, the actual reduction in available University funding is \$3.1 million, or 6.8 percent, since fiscal year 2002.

This budget request is modest in terms of the needs of the University and includes only moderate funding requests for salary and cost increases and strategic program initiatives. We are on record, therefore, that these are our highest priorities. The total of state appropriations and University Income Fund

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revenues represents the operating budget that will require Board of Trustees approval in September and that 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 2012 Budget Development Schedule. Table 1 provides a schedule of the budget development process from June 2010, when the Board of Trustees receives this initial fiscal year 2012 budget request, through September 2011, at which time the Board will take action on the University's fiscal year 2012 internal budget.

Strategic Goals. Page 22 includes the Strategic Goals that 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 budget request for University fiscal year 2012 operations is summarized in Table 2, with additional information supporting the operations request provided on pages 22 through 26. Table 3 summarizes the requests for salary and inflationary cost increases. Table 4 summarizes the requested strategic planning initiatives for fiscal year 2012. Because these represent the highest University priorities, the University may attempt to implement some of these programs through the redirection of staff effort and University resources.

Capital Improvements. Table 5 summarizes the fiscal year 2012 requests for capital improvements, which are described on pages 27 through 31. Capital requests are discussed in the two broad categories used by the Illinois Board of Higher Education to classify state-supported 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 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 more than other areas of the state. As a result, for Northeastern, we now have higher, but more accurate, cost figures for our capital requests.

In this initial capital budget request submitted to the Board in June 2010, it is noted that the capital request list presented to the Board may be adjusted in September to reflect any newly appropriated capital projects. It is also noted that

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the Education Building is no longer included in the budget request because planning and construction funds have been appropriated, but funds to equip the Education Building, when constructed, are included in the request.

**Table 1  
FISCAL YEAR 2012 BUDGET DEVELOPMENT SCHEDULE  
(Approximate dates – subject to change)**

June 2010	Submission of initial FY2012 operating and capital budget requests to NEIU Board of Trustees for review and discussion
September 2010	Discussion and approval of the FY2012 operating and capital budget requests by NEIU Board of Trustees  Report to the Board of Trustees – Strategic Planning Update: Fiscal Year 2010 Results and Fiscal Year 2011 Action Steps
November 2010	Report to the NEIU Board of Trustees on proposed FY2012 tuition and fee rates
January 2011	Board of Higher Education action on FY2012 higher education operations and grants and capital improvements recommendations
February 2011	Governor's FY2012 Budget Address  NEIU Board action on FY2012 tuition and fee rates
May 2011	General Assembly's action on FY2012 appropriations
June 2011	Governor's action on FY2012 appropriations  NEIU Board of Trustees' action on FY2012 preliminary University internal budget
September 2011	NEIU Board of Trustees' action on FY2012 University internal budget

NOTE: Fiscal year 2012 begins on July 1, 2011 and ends June 30, 2012.

## **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 2012 OPERATING REQUEST**

Developing the fiscal year 2012 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 is modest in terms of the needs of the University and includes only modest funding requests for salary and cost increases and selected program initiatives. We are on record, therefore, that these are our highest priorities.

The University also recognizes the need for adequate state funding to support our instructional and support programs. From our fiscal year 2002 appropriation through our fiscal year 2010 appropriation, Northeastern has seen our funding for recurring operations from the State's General Fund decrease by \$2.0 million, or 4.4 percent. In addition, the University received a mandate to pay \$1.1 million annually into the Health Insurance Reserve Fund, further reducing available resources. During this period, the University received no new state funding to address new programmatic initiatives or support the increasing costs of needed goods and services. Nearly all University departments had their spending held level or reduced to support faculty and staff salaries and unavoidable cost increases (e.g., utilities).

The University operating budget request for fiscal year 2012 totals \$89.4 million, an increase of \$5.3 million, or 6.4 percent, above the fiscal year 2011 base. The fiscal year 2012 operating budget request includes salary and cost increases totaling \$1.7 million, and requests for strategic planning initiatives of \$3.6 million. Table 2 summarizes the operating 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 \$1.4 million, or 2.0 percent, for a general cost of living salary increase. Based on current salaries, each 1.0 percent salary increase costs approximately \$680,000. Cost increases are requested to provide for Social Security/Medicare increases of \$16,800 (2.0 percent), utilities increases of \$101,100 (3.0 percent), library materials increases of \$40,100 (5.0 percent) and a general cost increase of all other goods and services of \$219,400 (2.0 percent).

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

For the first time, the budget recommendations presented to the Board 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 2012 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 \$3.6 million. The budget request is divided into two broad categories for each of the strategic goals: a permanent pool and recurring costs, each totaling \$1.8 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 \$1.8 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 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 positions.

A specific example of these two pools would be the fiscal year 2012 request for the new academic programs in Environmental Sciences and Global Studies. A total of \$200,000 is requested for startup costs for the programs, including equipment and supplies. 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 \$350,000 for five faculty positions that would be recurring costs and added to the departments' continuing budgets.

In addition to the operating budget requests, some strategic priorities will be funded from external sources (e.g., federal Title V funding for Lake County programs) or from funds currently in a department's internal budget (e.g., installing new technology in classrooms). While included in the University's strategic planning initiatives, there are no operating funds requested for externally or internally funded strategic program initiatives.

Below is an overview of the strategic planning initiatives included in the fiscal year 2012 request.

**Student Success (\$775,000).** Included in the permanent pool are funds for one-time costs (e.g., consultants) related to developing discipline-specific articulation guides with community colleges, considering BA offerings at other locations, and increasing coordination between advising and career services. Recurring costs include creating a monetary incentive program to promote timely progress to graduation and additional faculty for new course sections during the revised activity hours.

**Academic Excellence and Innovation (\$750,000).** Included in the permanent pool are one-time costs related to developing a Statement of Objectives for the

Masters degree, revisions to general education, developing the curriculum for the Second Year Projects, equipment for the Environmental Sciences, and the establishment of a task force to identify curriculum based on workforce demand. Recurring costs include faculty for the Environmental Sciences and Global Studies programs.

**Urban Leadership (\$700,000).** One-time costs included in the permanent pool are funds for seeking external support to establish the Research Institute on Immigration and to underwriting the Heritage Events, advertising for the Graduate College, new University signage on Foster Avenue, and increasing the University's web presence. Recurring costs are for developing ESL programs at EI Centro and marketing costs.

**Exemplary Faculty and Staff (\$225,000).** (Note - this category does not include the request of \$1.4 million for faculty and staff salary increases.) Requests included in the permanent pool are one-time costs to complete a study of median salaries for all pay classifications and automated applicant tracking, and recurring costs include software maintenance for that project.

**Enhancing University Operations (\$550,000).** The permanent pool request includes one-time costs associated with studies for the feasibility of adding a residential life component to campus, constructing an information/visitors' center, and replacing the University phone system. Also included are costs associated with reviewing and implementing new security and building access strategies. Recurring costs include funds to support events on campus.

**Fiscal Strength (\$600,000).** Requests included in the permanent pool include establishing alumni solicitation and a membership directory; developing an alumni center; increasing development marketing; and providing support to strengthen the facility rental program. Recurring costs include the operating of the alumni center and the development campaign

## **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 February 2010, the NEIU Board of Trustees adopted tuition and fee rates for fiscal year 2011, the academic year beginning in the fall of 2010. This schedule represented the best alternative, allowing time for students to plan for fall costs and also allowing the University some sense of the state funding support. February consideration of tuition also allows for a broader discussion with students on tuition issues during the fall and early spring semesters.

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At the November 2010 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 2012 will be brought to the Board for action at the February 2011 meeting.

## **CAPITAL IMPROVEMENTS**

Table 5 summarizes capital improvement requests for fiscal year 2012. Requested capital projects total \$141.6 million. These include \$137.3 million in Regular Capital projects and \$4.3 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 2012 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 more than other areas of the state. As a result, for Northeastern, we now have higher, but more accurate, cost figures for our capital requests.

In this initial capital budget request, it is noted that the request may be adjusted should the Illinois General Assembly and the Governor approve any of the requested capital projects. 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**

#### **2012-01 Jacob H. Carruthers Center for Inner City Studies Remodeling - \$20,208,000**

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.

### **2012-02 Education Building, Equipment - \$8,256,300**

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

### **2012-03 Science Building Planning - \$7,177,000**

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 not undergone any significant 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; most importantly, 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 is estimated 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 \$7.2 million and construction would cost an estimated \$90.0 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.

#### **2012-04 Science Building, Construction - \$89,967,400**

These funds would provide for construction of the Science Building.

#### **2012-05 Lech Walesa Hall Remodeling - \$11,694,500**

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**

**2012-01CR 4160V Substation & Cable Replacement - \$2,124,800**

This project replaces the electric substation in Building E/Auditorium E 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.

**2012-02CR Buildings D & E Exterior Window Wall Replacement - \$2,197,800**

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**  
**NORTHEASTERN ILLINOIS UNIVERSITY**  
**FY2012 OPERATING BUDGET REQUEST**  
**STATE APPROPRIATIONS AND UNIVERSITY INCOME FUNDS**

(in thousands of dollars)

<b>FY2011 Base Budget</b>	<b>\$ 84,016.2</b>
<b>Increases to Maintain Operating Levels (Table 3)</b>	<b>1,738.1</b>
<b>Strategic Program Initiatives (Table 4)</b>	<b>3,600.0</b>
<b>FY2012 Operating Budget Request</b>	<b>\$ 89,354.2</b>
Dollar Change	5,338.1
Percent Change	6.4%

**TABLE 3**  
**NORTHEASTERN ILLINOIS UNIVERSITY**  
**FY2012 OPERATING BUDGET REQUEST**  
**COST INCREASES TO MAINTAIN OPERATING LEVELS**

(in thousands of dollars)

	<u>FY11 Base</u>	<b>FY2012 Increases</b>	
		<u>Amount</u>	<u>Percent</u>
<b>Compensation Increases</b>	\$ 68,035.6	\$ 1,360.7	2.0%
<b>Social Security/Medicare</b>	837.7	16.8	2.0
<b>Utilities</b>			
<b>Electricity</b>	2,425.9	72.8	3.0
<b>Natural Gas/Propane</b>	854.1	25.6	3.0
<b>Water/Sewer</b>	<u>90.0</u>	<u>2.7</u>	<u>3.0</u>
<b>Subtotal</b>	<b>\$ 3,370.0</b>	<b>\$ 101.1</b>	<b>3.0%</b>
<b>Library Books &amp; Materials</b>	801.4	40.1	5.0
<b>All Other Operating Costs</b>	<u>10,971.5</u>	<u>219.4</u>	<u>2.0</u>
<b>Total</b>	<b><u>\$ 84,016.2</u></b>	<b><u>\$ 1,738.1</u></b>	<b><u>2.1%</u></b>

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

**TABLE 4  
NORTHEASTERN ILLINOIS UNIVERSITY  
FY2012 OPERATING BUDGET REQUEST  
PROGRAM REQUESTS**

(in thousands of dollars)

<b>ENSURING STUDENT SUCCESS</b>	<b>\$ 775.0</b>
<b>ACADEMIC EXCELLENCE AND INNOVATION</b>	<b>750.0</b>
<b>URBAN LEADERSHIP</b>	<b>700.0</b>
<b>EXEMPLARY FACULTY AND STAFF*</b>	<b>225.0</b>
<b>ENHANCED OPERATIONS</b>	<b>550.0</b>
<b>FISCAL STRENGTH</b>	<b>600.0</b>

**\*Note: the request for Exemplary Faculty and Staff does not include the \$1.4 million for faculty and staff increases**

**TOTAL PROGRAM REQUESTS** **\$ 3,600.0**

**TABLE 5**  
**NORTHEASTERN ILLINOIS UNIVERSITY**  
**FY2012 CAPITAL APPROPRIATIONS REQUEST**

(in thousands of dollars)

<b>PROJECT</b>	<b>PRIORITY</b>	<b>ESTIMATED PROJECT COST</b>
<b>REGULAR CAPITAL PROJECTS</b>		<b><u>\$ 137,303.2</u></b>
Carruthers Center for Inner City Studies Renovation	1	20,208.0
Education Building, Equipment	2	8,256.3
Science Building, Planning	3	7,177.0
Science Building, Construction	4	89,967.4
Lech Walesa Hall Remodeling	5	11,694.5
<b>CAPITAL RENEWAL PROJECTS</b>		<b><u>\$ 4,322.6</u></b>
Building E/Auditorium Substation and University-wide Cable Replacement	1	2,124.8
Buildings D and E Exterior Window Wall Replacement	2	2,197.8
<b>TOTAL</b>		<b><u>\$ 141,625.8</u></b>

Note: All costs reflect FY2012 Capital Development Board (CDB) cost guidelines.

**II. INFORMATION ITEM**

**B. REPORT ON POTENTIAL DOCTORAL PROGRAM**

**Doctoral Education Review Committee**

**Final Report**

**May 2010**

**Committee Members**

Chielozona Eze, English  
Erica Meiners, Educational Leadership and Development and Women's Studies  
Sophia Mihic, Political Science, Philosophy  
Narendar Rao, Finance  
Laura Sanders, Earth Science  
D.S. Sundaram, Management & Marketing  
Steven Wolk, Teacher Education Department, Committee Chair

**INTRODUCTION AND FINDINGS**

In the Fall of 2009 the Doctoral Education Review Committee was formed and charged to answer two questions:

1. Should NEIU pursue doctoral programs?
2. If yes, should NEIU pursue the proposed "Leadership in Global Studies" doctoral program?

Response to Question 1: By a majority of 6 to 1, the committee recommends against NEIU prioritizing the creation of a doctoral program at this time. All members of the committee would like to see any initiatives to start doctoral programs come from the faculty and departments and follow pre-established procedures for initiating new programs.

Response to Question 2: The committee unanimously rejected the "Leadership in Global Studies" doctoral program proposal.

In this report, the committee reviews our process and briefly elaborates on these findings.

**OUR PROCESS**

The Committee met approximately every two to three weeks over a six-month period. As part of this process we did the following:

1. Researched the IBHE approval process for doctoral programs.
2. Examined IBHE approval documents for new doctoral programs at comparable institutions in Illinois.
3. Created a survey of attitudes toward doctoral education, and after conducting a pilot test, electronically administered it to all full-time faculty and administration.
4. Analyzed survey results.
5. Examined the "Leadership in Global Studies" program proposal and the Hanover Research Council Report, which is an independently produced analysis of this proposal.

## **Survey**

The survey (see attached) resulted in a 53% return rate with 126 narrative comments. There are four (4) separate tables produced in response to this survey. Table 1 is demographic data of the survey respondents, Table 2 is the survey answers regarding doctoral education at NEIU, and Table 3 is the narrative comments sorted by primary responsibility.

Table 2 shows that faculty of the College of Arts and Sciences are more strongly opposed to NEIU pursuing doctoral education, faculty of the College Business and Management have mixed opinions, and faculty of the College of Education are more strongly in favor of pursuing doctoral education. Faculty in all three colleges, however, identified concerns about issues of funding and resources.

## **Points of Discussion**

### **1) Resources**

The committee was in agreement that the current lack of resources (full-time faculty, support for research, staff, technology, space, and library materials) compromises the ability of the university to deliver sustainable high-quality doctoral programs. Over the past seven years IBHE-approved doctoral programs at Governors State University, Western Illinois University, and Chicago State University were funded by reallocating existing university resources.

### **2) Research at NEIU**

Northeastern is a teaching university. While this does not diminish the importance of research or the excellent research conducted by our faculty, without additional university resources it would not be possible to support a high-quality doctoral program, which requires faculty and student travel, doctoral advising, and funds for research. For doctoral programs to succeed, faculty need a teaching load appropriate for doctoral-level teaching. The committee questioned whether the university has the economic and resource commitment required to create and maintain high-quality doctoral programs.

### **3) Mission and Institutional Culture Change**

The NEIU mission states the following:

Northeastern Illinois University, as a public comprehensive university with locations throughout Chicago, provides an exceptional environment for learning, teaching, and scholarship. We prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.

As the designation "comprehensive university" usually refers to a university without doctoral programs, the committee agrees that the university would need to revise its mission statement to include potential future doctoral programs.

### **4) Process**

Although Northeastern does have a current system and governance process for creating new programs, the committee recognizes that doctoral programs are different from undergraduate and master's level programs. Given the additional requirements of doctoral programs, it is particularly important that the creation of any doctoral program should be a transparent process that takes into consideration the views of all the stakeholders. Therefore, any future process to initiate a new doctoral program should be explicitly articulated to the university community.

The committee believes any future doctoral program should originate from faculty. This includes faculty within any programs and department, as well as faculty from across the university who want to create an interdisciplinary doctoral program.

### **Question 2**

#### **Leadership in Global Studies Program Proposal**

After careful consideration the Committee agreed that the proposed "Leadership in Global Studies" program should not be pursued. While this proposal has some strengths, especially its global and multicultural focus, the committee cited concerns:

1. We have concerns about the marketability of such a program. The proposal includes no data or information addressing the market potential.
2. The committee agreed with the Hanover Research Council that the program has an insufficient coursework requirement, raising doubts as to the program's probable scholarly reputation.

**Acknowledgment:** The Committee gratefully acknowledges the work of Blase Masini of the NEIU Office of Institutional Research for his help in creating and administering the survey, and tabulating the results.

## Doctoral Program Survey

### *Instructions*

Please take a few minutes and complete this short survey. For most answers, check the boxes most applicable to you or fill in the blanks. Additional comments can be added at the end.

### Section 1

#### **1. Departments and Programs should be encouraged to create doctoral programs.**

(Select only one.)

- 1-Strongly Disagree
- 2
- 3
- 4
- 5- Strongly Agree
- N/A

#### **2. The university has adequate resources to support a doctoral program.**

(Select only one.)

- 1-Strongly Disagree
- 2
- 3
- 4
- 5- Strongly Agree
- N/A

#### **3. My department has adequate resources to support a doctoral program.**

(Select only one.)

- 1-Strongly Disagree
- 2
- 3
- 4
- 5- Strongly Agree
- N/A

#### **4. Assuming no increase in state allocations to NEIU, reallocating existing university resources to fund a doctoral program would be a good decision.**

(Select only one.)

- 1-Strongly Disagree
- 2

- 3
- 4
- 5- Strongly Agree
- N/A

**5. NEIU should pursue creation of one or more doctoral programs.**

(Select only one.)

- 1-Strongly Disagree
- 2
- 3
- 4
- 5- Strongly Agree
- N/A

**6. I am interested in my program/department pursuing a doctoral program.**

(Select only one.)

- 1-Strongly Disagree
- 2
- 3
- 4
- 5- Strongly Agree
- N/A

**Demographics**

**7. Currently, NEIU primarily serves students who seek undergraduate degrees, with a secondary emphasis on providing some graduate (MA, MS, MAT) programs. Do you think pursuing a doctoral program will enhance or detract from our ability to adequately serve our existing undergraduate and graduate populations?**

(Select only one.)

- Enhance
- Detract
- No Opinion

**8. Have you ever been involved in graduate studies at NEIU?**

(Select only one.)

- Yes
- No

**9. If yes to the previous question, in what capacity have you been involved in graduate studies at NEIU?**

(Select all that apply.)

- Graduate course instructor
- Graduate coordinator/advisor
- Department chair supervising a master's program
- Not involved in graduate studies at NEIU
- Other:

**10. What is your current rank?**

**(Select only one.)**

- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Not applicable

**11. What is your current primary position at NEIU?**

**(Select only one.)**

- Teaching
- Administration

**12. In what college is your primary assignment?**

**(Select only one.)**

- Not applicable
- Arts and Sciences
- Business and Management
- Education
- Academic Development

**13. Is there anything else you'd like to tell us?**

**(Provide one response only.)**

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Table 1. Sample Demographics

	Total	Teaching	Administration	College of Arts and Science	College of Education	College of Business
	(N=238)	(N=204)	(N=30)	(N=155)	(N=53)	(N=16)
Current rank:						
Instructor	21.8%	24.5%	6.7 %	22.6%	22.6%	6.3%
Assistant Professor	21.4%	24.0%	3.3%	19.4%	20.8%	50.0%
Associate Professor	28.2%	27.9%	26.7%	29.0%	32.1%	18.8%
Professor	24.8%	21.6%	50.0%	27.7%	20.8%	25.0%
Not applicable	3.4%	2.0%	13.3%	1.3%	3.8%	0.0%
Primary position at NEIU:						
Teaching	85.7%			87.7%	96.2%	75.0%
Administration	12.6%			12.3%	3.8%	25.0%
College of primary assignment						
Art and Science	65.1%	66.7%	63.3%			
Education	22.3%	5.9%	13.3%			
Business and Management	6.7%	25.0%	6.7%			
Academic Development	2.1%	2.0%	3.3%			
N/A	2.9%	0.5%	10.0%			
Ever involved in graduate studies at NEIU	74.4	73.5	83.3	70.3%	92.2%	75.0%
Type of involvement in graduate studies (Check all that apply):	(n=177)	(n=150)	(25)	(n=109)	(n=47)	(n=12)
As graduate course instructor	62.2%	63.2%	63.3 %	57.4%	83.0%	75.0%
As graduate coordinator/advisor	27.3%	26.0%	40.0 %	23.2%	43.4%	12.5%
As department chair supervising a Master's program	11.3%	4.4%	60.0 %	12.9%	7.5%	12.5%

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Table 2. Opinions of Doctoral Programs at NEIU

	Total	Teaching	Administration	College of Art and Science	College of Education	College of Business and Management
	N=238	N=204	N=30	N=155	N=53	N=16
Will PhD enhance or detract from our ability to adequately serve our existing undergraduate and graduate populations?						
Detract	49.6%	47.3%	60.0%	58.4%	22.6%	62.5%
Enhance	41.9%	44.8%	26.7%	31.2%	73.6%	31.3%
No opinion	8.4%	7.8%	13.3%	10.3%	6.3%	3.8%
Departments should be encouraged to offer doctoral programs						
Disagree and Strongly Disagree	46.3%	41.5%	73.3%	55.3%	17.0%	53.3%
Agree and Strongly Agree	38.7%	43.0%	13.3%	28.9%	71.7%	33.3%
University has adequate resources for doctoral programs						
Disagree and Strongly Disagree	65.8%	62.6%	83.3%	71.3%	42.8%	75.0%
Agree and Strongly Agree	15.1%	16.7%	6.6%	9.8%	34.6%	12.6%
My department has adequate resources for doctoral program						
Disagree and Strongly Disagree	70.9%	69.2%	81.5%	78.3%	44.0%	81.3%
Agree and Strongly Agree	16.3%	17.2%	11.1%	10.5%	38.0%	6.3%
Reallocate existing funds for a doctoral program is a good idea						
Disagree and Strongly Disagree	68.5%	67.0%	75.8%	77.2%	47.2%	50.1%
Agree and Strongly Agree	21.2%	22.7%	13.7%	12.4%	43.4%	31.3%
NEIU should pursue creation of one or more doctoral program						
Disagree and Strongly Disagree	45.5%	42.4%	60.0%	56.0%	18.9%	37.5%
Agree and Strongly Agree	38.5%	41.9%	20.0%	28.6%	69.8%	37.5%
I am interested in my department pursuing a doctoral program						
Disagree and Strongly Disagree	52.2%	48.0%	80.7%	63.4%	15.3%	56.3%
Agree and Strongly Agree	37.1%	39.9%	19.2%	26.7%	71.1%	37.5%

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Table 3. Narrative Comments Sorted By Primary Responsibility

<b>Primary Responsibility</b>	<b>College</b>	<b>Response</b>
Administration	Arts and Sciences	A doctoral program of any sort at NEIU is a terrible idea. It conflicts with the core missions of the university, and there is no way to pursue it without taking resources from other programs.
Administration	Arts and Sciences	ajor additional resources, it is a very serous mistake to over-extend our limited resources into Doctoral programs, competing with intuitions that can give full free ride at their research one programs. I think it is better to be excellent as an undergrad university than be mediocre in some mix of undergrad and grad.
Administration	Arts and Sciences	Before I came to NEIU I was on the faculty at a PhD granting insitution (Northwestern). I primarily taught graduate courses and supervised several PhD students. I am very familiar with the resources needed to maintain a viable PhD program and the extend to which those efforts detract from the attention an undergraduate program needs. A PhD program would not be appropriate for NEIU.
Administration	Arts and Sciences	Don't even think about doing it - diversion of any resources from existing undergraduate and graduate programs would ensure that we do nothing well, and diminish our reputation.
Administration	Arts and Sciences	Every semester several of our MA students ask me if and when we will be starting a PhD program.
Administration	Arts and Sciences	I feel that we need to put our efforts into making our Master's degrees stronger and more marketable. We should not be considering a doctoral program until our Graduate College/Master's degrees are in much better shape.
Administration	Arts and Sciences	I like the idea of some departments (e.g. psychology, CS, and math education) have doctoral programs. However, I don't see the resources. We will have to seriously consider parring down our MS program if we do not receive some new hires soon.
Administration	Arts and Sciences	It would take some convincing for me to believe we could offer a high-quality doctorate without detracting from our focus and purpose and even our aspirations for the undergraduate and masters' degrees. I would be embarrassed for NEIU if it offered a slipshod PhD. I am generally in support of the trajectory of the University, but a doctorate now would be, shall we say, premature.
Administration	Arts and Sciences	Strong and highly-enrolled departments in CAS have done well in serving students who are Majors and Minors, as well as those pursuing an MA degree. Those departments suggest that NEIU can stand as a solid liberal arts college for UGs and as center for "comprehensive" advanced training for graduate students. But even those departments cannot compete with institutions like Northern Illinois or UIC in the shaping of a PhD program. At our best, we can send well-trained students TO those programs: and others. With the expansion of resources, those programs can do this job even better. Smaller and less-focused programs would be ill-served by the attempt to offer doctorates; their students would be misled in thinking that these are comparable to the offerings of Research universities.
Administration	Arts and Sciences	Students are now asking for Justice Studies to develop a MA program and this is being discussed within the department. It seems like decisions about developing programs should come first from departments, who see a direct need and can document that additional degrees (MA and PhD) would truly serve students in their field. The issue should be handled on a case by case basis.
Administration	Arts and Sciences	The resources of NEIU are already stretched too thin to fully support our existing master's programs and bachelor's programs, much less implement the two new degree programs we have committed to developing, much MUCH less develop and implement doctoral programs in any of our colleges. We are not serving any of our students by trying to become a doctoral-granting institution. We need to focus on getting students out with high-value bachelor's degrees, the current higher education agenda for the entire country (as described by President Obama) and the APPROPRIATE strategic agenda for this institution.
Administration	Arts and Sciences	we can only consider this possibility with major increase in our resources in all levels including space. we can not compete with high quality grad programs in chicago area most of which provide major financial assitance to their PhD srtudents, if not a "free ride". we are much better off, becoming the best undergrad campus in the city!
Administration	Business and Management	About the only doctoral program that makes much sense for us, given our mission and resources right now, is a law doctorate (juris doctorate).
Administration	Business and Management	I think one interdisciplinary doctoral program is very positive and needed in our university.
Administration	Business and Management	The university should improve the quality of graduate and undergraduate education before giving any serious consideration to initiate doctoral program.

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Administration	Education	I suggest reading what Art Levine (Teachers College Columbia) has had to say about regional state universities offering doctorates. I agree with his assessment, totally. This would be a bad move for NEIU. I thought the Ed.D. in Global Studies concept, which was raised a couple of years ago, was off base and destined to be an abject failure. To my mind there is no market for such a degree and I would truly doubt the IBHE would approve it, here or anywhere else. A member of the BOT has been pushing for NEIU to offer a doctorate. I wonder why. I have never heard him adequately explain why NEIU should do this. Is it to create a veneer of prestige or b/c CSU offers them (...and of a very low quality, I might add)? We need to concentrate on improving our bread-and-butter graduate programs which bring in revenue, not venturing into a new doctoral program which will, in my view, sap our resources.
Administration	Education	Our resources are pretty stretched at this point, and dividing focus to give attention to a doctoral program right now seems dicey at best, at least in my department. However, I believe that in the long run, we would benefit as a university from offering one or more doctoral programs.
Administration	Not applicable	If we were able to significantly increase undergraduate retention and graduation rates and new money was made available, then I think it would be appropriate to begin to initiate Ph.D. programs at NEIU. But with the limited resources we have and with graduation and retention rates below what we would like, we should first focus resources on these areas of need before we embark on expansion...
Teaching	Academic Development	If a doctoral program does not reduce the emphasis on teaching, I would encourage its creation.
Teaching	Academic Development	Spread the jam too thinly across a slice of bread, and no one gets a taste.
Teaching	Arts and Sciences	A doctoral degree program requires significant resources for research and creative activities. The administration does not currently support these activities in more than a token way. As a result, the level of research/creative activities is barely enough to satisfy the undergraduate and masters level needs.
Teaching	Arts and Sciences	A doctoral program, to be worth much of anything in a city that already has quite a few, must have leading professionals. Such professionals should be active research scholars in most fields for which a Ph.D. is sought. NEIU would need to start to consider what kinds of research opportunities and freedom from the burdens of teaching it would provide to those able to train capable Ph.D. students. The library would need a total overhaul depending on the field. It seems as if it would be a remarkably expensive undertaking if NEIU were to be remotely serious about developing Ph.D. programs. I can see it working in education or music, perhaps, but not in many arts and sciences fields.
Teaching	Arts and Sciences	A Ph.D. program(s) would be good for NEIU, but not in this economic climate. I think we should pick up the conversation once the budget issue clears up a bit. Then, let's do it!
Teaching	Arts and Sciences	A quality doctoral program requires a strong commitment to the production of research at the department, college, and university levels. NEIU functions well as an undergraduate focused institution with graduate programs. Establishing doctoral programs is a major development, one that most likely will require significant support from the State of Illinois. With the possible exception of the College of Education, NEIU departments currently lack the resources needed to support doctoral students, including TAs, RAs, research funding, funding to travel to conferences, etc.
Teaching	Arts and Sciences	Although the perks of having doctoral programs at any university are great, such programs should be combined with a research oriented agenda from the university as an organism, this last element seems to be amiss, especially in the case of my department (Philosophy); if this department reflects the university as a whole, having doctoral programs will come to a great political cost.
Teaching	Arts and Sciences	Current competition in today's workplace has increased the need for higher education. It is my belief that many current NEIU Master's students (given the opportunity to continue) would pursue the Doctoral Degree.
Teaching	Arts and Sciences	Doctoral programs at NEIU? Are you kidding?
Teaching	Arts and Sciences	Doctoral programs may help enhance the standing of the university, and also increase the pool of applicants seeking advanced degrees in specific areas. Each department should be encouraged to pursue the development of a doctoral program as strengths require. The idea that this is the most ethnically diverse university in the Midwest is a significant starting point and a hot arena for research and critical thought provocation. As well, NEIU can become a place where the pursuit of doctoral studies may be accessed not only by local but international clients. There is no better time to do this than now. Finally, considerations for doctoral studies should not only be focused on education studies, but all academic disciplines.
Teaching	Arts and	DON'T commit our shrinking valuable resources for a Ph.D. program when we do not have the

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	Sciences	resources to support our current programs and students!!! A recession is not a time to create Ph.D.s there are no jobs!!!! am completely opposed to the idea of a Ph.D. program, any Ph.D. program at NEIU!
Teaching	Arts and Sciences	Even if we divert resources to Ph.D. programs, we still won't be able to compete effectively with research universities in what we will be able to offer to Ph.D. students. In addition, other programs at the university will suffer. We need to decide what we are good at (undergraduate education?) and market and promote that.
Teaching	Arts and Sciences	First, NEIU should work on enhancing the quality of our BS, BA, MS, MA, and other degrees granted by NEIU. When and if our university succeeds in having high quality graduates in at least several areas of specialization, we might begin to think of establishing doctoral programs in these areas. Unfortunately, I am unaware of any job situations when our current graduates (with the same degree and similar GPA) are preferred over the graduates from UIC, DePaul, Loyola or other prominent universities in metropolitan Chicago. Until this happens, it is premature to consider introducing doctoral programs at NEIU.
Teaching	Arts and Sciences	Given NEIU's current state and fiscal situation, doctoral programs would make most sense for professional fields such as clinical psychology, or education administration. Doctoral programs that are more research oriented would require a fundamental shift in the operation of the university among the professoriate. Doctoral students interested in research require a great deal of supervision, money, and training to be successful academics. Notably, to be competitive, doctoral students would have to be funded to do research/teach. Professional doctorates, however, such as a Psy.D. in clinical, counseling, or school psychology, a Doctor of Social Work (DSW) with a clinical focus, or an EdD focused on ed. leadership or administration would be very attractive because the students who pursue these degrees might be more willing to pay out of pocket, might not be as interested in research careers, but would still elevate the university's image as a comprehensive school. They would also serve the function of being temporary in-house research/teaching help to faculty (primarily in the social sciences and education). PsyD's are a great example of a revenue generating resource when one looks at the fact that private schools of psychology have opened that provide this degree at a very high cost-NEIU's position as a public university could be a very attractive alternative financially to places such as the Adler School and Chicago School of Professional Psychology. The EdD would make a lot of sense because of NEIU's historical focus on training educators and could easily tap into the Chicago Public Schools for potential students wishing to take a career path in administration.
Teaching	Arts and Sciences	Good luck.
Teaching	Arts and Sciences	Graduate education is a very serious move. The resources needed - faculty, research resources (library, research money, computers, space), time for faculty to advise - would be substantial. Faculty already teach three courses per semester. Adding advising graduate students would need to be compensated somehow.
Teaching	Arts and Sciences	I feel NEIU has the intellectual resources to create and maintain a very successful Ph.D program. I am available to work on creating this program which, in my humble opinion, will require a lot of work reallocating some courses and creating higher requirements for inclusion and selection and education of students. It is very possible. NEIU is located in one of the most diverse and creative areas of the US so we have the potential to gather great students and I feel we have the Professors that will make this students succeed in the future.
Teaching	Arts and Sciences	I find the idea of expanding the mission of NEIU to include Ph.D. programs unwise. We do not now adequately support the graduate program with course relief for coordinators, and what any graduate program and certainly a Ph.D. program requires is time to devote to students and time to do one's own research. Any faculty member who thinks they could teach in a Ph.D. program, but are not themselves doing research are incompetent to teach doctoral candidates. They don't even know what it means to do so. This university is a site of excellence for undergraduates and M.A. students, and we are a bridge to the privilege of Ph.D. and other high status post-graduate degrees. If we put money and resources into a Ph.D. program we tax our already taxed resources that make us a strong a productive bridge to the future for all of our students. I think raising the possibility of a Ph.D. program is an irresponsible act.
Teaching	Arts and Sciences	I like the idea of NEIU having doctoral programs, in principle. One would hope that would lead to higher standards for the faculty involved, more research emphasis than is present right now and eventually we would attract a higher quality of faculty (and students) at NEIU. However, I think the present administration at NEIU and many of the faculty here have no clue what world-class competitive research really entails. It needs a lot of resources that we don't have. It needs sound peer-review - and where at NEIU would departments of 2, 3, 4 tenure-line faculty find peers? Would faculty in the doctoral programs be able to teach 2 courses per semester or 3 per year? Can NEIU really afford that? NEIU likes to do more and more without putting in more resources

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		and it shows in the results. I think what will end up passing for research in those doctoral programs is a bunch of busy work rather than high quality research. This doesn't really help our students - especially the ones going out to get jobs based on their graduate work.
Teaching	Arts and Sciences	I strongly feel that thinking about doctoral programs would take away from our core mission. How many research universities do you need/can be supported? Overextending is a bad idea, and we could be inviting disaster in the (not unlikely) scenario of funding cuts. As it is, we could be doing a whole lot better with our existing programs in terms of graduation rates, job placement or grad school acceptance, student research opportunities, seminar and conference exposure, etc. Some of our current graduate programs that I know of are quite substandard. In fact, there is an argument to be made for just focusing on building solid undergraduate programs and getting rid of the graduate programs we have. We need to build a solid reputation with our existing programs first before we think about expansion. These days, merely getting a college degree is not enough for a career, almost everyone seems to have one - you need a good college degree. I am shocked that people are even considering this - has anyone thought about the amount of resources necessary to support a doctoral program? Many departments survive on non-tenure track instructors, our library is a joke, how are faculty expected to advise doctoral research while teaching 3 courses a semester? Any diversion of our already stretched resources would have disastrous consequences on our existing programs.
Teaching	Arts and Sciences	I think it would be foolish to pursue this. We should focus on our current mission. Having doctoral programs inevitably means moving toward more emphasis on research at the cost of our current emphasis on quality teaching. I am opposed to it.
Teaching	Arts and Sciences	I think the possibility of adding a PhD program would enhance the research capabilities of NEIU. This would greatly benefit our Undergraduates and Masters students giving them access to resources/experiences not available today. A good PhD program can be a source of grants money for the department that provides it. We can also benefit from TA help. I am not sure every department has the capabilities to implement a program like this; probably it will have to be a very careful process implemented by a few departments initially. Finally, as our mission is to 'empower' our served population, a PhD program at NEIU can help increase the numbers of minority representation on academia by giving these individuals the possibility of reaching out for a higher degree.
Teaching	Arts and Sciences	I think this is long over-due.
Teaching	Arts and Sciences	I think we should try very hard to do what we do well, and not devote resources to become something we're not.
Teaching	Arts and Sciences	I very strongly feel that our resources are already stretched extremely thinly for the programs that we offer. Further, I feel that there is much room for improvement in many of our current programs. We need to bring these current programs to higher levels before we should begin thinking about doctoral programs. Finally, the high quality doctoral programs that I know expect their students to work full time on their degree, and have faculty who who are contracted to spend 70% of their time on research - these expectations seem very different to practices at NEIU. PLEASE DON'T TAKE THIS IDEA ANY FURTHER.
Teaching	Arts and Sciences	I would like to see a Ph.D. in English Studies (English) not because I will ever be able to teach in it. I won't. But on the off-chance that I would ever find the time to continue my own education while I teach full-time as an instructor, I would like the option of taking rewarding and "career-relevant" courses at NEIU because of personal time and funding constraints. Currently my only options here are second MA degrees in English or American Lit and Comp/Rhet, neither of which is in my personal primary areas of research and professional writing practice. Though my teaching burden is exclusively English 101 and 102 at this point, my training and professional writing practice is not in Comp/Rhet, nor was my graduate coursework. My teaching experience has led me to this track, and it is very hard for me (as it is for all full-time instructors) to gain access to other tracks. Allowing full-time instructors--who already give their all in service to NEIU--to have access to in-house doctoral programs is one possible way the University might show good-faith interest in giving back, recognizing the essential work we do for students, our departments and the institution as a whole.
Teaching	Arts and Sciences	If a doctoral program were started here, it should probably start small, with low enrollment, under the aegis of a relatively larger department, so as not to draw resources from undergraduate students.
Teaching	Arts and Sciences	If the University can attract outside funding for a doctoral program, then I would be in favor of it. There had been talk of a doctoral program in some type of international/intercultural studies; that would be great for some of our students, and would attract new students and faculty to the University.

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Teaching	Arts and Sciences	If there is no increase in state and/or federal funds to keep tuition low and to support salary increases of faculty and staff, research, course reductions, and stipends for graduate students, then any good-intended Ph.D. program will fail.
Teaching	Arts and Sciences	I'm going to speak frankly. This is the most foolish and (yes) immoral proposition I have heard recently. It is foolish because we do not have the resources. It is immoral for several reasons: one, it will detract from our ability to serve undergraduates well. In my view, the primary mission of NEIU should be to offer undergraduates a high quality liberal arts education at a reasonable price. That means we should strive to hone our undergraduate offerings to the point where they offer a respectable alternative to the curriculum at institutions where students pay tuition of \$30,000 to \$50,000 a year. We are not accomplishing this goal as we should; on the contrary, in past years we have dumbed down the curriculum and abolished previous requirements for graduation, two policies that devalue the undergraduate education offered at NEIU. Two, in the current economic climate, no graduate student in the humanities or social sciences who is not awarded a degree from one of the top ten programs in his/her field has a prayer of getting a job. It is immoral to give students the impression that an NEIU PhD will bring them success in academia. I have utter contempt for this proposal, and consider that it emanates from those who, at the expense of student education and welfare, want to be big fish in a small pond.
Teaching	Arts and Sciences	I'm happy to see that the administration is actively discussing this issue. When I first started teaching at Northeastern I was eager to build up my department's existing MA Program. A senior colleague (who now holds an appointment in another department) scolded me for suggesting that our students were capable of doing more research. She told me, "You have to realize that we're just a shit program at a shit school." I didn't believe her then and I don't believe her now. While NEIU doesn't have the funding or the facilities to offer a number of Ph.D. programs, it does have great potential to offer some outstanding interdisciplinary ones.
Teaching	Arts and Sciences	In principle a Doctoral program is a good idea. However, there are lots of problems caused by the lack of preparation of our undergraduate student body, such as retention and on time graduation. Before we commit any resources to create a doctoral program we have to improve our undergraduate programs and have to look into our current undergraduate and graduate admission policies.
Teaching	Arts and Sciences	In the current economic crisis it makes no sense to even consider a Ph.D. program. This is a waste of time and money. It is also a distraction from our primary function as a teaching institution.
Teaching	Arts and Sciences	In the future, I think that pursuing a doctoral program(s) would be an excellent idea, but our resources are currently stretched to the limit. I suggest that strengthen our existing undergraduate and Master's programs before considering a doctoral program. Many departments and programs are underfunded and understaffed--let's work on this first.
Teaching	Arts and Sciences	It would be fantastic!
Teaching	Arts and Sciences	Let us enhance/add to/bring back successful & needed masters & certification programs first, such as the Natural Science MS & Teacher Certification programs -- THEN we can perhaps build on that and consider a doctoral program. Also, considering how the science building continues to be 'neutered' (lab & support space being converted into offices or classrooms), it is becoming difficult to even do proper science labs, beyond the intro level - let's fix this FIRST.
Teaching	Arts and Sciences	My particular department would need a significant increase in faculty count before a Ph.D program could even be considered. Currently, my department needs to provide better support to our undergraduates. Then, hopefully, an M.A. program would be offered.
Teaching	Arts and Sciences	NEIU does not have the library, staff, lab, financial, or extra faculty resources to support a doctoral degree. And if we did, they should be used to enhance current (established, successful) programs we DO do well. We are surrounded by many excellent, accessible doctoral programs with whom we could not compete. The number of students such a program would serve is not worth the across-the-board loss of quality it would entail. We need to shore up many of our UG and MASTERs programs long before considering a doctoral program. Pursuing a doctoral program at NEIU is a BAD BAD BAD BAD BAD BAD BAD BAD BAD idea. And a short-sighted one. Bad idea. I vote no.
Teaching	Arts and Sciences	NEIU has a long tradition of excellence in education. Creating a doctoral program in education will help boost research, which is an integral part of teaching, and elevate the status of the university. To do this, however, more state funding is needed.
Teaching	Arts and Sciences	NEIU has been throttling and dismembering graduate programs for the past decade. Why on earth would we consider adding a grad program now, when we can't even support the programs we have? And why expand to doctoral level when we can't even keep Master's level programs alive? We need to focus on our existing programs and strengthen them, not divert funds for something like this. Having a doctoral program would *not* help us serve our students better, and in fact would take valuable resources away from programs that are already woefully malnourished in

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		terms of faculty, space, journals, and equipment. There are plenty of Ph.D. programs in the Chicago area and in Illinois in general. If a student really needs a Ph.D. program, they can find one at another school. Our mission is about access, and depleting our resources for a doctoral program will not help us improve access.
Teaching	Arts and Sciences	NEIU is not adequately serving its current student population, nor is the existing professoriate capable of serving a significantly more advanced student population.
Teaching	Arts and Sciences	Northeastern has not the resources to staff and admimnister a doctoral program and--in these academic times, is unlikely to get any. Moreover, there are already enough doctoral programs competing in the Chicago area.
Teaching	Arts and Sciences	One of my fears would be that the tenured faculty might become too enamored of the PhD programs and delegate undergraduate teaching to adjunct faculty even more than they do at present. This would be counter to our attempts to increase undergraduate retention. Our current funding makes this proposal even less attractive.
Teaching	Arts and Sciences	Ph.D. programs should be considered only AFTER we have "fixed" the problems with our undergraduate programs and education!! For example, high drop out rates and poor time-to-degree should be addressed along with strengthening the Gen Ed program. Let's graduate quality undergrads before moving on to educating Ph.D.s!
Teaching	Arts and Sciences	PhD programs in natural sciences are expensive. Where are the resources going to come from? Current teaching vs research and service expectations for faculty members are not going to work for successful PhD program in Biology, Physics, Chemistry and other natural sciences that will be competitive with neighboring institutions.
Teaching	Arts and Sciences	Pursuing a doctoral degree program in times of financial plenty is a possibility, but doing so now feels like it spreads us too thin...if there's much left to spread. I'd much rather see us hire a director of alumni relations than develop a doctoral program at this time.
Teaching	Arts and Sciences	Such a program would be a grave disservice to our existing students--given our limited resources--and a grave disservice to prospective Ph.D. students, who would not receive a quality education and who would not flourish in a tight job market.
Teaching	Arts and Sciences	The market in academic jobs is a cruel place even when economic times are good. I think it's cruel to increase the number of PhD's, especially in the humanities, when economic times are bad, because recent PhD's from top programs are currently going begging for jobs. Also, NEIU barely serves the needs of its undergraduates. I can't imagine its fulfilling the considerable needs of doctoral candidates and of recent PhDs who are jobless.
Teaching	Arts and Sciences	The proliferation of PhD's over a period when the demand for PhD's (in their traditional roles as professors) has continued to go down is a shame on our profession. If someone suggests a compelling reason for a new PhD program that offers something to students that does not currently exist and that fills a real gap (professionally, intellectually, etc.), I will listen. But as things stand, I cannot imagine voting for the creation of a PhD program at NEIU. Such a program would be fun and interesting _for professors_, but detrimental to our current ability to serve our existing populations and, probably, also to those students seeking the PhD.
Teaching	Arts and Sciences	The proposal for an Ed.D would make sense given the teacher training orientation of NEIU. A full scale liberal arts Ph.D program would be wildly inappropriate for NEIU given its current mission orientation.
Teaching	Arts and Sciences	The quality of graduate students in my department has been dismal, primarily high school teachers seeking degrees for advancement. Prospect of attracting quality students is unlikely.
Teaching	Arts and Sciences	The question, it seems to me, should not be the generic question of "do we need a doctoral program?" but is there currently or could we imagine creating a particular program that would make sense at a doctoral level? Some make more sense than others. We cannot compete with existing standard disciplinary doctoral programs, of which there are, for many disciplines, great ones already available in Chicago. What might make sense would be to carve out a distinct niche by creating a doctoral program in a unique or new interdisciplinary domain. That way, we would not be trying to reinvent the wheel (with less resources than other existing programs) but would instead be forging a new path with a distinct, interesting program that could put us on the map as a destination for certain sorts of studies.
Teaching	Arts and Sciences	The University is unable to hire new faculty to support programs right now. If they are able to gather extra finances it seems appropriate to fund the programs we have and get more faculty so the programs can be run smoothly and that students are able to graduate in a timely fashion. In stead of cutting instructors, add tenure lines and create a university that truly serves its students, its mission, and its community.
Teaching	Arts and Sciences	The university needs to fund and staff current programs appropriately before attempting to expand into doctoral education. This seems to be a purely opportunistic approach to the current economic crisis with no serious academic or ethical consideration.

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Teaching	Arts and Sciences	There are only a few professors at NEIU who are conducting real research that are noticeable beyond campus. Worse yet, few professors are doing research at all. There is no shortage of Ph.D's in this country. We do have some good students but they move on to better universities for graduate studies. What kind of students would be left to pursue Ph.D here? If the administration really wants to establish a Ph.D program, change the culture first by creating a strong incentive for faculty to pursue research.
Teaching	Arts and Sciences	There has to be ample funding for PhD programs. In the current economic climate, PhD programs are taking fewer students but funding them completely. That would be the best way to serve particularly NEIU students. It would only seem feasible if a program has a niche area that few other programs have and with a lot of money, technical and faculty resources to back a program up.
Teaching	Arts and Sciences	There is a glut of PhD's in every field. The city of Chicago has several institutions, public and private, that grant PhD's. I believe PhD programs at NEIU would serve no purpose other than to stoke the egos of faculty who would like to be teaching at one of those institutions but cannot get hired by them. I cannot think of any way that our students or the taxpayers of Illinois would benefit from such an ill-conceived venture.
Teaching	Arts and Sciences	This is a great idea for NEIU to continue to pursue. However, currently, I don't feel NEIU has the best resources to support doctoral education.
Teaching	Arts and Sciences	This is a ridiculous question. It is clear that we don't have the resources to support doctoral programs, we don't even have the resources to support the programs we have. Please let us not contribute to the cheapening of degrees that is taking place all around us, with online universities, etc. Doctoral programs should require full-time commitment, teaching and research assistantships, and an intellectual atmosphere. I don't think we can offer that.
Teaching	Arts and Sciences	This is an idea that sounds good until you start working through it. Then you notice that there are already so many things in nearly every department that aren't getting done due to scarce resources. If you want to double the size of my department, then we could maybe do a PhD. Maybe. I'd also add that there needs to be a sustainable market for PhDs or EdDs. In the humanities this is shrinking, and so adding more candidates to an already overcrowded market is not serving anyone. Finally, if this whole thing is an idea that comes from the Board, then I'd take a hard look at the motivation behind it. It's easy for people who don't have on-the-ground experience on this campus to have big dreams with adverse consequences.
Teaching	Arts and Sciences	this is ridiculous. we are understaffed already. We are stretched far too thin. In College of Education, grad courses are taught by part-timers. Ridiculous. In only a few disciplines would students gain professional benefit from a doctoral degree. On another level, is the faculty up to this? No. The faculty is comprised of fine people. However, their scholarship level is insufficient for people expected to direct dissertations. And excuse me, but I thought we did not have enough rooms for classes as is. Someone/some people who do not have enough work to do are twiddling their thumbs with this idea. And would the IBHE accept new programs?
Teaching	Arts and Sciences	this is the dumbest proposal yet. Our school is barely making it. we should improve our undergraduate offerings and fix problems rather than create new ones like a PH.D. program. what's more, there are too many Ph.Ds on the market and those from NEIU will not be competitive. do not do this!
Teaching	Arts and Sciences	Until this university adequately addresses the needs of our undergraduates it should not pursue a doctoral program. Instead, resources should be put into preparing undergraduates to function at a college level. Many can't even write a proper paragraph and content knowledge is often lacking, even among the graduating seniors (and grad students). I speak as an instructor who has worked in the business world and can say with experience that NEIU could do a lot more to equip our undergraduates with the skills needed to compete with the rest of the world. There is nothing wrong with being the best at providing a quality undergraduate program.
Teaching	Arts and Sciences	Very ill-advised right now. Doctoral programs require huge resources, TA's, more faculty. Maybe in Education but not in A&S.
Teaching	Arts and Sciences	We barely have enough faculty and other resources to support the programs we currently have, let alone creating new, much more intensive, programs.
Teaching	Arts and Sciences	We do not have the staff to support our undergraduate and M.A. programs the way they should be supported. There is only meager support for faculty research. Ph.D. programs would require much more than a few \$3000 COR grants and a semester off every seven years in faculty research support. The administration fights giving a course release for grad directors. How are we supposed to manage the much greater requirements of managing a Ph.D. program? And this does not even begin to address the poor job prospects for Ph.D. students. U. of C and Northwestern Ph.D.s are hustling to find jobs. Given this budget environment, I cannot believe the administration is even raising the question of creating Ph.D. programs. It makes no sense.
Teaching	Arts and Sciences	We should be getting more students with the doctoral programs and therefore more funding.

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Teaching	Arts and Sciences	We simply do not have adequate resources--or enough qualified graduate students--to support a legitimate doctoral program.
Teaching	Arts and Sciences	we simply lack the materials, space and expertise needed for a PhD in the sciences - even to set up such a program would drain too much in the way of money and resources from our main educational mission.
Teaching	Arts and Sciences	While I would love to see us expand into doctoral programs in the future, I don't think this is the right time. Our ratio of tenure track faculty to instructors is way off kilter to even think about going in this direction. And we simply do not have adequate resources to support the research necessary; we are no even doing justice to undergraduate students in that area.
Teaching	Arts and Sciences	with the state budget in disarray and the lack of course offerings and classroom space now available for our students, this is the time to focus on making our existing programs current so that we can prepare our students for the work force. many of our students are doctorate-calibre, but this is not the time to put a phd program into place. consider spending these energies on updating undergrad and MA programs to serve our students.
Teaching	Arts and Sciences	Without considerable backing such as funding and additional faculty, pursuing the creation of a reputable Ph.D. program in any field is insane.
Teaching	Business and Management	A Doctorial program would not be in the best interests of the College of Business and Management until after AACSB Accreditation has been achieved. It would absolutely hinder the process.
Teaching	Business and Management	Here are three questions that were premature: Departments and Programs should be encouraged to create doctoral programs. Without knowing what doctoral program(s) this can't be answered. Some are way too expensive to be realistic. E.g. Medicine, Physics, etc., some are in the middle. E.g. Business and Law (costs there are mostly for faculty and perhaps only one course per semester) The cheapest may be in some education areas or humanities (just a guess). So knowing what type of program would be important information to decide whether or not to support the creation. If this is just "pie in the sky" question not tied to reality, then most would answer "yes" to this one. NEIU should pursue creation of one or more doctoral programs. Same comments as above. I am sure that each college would have a vested interested in wanting this, but what is realistic instead of what political factors are part of this answer. I am interested in my program/department pursuing a doctoral. Same as above, but even more personal "I am...". That's just a highly personal opinion question and doesn't even pretend to have any dose of reality with it. I can see the reasons for these questions, but I don't think that they will provide useful information since there are no parameters established for answering them and what information to use in answering them.
Teaching	Business and Management	I think we should not pursue pie-in-the-sky, resource intensive ideas to expand into doctoral studies in the current climate of uncertain State support and large-scale cutbacks. Let us try to do a better job of our current mandate, instead of trying to become another University of Illinois.
Teaching	Business and Management	NEIU has a history of wasting resources and fail to do anything good. This doctoral program idea is another way to waste everyone's time.
Teaching	Business and Management	Universities that can be ranked lower than ours already have Ph.D programs.
Teaching	Education	A degree program at the optimum level has many benefits: 1. Gives a department and an entire academic institution a continuous breath of fresh air. If we recycle the air we are breathing too much, we will end up producing lower and lower quality masters degrees. 2. Provides a sense of 'no ceiling' to students' learning potential; 3. Will encourage our generally broad-minded student body (because of the diversity of experiences that our students bring in) to achieve well beyond what they bring into the programs. 4. We will attract qualified products (graduates) of other institutions inside and outside the US - an excellent way to cross-pollinate ideas 5. Over time Ph.D. programs will lead to more high quality research reports written by NEIU graduates - boosts our image internationally, (An Ed.D program will attract potential professional/practitioner training candidates rather than researchers per se -administrators, trainers, teachers). 7. We will have more sound faculty-student research and attract more funding, 8. We will feel good about it:-)!
Teaching	Education	An EdD in Education would benefit NEIU as most program on the north side of Chicago are at private schools with high tuition rates.
Teaching	Education	Due to the issue of financial and human resources, NEIU should encourage departments/programs to design, develop, and deliver an interdisciplinary Ed.D. program for school, business, social services leaders.
Teaching	Education	Go for it! it i about time that NEIU has a doctoral program. We are losing our graduates to other universities.
Teaching	Education	go for it!! would get more research grants, and have grad students to assist. new blood, new ideas, shake things up. we already have doc students coming to NEIU for internships from other uni. why not have our own.

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Teaching	Education	I believe that it is to NEIU's benefit to build some doctoral programs. However, I also believe that right now, we just don't have the resources in our program/department--especially, we do not have an adequate number of available faculty without adding exponentially to each individual's already burgeoning work load. If the university were to re-organize in such a way as to streamline resources across colleges, programs, and departments, I believe that it might be possible--and it would be an excellent idea--to begin forward motion into some needed doctoral programs at NEIU. Thanks.
Teaching	Education	I chaired our Educational Leadership Doctoral Committee for 2 years in the late 1990's. Nothing came of it. Ed Leadership is a much needed area for an EdD. We are missing the boat by not having one. We could be a major force in the greater Chicago and LAKE COUNTY areas with a solid EdD in Educational Leadership and Urban Schools Management. Dr. Steve Brown
Teaching	Education	I encourage the administrators to be proactive and visionary about starting the doctoral programs. Don't let fears block us from progressing to the highest realization of serving our students.
Teaching	Education	I have designed and submitted proposals twice before, and have been slam dunked no by our dean and president. Our program is a CACREP Accredited Program that would benefit greatly from a Doc program, as part of the requirements of a doc in Counselor Education is to teach classes and supervise practicum/internships under supervision. This would cut the need for adjuncts and allow for far better supervision of classes, because full time faculty would do the supervising of doc students. As it stands now, the chair supervised adjuncts and does not have the direct observation/post class supervision that faculty serving the doc program would have. but I have said this all twice before, and I retire 12/31/10, so I will not be a part of something that has been a dream for 18 years at NEIU. Oh, well. If our dean has anything to say about it, it will go to teacher ed rather than counselor ed. Bummer dude.
Teaching	Education	I sense that offering a PhD/EdD program could enhance the reputation and mission of the university. However, I have a couple of concerns. First, in this economic environment, I am thinking that the monies may be better spent in adequately supporting our existing programs. Second, while I can only speak for my department, we are not even close to having the necessary resources to support doctoral students. At present, teaching schedules of 3-4 classes, numerous committee assignments, and related responsibilities, make this initiative implausible, unless there are resources to address the current workload requirements.
Teaching	Education	I think that a doctoral program would be a good idea for the school. I believe such a program would use the rich resources that we have as a school and permit more students to pursue a doctoral degree in this time of economic and time crunches.
Teaching	Education	If you cannot stabilize or be consistent with the undergraduate programs and the few Master's programs you have, how can you create a sound Doctoral program?
Teaching	Education	In 2002, a committee was established in the Department of Educational Leadership to design a doctoral program in Urban Leadership. This committee spent almost a year studying various programs in the metropolitan Chicago area and designed a draft which was sent to Dean Fredricks and at the time and President Steinberg. After months of waiting for a reply, or even an acknowledgment of the draft, no response to the proposed doctoral program was ever received. It was disheartening and upsetting that the administration didn't even acknowledge the hard work of this committee when it had been asked to come up with a doctoral proposal. Is this another set-up?
Teaching	Education	In terms of possible preparation for doctoral programs, it would prudent of the University to continue developing the appropriate in-house resources (e.g., student records, more visible Institutional Review Board process, protocol for student recruitment, and technology resources) before extensive planning and proposed allocation of funding is considered. Unfortunately, there are a number of obstacles which create quite a laborious experience for our current students to earn their graduate degree (including some of the example listed above).
Teaching	Education	NEIU needs to have doctoral programs! The university should find a way to make this happen as it would not only enhance courses and coursework, but would make an affordable alternative to other programs in the city. It also pushes faculty to stay current in the scholarship in order to support their students. There are many faculty that are underutilized at NEIU because of the lack of a doctoral program. We fit a specific urban mission that leverages community partnerships that could be unique space for doctoral study. I would be very interested in being a part of doctoral programs at NEIU.
Teaching	Education	NEIU really needs to find ways to remain competitive compared with other institutions; with doc programs, up-to-date technology/on-line courses, etc.
Teaching	Education	NEIU was originally a Teacher's College. If we start a doctorate program, it should be in the area of Education. I think we need to start with one program at a time. If that one is successful, then go for another one.

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Teaching	Education	Our current administration is completely unresponsive to faculty needs. It dismisses our concerns and rejects our input. Though professionally I would love to be a part of establishing a doctoral program in our department, we would not have the resources to do it. We don't have adequate resources now to do what we currently do. If we tried explaining this to the administration, our concerns would not be seriously considered.
Teaching	Education	Perhaps consortium doctorate programs could be considered if there appears to be not enough support for free-standing programs
Teaching	Education	Pursuing doctoral programs at NEIU has been under discussion since former president Steinberg was in office. While I support pursuing doctoral programs at NEIU, the university will need to find and allocate new resources to the new programs. It must also be committed to allocating more funds for faculty research and professional development as well as support a workload that will encourage, rather than discourage research. The university must also be willing to provide research/graduate assistants to faculty so that more effort can be devoted to research.
Teaching	Education	Roosevelt University and National College of Education both had no doctoral programs but now have many. They started probably 10 years ago. There is no reason that we should not start.
Teaching	Education	There is a great demand in Education for either a Ph.D. in Organizational or Educational Leadership. Our students enroll in other schools, but the addition of a program with doctoral students would enhance NEIU's academic visibility as well as provide additional support for either Teaching or Research Fellows both in under-represented groups and other educational or organizational leaders.
Teaching	Education	This is the third time the University has investigated a doctoral degree in the last 10 years. Finances were not sufficient years ago to begin such an undertaking and they certainly are more difficult now; how could NEIU possibly afford this? If money were no object, my responses to this survey would be completely different.
Teaching	Education	Use feedback, rather than ignore input.
Teaching	Education	We need to dedicate the resources we have to our current resources. Additional programs would be a distraction at this time. And, can we even consider this based on our financial situation?
Teaching	Education	While the current economic climate is not good for adding doctoral programs, they would require years of work to create and approve. We should not deny faculty the right to create doctoral programs of the future because of the state of the economy today. NEIU is in a unique position to offer affordable, intellectual, and geographically convenient doctoral programs. While some departments and programs are not in a position (for a variety of reasons) to go in this direction, others are, and should be encouraged to do so. I doubt many programs will be created, but the handful that might be would make our university stronger.
Teaching	Education	With the current state of funding, as much as I would love to see NEIU have a PhD program in Special Education, I think we would be cheating our undergrads and graduate students. With the current economic situation, NEIU is filling a void like never before. It is an affordable, quality education in many of the departments. Graduate students (SPED) depend on NEIU to help them advance their careers. I am currently frustrated by the lack of resources to give my tech students the experiences they should have. So while I would love to see NEIU have a PhD program (I would sign right up!), I feel without additional funding for current programming we would be short-changing our current students.
	Not applicable	We barely have the resources in the Library to support undergrad and MA/MS research and studies, certainly not PhD level. And the funding that it would take to bring us up to PhD level would be monumental. Let's do better at what we are doing before we aspire to doctoral programs.
	Not applicable	We do not have the library collection needed to support a doctoral program in any discipline as we have never had the mission to build a research level collection. The cost to raise the collection to a respectable level in most disciplines would be prohibitive.
		I'd like know what changes those of us who are not tenure track, and do not have Ph.D.'s will suffer? I have a master's degree, and I've taught Pol. Sci. for 15 years. I don't have the numbers at hand to support this, but I think it's fairly routine for doctoral students to work as adjuncts. What's in this for me? If I am dropped to part-time, I lose my health insurance. What happens to my pension? My lump sum buy out won't support me 6 months. If my department were to develop a doctoral program, and I were allowed to enroll, I couldn't enroll. I supplement my income by teaching 1 or 2 courses at other colleges. If I were admitted to a doctoral program, I'd have to let those classes go. How would I pay tuition? Would I be forced to choose between a salary and a stipend? Regardless of which I chose, I would be forced to take out a student loan. I would rather pluck out my right eye, cut off my left foot, and set fire to my tongue than apply for another loan. I LOVE Northeastern, and I know you all probably feel the same. It's perfectly understandable and commendable that you wish it to grow and prosper. Frankly, I think offering doctoral programs is a tremendously wonderful idea; but not until 2030.

**II. INFORMATION ITEM**

**C. CONTRACT WITH FOOD SERVICE VENDOR**

**BACKGROUND**

The University contracts with an external food services vendor to operate a dining services program for the main campus.

The current agreement with Sodexo Campus Services expires June 30, 2010. In February 2010, a Request for Proposals (RFP) was advertised through the Illinois Public Higher Education Consortium. The RFP requested proposals from qualified firms ("Proposers") that would provide creative food service solutions covering all facets of concept, design, layout, product specification and management of the food service operation on the main campus. In addition, the RFP sought proposals for food service operations at the Carruthers Center for Inner City Studies, El Centro, and the Chicago Teachers Center.

**DESCRIPTION**

Three companies submitted proposals for food service operations in the Student Union Cafeteria on the main campus: ARAMARK Higher Education, Café Descartes Company and Sodexo Campus Services. Two of the three companies, Café Descartes Company and Sodexo Campus Services, also submitted proposals to develop a coffee stand in the Ronald L. Williams Library. No proposals were submitted to provide food services at the Carruthers Center, El Centro, or the Chicago Teachers Center.

An RFP for Food Services Review Committee was convened. The committee was chaired by Felicia Keelen, Director of the Student Union. Representatives on the committee were Paul Harris (Civil Service Council), Kelly Heldt (Student Union Student Employee), Imran Nanlawala (Muslim Students Association), Eric Robles (Student Government Association), Davra Franklin (The Independent), Dr. Susan Augustine (Faculty), Mike Martindale (Administrative and Professional Council), Veronica Rodriguez (Student Life), and Kyle Burke (University Events).

After consideration of the strengths and weaknesses of each proposal, an assessment of prior experience of each of the vendors, and conducting site visits and reference calls with local colleagues, the RFP for Food Services Review Committee recommended that food service contracts be awarded as follows:

*ARAMARK Higher Education – Student Union Cafeteria and Catering*

This vendor was selected due to the vendor's use of an electronic survey to obtain current input from NEIU students to develop proposed menus; Hospitality vs. Customer Service philosophy; esthetically pleasing proposed layout; willingness to invest in facility renovation for the cafeteria location; diversity in food selection – including local and nationally recognized brands; longer proposed hours of operation (Monday-Thursday: 9am-7pm and Friday: 9am-4pm); programs that could work well on campus, such as Green Initiatives,

Etiquette Classes, etc.; use of local sources for food products; and recognition as one of the "40 Best Companies for Diversity" (by *Black Enterprise Magazine*), 2007 Multicultural Food Service and Hospitality Alliance (MFHA) "Corporate Champion" and "Top Diversity Employer" by The *Black Collegian Magazine*.

While not requiring Board approval, this contract represents a significant segment of University operations and is brought to the Board as an information item. The contract includes an investment by ARAMARK in fixed and movable equipment. The University will receive a concession on retail food sales in the cafeteria and catering. This is a five year contract with a five year renewal option.

*Café Descartes Company – Ronald L. William Library and Village Square Coffee Stands*

This vendor was selected due to experience with similar concepts at higher education locations, willingness to invest in facility start-up for the new location and options for service concepts. Again, Board approval is not required for this contract, which also includes a concession paid to the University on retail sales at the two coffee stands.

Negotiations are underway regarding the terms for a five year contract with a five year renewal option for both of the recommended vendors. The anticipated start date for each contract is July 1, 2010.

**RECOMMENDED VENDORS:**

*ARAMARK Higher Education, ARAMARK Corporation*  
ARAMARK Tower  
1101 Market Street, 30<sup>th</sup> Floor  
Philadelphia, Pennsylvania 19107

*Café Descartes*  
327 N. Michigan Avenue  
Chicago, Illinois 60601

**II. INFORMATION ITEM**

**D. EXPENDITURES NOTIFICATIONS - 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 is a list of those purchases since the last Board meeting.

<u>Vendor</u>	<u>Description</u>	<u>Purchase Order Amount</u>
Morris Architect Planners	Recital Hall Acoustical Modifications	\$50,000

**II. INFORMATION ITEM**

**E. NEIU INTERNAL AUDIT INFORMATION  
(separate enclosure, for Board members only)**

**II. INFORMATION ITEMS**

**F. NEWS AND EVENTS**

**1. Sexual Assault Awareness Month Events – April 8-9**

Adult and Women Student Programs (AWSP) completed its advocacy outreach campaign and program presentation related to sexual assault awareness. On April 8, AWSP co-sponsored the Arts of Survival with the Community Counseling Centers of Chicago (C4) Quetzal Center in the student union, with a presentation by Jean Cozier, whose art was featured and excerpts from her book, *Dear Judith: A Portrait of Survival*, were read aloud. On Friday, April 9, AWSP presented Denim Day as NEIU's Day of Action, which included table activities in Village Square. The University community showed their support for sexual assault awareness and victims of sexual assault by wearing denim jeans and apparel, and teal green ribbons.

**2. Student Town Hall Meeting – April 12**

President Hahs held a Student Town Hall Meeting on Monday, April 12 in SU 003. The meeting provided an opportunity for dialogue within the University community in an informal setting. Topics of discussion included the change in activity hour and parking permits.

**3. SGA Elections and Passing of the Gavel – April 12-16 & 29**

Approximately 700 students exercised their right to vote in the Student Government Association (SGA) elections online April 11-16. All positions in SGA were up for election. The new officers are:

President: Kristina Garcia  
Vice President: Erik Robles  
Treasurer: Vivian Shelton  
Secretary: Stephan Mccollom  
Student Trustee: Cheryl Rose Devenny  
IBHE-SAC Representative: Michelle Gruebmeier

On April 29, the Student Activities Office hosted the Passing of the Gavel and Awards ceremony in which outgoing officers were awarded for their year of service and new officers were ceremonially sworn in. The members of the Election Commission were also honored and given awards for their service. The event was attended by students, administrators, and family members.

**4. Second Annual Heritage Conference, Celebrating the Legacy of César E. Chavez: "Keeping the Spirit Alive" – April 14**

The second tribute honoring the life and legacy of famous Latino civil rights leader, farm worker and labor leader César E. Chávez was held at NEIU on Wednesday, April 14. The purpose of this event was to convey the message of César E. Chávez, one of unity, non-violence, justice and equality for all, to secondary school students, their families, and to the NEIU community. Over 300 CPS students attended the event.

The program began with a guided tour of NEIU for the high school students and their parents. The highlights of the program included opening remarks from NEIU student, Angel Velez, President of Alpha Psi Lambda, who shared his involvement in community work, participation in justice programs and NEIU clubs/student programs. The guest speaker was Victor M. Montañez, an artist, educator, writer, activist and musician, and Special Project Coordinator at the Chicago Teachers' Center at NEIU.

#### **5. Town Hall Meeting – Center for Inner City Studies – April 14**

On Wednesday, April 14, President Hahs conducted a Town Hall meeting at the Carruthers Center for Inner City Studies. The President was greeted by Dr. Worrill, Director of CCICS, students, staff and faculty, and she opened the meeting with the goal of strengthening communication between campuses. Students and staff discussed a wide range of topics, including enrollment, the economic crisis and its impact on NEIU, campus diversity, proposed upgrades to CCICS and the U-Pass.

#### **6. Jewel Box Series – April 16**

On Friday, April 16, the Jewel Box Series featured Inna Faliks, NEIU faculty member and pianist, who performed works by Chopin and Schumann. The concert was broadcast live on WFMT 98.7 FM, Chicago's classical radio station.

#### **7. Lobby Day – April 21**

A group of thirty-three University representatives participated at this year's Lobby Day. The group message was on support for NEIU's Fiscal Year 2011 Operating Budget request as included in the Governor's Budget.

More than thirty-three legislative visits were conducted with legislators representing NEIU's main campus and campus centers, the chairs and vice-chairs of the senate and house appropriations and higher education committees as well as NEIU alumni, leadership members and the governor's office.

The event was sponsored by the University Foundation and organized by the Government Relations in Office of the President.

#### **8. Presidential Lecture Series – April 22**

The Presidential Lecture Series welcomed singer/songwriter Magdalen Hsu-Li who presented a concert/talk titled "Redefinition of Identity." The presentation was described as an interactive "human interest" lecture exploring the search for "cultural identity" through the personal story of Magdalen Hsu-Li, an Asian-American woman growing up in the rural south, overcoming obstacles such as racism, prejudice, homophobia, and a severe disability (Tourette's Syndrome).

#### **9. Polish Memorial Event – April 22**

On Thursday, April 22, the NEIU Polish Students Association, the Office of the Dean of Students and the Office of Student Activities presented a tribute to Poland in memory of the Polish President and all victims of the April 10 airplane crash. The event opened with remarks by Lidia Filus, mathematics, followed by a candle lighting, presentation of flowers by President Hahs and a moment of silence. Remarks were also made by Zygmunt Matynia, Consul General, Polish Consulate of Chicago; Frank Spula, President, Polish-American Congress; Janet Fredericks, Dean of Graduate College; Michael T. Kelly, Dean of Students; Miquel Loeza, President of Student Government Association; and Natalie Wojtowicz, NEIU student and granddaughter of crash victim.

#### **10. Administrative Professional's Day – April 22**

President Hahs and Vice Presidents Lawrence Frank, Mark Wilcockson, and Carla Knorowski greeted faculty and staff in honor of Administrative Professional's Day. The reception took place in the Golden Eagles room. Ice Cream sundaes and refreshments were enjoyed by all.

#### **11. Minority Student Mentoring Program Reception – April 27**

On Tuesday, April 27, the Office of the Dean of Students celebrated the Partners for Success Minority Student Mentoring Program's 20th Year of Excellence Anniversary Commemoration and Reception. Partners for Success has provided over 2,000 NEIU freshmen with mentors from the ranks of faculty and academic professional staff. The founder of the program, Dr. Melvin C. Terrell, Vice President Emeritus, and Dr. Michael T. Kelly, Dean of Students, gave opening remarks. Certificates of Excellence were presented, and a scholarship was awarded to one of the student participants. Awards were given to those who have continued as mentors since the program's inception and to the coordinator of the program, Flora M. Llacuna.

#### **12. Student Stress-Free Zone – May 4-6**

The twenty-first Student Stress-Free Zone was held May 4, 5, and 6 in SU 214. This event is held during fall and spring semesters during finals week as a place for students to go and relax between final exams to reduce stress and its negative impact on student's health.

**13. Commencement – May 8**

The May 2010 Commencement Ceremony was held for the first time in the University Commons on Saturday, May 8. Over 900 graduates, 150 faculty/staff members, and 4,500 guests attended, making this our largest Commencement to date. The event featured an address by Thomas E. Perez, Assistant Attorney General for the Civil Rights Division of the Department of Justice, who is also a part of the White House Initiative on Educational Excellence for Hispanic Americans. Perez also received an Honorary Doctor of Laws Degree from NEIU at commencement.

**14. Jewel Box Series – May 21**

On Friday, May 21, the Jewel Box Series presented world renowned accordionist Peter Soave with NEIU faculty members Lyon Leifer (flute) and Nazar Dzhurin (cello). The concert was broadcast live on WFMT 98.7 FM, Chicago's classical radio station.

**15. Online Academic Integrity Tutorial – May 21**

The Dean of Students office, in collaboration with the Center for Teaching and Learning and the Ronald Williams Library, developed an online academic integrity tutorial. The tutorial introduces fundamental concepts and is designed as a resource tool for use by faculty and students within the First Year Experience Program and across college curricula. The development team consisted of Antoinette McConnell, Assistant Dean of Students; Marc Raskinski, Instructional Design Specialist; and Nancy Murillo, Library Instruction Coordinator. The tutorial became available on Friday, May 21.

**16. Chicago Clarinet Ensemble – May 28**

On Friday, May 28, the Chicago Clarinet Ensemble performed in NEIU's auditorium. Guest artist and principal clarinetist of the Metropolitan Opera Orchestra, Anthony McGill, performed along with NEIU faculty member, Rose Sperrazza. The ensemble also included NEIU students, faculty, and staff, as well as other professionals in the Chicago area.