

**PRESIDENT’S REPORT TO THE  
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY  
NOVEMBER 18, 2010**

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**I. ACTION ITEM**

**A. APPROVAL OF B.A. IN GLOBAL STUDIES**

**Introduction**

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

**Background**

Global Studies is an interdisciplinary program offering an undergraduate major and minor. In order to facilitate broadly interdisciplinary engagement and participation across the university, we propose that it be sited outside the three colleges, ideally housed in academic affairs with Honors and Non-Traditional Degree programs. The program would be structured around core courses specific to Global Studies as well as cross-listed courses from an array of disciplines taught by affiliated faculty.

**Mission and Goals**

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

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

The unique location of Northeastern Illinois University allows its students to pursue these innovative trajectories from the vantage of a global city, to address such questions in the classroom and on the ground, in Chicago and abroad. The far-reaching diversity of the university mirrors Chicago's own elaborate configuration of cultures and

viewpoints, thereby enabling students to bridge the distance between theory and practice, between "here" and "there," through incisive application of what they have learned.

Students majoring in Global Studies at Northeastern will gain knowledge about: the forces, products, and patterns of globalization; the challenges posed and insights afforded by an interdisciplinary approach; the appropriate use of research methods from across the liberal arts toward productive research design and novel and incisive findings; the analysis of research materials through effective application of relevant theory; and the presentation of the products of such scholarly processes and activities in well-executed and intellectually significant writing. As a result of completing the program, students should have both a breadth of understanding of the forces involved in globalization as well as deep knowledge about particular chosen themes and sites within this domain. They should be able to critically apply this knowledge (content, theory, and potential applications) to both immediate and future scholarly, professional, and personal engagements with the world around them.

### **Curriculum**

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

Core Courses (2 semester sequence):

Global Studies 201: Introduction to Global Studies

Global Studies 202: Introduction to Global Studies

6 Global Studies electives:

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

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

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

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

Global Studies 201 and Global Studies 202

4 Global Studies electives (any tracks)

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

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

Tracks:

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

### **Track Descriptions:**

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

This track explores transformations in the substance and conceptualization of culture, society, and identity in the context of globalization. We consider questions such as: How

do people make use of cultural resources to respond to the tensions and possibilities of the globalized world? What sorts of practices, identities, and collectivities are constructed or redefined in the flux of global cultural flows? How are social paradigms and institutions reformulated in light of international discourse?

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

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

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

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

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

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

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

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

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

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

*V. Violence, Resistance, and Resolution*

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

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

GS 201 AND 202: Introduction to Global Studies:

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

Global Studies Electives:

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

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

1. *Interdisciplinarity*: The necessity for an extensive approach that draws from and brings together diverse disciplinary concerns, seeking novel intersections and fusions of existing strains of scholarship.
2. *Contemporary Relevance*: The necessity for a particular temporal perspective, one that utilizes historicity in service of an understanding of the present and also as a platform for speculation towards the future.
3. *Thematic Focus*: The necessity for a complex attention to conceptual, thematic, and theoretically-oriented dimensions, advancing the primacy of ideas over topics, and therefore illuminating the ways in which overarching processes inform particular on-the-ground, everyday practices and demonstrating how abstract frameworks might be used to address them.

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

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

**Foreign Language Sequence:**

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

**Global Studies 399: Capstone Seminar:**

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

**Study Abroad:**

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

**Assessment, Outcomes and Performance Criteria:**

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

Goal	Courses and Objectives	Outcomes	Performance criteria
Breadth and depth of knowledge of forces, products, and patterns of globalization	Breadth: GS 201-202 (Introduces students to multiple dimensions and impacts of globalization as reflected across	Students' breadth and depth of knowledge increases over required coursework	Successful completion of introductory core courses; successful identification (with assistance of advisor)

	disciplines); Depth: concentrated coursework in one thematic track (at least 3 courses in I. Culture, Society, and Identity; II. Language, Knowledge, and Representation; III. Nature, Technology, and the Body; IV. Power, Movements, and Political Economy; or V. Violence, Resistance, and Resolution)	sequence and is clearly demonstrated in upper-division courses.	and completion of track concentration
Understanding of challenge posed and insights afforded by an interdisciplinary approach;	GS 201-202 (introduces students to multiple dimensions and impacts of globalization as reflected across disciplines); GS 399 (provides students with practical experience in linking their reading and discussion of published Global Studies sources to the tasks of researching, analyzing, and writing their own interdisciplinary projects)	Students demonstrate ability to combine content, theory, methods, and applications from across disciplines and to effectively synthesize them in their own work	Successful completion of introductory core courses; successful completion of capstone seminar including interdisciplinary research project
Practical knowledge of research methods from across the liberal arts toward productive research design and novel and incisive findings;	Upper-division electives; GS 399 (provides students with practical experience in linking their reading and discussion of published Global Studies sources to the tasks of researching, analyzing, and writing their own	Students demonstrate practical expertise in employing research methods and critical understanding of the implications of various methods for the production of knowledge.	Successful completion of capstone seminar including interdisciplinary research project; successful completion of research projects in upper-division electives

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

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

Careers and lifelong learning: Global Studies coursework and related learning opportunities will provide skills and experiences that are key qualifications in the current job market. The program will also strive to provide students with hands-on, research, and internship options that can lead them into relevant work after graduation. Through study in the program, students will engage with pressing issues of contemporary relevance and exciting areas of emergent scholarship-we hope that the intellectual

trajectory initiated in program coursework will continue beyond degree completion, in further scholarly pursuit at the graduate level and/or in ongoing interest and interaction around these themes and issues. Advising within the program will encourage and assist students in identifying and pursuing relevant careers.

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

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

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

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

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

### **Facilities and Resources**

Because this is a new program, it will require basic infrastructural resources in the form of: a main office that can serve as the program's home; secretarial assistance (at least a half-time secretary); basic office equipment (computer, phone, printer). As the program grows, additional resources in the form of personnel and support will be planned for. FY 2012 Budget request includes \$200,000 for program development and support.

**I. ACTION ITEM**

**B. APPROVAL OF B.A. IN LATINO AND LATIN AMERICAN STUDIES**

**Introduction**

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

**Background**

The trend toward an increase in interdisciplinary studies in higher education, and the growth of the Latino population at the national and regional levels and at Northeastern Illinois University (NEIU) call for the creation of a major in Latino and Latin American Studies (LLAS) at NEIU. The proposed major builds on the current minor which was established at NEIU in the early 1980's. Since that time the minor has seen steady growth. For example, there were ten LLAS classes and fifty-two LLAS cross-listed classes offered during the 2008/2009 academic year. In 2009/2010, there were twelve LLAS classes and fifty-seven LLAS cross-listed classes offered. The proposed LLAS major supports the University's mission to prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world. The status of NEIU as a Hispanic Serving Institution (HSI) further highlights the need for the LLAS major.

The study of Latinos and Latin America requires an interdisciplinary approach consistent with the trend in higher education to integrate knowledge and methodologies across various fields of study. The contemporary world's most pressing problems require interdisciplinary collaboration that transcends the boundaries between traditional disciplines. The LLAS major's interdisciplinary approach integrates historical, social, political, economic and cultural perspectives at regional, national and international levels. Disciplines that contribute to the major include anthropology, art, business, educational inquiry and curriculum studies, English, world languages and cultures, geography and environmental studies, justice studies, history, linguistics, philosophy, political science, psychology, sociology, teacher education and women's studies. Representation from the humanities, sciences and social sciences insures that the major will strengthen individual departments and promote interdisciplinarity across the colleges and NEIU campuses.

**Contribution to University Mission and Strategic Plan**

The proposed LLAS major will contribute to the NEIU mission to prepare a diverse community of students for leadership and service. In particular, the major encourages internships, international study, research, and service learning. Furthermore, the proposed LLAS major will directly support at least four specific goals of the NEIU Strategic Plan Initiative's Goal Two, Academic Excellence and Innovation, and Goal Three, Urban Leadership:

Goal 2.4: Support professional development opportunities for students through internships, international study, research, service learning, and career services.

Program Contribution: The proposed LLAS major provides an educational framework for its students which encourages and, in some cases, requires, internships, international study, research, and service learning.

Goal 2.5: Support and create interdisciplinary courses and programs based on best practices and institutional strengths.

Program Contribution: NEIU includes among its faculty and instructors a significant and dynamic cohort of Latino specialists, Latin Americanists, and scholars with an interest or secondary specialization in these areas—this is a strength that has yet to be tapped to the extent proposed here.

Goal 2.7: Utilize diversity as a curricular/pedagogical dimension integrated with global and cultural studies and throughout the curriculum.

Program Contribution: The proposed LLAS major inherently engages diversity in multiple and overlapping arenas. The terms “Latino” and “Latin America” subsume a variety of national, linguistic, class, cultural, ethnic, and gender differences and similarities whose nuances will be appreciated through consideration in both larger contexts as well as highly focused experiences, both of which are part of the proposed major.

Goal 3.4: Strive to make NEIU, as a designated Hispanic Serving Institution, an institution of choice for Latino students.

Program Contribution: The proposed LLAS major will promote research, training and engagement in the histories, cultures and politics of Latinos and Latin America in order to build an understanding of contemporary and historic issues that persist today.

### **Program Objectives**

By completing the LLAS major, students will be able to:

- A. Understand and demonstrate a breadth and depth of knowledge of the past and present context of Latino and Latin American experiences.
- B. Describe the changing relationships between Latino communities, Latin America, and the rest of the world.
- C. Understand various theoretical approaches used in researching Latinos, Latin America, and their relationships to each other and the rest of the world by multiple disciplines. These include, but are not limited to, anthropology, art, business, education, foreign languages and literatures, geography and environmental studies, history, justice studies, linguistics, philosophy, political science, psychology, sociology, and women's studies.
- D. Evaluate relationships between, and generate meaningful research questions regarding Latinos, Latin America, the United States, and the rest of the world using the research tools of disciplines contributing to the major.
- E. Engage in a hands-on fashion with Latino and Latin American communities and issues in one or more scales, including local, regional, national, and international.
- F. Disseminate research results in appropriate written and/or conference settings.

**Curriculum and Assessment**

**Catalog Description:**

The LLAS major promotes a critical understanding of the historical and contemporary positions/experiences of Latin Americans and Latinos. It provides students with interdisciplinary approaches to the histories, cultures, societies, languages, and politics of Latin Americans and Latinos, and explores the relationship of Latin Americans and Latinos to each other and to the world. Divided into two concentrations which focus on Latin American and Latino studies, the major enriches the educational experience of NEIU students and prepares them for employment, leadership, and service in the region and the global community. LLAS courses emphasize and illustrate multiple interplays between the U.S. and Latin American countries including migration, trade flow, and diplomatic and transnational contacts. After foundational preparation in both Latino and Latin American studies, students will choose to complete their major studies with a concentration in either Latino Studies or Latin American studies. The two tracks allow students to pursue specific professional or intellectual goals pertaining to Latin America or Latinos in the United States.

**Program Admission:** majors will complete the major declaration form in the LLAS program office.

**Graduation requirements:** (36 credit hours)

*Latino Studies Concentration*

A. Three Core Courses (9 credit hours):

LLAS 101 Introduction to Latin American Studies (General Education course - Social/ Behavioral Sciences)

LLAS 201 Introduction to Latino Studies (Writing Intensive Course)

LLAS 290 Critical Inquiry in Latino and Latin American Studies

B. Latin American Language (6 credit hours):

Two courses taught in a Latin American Language. Course levels are determined by the result of the Foreign Languages and Literatures placement exam.

C. Six Electives with at least three courses at the 300 level (18 credit hours total):  
Four electives from the Latino Studies concentration and two electives from the Latin American Studies concentration. See the Appendix.

D. Capstone Course (3 credit hours):

LLAS 391 Field Seminar in Latino and Latin American Studies. The capstone for the Latino Studies concentration will be field experience with an organization or agency focused on Latinos.

**PRESIDENT'S REPORT TO THE  
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY  
NOVEMBER 18, 2010**

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*Latin American Studies Concentration*

A. Three Core Courses (9 credit hours):

LLAS 101 Introduction to Latin American Studies (General Education course - Social/ Behavioral Sciences)

LLAS 201 Introduction to Latino Studies (Writing Intensive Course)

LLAS 290 Critical Inquiry in Latino and Latin American Studies

B. Latin American Language (6 credit hours):

Two courses taught in a Latin American Language. Course levels are determined by the result of the World Languages and Cultures placement exam.

C. Six Electives with at least three courses at the 300 level (18 credit hours total):

Four electives from the Latin American Studies concentration and two electives from the Latino Studies concentration .See Appendix I.

D. Capstone Course (3 credit hours):

LLAS 391 Field Seminar in Latino and Latin American Studies. The capstone for the Latin American Studies concentration will be field experience with an organization or agency focused on Latin Americans.

Instructional Practices:

The Program will incorporate the following strategies in the proposed major to promote student learning.

- A. To ensure that students understand the purposes of the major, LLAS will provide several avenues through which these will be articulated:
  1. The catalogue description of the major will include a basic statement about the purpose of the major;
  2. A user-friendly brochure will elaborate on the catalogue description, offering a self-contained and readily available source of information;
  3. The LLAS website will be another source of information that students can explore to gain a better understanding of the purposes of the major. Course offerings, campus and community events, information on advising and career opportunities, related to LLAS will be posted on the site.
- B. To measure student learning and academic performance as students move through the major, faculty will provide students with timely feedback on their performance in the form of grades and comments on their course work and portfolios.

- C. To communicate evaluation results to students, faculty will provide them with prompt feedback on papers, presentations, and portfolios using electronic, written, and oral communication.
- D. To familiarize students with the norms and practices of the variety of disciplines that make up the interdisciplinary LLAS major:
  - 1. Faculty will explicitly discuss the origins, norms, and practices of Latin American Studies and Latino Studies in LLAS 101 and 201.
  - 2. Faculty in LLAS 101 and 201 will invite other faculty from LLAS-related fields to speak about their particular disciplines, their norms and practices.
  - 3. Students will engage in research and/or creative activities in selected classes and in the capstone courses. Students will present their findings or projects in the University's Student Research and Creative Activities Symposium or at LLAS-related local, regional, national, and international conferences.
- E. To promote faculty/student and student/student interaction in addition to in-class contact, there will be several opportunities for formal and informal interaction:
  - 1. The Program will hold regular social gatherings (twice yearly) that include all the constituent groups in order to provide a setting that fosters a sense of community;
  - 2. Students will be invited to participate on the LLAS Advisory Board, planning committees for special events related to LLAS, such as film festivals, Hispanic Heritage Month, Women's History Month, Black History Month, Equity in Action Week, and the Activist Graduation Party.
- F. To foster active learning, faculty will employ pedagogical approaches that engage students at multiple levels and that draw on student's skills and experiences. Active learning will be encouraged through original research and the collection of data in all LLAS courses and will be especially emphasized in the capstone course.
- G. To promote faculty development of teaching and learning, LLAS affiliated faculty will participate in workshops, retreats, and conferences that focus on curriculum development, teaching strategies, advising, and the use of technology in the classroom.

**Student Learning Measures:**

The Latino and Latin American Studies Program will employ an assessment plan that includes: a) collection and analysis of surveys of majors and minors regarding experiences in the program and b) collection and analysis of portfolios of majors' work that reflect student learning across the major experience. The surveys will help us assess the effectiveness of the program and the portfolios help us assess the academic

gains of the students. Information about student performance collected in these ways will be utilized to improve program instructional techniques and learning opportunities to inform future teaching and learning in the major. Along with measuring the students' learning, the portfolio will serve as an assessment of the program's success in accomplishing its goals and objectives.

The following specific assessment tools or indicators will be used to measure student success in achieving objectives of the Latino and Latin American Studies major.

A. Capstone: Students will complete a capstone project to bring together the skills and outcomes of the major. The capstone for the Latino Studies and the Latin American concentrations will be a corresponding field based experience associated with LLAS 391.

B. Portfolio: Students will collect assignments they complete for their Latino and Latin American Studies major into a portfolio. The portfolio will document student progress in achieving the major's knowledge objectives and will include student work from 100, 200 and 300 level LLAS major courses. In this way, the portfolio will represent student work from the beginning through completion of the major. Information regarding the requirements and organization of the portfolio will be distributed to students enrolled in the introductory LLAS courses, and will be available for download on the LLAS website. The portfolio will be evaluated by a Faculty Evaluation Committee comprised of two LLAS faculty members. A LLAS core faculty member will be the primary evaluator and a LLAS instructor may be considered as a secondary evaluator only.

C. Presentation: Students will give a presentation of the background, objectives and outcomes of the capstone project. Presentation venues available to NEIU LLAS majors are the NEIU Annual Student Research and Creative Activities Symposium or LLAS-related local, regional, national and international conferences.

D. Program Exit Survey: Majors will complete a survey when they exit the program. The purposes of the survey are to: allow majors to reflect on what they have learned and achieved in the program; determine student attitudes regarding the value and benefit of their undergraduate major; obtain suggestions for the major's improvement and; provide data regarding attainment of program objectives.

E. Grades: Students must get a C or better in all Latino and Latin American Studies and cross-listed courses counting towards their major.

### **Faculty and Administration**

The Latino and Latin American Studies Program will be administered via faculty participation in three related bodies:

A. LLAS Program Coordinator: The coordinator will be the program administrator, responsible for advising, budgetary issues, day-to-day operations of the program, program development, and immediate teaching responsibilities.

B. Core and Affiliated Faculty: Courses will be taught by faculty from across the university who propose courses that might serve as cross-listed electives and/or who volunteer to teach core courses.

C. Advisory Board: This body is composed of faculty and staff from across the university, and meets monthly to discuss and evaluate program initiatives, and offer impressions and feedback to the LLAS Program coordinator. Curricular decisions will be assessed and evaluated by the Curriculum Committee, a subcommittee of the Advisory Board.

The program coordinator works closely with the advisory board in terms of programmatic and curricular matters. Some faculty who teach LLAS or cross-listed courses participate in the advisory board while the involvement of others is mostly in terms of teaching specific courses on yearly basis.

### **Facilities and Resources**

The program already has a home department, office, and secretarial support. It also has historical commitment of the involved departments that regularly offer a sufficient number of 300-level LLAS electives with a required research paper or creative activity. Recent hires of tenure track faculty are supporting additional courses for the major. As the program grows, more resources in the form of personnel and support will be planned for.

### Appendix of Electives

#### Latino Concentration:

Anthropology

ANTH 366 Mesoamerican Continuity and Change

Educational Inquiry and Curriculum Studies

EDFN 205 Education and Society: A Global Perspective

EDFN 314 Social Issues in Educational Settings (Requires LLAS Advisor Approval)

English

ENGL 382 Chicano Literature

World Languages and Cultures

SPAN 352 Puerto Rican Literature

SPAN 364 The Spanish Americans of Chicago

Geography and Environmental Studies

GES 347 Gentrification and Urban Redevelopment

GES 348 Latino Metropolis

History

HIST 352 History of Puerto Rico

**PRESIDENT'S REPORT TO THE  
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Justice Studies  
JUST 319 Latino/as & the Criminal Justice System

Latino and Latin American Studies  
LLAS 224 The Chicano Movement  
LLAS 225 Puerto Ricans & the Caribbean  
LLAS 312 Introduction to the Barrio  
LLAS 345 Race, Class, Gender and Latinos

Philosophy  
PHIL 364 Critical Race Theory  
PHIL 368 Multiculturalism

Political Science  
PSCI 331 Latinos and Public Policy  
PSCI 332 Latinos and the Law  
PSCI 333 Immigration, Ethnicity and Citizenship

Psychology  
PSYC 317 Prsm: Psychology of Latinos: Mental Health

Sociology  
SOC 270 Sociology of Latinas  
SOC 314 Urban Sociology (Requires LLAS Advisor Approval)

Teacher Education  
BLBC 338 Bilingualism and Education  
BLBC 342 Assessment Tools for Bilingual Students  
ELED 315 Teaching in the Inner City Elementary School  
SCED 303F Teaching Modern Foreign Language in the Secondary School

Teaching English as a Second Language  
TESL 320K Language & Culture: Latin America

Latin American Concentration:

Anthropology  
ANTH 221 Peoples of South America  
ANTH 225 Peoples of Mexico, Central America and the Caribbean  
ANTH 250 Latin American Archeology  
ANTH 366 Mesoamerican Continuity and Change  
ANTH 374 The Maya  
ANTH 380 Archaeological Field School (Belize)

Art  
ART 305 Art and Architecture of the Ancient Americas  
ART 306 Andean Art and Architecture  
ART 307 Art of Latin America

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English

ENGL 365 West Indian Literature (Discovery of the Caribbean Islands)

World Languages and Cultures

SPAN 321 Latin American Literature I

SPAN 323 Latin American Literature II

SPAN 330 Latin American Culture through Music

SPAN 345 Latin American Cinema

SPAN 356 Realism and Naturalism in Spanish American Literature

SPAN 358 El Modernismo

SPAN 361 Latin American Novel in Translation

SPAN 371 Seminar: Jose Marti

SPAN 372 Seminar: Alejo Carpentier

SPAN 373 Spanish American Short Story

SPAN 374 Isabel Allende

SPAN 376 Seminar: Gabriel Garcia Marquez

Geography and Environmental Studies

GES 302G Regional Geography: Caribbean

GES 302X Regional Geography: Latin America

History

HIST 111D World History: Latin America

HIST 332B U.S. Foreign Relations 1914-Present

HIST 333 American Ethnic History

HIST 350 History of Brazil

HIST 351 History of Central America & the Caribbean

HIST 352 History of Puerto Rico

HIST 353 History of Mexico

HIST 354 Contemporary Latin America

Justice Studies

JUST 327 Immigration, Policy and Human Rights Violation in Central America

Latino and Latin American Studies

LLAS 225 Puerto Ricans & the Caribbean

Philosophy

PHIL 363 Latin American Decolonial Theorizing

PHIL 364 Critical Race Theory

PHIL 368 Multiculturalism

Political Science

PSCI 333 Immigration, Ethnicity and Citizenship

PSCI 365 Politics and Governments of Mexico, Central America and the Caribbean

PSCI 366 Politics and Governments of South America

**I. ACTION ITEM**

**C. TENURE RECOMMENDATION: DR. MOIRA STUART**

Board approval is requested to grant Tenure to Dr. Moira Stuart, Chair of Department of Health, Physical Education, Recreation and Athletics. Dr. Stuart came to NEIU in August 2010 to serve as chair of the Department of Health, Physical Education, Recreation and Athletics. She holds a PhD in Exercise and Sport Science from Oregon State University. Starting in 2000, she taught at Northern Illinois University, where she was a tenured member of the Department of Kinesiology and Physical Education and where she also served as Program Director of the Exercise Science Program. She is the author of the 2009 book, *Mental Skills Training for Sport*, and of many peer-reviewed articles. Dr. Stuart has been recommended by the faculty of the department, the Dean of the College, and the Provost.

**I. ACTION ITEM**

**D. LABOR AGREEMENT — AFSCME, LOCAL 1989**

The University and the American Federation of State, County and Municipal Employees (AFSCME) Local 1989 reached a tentative contract agreement on October 14, 2010. The University was notified that the agreement was ratified by the union members on October 21, 2010. AFSCME Local 1989 represents approximately 175 employees throughout the University. The ratified agreement covers both language and wages with a term of four years, expiring June 30, 2014.

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

- Fiscal Year 2011, 1.5% pay increase effective January 1, 2011 plus a \$400 one-time payment that is not added to the base pay.
- Fiscal Year 2012, 1.5% pay increase effective July 1, 2011 plus \$250 added to the base pay.
- Fiscal Year 2013, 2.5% pay increase effective July 1, 2012 plus \$150 added to the base pay.
- Fiscal Year 2014, 2.5% pay increase effective July 1, 2013 plus \$150 added to the base pay.

The agreement also includes updated language regarding the process for applying for and returning from unpaid leave, grievance procedures, the posting and filling of vacancies, discipline, job classification and workload expectations, the review of personnel files, and employee development and training. In addition, the agreement includes language restructuring vacation leave accrual to allow union members to reach the maximum earned vacation levels with fewer years of service. The agreement also includes language allowing members to take paid maternity leave of up to 10 days within 30 days of the birth or adoption of a child.

I request approval of this labor agreement.

**I. ACTION ITEM**

**E. LABOR AGREEMENT — INTERNATIONAL UNION OF OPERATING ENGINEERS, AFL-CIO LOCAL 399**

The University and the International Union of Operating Engineers (IUOE), AFL-CIO Local 399 reached a tentative contract agreement on October 28, 2010. The University was notified that the agreement was ratified by the union members on November 2, 2010. IUOE Local 399 represents approximately 20 employees at the University. The ratified agreement covers both language and wages with a term of four years, expiring June 30, 2014.

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

- Fiscal Year 2011, 1.5% pay increase effective January 1, 2011 plus a \$400 one-time payment that is not added to the base pay.
- Fiscal Year 2012, 1.5% pay increase effective July 1, 2011 plus \$250 added to the base pay.
- Fiscal Year 2013, 2.5% pay increase effective July 1, 2012 plus \$150 added to the base pay.
- Fiscal Year 2014, 2.5% pay increase effective July 1, 2013 plus \$150 added to the base pay.

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

I request approval of this labor agreement.

I. ACTION ITEM

F. CONFERRING AN HONORARY DEGREE

The University seeks Board of Trustees approval to confer the honorary degree of Doctor of Humane Letters, *Honoris Causa* on Ms. Suzanne Malveaux at the December Commencement Ceremony on Sunday, December 19, 2010. Suzanne Malveaux is an Emmy award-winning White House correspondent for CNN and is primary substitute anchor for Wolf Blitzer on CNN's *The Situation Room*. Her coverage of the 2008 presidential election helped CNN win a Peabody Award. She was instrumental in the coverage of the 2006 election, which earned CNN an Emmy. As one of only 20 primary White House correspondents in the nation, Malveaux has interviewed Presidents Obama, George W. Bush, George H.W. Bush and Bill Clinton, as well as first ladies Michelle Obama, Hillary Clinton and Laura Bush. Each day, Suzanne Malveaux stands before our nation's leaders and asks the difficult, necessary questions each must be asked. In return, she gets the answers for an ever-inquiring public. She participates in history as it is being made, bringing historic events to people all over the world. She stands at history's door and opens it for us, bringing us closer to it and compelling us to become a more active and informed citizenry. During the most recent campaign, Malveaux crafted and reported an exclusive 90-minute two-part documentary on now, President and Mrs. Obama. Malveaux has broken several stories throughout her career including the plea deal of lobbyist Jack Abramoff, numerous White House personnel changes and the retirement of Supreme Court Justice Sandra Day O'Connor. Malveaux has covered presidential trips in Europe, the Balkans, Southeast Asia, Africa, Australia, Latin America and the Middle East. She has covered national stories such as the impeachment of President Bill Clinton, the Kosovo War, and 9/11 among others. Awards include: Emmy Award (1996) New England Cable News; AP Award "Best Newscast"; contributed to CNN Peabody Award--Hurricane Katrina, contributed to CNN Alfred I DuPont Award—Southeast Asia tsunami disaster; *Black Enterprise Magazine's* America's Most Powerful Players Under 40; *Ebony's* Outstanding Women in Marketing & Communications; Communicator of the Year by National Black MBA's. Ms. Malveaux graduated cum laude with a BA from Harvard University and an MA in journalism from Columbia University.

**I. ACTION ITEM**

**G. NEIU ALUMNI ASSOCIATION**

The Illinois General Assembly's Legislative Audit Commission University Guidelines (LAC Guidelines) allow Illinois public universities to create University Related Organizations (URO's) as corporate outgrowths of a public university to conduct specific activities on behalf of the university. The LAC Guidelines adopted by the Illinois Legislative Audit Commission on November 30, 1982, as amended, include the requirements that must be followed in establishing a URO and in maintaining the ongoing relationship with the university.

The Northeastern Illinois University Alumni Association (the Association) was established to connect alumni to Northeastern Illinois University (NEIU or University) and to each other, to provide valued services to members, and to support the University's mission and values. In the establishment of a new URO, the LAC Guidelines require certain actions on the part of the University's Board of Trustees. Specifically, the Board must approve the contractual agreement between the University and the Board must allow the URO use of the University's name.

The following requested actions are required for the Board of Trustees of Northeastern Illinois University to approve the establishment of the Northeastern Illinois University Alumni Association.

**A. APPROVAL OF THE CONTRACTUAL AGREEMENT BETWEEN THE  
UNIVERSITY AND THE ALUMNI ASSOCIATION**

For the benefit of Northeastern Illinois University and its alumni, the University seeks to increase alumni engagement and interaction with current students to support the university's mission and values through a Northeastern Illinois University Alumni Association. The Alumni Association will serve as a separate, nonprofit, University-Related Organization incorporated for the purposes of providing services to NEIU's alumni. The LAC Guidelines provide that the relationship between NEIU and the Association shall be contained in a written agreement and approved by the Board of Trustees. This action item recommends that, in accordance with the LAC Guidelines, the Board of Trustees approve the written agreement between NEIU and the Alumni Association.

**B. APPROVAL OF THE ALUMNI ASSOCIATION'S USE OF THE UNIVERSITY'S  
NAME, INITIALS OF SUCH NAME, OR LOGOS**

In accordance with the LAC Guidelines, the Board of Trustees of Northeastern Illinois University must approve the University to permit the Alumni Association to use the University's name, initials of such name, or logos as part of the Alumni Association name for the promotion of University, and Alumni Association business and activities. This action item recommends that the Board of Trustees approve the Alumni Association's use the University's name, initials of such name, and/or logos in order to maximize alumni relations efforts.

**I. ACTION ITEM**

**H. STUDENT UNION ELEVATOR MODERNIZATION**

**ITEM DESCRIPTION:**

The Student Union is located on the University's main campus and includes the University cafeteria, Alumni Hall, Golden Eagles, and several meeting rooms. The Union was built in 1974 and is served by one hydraulic passenger elevator and one hydraulic freight elevator. Both elevators are original to the building and the only modifications that have been done to them since initial construction were interior upgrades to the passenger elevator cab. The elevators have become slow and are in need of constant maintenance and repair.

This elevator modernization project consists of upgrading the two elevators to assure safety and dependability. The work includes the installation of new hydraulic lift equipment, controls, cables, call buttons, lobby smoke detectors, and fireman's recall. The project also calls for the replacement of the electrical conduits, feeders, and copper ground wires to the elevator machine rooms; and improvements to the elevator cabs, machine rooms, and lobbies. The project also includes required maintenance during the first year of operation.

In addition to the base bid, those responding to the bid also provided bid costs for a new jack, plunger, and liner, if needed. This need will be based on a review of the underlying condition of those parts after the elevator cab is removed.

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

**PROJECT COST:**

Base Bid	\$235,047
New jack, plunger, and liner if needed	
Passenger Elevator:	38,500
Freight Elevator	40,900
Additional funds if needed	<u>25,000</u>
Total Cost Not To Exceed:	\$339,447

**SOURCE OF FUNDS:**

Student Union Fees –	
Repair and Maintenance Reserve	\$339,447

**RECOMMENDED VENDOR:**

Anderson Elevator  
2801 South 19th Avenue  
Broadview IL 60155

**SUMMARY OF BIDS:**

Anderson Elevator	\$235,047
Parkway Elevators	283,706

## **II. INFORMATION ITEM**

### **A. FISCAL YEAR 2012 TUITION AND FEE RATES**

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

Clearly, students are the campus constituency most affected by changes in student tuition and fees. At the November 2010 Board meeting, the proposed fiscal year 2012 tuition and fee rates (beginning fall 2011) are presented to the Board and to the University community for review and discussion. After the November meeting, the Provost and the Vice President for Finance and Administration will meet with the Student Government Association (SGA) in a forum open to all students to present the proposed tuition and fee rates and to discuss student concerns.

#### **The Context for Setting Tuition and Fee Rates**

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

#### **Overview of Current Tuition and Fee Rates**

In fall 2004, a state law took effect requiring all Illinois public universities to guarantee new undergraduate students level tuition for four consecutive academic years. In fall 2010, the seventh cohort of undergraduate students attending Northeastern entered the University under the tuition guarantee program. In the spring 2010 legislative

session, the General Assembly and Governor approved an extension of the tuition guarantee program so that students in their fifth and sixth year of continuous enrollment also have a tuition guarantee. The rates for those students in their fifth and sixth year are now at the rates for the cohorts enrolled in the following year. For example, students who first enrolled at Northeastern in fall 2007 had their tuition guaranteed at the same rate for four years. Under the new law, they will have tuition guaranteed in their fifth and sixth years at Northeastern at the rate charged to students who first enrolled in fall 2008.

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

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

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

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

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

have higher graduate tuition than Northeastern and five have a lower average graduate tuition rate.

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

**Setting Tuition and Fees in a Challenging State Fiscal Climate**

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

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

	<u>General Funds</u>		<u>Income Funds</u>		<u>Total</u>	<u>CPI</u>	<u>HEPI</u>
	<u>Dollars / % of Total</u>		<u>Dollars / % of Total</u>				
FY 2002	\$ 45,396,800	69%	\$ 20,626,100	31%	\$ 66,022,900	178.0	212.7
FY 2010	43,401,900	54%	37,597,400	46%	80,999,300	218.0	281.8
FY2011	40,695,200	48%	44,921,000	52%	85,616,200	220.3	284.3
<u>Change</u>							
FY 2010 - 11	(2,706,700)	-6.2 %	7,323,600	19.5 %	4,616,900	5.7 %	
FY2002 - 11	(4,701,600)	-10.4 %	24,294,900	117.8 %	19,593,300	29.7 %	
FY2002 - 11							
Average change		-1.2 %		9.0 %		2.9 %	3.3%

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

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

In fiscal year 2002, state appropriations to Northeastern totaled \$45.4 million and accounted for 69 percent of the university's operating budget. The same year, student tuition totaled \$20.6 million and accounted for 31 percent of the operating budget. In the fiscal year 2011 operating budget, for the first time, student tuition (52 percent) will exceed the state of Illinois' contribution (48 percent) to University operations. During this period, fiscal year 2002 to fiscal year 2011, state funding decreased \$4.7 million, or

10.4 percent, while student tuition, through a combination of enrollment growth and tuition increases, increased \$24.3 million, or 117.8 percent.

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

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

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

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

### **Addressing the University's Strategic Goals**

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

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

Developing appropriate fiscal year 2012 tuition rates will be critical for the University. The balance between declining state appropriations and increases in student tuition will be weighed against the need for resources to address high institutional priorities, the most costly of which will be faculty and staff salaries. Each one percent increase in faculty and staff salaries currently costs approximately \$700,000; or, an average salary increase of 2.5 percent would require nearly \$1.8 million in new or reallocated funding. In addition, the University has several programmatic priorities under discussion or in the pipeline, including Environmental Sciences, Latino and Latin American Studies, and Global Studies. Also under discussion is the development and implementation of a doctoral program in the College of Education. All of these programmatic initiatives will require new resources for faculty, staff, and support.

As reported to the Board of Trustees as part of the University's fiscal year 2011 operating budget, the University implemented a modest institutional aid program to provide financial aid to high achieving (at least a 3.0 GPA) students who did not receive state of Illinois MAP financial aid funding because of the early cutoff for aid application processing. In fiscal year 2011, the University will provide \$200,000 in the spring semester to fund awards of approximately \$800 to up to 250 students. To annualize this program in fiscal year 2012 will require an addition \$200,000. Expansion of the program to increase the award amount or to support more students would require additional new resources.

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

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

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

**Tuition and Fee Proposal**

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

In fiscal year 2012, in compliance with state statute, there will be six undergraduate student cohorts. These students will be enrolled in their first through sixth year at Northeastern and will have their tuition set by the tuition guarantee program in fiscal year 2012. New freshmen and transfer students at Northeastern account for 30 percent of the undergraduate population and will have their tuition guaranteed for six academic years. Students in their second through sixth year of study at Northeastern account for over 60 percent of the undergraduate population and also have their tuition guaranteed. The only undergraduate students at Northeastern not covered by a tuition guarantee are those students who have been enrolled at Northeastern for seven years or more; about 10 percent of our undergraduate student population. The rate for those continuing students included in this proposal would be \$230 per credit hour, \$20 less than the average for all undergraduates, and would represent a 9.3 percent increase above the previous year. Students who first enrolled in the fall 2006 cohort will move from the continuing rate to the 6<sup>th</sup> year guarantee rate and will actually see a reduction in tuition in fiscal year 2012.

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

**Summary of Undergraduate Students By Cohorts**

<u>Student Cohorts</u>	<u>Estimated Credit Hours</u>	<u>Estimated FTE</u>	<u>Percent of FTE</u>
New Undergraduates (New Freshmen and Transfers)	62,820	2,094	30%
2nd year through 6th year (Continuing Tuition Guarantee)	129,579	4,319	61%
Continuing Students (7th year and after)	20,349	678	10%
All Undergraduates	212,748	7,091	100%

The setting of the continuing rate in relation to the rates for students with a tuition guarantee has been a continuing challenge. Intuitively, it seems that the rate for continuing students should be the average of the guaranteed tuition rates. However,

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

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

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

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

The tuition and fee rates provided on Table 4 are presented to the Board and the University community for consideration and discussion. Proposed tuition and fee rates will be brought before the Board in February for approval.

Table 1  
 ILLINOIS PUBLIC UNIVERSITIES  
 FY2011 UNDERGRADUATE TUITION INCREASES

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

Source: Illinois Board of Higher Education Data

Table 2  
 ILLINOIS PUBLIC UNIVERSITIES  
 FY2011 GRADUATE TUITION INCREASES

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

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

Source: Illinois Board of Higher Education Data

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

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

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

Source: Illinois Board of Higher Education Data

**PRESIDENT'S REPORT TO THE  
BOARD OF TRUSTEES OF NORTHEASTERN ILLINOIS UNIVERSITY  
NOVEMBER 18, 2010**

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

	FY2010	FY2011	FY2012	Change FY11 to FY12	
				Dollar	Percent
<b>TUITION (per credit hour)</b>					
Undergraduate - continuing (enrolled prior to Fall 2006)	\$ 190.00	\$ 210.00	\$ 230.00	\$ 20.00	9.5 %
Undergraduate - newly enrolled Fall 2006 <sup>1</sup>	175.00	210.00	195.00	(15.00)	(7.1)
Undergraduate - newly enrolled Fall 2007 <sup>1</sup>	195.00	195.00	220.00	25.00	12.8
Undergraduate - newly enrolled Fall 2008 <sup>1</sup>	220.00	220.00	220.00	-	-
Undergraduate - newly enrolled Fall 2009 <sup>1</sup>	245.00	245.00	245.00	-	-
Undergraduate - newly enrolled Fall 2010 <sup>1</sup>	-	260.00	260.00	-	-
Undergraduate - newly enrolled Fall 2011 <sup>1</sup>	-	-	275.00	n/a	n/a
Graduate	245.00	260.00	275.00	15.00	5.8
Non-resident Undergraduate - continuing *	380.00	420.00	460.00	40.00	9.5
Non-resident Undergraduate - newly enrolled Fall 2006 <sup>1</sup>	350.00	420.00	390.00	(30.00)	(7.1)
Non-resident Undergraduate - newly enrolled Fall 2007 <sup>1</sup>	390.00	390.00	440.00	50.00	12.8
Non-resident Undergraduate - newly enrolled Fall 2008 <sup>1</sup>	440.00	440.00	440.00	-	-
Non-resident Undergraduate - newly enrolled Fall 2009 <sup>1</sup>	490.00	490.00	490.00	-	-
Non-resident Undergraduate - newly enrolled Fall 2010 <sup>1</sup>	-	520.00	520.00	-	-
Non-resident Undergraduate - newly enrolled Fall 2011 <sup>1</sup>	-	-	550.00	n/a	n/a
Non-resident Graduate	490.00	520.00	550.00	30.00	5.8
<b>MANDATORY FEES</b>					
Activity Fee	49.85	51.90	53.30	1.40	2.7
Student Union Fee	3.70	3.80	4.00	0.20	5.3
Student Union Fee	6.75	6.75	6.75	-	-
Campus Recreation Fee	3.60	3.60	3.60	-	-
Performing Arts Fee	0.70	0.80	0.80	-	-
Student Health Service Fee	1.65	1.70	1.70	-	-
Computer Resources Fee	14.50	15.75	16.75	1.00	6.3
Academic Enhancement Fee	7.50	7.50	7.50	-	-
Parking Fee (waivable)	11.45	12.00	12.20	0.20	1.7
Green Fee - rate per semester	3.00	3.00	3.00	-	-
Health Insurance Fee <sup>2</sup>	528.25	667.25	667.25	-	-
<b>TUITION AND FEES (based on 15 credit hours, excludes health insurance fee)</b>					
Undergraduate - continuing *	\$ 3,600.75	\$ 3,931.50	\$ 4,252.50	\$ 321.00	8.2 %
Undergraduate - newly enrolled Fall 2006 <sup>1</sup>	3,375.75	3,931.50	3,727.50	(204.00)	(5.2)
Undergraduate - newly enrolled Fall 2007 <sup>1</sup>	3,675.75	3,706.50	4,102.50	396.00	10.7
Undergraduate - newly enrolled Fall 2008 <sup>1</sup>	4,050.75	4,081.50	4,102.50	21.00	0.5
Undergraduate - newly enrolled Fall 2009 <sup>1</sup>	3,730.50	4,456.50	4,477.50	21.00	0.5
Undergraduate - newly enrolled Fall 2010 <sup>1</sup>	-	4,681.50	4,702.50	21.00	0.4
Undergraduate - newly enrolled Fall 2011 <sup>1</sup>	-	-	4,927.50	n/a	n/a
Graduate	4,425.75	4,681.50	4,927.50	246.00	5.3
Non-resident Undergraduate - continuing *	6,450.75	7,081.50	7,702.50	621.00	8.8
Non-resident Undergraduate - newly enrolled Fall 2006 <sup>1</sup>	6,000.75	7,081.50	6,652.50	(429.00)	(6.1)
Non-resident Undergraduate - newly enrolled Fall 2007 <sup>1</sup>	6,600.75	6,631.50	7,402.50	771.00	11.6
Non-resident Undergraduate - newly enrolled Fall 2008 <sup>1</sup>	7,350.75	7,381.50	7,402.50	21.00	0.3
Non-resident Undergraduate - newly enrolled Fall 2009 <sup>1</sup>	7,405.50	8,131.50	8,152.50	21.00	0.3
Non-resident Undergraduate - newly enrolled Fall 2010 <sup>1</sup>	-	8,581.50	8,602.50	21.00	0.2
Non-resident Undergraduate - newly enrolled Fall 2011 <sup>1</sup>	-	-	9,052.50	n/a	n/a
Non-resident Graduate	8,100.75	8,581.50	9,052.50	471.00	5.5

\* Continuing students are those enrolled prior to Fall 2006.

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

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

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

**II. INFORMATION ITEM**

**B. 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>
Lester & Rosalie Anixter Center	Interpreting Services For Hearing Impaired Students	\$50,000
Franczak Radelet PC	Legal Services	\$50,000
New Concepts Tutor and Mentor Connection	Architectural Services for Angelina Pedroso Center	\$55,000
Digby's Detective and Security	Unarmed Security Guards	\$50,000
N2 Services, Inc.	Banner Upgrade Consulting Services	\$99,375
Snow Systems	Snow Removal	\$75,000

**C. NEWS AND EVENTS**

**1. State of the University Address – September 21**

President Hahs presented the State of the University Address on Tuesday, September 21 in the University Auditorium. A review of enrollment trends, accomplishments, key performance indicators, and future goals was presented.

**2. Hispanic Heritage Month Celebration – September 22**

NEIU's Hispanic Heritage Committee and Office of Alumni Relations presented the Hispanic Heritage Month Alumni celebration, on Friday, September 24. Guests enjoyed hors d'oeuvres, beverages and a performance by Ensemble Español Spanish Dance Youth Company, and a keynote address by Enrique Rodríguez, News Anchor for Univision. Greetings from NEIU Board of Trustees were delivered by Dr. Carlos Azcoitia and Dr. Grace Dawson. Awards for Excellence were awarded to Senator Iris Martínez (Community Leadership), Rodrigo García (Business), Máximo Marín (Outstanding Alumni), Susan Echeverria (Education), and Eduardo Arocho (Fine Arts). The Lifetime Achievement Award was awarded to Dr. Angelina Pedroso, Professor Emerita Foreign Languages and Literatures.

**3. Pathways to Peace – September 23 - October 26**

Adult and Women Student Programs presented Pathways to Peace 2010, an annual month-long series of activities and events focused on raising awareness regarding domestic and sexual violence. This year's theme was Survivor Healing through Art. The initiative presented the Purple Ribbon campaign as a kickoff event, followed by the First International Conference on Art in Response to Violence, the Silent Witness Exhibit, and the White Ribbon Campaign. Co-sponsors included the Dean of Students Office, Health Services, Women's Studies, and the Adler School of Professional Psychology.

**4. Presidential Scholars Welcome Reception - September 24**

On Friday September 24, President Hahs hosted a welcome reception for the Presidential Scholars. Nine scholars attended the reception, including four new freshmen who met their peers as well as President Hahs and Marcelo Sztainberg, Presidential Intern. The Scholars exchanged ideas about possible projects for the current academic year and expectations for the program.

**5. Campus Tours – September 28 and October 8**

President Hahs and Chair Azcoitia toured the campuses of El Centro, CTC, and CCICS. A tour of Lake County will be planned in the future.

**6. NEIU Talent Show – September 30**

Produced by the Office of Cultural Events and sponsored by Beck's Book Store, the NEIU Annual Talent Show took place on Thursday, September 30 in the auditorium. Soon after the winning performances were uploaded to NEIU's website, NBC's *America's Got Talent* contacted NEIU to invite some of the students to audition for the show.

**7. Newly Tenured and Promoted Faculty Reception – September 30**

On Thursday, September 30, a reception was held to honor the newly tenured and promoted faculty by President Hahs at her residence. The event was well attended.

**8. Chicago Live – October 2 - November 12**

Chicago Live is a cultural program that allows First Year Experience (FYE) students the opportunity to explore the many facets of Chicago culture. The program is designed to give students access to cultural activities and events that may not otherwise be affordable and to encourage interaction between students, faculty, and staff outside the classroom. This fall, students visited the Adler Planetarium, Wendella Boat Tours, a Steppenwolf Theater production of "To Kill a Mockingbird", a Second City comedy show, and the Lincoln Park Zoo.

**9. Student Government Association Town Hall Meeting – October 5**

The Student Government Association (SGA) Student Life Committee held a Town Hall meeting on Tuesday, October 5 in SU 215 from 3:05 pm to 4:30 pm. The purpose of this meeting was to get an idea of issues important to NEIU students. Some of the issues discussed included the U-Pass, online classes, Aramark (food service), and parking.

**10. Freshman Leadership Institute - October 5 – December 1**

Student Activities began its 4<sup>th</sup> Annual Freshman Leadership Institute on October 5. Participants meet weekly in a cohort setting for eight weeks to focus on students' values and belief systems. At the end of the program, students will write their own belief statement and share it at their December graduation ceremony. Students will also be recognized at the Leadership Awards Banquet in April.

**11. Flu Shots for Students – October 11**

Beginning October 11 and continuing through January 2011, Student Health Services will offer flu shots to students for a nominal \$5.00 fee. Detailed information on the vaccine, helpful tips on hand-washing and other means of preventing the flu are provided.

**12. The Sixteenth Equity in Action, "Immigration and Social Justice" –  
October 12-13**

The sixteenth Annual Equity in Action Conference, "Immigration and Social Justice", was held at NEIU on October 12-13. Kim Bobo, author of *Wage Theft in America, Why Millions of Working Americans Are Not Getting Paid and What We Can Do About It*, delivered a keynote address. Two full conference days highlighting various aspects of the immigration debate were articulated, including research from Professors of Political Science from the University of Illinois at Chicago (UIC) on the Immigrants' Rights Movement. NEIU students presented their findings from their Spring Break study abroad trip to Juarez, Mexico with a discussion titled: *"Death Capital of the World: NEIU Student Perspectives on their Experiences with Immigration & Social Justice Issues at the USA/Mexico Border."* Sessions were well attended by the university community and sponsored by the Angelina Pedroso Center for Diversity and Intercultural Affairs.

**13. Faculty and Staff Town Hall Meeting – October 12  
Student Town Hall Meeting – October 21**

President Hahs held a Town Hall Meeting for faculty and staff on Tuesday, October 12 and a Student Town Hall Meeting on Thursday, October 21. The meetings provided an opportunity for dialogue within the University community in an informal setting. Topics were presented, followed by a question and answer session.

**14. United Greek Council Retreat – October 15-16**

Thirty fraternity and sorority members spent two days at Camp Algonquin to focus on the betterment and growth of the NEIU Greek System. Members brainstormed on topics such as promoting the Greek System, academic issues, retention, recruitment, and hazing. Students learned about the challenges they face and created a plan on how to make the Greek System more successful on campus.

**15. Jewel Box Series – October 15**

On Friday, October 15, the Jewel Box Series featured the Angeles Saxophone Quartet, graduate students from UCLA. The Quartet performed music from Bach, Maslanka and Singelee. Concerts are broadcast live on WFMT 98.7 FM, Chicago's classical radio station.

**16. Chicago Teachers College (CTC) Alumni Luncheon – October 15 and  
October 22**

The NEIU Alumni Association launched a CTC Presidential Lunch Series to personally connect with CTC alumni throughout the Chicagoland area. The first lunch took place on October 15 at Ciao Restaurant in Palos Hills to connect with south suburban alumni and the second lunch was held on October 22 at Maggiano's Little Italy in Skokie to reach the near north suburban alumni.

**17. Congressional Hispanic Caucus Institute (CHCI) – October 16**

NEIU in partnership with the Congressional Hispanic Caucus Institute hosted the third Ready to Lead program. The goal of the program is to motivate, educate and empower Latino high school students to graduate from high school, prepare for college admission, and serve and lead in their communities. Approximately 150 students and parents from ten schools participated at this one-day event. Over thirty Latino professionals, most of them NEIU alumni, participated in a mentoring power hour. Trustee Chair Carlos Azcoitia and State Senator Iris Y. Martinez provided remarks.

**18. White House Initiative on Educational Excellence for Hispanics,  
National Educational Summit and Call to Action - October 18 - 19**

On October 18 and 19, Chair of the NEIU Board of Trustees Dr. Carlos Azcoitia, President Hahs and Director of Government Relations Suleyma Perez represented NEIU at the White House Initiative on Educational Excellence for Hispanics, National Educational Summit and Call to Action events in Washington, D.C. At the events, key Education Department and Administration officials shared their expertise and resources with attendees.

On October 19, Chair Azcoitia and Janice Mejia attended the White House Initiative Executive Order Signing Ceremony. Ms. Mejia is an NEIU graduate student, ENLACE Fellow, and Summer 2010 Intern for the White House Initiative on Educational Excellence for Hispanics.

**19. Service Awards for Civil Service and Administrative and Professional  
Employees – October 20**

NEIU recognized the service of over 200 employees at a wonderful event in Alumni Hall on Wednesday, October 20. Human Resource Director Marta Maso, and Civil Service Council Co-Chairs, Judy Brewer and John Teuber each greeted the assembly and discussed service to the University. President Hahs continued the service theme and thanked all for their contributions to the University and combined success of over sixteen hundred years of service.

Following her remarks, and assisted by HR Director Marta Maso, President Hahs congratulated honorees individually and presented them with a certificate and a gift based on their years of service, as their respective Vice President read their names from the podium.

When the presentations were completed, honorees and guests were invited to the impressive lunch buffet prepared by Aramark, while, under the direction of Mayo Tiano, the NEIU Jazz Combo provided delightful music throughout the event.

**20. Polish-American Heritage Celebration – October 22**

On Friday, October 22, the NEIU Alumni Association (NEIUAA) and the council of Educators in Polonia hosted the 13<sup>th</sup> Annual Polish-American Heritage Celebration. Over 150 members of the Polish-American community, as well as NEIU alumni and friends attended the program. NEIU Trustee Ed Dykla delivered greetings from the Board of Trustees. The program included a Chopin piano performance and a presentation of awards and student scholarships.

**21. Office of Sponsored Programs Recognition Breakfast – October 25**

The Office of Sponsored Programs hosted its annual Recognition Breakfast in October, which was attended by nearly thirty faculty and staff members. The event acknowledged NEIU faculty and staff who directed projects funded by grants and contracts as well as those who submitted proposals for external funding during fiscal year 2010. The Office of Sponsored Programs works closely with faculty and staff to guide them in executing the initial stages of grant preparation. From these new and continuing initiatives, NEIU has implemented and sustained many outstanding programs and projects to strengthen its learning community. Many of these efforts establish opportunities and services for the student population.

**22. Second Annual Spirit Week – October 25-29**

The Student Union and the Northeastern Programming Board hosted the 2<sup>nd</sup> annual NEIU Spirit Week. Activities included Zumba dance lessons, a costume contest, a pumpkin-carving contest, a Caribbean dance demonstration, and a child care haunted house. Participants won numerous prizes.

**23. Great Service Matters – October 27- 28**

The Great Service Matters series on professional development continues to support our Strategic Goals of Student Success and Exemplary Faculty and Staff. Eight sessions were held on October 27 and 28. The presenters provided valuable information that promoted dialogue to engage all staff of the University. The underlying culture of Northeastern is enhanced by our participation and is reflected in the great service demonstrated in all of our work.

**24. NEIU Empowerment Through Technology (NETT) Day – October 28**

The first annual NEIU Empowerment Through Technology (NETT) Day was held on Thursday, October 28, in the Student Union. Workshops on empowering technology applications, software and devices were given from 12:00 p.m. to 7:00 p.m. by technology firms, including Google and Motorola, as well as faculty, staff and students. NETT Day was a collaborative effort of the Angelina Pedroso Center for Diversity and Intercultural Affairs and the College of Business and Management's Development and Community Affairs.

**25. Presidential Lecture Series – October 28 and November 11**

The Presidential Lecture Series hosted author Ken Auletta on Thursday, October 28. Mr. Auletta presented a lecture on his new book, *Googled: The End of the World As We Know It (2009)*. This event was planned in conjunction with NEIU's first annual NETT Day. On Thursday, November 11, author and professor, Kristan Cilente discussed her book, *Leadership for Social Change*.

**26. International Week – November 1-5**

International Week took place on the various NEIU campuses from November 1 through 5. This week-long celebration was a re-conceptualized version of International Day, which has been an annual event for over 30 years. Activities included window displays representing the various cultures at NEIU; Dia de los Muertos displays at El Centro; a fair for ethnic and culturally based clubs; and a talent show at the CCICS campus. The week culminated with an International Festival in Alumni Hall, where student organizations and other members of the campus community provided food and entertainment from their native countries. Representatives from across the university planned and coordinated the event.

**27. Professional Development Workshop – November 5**

The Student Life Professional Development Committee hosted a workshop titled *Understanding Our Students* on Friday, November 5 from 10:00 am to 2:00 pm. The workshop focused on "Students who are Veterans and Parents" and included a student panel and small group discussion.

**28. Hunger Week – November 15-20**

Student Activities presented "Hunger and Homelessness Awareness Week" as part of the Leaders Emerging and Developing (LEAD) program. Activities included a Social Class Dinner, which illustrated the disparity among classes through food; a Sleep Out, which challenged students to spend an evening outside; and a day of fasting. At the end of the program, students delivered Thanksgiving meals to local families. Funds raised benefited Oxfam, Chicago Coalition for the Homeless, and the Chicago Food Depository.

**29. Panel Discussion, "No Borders for Catastrophe" – November 16**

On November 16, the Justice Studies Club, the Pakistani Students Association, journalists representing the Urdu Times, and representatives from Helping Hands participated in a panel presentation on "*No Borders for Catastrophe*", an analysis of NEIU's response to global disasters. Topics of discussion included: global society becoming increasingly interconnected and building a more just and peaceful world by helping one another in times of crisis.

### **30. The Twelfth Annual Interfaith Conference – November 17**

The twelfth Annual Interfaith Conference presented “*The Power of Forgiveness*” on November 17. Patrick Mureithi, a documentary film maker presented a video discussion with his film *ICYZERE: Hope*, a film about healing and rebuilding communities in post genocidal Rwanda. Mureithi offered groundbreaking ideas, testimony and experience in the difficult but rewarding work of opening lines of communication between perpetrators of violence and survivors. Local representatives of various faith-based communities joined NEIU to discuss forgiveness, reconciliation and hope.

### **31. University’s Presence in Online Searches**

The Marketing Department has been working with an outside company to increase the University’s presence in online searches. Since the launch of the campaign one year ago, we have seen the following results:

- Visits to the NEIU website have increased by 246,486 visitors for the year compared to last year.
- More than 23 percent of Web visits are coming from new visitors.
- Visitors are spending an average of more than 4 percent longer on the NEIU website.
- Traffic from search engines and referral sites to the NEIU website has increased nearly 25 percent.

### **32. Social Media Initiatives at NEIU**

Northeastern’s social media initiatives continue to grow. Northeastern’s Facebook page now has more than 2,000 followers from 19 different countries. It is the sixth most popular way people are reaching the NEIU website bringing more than 4,000 visitors over the last 12 months. Northeastern also has been cultivating the University’s LinkedIn alumni group, which now has a membership of nearly 1,300.

### **33. Marketing and Communications Plan to Increase Enrollment**

Marketing is working with Enrollment Services and Academic Advising to develop a communication and marketing plan to increase our yield of admitted students:

- A “Next Steps” campaign has started with e-mails and publications to help admitted students know what their next steps to enrolling are and to keep them engaged with the University.
- A new marketing campaign is being launched for transfer students to encourage earlier applications and create a community to engage them after being admitted to the University.
- Communications to newly admitted students are being reviewed and revamped to give them a better impression of the University and to include information pertinent to their decision to enroll.
- New marketing communication plans are being considered to encourage students to attend new student orientations at the University.