President’s Report to the Board of Trustees

Thursday, September 14, 2017
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I. A. ACTION ITEM: FISCAL YEAR 2018 UNIVERSITY OPERATING BUDGET

Overview
Historically, the Board of Trustees has been asked to approve the University’s fiscal year Operating Budget at three points in its development.

First, Board approval is required of the University’s Operating and Capital Budget request for the upcoming fiscal year to enable submission to the Illinois Board of Higher Education (IBHE) and inclusion in the State budget process. That has historically been provided at the September meeting for the upcoming fiscal year.

Second, the University must load an Operating Budget prior to the beginning of the fiscal year on July 1 in order to conduct operations, so the Board has historically approved a preliminary budget at the June meeting, prior to the Governor’s signature of the State budget bill and determination of the University’s appropriation.

And third, following determination of the State appropriation and at a time when fall semester enrollments are better known, the Board has historically approved a final budget at the September meeting, the budget used for budget-to-actual reporting and the fiscal year financial statements.

In September, 2016, the Board approved the FY2018 Operating and Capital Budget request, which was then submitted to the IBHE. That budget request totaled $94,999,500 and included salary and cost increases of about $1.7 million and priority strategic planning investments of $1.3 million. At the time that request budget was prepared and then approved, no State appropriation had been finalized for either FY2016 or FY2017. The request budget was based upon assumed State funding of $31,364,000, a decrease of 15% from the amended FY2015 appropriation.

In June, 2017, the Board approved undefined University operational expenditures for FY2018 consistent with expected levels of revenue, pending Board action on a final Operating Budget and given the lack of a final State appropriation to the University for FY2016, FY2017, and FY2018.

Now, the Board is asked to approve the final and reduced FY2018 Operating Budget of $89,638,800, following Legislative approval of an FY2018 appropriation of $33,209,000. Approval is requested for the FY2018 Operating Budget as presented in Table 1 on page 4.

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

Before actual budget decisions are made, University administration in consultation with the University Planning and Budget Council (UPBC) determines the overall priorities for budget development. The allocation of expenditures in this budget follows those established priorities.

FY2018 Budget Overview
This budget presented to the Board considers the parameters and is based on the FY2018 state appropriation, tuition and fees, grants and contracts, other local funds held by the University, and strategic priorities determined by the University community and endorsed by the Board.

The Board adopted the University’s initial FY2018 Operating Budget request in September, 2016. The University’s initial request included funding for cost and salary increases and for the implementation of strategic initiatives identified by the UPBC and the University community.
I. A. ACTION ITEM: FISCAL YEAR 2018 UNIVERSITY OPERATING BUDGET

The request was forwarded to the IBHE and considered in their higher education budget recommendation presented to the Governor and to members of the Illinois General Assembly in December, 2016. That recommendation included an FY2018 appropriation of $36,945,100 for Northeastern. The Governor presented his FY2018 budget recommendations to the Illinois General Assembly on February 15, 2017. No budget agreement was reached during the regular Legislative session ending on May 31, and continuing resolutions were passed to remain in session.

The Illinois Senate passed budget bill SB6 on July 2, including the state FY2018 operating budget for Northeastern and all Illinois public universities. The Governor vetoed the budget bill on July 4, but the Legislature overrode that veto on July 6. For Northeastern, the approved FY2018 appropriation totals $33,209,000, a decrease of 10% from the amended appropriation in FY2015.

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

Table 1 summarizes the FY2018 operating budget revenues by source. Also presented in Table 1 is the general Operating Budget including the State appropriation and the University Income Fund (together commonly called the State/Income fund. This budget includes the primary operating budgets for the majority of University departments and is discussed in the following sections.

| Table 1 |
| NORTHEASTERN ILLINOIS UNIVERSITY |
| Fiscal Year 2018 Operating Budget |
| (with comparable data provided for Fiscal Year 2017) |

<table>
<thead>
<tr>
<th></th>
<th>FY2017 Budget</th>
<th>FY2018 Budget</th>
<th>Annual Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollar</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td><strong>Unrestricted Operating Budget</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State General Funds Appropriations $31,364,000</td>
<td>$33,208,900</td>
<td>$1,844,900</td>
<td>5.9 %</td>
</tr>
<tr>
<td>University Income Fund 60,602,600</td>
<td>56,429,900</td>
<td>(4,172,700)</td>
<td>(6.9)%</td>
</tr>
<tr>
<td><strong>Unrestricted Operating Budget</strong></td>
<td><strong>91,966,600</strong></td>
<td><strong>89,638,800</strong></td>
<td><strong>(2,327,800)</strong></td>
</tr>
<tr>
<td><strong>Restricted Operating Budget</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Fee Programs $10,207,000</td>
<td>$10,043,500</td>
<td>(163,500)</td>
<td>(1.6)%</td>
</tr>
<tr>
<td>Sales &amp; Services 6,341,000</td>
<td>3,232,500</td>
<td>(3,108,500)</td>
<td>(49.0)%</td>
</tr>
<tr>
<td>Auxiliary Services 4,960,400</td>
<td>4,473,500</td>
<td>(486,900)</td>
<td>(9.8)%</td>
</tr>
<tr>
<td>Grants &amp; Contracts-Education 288,000</td>
<td>288,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Indirect Costs Recovery 1,600,000</td>
<td>1,816,000</td>
<td>216,000</td>
<td>13.5%</td>
</tr>
<tr>
<td>Local Grants &amp; Contracts 150,000</td>
<td>150,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State Grants &amp; Contracts 2,050,000</td>
<td>2,050,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Federal Grants &amp; Contracts 33,000,000</td>
<td>33,000,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Private Grants &amp; Contracts 1,000,000</td>
<td>1,000,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Restricted Operating Budget</strong></td>
<td><strong>59,596,400</strong></td>
<td><strong>56,053,500</strong></td>
<td><strong>(3,542,900)</strong></td>
</tr>
<tr>
<td><strong>Total Operating Budget</strong></td>
<td><strong>151,563,000</strong></td>
<td><strong>145,692,300</strong></td>
<td><strong>(5,870,700)</strong></td>
</tr>
</tbody>
</table>
I. A. ACTION ITEM:  FISCAL YEAR 2018 UNIVERSITY OPERATING BUDGET

Table 2 summarizes the FY2018 operating budget expenditures by functional category (e.g., instruction, research) and by object category (e.g., personal services, travel).

<table>
<thead>
<tr>
<th>Functional Categories</th>
<th>Operating Fund (State and Tuition)</th>
<th>Restricted Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$49,129,078</td>
<td>$6,186,761</td>
<td>$55,315,839</td>
</tr>
<tr>
<td>Organized Research</td>
<td>227,650</td>
<td>1,378,191</td>
<td>1,605,841</td>
</tr>
<tr>
<td>Public Service</td>
<td>931,838</td>
<td>15,652,192</td>
<td>16,584,030</td>
</tr>
<tr>
<td>Academic Support</td>
<td>7,233,787</td>
<td>2,352,226</td>
<td>9,586,013</td>
</tr>
<tr>
<td>Student Services</td>
<td>4,397,898</td>
<td>21,358,332</td>
<td>25,756,230</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>12,285,878</td>
<td>1,418,634</td>
<td>13,704,512</td>
</tr>
<tr>
<td>Operations and Maintenance</td>
<td>13,255,071</td>
<td>2,487,948</td>
<td>15,743,019</td>
</tr>
<tr>
<td>Independent Operations</td>
<td>-</td>
<td>5,219,216</td>
<td>5,219,216</td>
</tr>
<tr>
<td>Benefits/Social Security/Medicare</td>
<td>1,105,000</td>
<td>-</td>
<td>1,105,000</td>
</tr>
<tr>
<td>Health Insurance Reserve Fund</td>
<td>1,072,600</td>
<td>-</td>
<td>1,072,600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$89,638,800</td>
<td>$56,053,500</td>
<td>$145,692,300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line Item Categories</th>
<th>Operating Fund (State and Tuition)</th>
<th>Restricted Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>72,123,610</td>
<td>$12,171,430</td>
<td>$84,295,040</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>8,989,420</td>
<td>17,324,752</td>
<td>26,314,172</td>
</tr>
<tr>
<td>Travel</td>
<td>229,369</td>
<td>240,755</td>
<td>470,124</td>
</tr>
<tr>
<td>Commodities</td>
<td>866,608</td>
<td>1,483,985</td>
<td>2,350,593</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,029,805</td>
<td>556,951</td>
<td>1,586,756</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>622,388</td>
<td>141,042</td>
<td>763,430</td>
</tr>
<tr>
<td>Awards/Grants/Tuition Waivers</td>
<td>1,299,000</td>
<td>15,802,379</td>
<td>17,101,379</td>
</tr>
<tr>
<td>Permanent Improvements</td>
<td>200,000</td>
<td>1,195,904</td>
<td>1,395,904</td>
</tr>
<tr>
<td>Benefits/Social Security/Medicare</td>
<td>1,105,000</td>
<td>2,965,302</td>
<td>4,070,302</td>
</tr>
<tr>
<td>Health Insurance Reserve Fund</td>
<td>1,072,600</td>
<td>-</td>
<td>1,072,600</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>-</td>
<td>1,816,000</td>
<td>1,816,000</td>
</tr>
<tr>
<td>Other/Transfer Out (Debt Service)</td>
<td>2,101,000</td>
<td>2,355,000</td>
<td>4,456,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$89,638,800</td>
<td>$56,053,500</td>
<td>$145,692,300</td>
</tr>
</tbody>
</table>
I. A. ACTION ITEM: FISCAL YEAR 2018 UNIVERSITY OPERATING BUDGET

Revenue

As shown in Table 1, the University’s general Operating Budget financed from the State appropriation and tuition revenue will decrease by $2.3 million, or 2.5 percent from the FY2017 budget. This is a result of declines in both State support and student credit hour enrollments. This Operating Budget reflects the final State appropriation passed by the General Assembly in an override of the Governor’s veto, and equals $33,209,000.

The University’s total operating budget, reflecting both the unrestricted and restricted budgets, will decline by $5.87 million, primarily due to reduced enrollment projections adversely impacting student fee programs and support services including auxiliaries like Parking Services.

Final enrollment projections for the FY2018 budget are based upon past enrollment levels, the work of the Enrollment Planning Council, and registration data through the time this report was finalized. Using 10th day enrollment census data, FY2017 (Fall 2016, Spring 2017, and Summer 2017) credit hour enrollment were, in total, 4.7 percent below that of the previous year. Projecting forward to FY2018 using multi-year trends, the budget estimates project total annual enrollment to decline further by 4.7 percent from FY2017 levels.

In total, the proposed general operating budget of $89,638,800 reflects a decrease of $2,327,800 million, or 2.5 percent, from the FY2017 budget.

Restricted budgets reflect fee rates as approved by the Board and using the same enrollment projections. Student fee program budgets are based on the same projected enrollments as the unrestricted operating budget, and the fee rates approved in November, 2016 by the Board of Trustees. Estimates for auxiliary and grants are primarily based on historical revenue trends.

Expenditures

The unrestricted general Operating Budget funded by tuition revenues and the State appropriation is the primary source of funds for most University operations. As noted in Table 1, the Operating Budget is less than from last year. This reduction reflects the work of the President and Vice Presidents to prioritize the University’s greatest needs within the limits of projected revenues.

Over 80 percent of the University’s unrestricted general Operating Budget is for personnel expense. And over half of the University’s workforce is covered by collective bargaining agreements with five bargaining units. One of these collective bargaining agreements expired at the end of the last fiscal year and others continue for one or two more contract years. At the time this board report was prepared, it is not known what, if any, increase is required for the employees covered under the expired bargaining agreement. An allowance is included for actual and potential increased salary requirements for negotiated employees, as noted, and a comparable increase for non-negotiated Civil Service employees. This assumption requires an increase of $1.63 million from current salary costs.

The recommended budget unfortunately does not afford funding to support projects recommended by the UPBC. However, the FY2018 savings from the summer, 2017 position eliminations process will be more than $3 million. Two thirds of the positions eliminated involved employee layoffs, so the first-year savings is limited by notice periods of 30 days up to one year in length. The annual ongoing savings from the position eliminations will be greater than $9 million, and will allow the University to invest in strategic initiatives going forward, whether those are recommended by the UPBC, or highlighted via the program review and assessment process occurring in FY2018.

In addition to the position elimination savings, the President and each Vice President prepared budgets altogether reflecting a reduction of $3.34 million, or 3.5 percent, from the previous year base.
I. A. ACTION ITEM: FISCAL YEAR 2018 UNIVERSITY OPERATING BUDGET

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

The NEIU Budget Office prepares a detailed University budget for all departments and offices and provides a copy of that budget document to each Trustee and each division office. Three copies are placed in the University Library for review and use by the entire University community.

Quarterly budget-to-actual spending reports are made to the Board of Trustees. Unscheduled reports are made regarding any mid-year changes in State funding levels and any other State events or actions that impact the University budget.

It is requested that the Board of Trustees approve the FY2018 budget as discussed herein, and as presented in Tables 1 and 2.
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

Introduction
Each year, the Board of Trustees of Northeastern Illinois University is required to adopt an operating and capital budget request and submit that request to the Illinois Board of Higher Education (IBHE). This request is being presented to the Board of Trustees as an item for review, discussion, and approval. After Board approval, the request will be submitted to the IBHE before its deadline of October 15.

The FY2019 operating budget request presented to the Board of Trustees acknowledges the current financial constraints in the State of Illinois. At the same time, the budget is intended to advance the strategic goals developed by the University community and endorsed by the Board. In 2008, the Board adopted a revised University Mission Statement and endorsed a University Vision Statement, Statement of Values, and Strategic Goals and Action Steps. That Strategic Plan was refreshed, and presented to the Board on February 5, 2015. This budget request includes funding for new and continuing items that address the strategic initiatives identified by the University community and support our Strategic Goals and Action Steps.

The University continues to incorporate strategic planning and shared governance into budget development. The University Planning and Budget Council (UPBC) is the Board-recognized governance body for providing input and counsel to the University administration in the planning, development, and implementation of the University budget. The UPBC has two elected representatives from each of the academic colleges, one faculty member from the Library, the current NEIU faculty representative on the IBHE Faculty Advisory Council, two representatives from the Administrative and Professional Council, two from the Civil Service Council, two students appointed by the Student Government Association, and one dean chosen by the Provost’s Deans Council. A UPBC chair having a three-year appointment is selected, and the current chair is Jon Hageman, Ph.D., Professor of Anthropology. Also, the University President, the Vice President for Finance and Administration, and the Executive Director of University Budgets are ex-officio members.

At the September 2017 meeting, the Board will receive a strategic planning update that will assess progress in achieving the action steps and tasks that were planned for FY2017. In addition, the Board will receive a summary of the tasks that the University plans to undertake in FY2018.

The budget request being presented here to the Board includes recommendations and priorities identified by the UPBC. The vice presidents presented to the UPBC the strategic initiatives for their areas and their proposed work plans for meeting those priorities. The UPBC then reviewed, discussed, and adopted selected priorities based on the recommendations of its representatives. Funds to support some recommendations are included in this FY2019 budget request.

Overview of Operating and Capital Budget Requests
The budget requests brought before the Northeastern Illinois University Board of Trustees and summarized in this report are FY2019 requests, for the year beginning July 1, 2018 and ending June 30, 2019.

The FY2019 operating budget reflects the FY2018 operating budget for the University and the University’s budget requests for new funding for FY2019. Included in the operating budget are State-appropriated funds and the University Income Fund, which is established by State statute to account for student tuition and certain fee revenue. The total of State appropriations and University Income Fund revenues represents the University’s unrestricted operating budget. Developing the operating budget request requires a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students.
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

The FY2019 operating budget request provided in this report is based on assumed State funding of $33,209,000, which is equal to the FY2018 appropriation at the time of this report. The FY2018 appropriation was a decrease of 10 percent, from the amended FY2015 appropriation and from the total appropriation and stopgap together provided for FY2017.

From the University’s highest state funding level in FY2002 to the FY2018 appropriation, Northeastern has seen available funding from the State’s General Fund decrease by about $12.2 million, or 27 percent. In FY2002, the State appropriation comprised 69 percent of the total general unrestricted operating budget, while tuition comprised 31 percent. In the FY2017 budget, the State appropriation and stopgap together comprised only 40 percent, while tuition comprised 60 percent. Since FY2002, the state appropriation has decreased about 2 percent per year on average, while inflationary expense increases based upon CPI averaged about 2.1 percent per year from 2002 to 2015, leading to a marginal decline of about 4 percent per year during the latter period.

The budget request includes moderate funding requests for salary and cost increases, and the strategic planning initiatives recommended by the University Planning and Budget Council. These are the University’s highest priorities. The total of State appropriations and University Income Fund revenues represents the operating budget request that requires Board of Trustees approval and will be sent, following approval, to the Illinois Board of Higher Education for consideration.

The following summarizes the budget information provided in this report.

FY2019 Budget Development Schedule Table 1 provides a schedule of the budget development process. The Board of Trustees are receiving the initial FY2019 budget request in September, 2017, and the Board is scheduled to take action on the University’s FY2019 preliminary operating budget in June, 2018 and on the FY2019 final operating budget in September, 2018.

Strategic Goals The Strategic Plan was refreshed, and then endorsed by the Board of Trustees in February, 2015. The Strategic Goals in that Plan provide the framework for identifying University action steps, tasks, and specific strategic planning initiatives.

Operations The University’s operating budget request for FY2019 is summarized in Table 2 and additional information supporting the request is provided in this report. Table 3 summarizes the requests for salary and cost increases. Table 4 summarizes the recommended priority strategic planning initiatives for FY2019. These represent the highest University priorities, so the University will implement some of these programs through the redirection of staff effort and financial resources.

Capital Improvements Table 5 summarizes the FY2019 requests for capital improvements. Capital requests are discussed in the two broad categories used by the Illinois Board of Higher Education to classify state-funded projects – Regular Capital projects and Capital Renewal projects. Regular Capital projects include requests for new construction or significant remodeling or renovation. These projects typically provide new space or provide a significantly different use for remodeled space. Capital Renewal projects are of a lesser scope than Regular Capital projects. They include the remodeling or renovation of space, infrastructure renewal, and improvement projects that address deferred maintenance.

The capital requests were developed using the FY2019 cost factors provided by the Illinois Capital Development Board. The Illinois Board of Higher Education and the Capital Development Board recognize the differences in construction costs among the various locales in Illinois, most notably Chicago. The two boards approved higher construction cost standards for certain areas of the state where labor and material costs are significantly greater than other areas of the state. As a result, for Northeastern, higher and more accurate cost figures are used to develop the capital requests.
I. B. ACTION ITEM:  FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

Table 1
FY2019 BUDGET DEVELOPMENT SCHEDULE
FY2019 begins on July 1, 2018 and ends on June 30, 2019
(Development schedule is subject to change)

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2016</td>
<td>Discussion of preliminary FY2019 strategic priorities with University Planning and Budget Council</td>
</tr>
<tr>
<td>April 2017</td>
<td>Recommendations from the University Planning and Budget Council to address FY2019 strategic priorities</td>
</tr>
<tr>
<td>September 2017</td>
<td>Discussion and approval of the FY2019 operating and capital budget requests by NEIU Board of Trustees</td>
</tr>
<tr>
<td></td>
<td>Report to the Board of Trustees – Strategic Planning Update: FY2017 Work Plan Results and FY2018 Works Plans</td>
</tr>
<tr>
<td>October 2017</td>
<td>NEIU Board Finance Committee review and recommendation on FY2019 tuition and fee rates</td>
</tr>
<tr>
<td>November 2017</td>
<td>NEIU Board action on FY2019 tuition and fee rates</td>
</tr>
<tr>
<td>January 2018</td>
<td>Illinois Board of Higher Education action on FY2019 higher education operations, grants, and capital improvements recommendations</td>
</tr>
<tr>
<td>February 2018</td>
<td>Governor’s FY2019 Budget Address</td>
</tr>
<tr>
<td>May 2018</td>
<td>General Assembly’s action on FY2019 appropriations</td>
</tr>
<tr>
<td>June 2018</td>
<td>Governor’s action on FY2019 appropriations</td>
</tr>
<tr>
<td></td>
<td>NEIU Board of Trustees’ action on preliminary FY2019 University operating budget</td>
</tr>
<tr>
<td>September 2017</td>
<td>NEIU Board of Trustees’ action on final detailed FY2019 University operating budget</td>
</tr>
</tbody>
</table>

STRATEGIC GOALS
The University has identified six strategic goals to be pursued during the planning period of FY2015 to FY2021.

Strategic Goal One – Student Success
Advance student success from recruitment through graduation by engaging all members of the Northeastern community.

Strategic Goal Two – Academic Excellence and Innovation
Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

Strategic Goal Three – Urban Leadership
Build upon Northeastern’s tradition of community partnership and engagement by collaborating with educational, social service, governmental, philanthropic, and business organizations in Chicago and the region.

Strategic Goal Four – Exemplary Faculty and Staff
Invest in and support faculty and staff to foster a nationally recognized urban university and create a thriving work environment that makes Northeastern an employer of choice.

Strategic Goal Five – Enhanced University Operations
Improve operating efficiencies, physical and technological infrastructure and systems, and environmental sustainability in order to provide a supportive learning, teaching and working environment.

Strategic Goal Six – Fiscal Strength
Enhance Northeastern’s financial position by diversifying revenue sources and by strengthening institutional relationships with donors, public and private entities, and alumni.

FY2019 OPERATING REQUEST
Developing the FY2019 operating budget request requires that the University reach a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students. This budget includes modest funding requests for salary increases and selected strategic initiatives recommended by the University Planning and Budget Council. These are the University’s highest priorities.

The University also recognizes the need for adequate state funding to support instructional and support programs. Over the past few years, nearly all University departments have had their available spending reduced or held level to support faculty and staff salaries and unavoidable cost increases.

The University operating budget request for FY2019 totals $92,310,300, an increase of $2,671,500, or 3 percent, above the preliminary FY2018 operating budget base. The FY2019 operating budget request includes salary and cost increases totaling $1,716,500, and requests of $955,000 for priority strategic planning initiatives. Table 2 summarizes the operating budget request.

Table 2
FY2019 OPERATING BUDGET REQUEST
STATE APPROPRIATIONS AND UNIVERSITY INCOME FUNDS

(in thousands of dollars)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base (FY2018 Budget)</td>
<td>$89,638.8</td>
</tr>
<tr>
<td>Projected Salary and Cost Increases</td>
<td>1,716.5</td>
</tr>
<tr>
<td>Strategic Program Initiatives</td>
<td>955.0</td>
</tr>
<tr>
<td><strong>FY2019 Operating Budget Request</strong></td>
<td>$92,310.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change From Previous Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollar Change From Previous Year</td>
<td>$2,671.5</td>
</tr>
<tr>
<td>Percent Change From Previous Year</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

Salary and Cost Increases
The request includes salary increases so that employee salaries remain competitive with market rates. The requests are summarized in Table 3 and include an estimated general salary increase of $1,400,000 or 1.9 percent. The estimated increase is based on the University’s current collective bargaining agreements with a similar increase for non-negotiated staff.

Non-salary cost increases reflect a 1.8 percent increase based on the 2016 Higher Education Price Index (HEPI) for miscellaneous services. This is the most recent data available for the least volatile category of non-personnel services.

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY2019 OPERATING BUDGET REQUEST</strong></td>
</tr>
<tr>
<td><strong>SALARY AND COST INCREASES</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>FY2018 Preliminary Base</th>
<th>FY2019 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation Increases</td>
<td>$ 72,108.6</td>
<td>$ 1,400.0</td>
</tr>
<tr>
<td>Social Security/Medicare</td>
<td>1,005.0</td>
<td>19.1</td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>2,128.0</td>
<td>38.3</td>
</tr>
<tr>
<td>Natural Gas/Propane</td>
<td>508.0</td>
<td>9.1</td>
</tr>
<tr>
<td>Water/Sewer</td>
<td>152.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2,788.0</td>
<td>50.1</td>
</tr>
<tr>
<td>Library Books and Materials</td>
<td>932.0</td>
<td>16.8</td>
</tr>
<tr>
<td>All Other Operating Costs</td>
<td>12,805.2</td>
<td>230.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 89,638.8</td>
<td>$ 1,716.5</td>
</tr>
</tbody>
</table>

Strategic Planning Initiatives - Integrating Strategic Planning Into Budget Development
The budget recommendations presented to the Board again include the recommendations and priorities identified by the UPBC. The vice presidents met with the UPBC to outline the strategic priorities for their areas and to outline their proposed work plans for meeting those priorities. The UPBC then reviewed, discussed, and adopted selected priorities based on the recommendations of its member representatives.

Funds to support those priority recommendations are included in this FY2019 budget request. The request represents funding for 50 percent of the most important University initiatives costing a total of $1.9 million. Below is an overview of the strategic planning initiatives included in the FY2019 request.
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

Table 4
FISCAL YEAR 2019
STRATEGIC PLANNING INITIATIVES ENDORSED BY THE UPBC

<table>
<thead>
<tr>
<th>Academic Excellence and Innovation</th>
<th>$ 115,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship and career development program for alumni and students</td>
<td>15,000</td>
</tr>
<tr>
<td>Enhance academics and infrastructure at CCICS</td>
<td>100,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhance University Operations</th>
<th>$ 1,655,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restore maintenance budgets of Northeastern campuses to adequate levels</td>
<td>500,000</td>
</tr>
<tr>
<td>Speed up Northeastern network by replacing internet firewall</td>
<td>415,000</td>
</tr>
<tr>
<td>Upgrade Banner to unleash functions that increase operational effectiveness</td>
<td>325,000</td>
</tr>
<tr>
<td>Replace 150 obsolete, defective, or out-of-warranty computer workstations</td>
<td>235,000</td>
</tr>
<tr>
<td>Increase network security by installing multi-factor authentication software to decrease identity theft</td>
<td>180,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiscal Strength</th>
<th>$ 140,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase fundraising capability for the College of Arts and Sciences</td>
<td>90,000</td>
</tr>
<tr>
<td>Provide for more college and department specific alumni programming</td>
<td>35,000</td>
</tr>
<tr>
<td>Use data mining to create profiles of current and prospective donors</td>
<td>15,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>$ 1,910,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-half of value</td>
<td>$ 955,000</td>
</tr>
</tbody>
</table>

TUITION AND FEES
Timing the formal request for the approval of tuition and fee rates involves compromising, between early adoption, allowing students and their parents to better plan for college costs, and later adoption, allowing the University to consider available state funding in determining tuition rates.

In November 2016, the Northeastern Board of Trustees adopted tuition and fee rates for FY2018, the academic year beginning in the fall of 2017. A set of tuition and fee recommendations for FY2019 will be brought to the Board Finance Committee for discussion in October 2017, and to the Board for action at the November 2017 meeting.

CAPITAL IMPROVEMENTS
Table 5 summarizes capital improvement requests for FY2019. Requested capital projects total $248,910,600, with $234,450,600 in Regular Capital projects and $14,460,000 in Capital Renewal projects. The requests also include a priority number for each project, as requested by the Illinois Board of Higher Education.
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

A brief description of each project follows. All items were included on the FY2018 capital improvements request list. The projected cost of project 2018-1, Education Building Equipment, has been increased by two percent, based on the 2016 Higher Education Price Index (HEPI) for miscellaneous services. The projected cost of every other project has been increased by three percent, based upon the Illinois Capital Development Board (CDB) suggested cost guidelines for FY2019 budget preparation.

It should be noted that Northeastern’s first-ranked Regular Capital project, the Education Building, was previously funded and as such is not included in this capital improvement request list. The project was halted at the end of FY2015 due to the financial impasse, despite being halfway through the construction drawings (“blueprints”) stage, and is still frozen in process.

A. REGULAR CAPITAL

2018–1 Education Building, Equipment, $10,050,000
This request is for funds to provide moveable equipment in the new Education Building. Equipment includes classroom and office furniture, computer laboratory equipment and furniture, and general equipment for academic departments and support areas.

2018–2 Carruthers Center for Inner City Studies Renovation, $20,670,600
The Jacob C. Carruthers Center for Inner City Studies (CCICS) was established by Northeastern Illinois University in 1966 to improve the lives of inner city residents by offering undergraduate and graduate degree programs, as well as community service seminars and cultural events. As the area surrounding CCICS is undergoing a remarkable revitalization, so is the mission of the Center. Increasingly, the Center will become a focus for cooperative efforts between the University and Chicago inner city
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

schools, expanding offerings in teacher preparation and development, administrator training and in-service programs, and student enrichment programs.

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

Teaching and office spaces on floors 3, 4, and 5 will be modernized with the latest classroom technology, and new finishes and furniture will be installed. The public events areas on the lower level and first floor will be refurbished and modernized to meet specific program criteria. The public events areas include a student lounge and large meeting room on the lower level, the lobby, meeting rooms, and associated spaces on the first floor. These spaces will be provided with state-of-the-art audiovisual presentation equipment and lighting, as dictated by program requirements.

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

The two 1972 boilers will be replaced (the original chillers and elevators were recently replaced), the main air handling units will be replaced, and new temperature controls and a Building Automation System will be installed to more effectively monitor and operate the building heating, cooling, and lighting systems. The camera system will be replaced with a new central monitoring station. On the exterior, work will include replacing the 9,000-square-foot roof and related flashing.

2018–3 Science Building Planning, $8,400,000
and
2018–4 Science Building Construction, $107,100,000
and
2018–5 Science Building Equipment, $18,520,000
This request is for planning funds through the preparation of bid documents, construction funds, and moveable equipment for a new Science Building. Construction of a new Science Building is necessary to address the continuing growth, success, and pressing needs of the University. This project will permit Northeastern Illinois University to meet current and future needs for teaching laboratories, student and faculty research laboratories, classrooms, meeting and conference facilities, and office space.

The current Science Building was constructed in 1972. It is a three-story concrete frame building with a masonry veneer. The major laboratories and other teaching spaces are located in the center of the building, with offices located around the perimeter. Most offices are constructed in a unique double-decker fashion, located either a half story up or down from the main circulation corridor. These offices do not meet ADA accessibility requirements, and cannot be modified to do so without unreasonable expense.

Science teaching technology has changed dramatically since the building was constructed, and laboratory health and safety procedures and building code regulations have changed. The building has undergone only minor updating or renovation since construction in 1972.

In 2004, the University initiated a planning effort to modernize the existing Science Building. The planning took approximately 15 months and was a collaborative effort among University administrators, science faculty, students, facilities management, and two architectural consultants – LCM, and Burt,
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

Hill. This process resulted in a plan to modernize the occupied Science Building in five phases over seven years.

Following completion of the report, the University reviewed and discussed the Science Building modernization plan and determined that there were several factors that warranted a request for a new science building rather than renovating the current science building.

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

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

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

After looking closely at remodeling the existing Science Building, and the alternative of a separate Laboratory Building, a completely new building with classrooms, teaching labs, research labs and offices was decided to be the most cost effective and time efficient way to provide a state-of-the-art science facility. This building would support not only current program requirements but would be flexible in meeting future programs with an environment much more conducive to learning. At that time, it was discovered that planning for a new science building would cost an estimated $7.7 million and construction would cost an estimated $96.4 million. (These numbers have since increased due to inflation.)

The new Science Building, together with the new Education Building already funded and in planning but on hold, will place Northeastern at the forefront of providing a first-class educational environment for students and faculty. Northeastern requests funding for a new Science Building to enhance its ability to educate new scientists, and to contribute to the State of Illinois by training new teachers and providing professional development opportunities to current teachers.

The proposed Science Building will be more than 200,000 GSF and will include general and specialized classrooms, as well as teaching and research laboratories for undergraduate and graduate students and faculty. The building will be LEED (Leadership in Energy and Environmental Design) certified.

2018–6 Building F Performing Arts Renovation and Expansion, $24,470,000
Building F houses the University’s theatre program and the Stage Center Theatre. The building was constructed in 1961 and has not undergone significant remodeling since that time. This project would renovate and expand the current space to provide the teaching and performance space needed to support the current and future needs of the Department of Communications, Media, and Theatre.
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

The building expansion would also provide space for the internationally renowned Ensemble Español Spanish Dance program in residence at the University.

The project includes a new 140 seat thrust stage theater, rehearsal and support space, CMT department offices, technical classrooms, scene and costume shops, storage, a flexible black box theater capable of serving as a rehearsal space, TV studio, and performance space. The project includes two rehearsal spaces for Ensemble Español, sound and video systems, costume and equipment storage, and dressing rooms.

2018–7 Lech Walesa Hall remodeling, $13,640,000
This project is closely linked with the completed construction of the Education Building and will renew existing finishes, modernize HVAC and utility systems, replace fixed equipment, and remodel interior areas in response to programmatic changes in the building since it was constructed in 1973. The project includes realigning administrative space throughout the building by consolidating various department offices. It also reconfigures the second-floor open computer laboratories, consolidates the University's computer center and support offices, and adds student meeting and group spaces in support of a student-centered environment. The project would also replace the perimeter heating and cooling units; modify lighting, electrical, and data distribution systems to support remodeling; and renew interior finishes and fixed equipment in classrooms, corridors, stairwells, and washrooms.

2018-8 Ronald Williams Library renovation, $31,600,000
The role of the academic library has evolved dramatically since the opening of the Ronald Williams Library in 1977. The Library completed a master space plan in 2014 to define its future trajectory. The planning process was conducted in conjunction with CannonDesign, a firm with extensive experience in space planning for academic libraries. The Strategic Plan for Library Services FY2012 Action Plan and the Association of College and Research Libraries Report on the Innovation Roundtable at Ronald Williams Library were foundational elements in the planning. The design team undertook an in-depth study of contemporary trends and initiatives at academic libraries across North America.

The master space plan addresses both necessary upgrades to building systems and finishes, as well as a re-imagination of existing spaces. An expansion of the Library facility is not needed in order to serve University needs. However, the amount of seating available is insufficient to serve the current student population, and these seats are primarily at traditional reading tables and study carrels, with minimal lounge, computer, and group study spaces. Currently, only 44 percent of available seats are adjacent to an electrical connection, limiting the functionality of more than half the seating for students, and leading to ad hoc furniture arrangements arising from a quest for electrical outlets.

The Library hosts multiple external partner institutions and programs, enriching the learning environment but leading to a confusing multiplicity of reception desks and issues with way finding. The master plan calls for a phased implementation on the first floor, and independent project pieces for the lower level and floors two through four, with particular budgets as follows, altogether totaling $31.6 million.

- Phase 1A – Outfitting the first floor with a new diversity of individual and collaborative furnishings, and providing an “Information Commons” of centrally located public computers. $1.5 million.
- Phase 1B – The renovation of current administrative services space into a new Library services area with new furniture, building systems, and furniture. Provision of a new printing area. $3.3 million.
- Phase 1C – Renovation of the southern half of the first floor, including demolishing the current reference desk. Provision of renovated building systems and finishes. $3 million.
- Lower Level – Construct a new seminar room, condense and combine the server room spaces, rearrange the Illinois Regional Archives Depository spaces, and install compact shelving. $4.9 million.
I. B. ACTION ITEM: FISCAL YEAR 2019 OPERATING AND CAPITAL BUDGET REQUESTS

- Second floor – Renovate the existing technical services and ombuds space into an administrative suite, quiet study space, and a relocated ombuds office. $4.8 million.
- Third floor – Construct small meeting rooms adjacent to the Center for Teaching and Learning, provide 14 group collaboration spaces, and add a library instruction room, several large group study spaces, and varied casual seating spaces. $6.6 million.
- Fourth floor – Convert or renovate existing space for TRIO Program and the Language Learning Lab. Renovate entire floor with building systems, finishes, and furniture. $5 million.
- General spaces and other – Refurbish restrooms, stairwells, main entry vestibule, and security systems (access control, security cameras), update audio visual systems, and hazardous materials abatement. $2.4 million.

B. CAPITAL RENEWAL PROJECTS

2018–1CR Electric Cable Replacement, Phase 1, $1,890,000
This project replaces aluminum cable and outdated tap boxes throughout the main campus, all installed in 1961. Phase 1 will complete preliminary design, develop an implementation plan and physically replace the highest priority systems to meet current electrical code requirements. The aluminum cable carries 4160-volt current among all eight main campus buildings. A portion of the work will require that the electrical system be shut down, necessitating execution during closed hours.

2018–2CR Campus Roof Replacements, $4,800,000
This project renews the building envelope and roof integrity, and protects interior spaces for multiple University buildings. The Physical Education Complex (PEC) was constructed in 1988, underwent a partial roof replacement in 2008, and the pool area roof is being replaced in 2017. This project would address the rest of the roof. Building E (built in 1987), Lech Walesa Hall (1989), and Bernard Brommel Hall (BBH, 1990), would all have roof replacement and associated work such as flashing and coping. BBH requires masonry repairs as well to prevent moisture penetration. All buildings are experiencing an increase in roof leaks and moisture penetration through exterior walls, and exhibiting severe signs of distress. The University proposes extensive repairs and renovations to address these concerns.

2018–3CR Entrances and Walkway Repairs, $5,130,000
This request is to address the deferred maintenance of entrances and walkways throughout the campus, and fund the renewal of that infrastructure. The project will repair concrete walks by eliminating tripping hazards; repair cracked, broken and deteriorated concrete sections and surfaces; and replace waterproofing membranes. ADA improvements will be accomplished and the entrances to Building E and the Sachs Administration Building will be rebuilt. Work entails removal and replacement of existing concrete walkways, masonry walls, curbs, and steps.

2018–4CR Buildings D and E Exterior Window Wall Replacement, $2,640,000
This project replaces 1,800 linear feet of the original window wall in Buildings D and E and the adjacent enclosed connection corridors. These buildings are two of the original campus buildings constructed in 1961. The existing window wall is floor-to-ceiling single-glazed clear glass with sliding glass windows between mullions. Replacement of the antiquated window wall will significantly reduce energy costs. The existing floor-to-ceiling window wall will be removed and replaced with a new window wall containing a thermal break frame having operable windows, and a combination of low - E reflective glass and insulated panels. This work includes a total of 16,200 square feet of window wall around Buildings D and E and adjacent connection corridors with buildings CBM, B, and F.
I. C. ACTION ITEM: EXPENDITURE RECOMMENDATION FOR PURCHASES OF $100,000 OR MORE – SNOW REMOVAL CONTRACT

Northeastern Illinois University contracts with a firm to provide snow removal services for parking and drive areas following major snow accumulations. Although last winter was a light snow season, in prior years, snow plowing expenditures have reached $200,000.

Anticipating that the contract could possibly approach $200,000 with a heavy snow season, approval is being requested to that level. Itemization of any expenditure exceeding $200,000 will be brought as a subsequent board item.

PROJECT COST
$200,000

SOURCE OF FUNDS
Parking Fee

RECOMMENDED VENDOR
Snow Systems, Inc.
600 N. Wolf Rd.
Wheeling, IL 60090-3030

SUMMARY OF SUBMITTAL PROPOSALS
Snow Systems, Inc.
600 N. Wolf Rd.
Wheeling, IL 60090-3030
I. D. ACTION ITEM: APPROVAL OF MASTERS IN PUBLIC HEALTH DEGREE PROGRAM

Introduction
Northeastern Illinois University is seeking approval by the Board of Trustees to offer a Masters in Public Health (MPH). Following Board approval, the University will seek degree-granting authority for this program from the Illinois Board of Higher Education.

Background
The Northeastern Illinois University (NEIU) Master of Public Health (MPH) is a 42-credit hour program that uniquely offers broad, master's-level training in public health via 36 required credit hours and six credit hours of relevant electives. The proposed generalist MPH degree would be unique in the greater metropolitan Chicago area, as it will be the only program of its kind in the area. Students will have the opportunity to select electives from a wide variety of programs. In this way, students are not limited to a concentration area, but rather can explore a wide variety of topic areas related to public health, such as sociology, gerontology, exercise physiology, women and gender's studies, justice studies, economics, philosophy, and more. The proposed generalist MPH program will provide an affordable and accessible option for students, including working professionals and first generation college graduates from ethnically and racially diverse backgrounds, to obtain an advanced degree in an area in which a diverse workforce is needed to help reduce health disparities among ethnically and racially diverse populations and minority groups.

The primary focus of the MPH program is to be a generalist program with a focus on health disparities. The program will prepare a diverse population of students the opportunity to collaborate with, conduct research in, and work in a variety of public health settings. Settings may include public and private health care organizations, health research facilities, social service and environmental health agencies, and government institutions dedicated to public health policy, programming, and services. Job titles may include health educator, community health worker, medical and health service manager, policy maker, social and community service manager, and health researcher. Additionally, students will be prepared to pursue terminal degrees in the behavioral health, epidemiological, or environmental health sciences, as well as health-related law and policy, health care administration, and health communication.

Contribution to University Mission and Strategic Plan
This mission of Northeastern Illinois University is as follows: Northeastern Illinois University, as a public comprehensive university with locations throughout Chicago, provides an exceptional environment for learning, teaching, and scholarship. We prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.

The MPH program adopts a similar mission to prepare a diverse learning community to lead and serve both in the region and in the world. The program’s mission is as follows: The mission of the master of public health program at Northeastern Illinois University is to prepare a culturally competent, diverse community of students for public health leadership and service in our region and throughout the world, particularly among marginalized communities and with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

Like the university’s mission, the MPH mission emphasizes education and scholarship with a focus on working with diverse populations.
I. D. ACTION ITEM: APPROVAL OF MASTERS IN PUBLIC HEALTH DEGREE PROGRAM

The NEIU MPH program also aligns with Goals 1, 2, and 3 of the NEIU strategic plan. The alignment between those goals and the NEIU MPH objectives is as follows:

NEIU Strategic Goal 1: Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

MPH Objective 1. To provide an accessible, interdisciplinary public health degree program via a community-centered approach in which faculty are focused on preparing competent and confident public health professionals.

NEIU Strategic Goal 2: Academic Excellence and Innovation: Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

MPH Objective 3. To deliver curriculum that prepares reflective and transformative public health professionals who contribute to the public health system through sound public health values, concepts and ethical practices.

NEIU Strategic Goal 3: Urban Leadership: Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU’s tradition of community involvement.

MPH Objective 4. To graduate culturally competent, ethical and collaborative public health professionals who participate in and advocate for public health service among diverse populations.

Finally, in addition to supporting NEIU’s mission, the objectives of the program are focused on preparing students to perform the role of public health professionals, as defined by the World Health Organization (WHO), the directing and coordinating authority for health within the United Nations system. According to WHO, "public health professionals monitor and diagnose the health concerns of entire communities and promote healthy practices and behaviours to ensure that populations stay healthy.” Graduates of the NEIU MPH will be proficient in performing this role.

MPH Program Objectives
1. To provide an inclusive, accessible, interdisciplinary public health degree program in which faculty are focused on preparing competent and confident public health professionals.
2. To meet occupational demand for public health professionals, particularly from diverse backgrounds.
3. To deliver curriculum that prepares reflective and transformative public health professionals who contribute to the public health system and seek to improve the health-related quality of life among marginalized communities through sound public health values, concepts and ethical practices.
4. To graduate culturally competent, ethical and collaborative public health professionals who participate in and advocate for public health service among diverse populations with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.
5. To generate scholarship that meets the needs of diverse populations, contributes to population health, reduces health disparities among marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.
I. D. ACTION ITEM: APPROVAL OF MASTERS IN PUBLIC HEALTH DEGREE PROGRAM

The MPH Learning Outcomes
The MPH curriculum and the student learning outcomes are rooted in the five (5) core knowledge areas of public health recognized by the accrediting body for public health programs, the Council on Education for Public Health (the accrediting body for public health programs) and the eight core competencies for public health professionals by the Council on Linkages Between Academia and Public Health Practice (A collaborative made up of organizations such as the American Public Health Association, National Library of Medicine, American Association of Colleges of Nursing, Centers for Disease Control and Prevention, Society of Public Health Education, and others).

These five core knowledge areas, the learning outcomes, the key assessments, and the course home for these assessments appear in the table below.

<table>
<thead>
<tr>
<th>Core Knowledge Area / Learning Outcomes</th>
<th>Key Assessment and Course Home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biostatistics</strong></td>
<td></td>
</tr>
<tr>
<td>1. Collect, store, retrieve, analyze, and interpret health data.</td>
<td>Courses assessed:</td>
</tr>
<tr>
<td>2. Design and analyze health-related assessments and experiments.</td>
<td>PH 415 Biostatistics</td>
</tr>
<tr>
<td>3. Explain and demonstrate concepts and practice of statistical data analysis,</td>
<td>PH 480 Internship I*</td>
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<tr>
<td></td>
<td>PH 485 Internship II*</td>
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<tr>
<td></td>
<td>PH 490 Capstone**</td>
</tr>
<tr>
<td></td>
<td>Key Assessments:</td>
</tr>
<tr>
<td></td>
<td>1. Biostatistics Final Project</td>
</tr>
<tr>
<td></td>
<td>2. Internship Project*</td>
</tr>
<tr>
<td></td>
<td>3. Capstone Project**</td>
</tr>
<tr>
<td><strong>Epidemiology</strong></td>
<td></td>
</tr>
<tr>
<td>1. Interpret and assess distributions and determinants of disease, disabilities and death in human populations</td>
<td>Courses assessed:</td>
</tr>
<tr>
<td>2. Describe and differentiate the characteristics and dynamics of human populations.</td>
<td>PH 410 Epidemiology</td>
</tr>
<tr>
<td>3. Explain the natural history of disease and the biologic basis of health.</td>
<td>PH 480 Internship I*</td>
</tr>
<tr>
<td></td>
<td>PH 485 Internship II*</td>
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<td>PH 490 Capstone**</td>
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<tr>
<td></td>
<td>Key Assessments:</td>
</tr>
<tr>
<td></td>
<td>1. PhotoVoice Advocacy Project</td>
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<td>2. Research Grant Proposal</td>
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<td></td>
<td>3. Internship Project*</td>
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<td></td>
<td>4. Capstone Project**</td>
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<td><strong>Environmental health sciences</strong></td>
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<tr>
<td>1. Explain and interpret environmental factors including biological, physical and chemical factors that affect the health of a community.</td>
<td>Courses assessed:</td>
</tr>
<tr>
<td>2. Evaluate environmental factors including biological, physical and chemical factors that affect the health of a community.</td>
<td>PH 420 Environmental Health</td>
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<tr>
<td></td>
<td>PH 480 Internship I*</td>
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<td></td>
<td>PH 485 Internship II*</td>
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<td></td>
<td>PH 490 Capstone**</td>
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<td></td>
<td>Key Assessments:</td>
</tr>
<tr>
<td></td>
<td>1. Environmental Health Problem-Based Learning Exercise and Student Presentation</td>
</tr>
<tr>
<td></td>
<td>2. Internship Project*</td>
</tr>
<tr>
<td></td>
<td>3. Capstone Project**</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Health services administration</th>
<th>Courses assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan, organize, administer, manage, and evaluate public health programs.</td>
<td>PH 460 Design and Development of Public Health Programs</td>
</tr>
<tr>
<td>2. Plan, organize, administer, manage, and evaluate public health policy</td>
<td>PH 450 Health Care Program and Services Administration</td>
</tr>
<tr>
<td></td>
<td>PH 480 Internship I*</td>
</tr>
<tr>
<td></td>
<td>PH 485 Internship II*</td>
</tr>
<tr>
<td></td>
<td>PH 490 Capstone**</td>
</tr>
</tbody>
</table>

Key Assessments:
1. Public Health Intervention Plan (PH 460)
2. Strategic Health Leadership Plan Paper (PH 450)
3. Internship Project*
4. Capstone Project**

<table>
<thead>
<tr>
<th>Social and behavioral sciences</th>
<th>Courses assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss and interpret concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.</td>
<td>PH 405 Social and Behavioral Health Theory</td>
</tr>
<tr>
<td>2. Apply concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.</td>
<td>PH 480 Internship I*</td>
</tr>
<tr>
<td></td>
<td>PH 485 Internship II*</td>
</tr>
<tr>
<td></td>
<td>PH 490 Capstone**</td>
</tr>
</tbody>
</table>

Key Assessments:
1. Health Behavior Theory or Model Presentation
2. Internship Project*
3. Capstone Project**

* Students typically will be placed in a field setting that may focus on only 1-2 core knowledge areas, therefore the internship project may serve as a key assessment of a given knowledge area only when a student has been placed in a matched setting. The internship setting is chosen in consultation with the internship coordinator and is aligned to meet the student’s career goals.

** Students typically will complete a capstone project that may focus on only 1-2 core knowledge areas, therefore the capstone project may serve as a key assessment of a given knowledge area only when a student has been selected a matched topic. The capstone project topic is chosen in consultation with the student’s advisor and is aligned to meet the student’s career goals.

Below appear the eight core competencies by which students are also evaluated. As stated above, the core competencies represent knowledge, attributes, and skills that are broad in nature and are best observed holistically and authentically. Core competencies are measured as a component of their Internship Project and Capstone Project. They also are measured via an end-of-program evaluation completed by two faculty members (selected by the student) and the student’s onsite internship supervisor.
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<table>
<thead>
<tr>
<th>Analytical and Assessment Skills</th>
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</thead>
<tbody>
<tr>
<td>a. Describe factors affecting the health of a community.</td>
<td>Key Assessments:</td>
</tr>
<tr>
<td>b. Determine data and information needed to assess community health.</td>
<td>1. Internship Project*</td>
</tr>
<tr>
<td>c. Apply ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information.</td>
<td>2. Capstone Project**</td>
</tr>
<tr>
<td>d. Use technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information.</td>
<td>3. Faculty and Onsite Supervisor Evaluation</td>
</tr>
<tr>
<td>e. Select, collect, and use valid and reliable quantitative and qualitative data.</td>
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<tr>
<td>f. Identify gaps in data</td>
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<tr>
<td>g. Describe assets and resources that can be used for improving community health.</td>
<td></td>
</tr>
<tr>
<td>h. Make evidence-based decisions.</td>
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</tr>
<tr>
<td>i. Develop community health assessments using information about health status, factors influencing health, assets, and resources</td>
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<table>
<thead>
<tr>
<th>Policy Development/Program Planning Skills</th>
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</thead>
<tbody>
<tr>
<td>a. Develop program goals.</td>
<td>Key Assessments:</td>
</tr>
<tr>
<td>b. Develop an organizational strategic plan.</td>
<td>1. Internship Project*</td>
</tr>
<tr>
<td>c. Identify current trends in (ex. health, fiscal, social, political) affecting and representing the health of a community.</td>
<td>2. Capstone Project**</td>
</tr>
<tr>
<td>d. Explain the importance of evaluation for improving policies, programs, and services.</td>
<td>3. Faculty and Onsite Supervisor Evaluation</td>
</tr>
<tr>
<td>e. Gather and use public health information in developing, implementing, evaluating, and improving public health policies, programs, and services.</td>
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<table>
<thead>
<tr>
<th>Communication Skills</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. Identify the literacy of populations served.</td>
<td>Key Assessments:</td>
</tr>
<tr>
<td>b. Communicate in writing and orally with linguistic and cultural proficiency.</td>
<td>1. Internship Project*</td>
</tr>
<tr>
<td>c. Solicit input from individuals and organizations for improving the health of a community.</td>
<td>2. Capstone Project**</td>
</tr>
<tr>
<td>d. Suggest approaches for disseminating public health data and information.</td>
<td>3. Faculty and Onsite Supervisor Evaluation</td>
</tr>
<tr>
<td>e. Convey data and information to professionals and the public using a variety of approaches.</td>
<td></td>
</tr>
<tr>
<td>f. Communicate information to influence behavior and improve health.</td>
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<table>
<thead>
<tr>
<th>Cultural Competency Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the concept of diversity as it applies to individuals and populations.</td>
<td>Key Assessments:</td>
</tr>
<tr>
<td>b. Describe the ways diversity may influence policies, programs, services, and the health a community; and conversely, the effect of policies, programs, and services on different populations in a community.</td>
<td>1. Internship Project*</td>
</tr>
<tr>
<td>c. Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of the community.</td>
<td>2. Capstone Project**</td>
</tr>
<tr>
<td>d. Ensure the diversity of individuals and populations is addressed in policies, programs, and services that affect the health a community.</td>
<td>3. Faculty and Onsite Supervisor Evaluation</td>
</tr>
<tr>
<td>e. Describe the value of a diverse public health workforce.</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>5. Community Dimensions of Practice Skills</th>
<th>Key Assessments: 1. Internship Project* 2. Capstone Project** 3. Faculty and Onsite Supervisor Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the programs and services provided by governmental and non-governmental organizations to improve the health of a community.</td>
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<tr>
<td>b. Identify relationships that affect health in a community and suggest relationships needed for improvement.</td>
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<tr>
<td>c. Provide input for developing, implementing, and improving policies, programs, and services.</td>
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<tr>
<td>d. Describe the importance of community-based participatory research.</td>
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<tr>
<td>6. Public Health Sciences Skills</td>
<td>Key Assessments: 1. Internship Project* 2. Capstone Project** 3. Faculty and Onsite Supervisor Evaluation</td>
</tr>
<tr>
<td>a. Discuss scientific foundations of the field of public health.</td>
<td></td>
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<tr>
<td>b. Explain lessons to be learned from prominent events in the history of public health.</td>
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<tr>
<td>c. Describe how public health sciences are used in the delivery of the 10 Essential Public Health Services (see CDC – National Public Health Performance Standards).</td>
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<tr>
<td>d. Determine limitations of evidence.</td>
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<tr>
<td>e. Synthesize and use evidence in developing, implementing, and improving policies, programs, and services.</td>
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<tr>
<td>f. Describe the laws, regulations, policies, and procedures for ethical conduct of research.</td>
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<tr>
<td>7. Financial Planning and Management Skills</td>
<td>Key Assessments: 1. Internship Project* 2. Capstone Project** 3. Faculty and Onsite Supervisor Evaluation</td>
</tr>
<tr>
<td>a. Explain the structures, functions, and authorizations of governmental public health programs, organizations, and agencies.</td>
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<tr>
<td>b. Describe public health funding mechanisms.</td>
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<td>c. Contribute to the development of program budgets.</td>
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<tr>
<td>d. Describe program performance standards and measures.</td>
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<tr>
<td>e. Adheres to organizational policies and procedures.</td>
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<tr>
<td>8. Leadership and Systems Thinking Skills</td>
<td>Key Assessments: 1. Internship Project* 2. Capstone Project** 3. Faculty and Onsite Supervisor Evaluation</td>
</tr>
<tr>
<td>a. Incorporate ethical standards of practice into all interactions with individuals, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>b. Describe the ways public health, health care, and other organizations can work together or individually to impact the health of populations at local, national, and global levels.</td>
<td></td>
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<tr>
<td>c. Identify internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services.</td>
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<tr>
<td>d. Participate in the professional development opportunities.</td>
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<tr>
<td>e. Describe the impact of changes.</td>
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<tr>
<td>f. Describe ways to improve individual and program performance.</td>
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<tr>
<td>g. Advocate for the role of public health in providing population health services.</td>
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</table>

* In PH 480 Internship I and PH 485 Internship II, students take part in a 200-hour internship (collectively over the two courses). The experience requires a complete project related to one or more of the core knowledge areas of public health and ideally all eight, but at least six, of the eight core competencies. These six domains include Assessment and Analytical Skills, Communication Skills, Community Dimensions of Practice, Public Health Science Skills, Cultural Competency Skills, and Leadership and Systems Thinking Skills. Attention to supporting the needs of diverse populations is a required project component. A focus on health disparities, when possible, is preferred.

**In the final course in the program, PH 490 Capstone Project, students will complete research related to one of the five core knowledge areas of public health. This project synthesizes and integrates knowledge from the program coursework to resolve a public health problem for a defined population or
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community using public health theory and principles. The final product is a 25-30 page paper. This project is intended to reveal students' depth of knowledge in a self-selected core knowledge area of public health, as well as in four or more of the eight domains of core competencies, of which four domains are always Assessment and Analytical Skills, Communication Skills, Cultural Competency Skills, and Leadership and Systems Thinking Skills.

***In the last semester of the program, students will obtain two evaluations from two different faculty regarding their (i.e. the student's) professional dispositions and core competencies. Students will also obtain an additional evaluation from the onsite supervisor of the internship. Professional dispositions specifically relate to the Principles of Ethical Practice of Public Health (2002).

Curriculum and Assessment

Catalog Description:
The Master of Public Health (MPH) is a 42-credit hour program that offers a broad, interdisciplinary training in public health. The MPH program prepares students to lead, conduct research in, serve, and work in a variety of public health settings. Settings may include public and private health care organizations, health research facilities, social service and environmental health agencies, and government institutions dedicated to public health policy, programming, and services. Additionally, students will be prepared to pursue terminal degrees in the behavioral health, epidemiological, or environmental health sciences, as well as health-related law and policy, health care administration, and health communication.

Admission Requirements:
Admission requirements for the MPH program are similar to other graduate programs at NEIU. Full admission requirements include:

1. Submit an application, which includes official transcript and application fees.
2. Possess an undergraduate degree from a regionally accredited college or university.
3. Demonstrate high level of scholastic ability as reflected by an undergraduate grade point average of 2.75 or better on a 4-point scale. All course work completed prior to the bachelor's degree is computed in this average. Any previous graduate credit is also taken into appropriate consideration.
4. A GPA of 3.0 or better (on a 4-point scale) in a major related to one of the five core public health knowledge areas: biostatistics, epidemiology, environmental health science, health services administration, and the social and behavioral sciences.
5. Two letters of recommendation from academic references (such as former or current professors) or work-related supervisors who are able to assess the applicant's potential for an advanced degree program in public health.
6. A 1-2 page personal statement, describing one's professional goals (or personal goals if relevant) and how the NEIU Master of Public Health program will facilitate achievement of those goals. Also, applicants describe their viewpoint on attending to health disparities and the need to approach public health with attention to diverse populations.
7. GRE (Graduate Record Examination) scores are not required for admission, but they may be submitted to supplement an application.
8. Complete applications will be reviewed by a program committee, consisting of the program coordinator, internship coordinator, and program faculty.

Conditional and Provisional Admission: An applicant who does not meet all of the academic requirements for admission to a degree program may be admitted into one of the following two graduate admission categories upon the recommendation of the graduate program and the approval of the College of Graduate Studies and Research.

Conditional Admission: Applicants lacking mastery of certain, specific program prerequisites may be allowed to obtain that mastery by completing prerequisite coursework by a specified time or point in the
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graduate program as deemed appropriate by the graduate program. Such applicants will be granted admission and assigned to “conditional status.” Students in conditional status will be required to complete their prerequisite work early in their graduate program, in accordance with the sequence of courses recommended by their graduate program advisor. Failure to complete the prerequisite work by the time the student earns 12 credit hours of graduate-level work will result in a hold being placed on their ability to register for courses in all future terms until the completion of the prerequisite work. Registration holds may only be released for the upcoming semester upon a plan of prerequisite course completion agreed upon by the student and the graduate program advisor.

Provisional Admission: Applicants who do not meet the standard academic background expected for full admission to a degree program, may, in some cases, be granted admission to “provisional status” upon the recommendation of the graduate program and the approval of the College of Graduate Studies and Research. Admission to provisional status may result from an applicant having:

1. a degree from an institution for which academic credit equivalency cannot be established, or one that issues transcripts with ungraded academic records.
2. an undergraduate cumulative grade point average that is below 2.75.
3. an erratic undergraduate academic record.

Students admitted to provisional status must achieve a grade of B or better in all courses taken until the term of completion of the first 9 graduate-level credits in the program. Failure to meet this performance standard will result in dismissal from the program.

Students admitted to provisional status who also lack mastery of certain, specific program prerequisites may also be allowed to obtain that mastery by completing prerequisite coursework as described above. Such students will be subject to both expectations described above for students in provisional and conditional status.

Program Completion Requirements: (number and names of required courses; total number of courses and hours; thesis; capstone; assignment/s; performance/s, etc.): Students complete the program in three tiers. Tier 1 emphasizes foundational material in core areas of public health. Tier 2 emphasizes the integration of the core areas of public health knowledge, attitudes, and skills. Tier 3 includes an internship and capstone inquiry project that emphasizes application of knowledge and skills developed during coursework towards real public health problems and in authentic public health settings. In all, the curriculum stresses making contributions to public health, advocating for diverse populations, and reducing health disparities through sound public health practices.

Thirty-six of the 42 credit hours are earned in required courses and are listed below in the table. Eight of the twelve required courses are newly developed for this program. The other four were chosen and adapted from existing curriculum and are noted as such in the course descriptions. An additional 6 credit hours are electives from other programs. The required course names and tiered sequences appear below followed by descriptions of each course. After the descriptions of required courses, appears a list of approved programs from which electives may be chosen.

<table>
<thead>
<tr>
<th>Tier One</th>
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<tbody>
<tr>
<td>PH 400 Introduction to Public Health (3)</td>
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<tr>
<td>PH 405 Social and Behavioral Health Theory and Practice (3)</td>
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<tr>
<td>PH 410 Epidemiology (3)</td>
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<tr>
<td>PH 415 Biostatistics (3)</td>
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<td>PH 420 Environmental Health (3)</td>
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<table>
<thead>
<tr>
<th>Tier Two</th>
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<tbody>
<tr>
<td>PH 440 Health Disparities and Health Advocacy (3)</td>
</tr>
<tr>
<td>PH 450 Health Care Program and Services Administration (3)</td>
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<tr>
<td>PH 460 Design and Development of Public Health Programs (3)</td>
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<tr>
<td>PH 470/PSYC 408 Research Methods in Public Health (3)</td>
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<tr>
<th>Tier Three</th>
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<tbody>
<tr>
<td>PH 480 Internship I (3)</td>
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<td>PH 485 Internship II (3)</td>
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<td>PH 490 Capstone (3)</td>
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<tr>
<th>Electives</th>
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<tbody>
<tr>
<td>Selection 1 (3)</td>
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<tr>
<td>Selection 2 (3)</td>
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</table>

*A description of all courses can be found in the Appendix at the end

Faculty and Administration
Faculty from the College of Arts and Science and the College of Education have developed the MPH program and will contribute to offering the program’s courses. Additional faculty will be hired, as outlined in the budget, to meet the growing enrollment in the program and new course offering requirements.

The six faculty and their responsibilities have been listed below. These faculty members will help launch and teach this program starting in Fall 2018. The program will start out being offered part time to students with 2 courses (PH 400 and 405) offered in the Fall semester and 2 courses (PH 410 and 415) offered in the Spring Semester. In year 2 the program will be offered full time to students.

The administrative structure and faculty responsibilities will be as follows:

- Administration and Faculty Position #1 (part-time; 66.66%): Teaching and oversight of three (3) courses: Introduction to Public Health, Social and Behavioral Health Theory, and Capstone. This person will also serve as the Program Coordinator, Assessment Coordinator, and Internship Coordinator (33.33%). [Note: This is a faculty member from College of Education in the Department of Health Sciences and Physical Education.]
- Faculty Position #2 (part-time; 66.66%) Teaching and oversight of three (3) courses, Design & Development of Public Health Programs, Internship I, and II. [Note: This is a faculty member from College of Education in the Department of Health Sciences and Physical Education.]
- Faculty Position #3 (part-time; 50%): Teaching and oversight of two (2) courses: Epidemiology and Health Disparities. This faculty member is currently full-time in the BA in Secondary Education – Health and BS in Community Health programs in the Department of Health Sciences and Physical Education. One of these courses is Health Disparities, which is offered at the undergraduate and graduate levels. Finally, he will be developing and eventually teach another MPH elective: Global Health. [Note: This is a faculty member from College of Education in the Department of Health Sciences and Physical Education.]
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- Faculty Position #4 (part-time; 33.32%): Teaching and oversight of two (2) courses: Health Care Program Services and Administration and Health Communications & Social Marketing. [Note: This is a faculty member from College of Education in the Department of Health Sciences and Physical Education.]
- Faculty Position #4 (part-time; 16.66%): Teaching and oversight of the Environmental Health course. [Note: This is a faculty person from the College of Arts and Sciences in the Department of Geography and Environmental Studies.]
- Position #5 (part-time; 16.66%): Teaching and oversight of the Biostatistics course. [Note: This is a faculty person from the College of Arts and Sciences in the Department of Mathematics.]
- Faculty Position #6 (part-time; 16.66%): Teaching and oversight of the Research Methods [Note: This course will be taught by a faculty member from the College of Arts and Sciences in the Gerontology program.]

Facilities and Resources

The MPH program will be primarily located at El Centro. The new El Centro campus affords space for more programs and is in a location that is easily accessible to the region via private and public transportation. As such, the MPH program will not require any new facilities. Historically, the El Centro campus was constructed as a means to connect with community and, like NEIU’s main campus, to meet the educational needs of working professionals and nontraditional students. The MPH program will continue to serve those populations, as well as traditional students seeking an advanced degree in public health.

The program will share resources (i.e. faculty and courses) with multiple programs. Students choose electives from existing graduate level courses whose learning outcomes align with one or more of the core knowledge areas of public health. Also, two of the required courses are required courses in other programs.

As a whole, the faculty and administration of NEIU are strongly committed to educating a racially and ethnically diverse student body to become culturally competent professionals who can work in a wide variety of settings. An interdisciplinary MPH program is a natural fit for this institution and the community it serves.

APPENDIX

Description of Courses

PH 400 Introduction to Public Health – This course will provide an introduction to public health. Students will critically examine the history of public and community health, the biopsychosocial determinants of health, the basic structures and operations of public health and health care delivery systems, and approaches to impacting public health through transdisciplinary policies, programs, and interventions. The information in this course will focus particularly on marginalized communities with specific and ongoing attention to the intersections of race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

PH 405 Social and Behavioral Health Theory - This course will cover theories of social and behavioral health and their application to the assessment, implementation, and evaluation of public health initiatives. In this course students will learn how to implement health behavior interventions that use intrapersonal, interpersonal, and ecological/community theories and models to create positive health behavior changes within individuals, communities, and societies. The assessment, implementation, and evaluation of health behavior interventions will focus particularly on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.
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**PH 410 Epidemiology** – This course provides a general introduction to the study of the occurrence, distribution, and determinants of health and diseases, injuries, disability, and mortality in populations. Using transdisciplinary approaches, it examines marginalized communities with specific and ongoing attention to the intersections of race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students are introduced to measures, study designs, theoretical approaches, and advocacy strategies to reduce health disparities within groups. Students are also introduced to key ethical issues pertaining to these study designs and theoretical approaches, and their relationship to prevention and treatment paradigms and public policy.

**PH 415 Biostatistics** - This course provides an introduction to statistical methods with a focus on public health. Topics include collection, summarization, and analysis of data and the interpretation of and inferences from results. It will include analyses of data that demonstrate how bias affects marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will study current research articles to develop their ability to distinguish bias in data collection, data analysis, and resulting government policy. The course includes a project focusing on health disparities.

**PH 420 Environmental Health** - This course addresses topics in Environmental Health as they relate to public health. Students develop the knowledge to discuss topics such as air quality; water quality; food safety; risk assessment; indoor health; vector and pest management; and the management of chemical, biological, and physical environmental agents. The context will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. This will be accomplished through case analyses and with the goal to advocate for equity and justice in legislation and policy.

**PH 430 Health Communications and Social Marketing** (Elective)- This course is a critical review of the role of health communications and social marketing in public health. Students will be exposed to principles of and develop skills in conducting a needs assessment; identifying communication goals, objectives, and strategies; designing and testing messages and materials; and developing an implementation and evaluation plan. Central to the design and development process is sensitivity to audience literacy and marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Evidence-based approaches are employed.

**Prerequisite – Tier 1 level courses**

**PH 440 Health Disparities and Health Advocacy** – This course provides students with theoretical applications to conduct research and identify interventions to reduce health disparities. Content focuses on how health disparities are defined, their prevalence, why and among whom they exist, issues and methods of measurement, and approaches to addressing them. Disparities in health and health care, will be a central focus, with specific and ongoing attention to the intersections marginalized communities experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. An inquiry-based learning project and conference proposal will integrate lectures, in-class activities, guest speakers, and readings. Prerequisite – Tier 1 level courses.

**PH 450 Health Care Program and Services Administration** – This course is designed to develop skills in healthcare program and services administration, including organizational structures, management styles and challenges in public health and healthcare organizations. Students will practice how to successfully manage change, appropriately solve problems, and make ethical decisions with consideration for social determinants of health. Examples will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race,
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ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Achieving quality outcomes through planning, organizing, administering, managing, and evaluating public health policy is integral to this course.

Prerequisite – Tier 1 level courses

PH 460 Design and Development of Public Health Programs – This course develops public health program planning, management, and evaluation skills. Planning activities include conducting a needs assessment, setting goals and objectives, selecting intervention strategies, and building an implementation timeline. Management activities include preparing a budget and developing a marketing plan. Evaluation activities include establishing program performance standards and developing an evaluation plan. Emphasis will be placed on evidence-based approaches to reduce health disparities among marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

PH 470 Research Methods in Public Health – This course will cover all aspects of conducting qualitative and quantitative research in the social sciences. Students will learn how to collect and interpret data in an ethical and diversity-sensitive manner. The assessment, implementation, and evaluation of research-related processes and outcomes will include discussion of the general public as well as marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will learn about the proper reporting of data, the accurate interpretation of findings, and the use of ethical inferential procedures.

Prerequisite – Tier 1 level courses; Concurrent registration in PH 480.

PH 480 Internship - This course is the first part of a two-semester, mentored, learning experience serving as a bridge between public health training and practice. During the internship, students complete a project related to one or more core areas of public health, focusing on marginalized communities and with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. During Internship I, students focus on developing professional skills, work with their faculty supervisor to secure an internship site, and begin the first 50 hours of the 200-hour internship.

Prerequisite – Tier 1 and Tier 2 level courses; Concurrent registration in PH 470.

PH 485 Internship II- This course is the second part of a two-semester, mentored learning experience serving as a bridge between public health training and practice. During the internship, students complete a project related to one or more core areas of public health and with ongoing attention to the intersections of race, ethnicity, sexuality, socio-economic status, gender, age, trauma, ability and location. During Internship II, students complete the remaining 150 hours of their internship. Debriefing meetings, a self-evaluation of professional ethics, and a final summary require students to synthesize and critically analyze their experiences.

Prerequisite - PH 480; Concurrent registration in PH 490.

PH 490 Capstone - This course is an individualized, mentored learning experience that builds upon the MPH coursework and the internship. It is also an opportunity to work on a public health research project of personal interest with the support of a capstone advisor. Guided by public health theory and principles, students will identify solutions to, or resolve a public health problem for a defined population or community with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. The capstone research project requires both written and oral components.

Prerequisite – Tier 1 and Tier 2 level courses; Concurrent registration in PH 490.MPH
I. D. ACTION ITEM: APPROVAL OF MASTERS IN PUBLIC HEALTH DEGREE PROGRAM

Program Electives

MPH program students take 6 credit hours of electives. The MPH program will offer an initial elective, *PH 430 Health Communications and Social Marketing*. The description of this course is as follows:

A critical review of the role of health communications and social marketing in public health and a focus on designing public health programs rooted in health behavior, social marketing, and communication theory and principles. Skills relate to conducting a needs assessment; identifying communication goals, objectives, and strategies; designing and testing messages and materials; and developing an implementation and evaluation plan. Attention to diversity, sensitivity to audience literacy, and evidence-based approaches, such as tailored and targeted messaging and storytelling, are central to the design and development process. Both print and digital media techniques are employed.

Students are not required to choose this elective. Moreover, future electives in the MPH will be developed (e.g. Global Health). Electives also can be selected from programs outside of the MPH. All electives must be approved by the MPH academic advisor. At a minimum, courses must fulfill the following requirements:

1. The course must be offered at the graduate level.

2. The course content and objectives must comprehensively align with one or more of the core knowledge areas of public health listed below:
   - Biostatistics
   - Epidemiology
   - Environmental health sciences
   - Health services administration
   - Social and behavioral sciences

3. The course objectives reflect that the course develops one or more of the core competencies for public health professionals.
   - Analytical and Assessment Skills
   - Policy Development/Program Planning Skills
   - Communication Skills
   - Cultural Competency Skills
   - Community Dimensions of Practice Skills
   - Public Health Sciences Skills
   - Financial Planning and Management Skills
   - Leadership and Systems Thinking Skills

Graduate-level courses offered by institutions other than NEIU will be considered on a case-by-case basis. Students are advised to identify their elective choices within the first two semesters of their program and to obtain advance approval from their academic advisor. Students should be prepared to justify their selections. In some instances, students may need to contact the program offering the desired course to obtain approval (e.g. in the event of prerequisites). Finally, students should check the location of the courses as some may only be offered on the main campus.

Below appears a list of programs that offer courses that may be suitable electives.

- Biology
- Business Administration
- Communications, Media, and Theatre
- Computer Science
- Educational Inquiry and Curriculum Studies
I. D. ACTION ITEM: APPROVAL OF MASTERS IN PUBLIC HEALTH DEGREE PROGRAM

- Educational Leadership
- Exercise Science
- Geography and Environmental Studies
- History
- Inner City Studies
- Linguistics
- Math
- Political Science
- Gerontology
- Human Resource Development
- Justice Studies
- Linguistics

The list of programs and courses will be continually reviewed for acceptable elective options as new graduate courses become available.

<table>
<thead>
<tr>
<th>MPH (42 CH)</th>
<th>Year 1 2018-2019</th>
<th>Year 2 2019-2020</th>
<th>Year 3 2020-2021</th>
<th>Year 4 2021-2022</th>
<th>Year 5 2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STUDENTS Total Credits</td>
<td>STUDENTS Total Credits</td>
<td>STUDENTS Total Credits</td>
<td>STUDENTS Total Credits</td>
<td>STUDENTS Total Credits</td>
</tr>
<tr>
<td>Full Time Students</td>
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<td>0</td>
<td>0</td>
<td>10</td>
<td>210</td>
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<tr>
<td>Part Time Students</td>
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<td>36</td>
<td>480</td>
<td>54</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
<td>216</td>
<td>36</td>
<td>480</td>
<td>64</td>
</tr>
</tbody>
</table>

Revenue

| Per Credit Hour* | $ 396 | $ 408 | $ 420 | $ 433 | $ 446 |
| TOTAL           | $ 76,982 | $ 176,204 | $ 360,712 | $ 467,337 | $ 504,222 |

Personnel Cost

- Faculty** (F/Sq)
- Summer Faculty
- Internship Supervision
- Other Personnel Costs
  - MPH Coordinator, 6 CU replacement
  - Internship Director, 3 CU replacement
  - 0.5 FTE program assst
- Assistantships
  - Stipends
  - Tuition (course)
  - Tuition Scholarships (course)

| TOTAL             | $ 68,533 | $ 120,829 | $ 161,077 | $ 164,335 | $ 167,673 |

Other Cost

- Supplies/Equipment/Services
- Facility Costs
- Travel
- Professional Development
- Marketing
- Library
- Other:

| TOTAL             | $ 11,300 | $ 12,100 | $ 7,700  | $ 7,700  | $ 7,700  |

NET

| (2,851)         | $ 43,275 | $ 191,935 | $ 295,302 | $ 328,849 |

* Reflects a 3% compounded increase every year.
** Reflects a 2.5% compounded increase every year.

Year 0 Marketing: $10,000
II. A. INFORMATION ITEM: NEW FACULTY INFORMATION – FALL 2017

BIOGRAPHIES: NEW FACULTY FOR FALL 2017

Dr. Patricia Aguado, Social Work
Dr. Aguado earned a Ph.D. in Social Work from the University of Illinois at Chicago. She is a bilingual/bicultural clinical social worker with more than 15 years of practice and research experience in the field of HIV/AIDS. Her research interests focus on the social and cultural determinants of sexual health and retention in HIV care.

Dr. Samantha Brown-Xu, Chemistry
Dr. Brown-Xu earned a Ph.D. in Chemistry from The Ohio State University. Her research interests include studying photoactive materials for solar energy harvesting and for other environmental applications such as detection and degradation of pollutants. As an educator, she strives to promote science literacy by building connections from chemical concepts to real-world applications and scientific case studies.

Dr. J. Ruth Dawley-Carr, Educational Inquiry & Curriculum Studies
Dr. Dawley-Carr earned a Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison. Her research investigates youth civic formation in national and international contexts, particularly in Cuba. She has 18 years of experience in K-13 education, and her teaching leverages academic controversial issues discussions, multilingualism and simulations.

Dr. Aissetu Barry Ibrahima, Social Work
Dr. Ibrahima earned a Ph.D. in Social Work from the University of Illinois at Chicago. Her research primarily focuses on understanding indigenous knowledge and practices that could enhance maternal health in Ethiopia. She is also interested in the process of decolonization and culturally competent social work practice. She has more than five years of macro practice experience in Africa.

Dr. Ryan Poll, English
Dr. Poll earned a Ph.D. in English from the University of California, Davis. His research focuses on the intersection of culture, aesthetics and politics. He has written a book on normative US narratives throughout the 19th-, 20th- and into the 21st century, as well as essays on Twin Peaks, Bruce Springsteen and detective fiction. Dr. Poll is also a staff writer for the journal Popmatters, where he publishes regularly on popular culture.

Dr. Nilesh Sah, Accounting, Business Law and Finance
Dr. Sah earned his Ph.D. in Business Administration (specializing in Finance) from the University of South Florida. He has significant teaching experience and has taught a wide range of courses in Finance. His research interests are in the fields of Corporate Finance, Behavioral Finance, Financial Markets and Banking.

Dr. Brian Vivona, Literacy, Leadership and Development
Dr. Vivona earned his Ed.D. in Adult and Higher Education from Northern Illinois University. His teaching and research interests involve how humor functions in relation to occupational identity, organizational culture, leadership and learning in the workplace. His work stems from an unusual background; prior to coming to academia, he spent 23 years in law enforcement, working in multiple positions including crime scene investigator and supervisor of training for a homicide task force.
II. B. INFORMATION ITEM: NO FISCAL YEAR 2017 FINAL OPERATING BUDGET

The Board of Trustees of Northeastern Illinois University approved the University preliminary operating budget in June 2016, providing spending plans for Fiscal Year 2017 (FY2017) which began on July 1, 2016. That preliminary budget was necessary for the University to conduct operations and pay salaries from that July 1 forward, and to provide information required by the IBHE for its internal budget process, while the final FY2017 budget was pending.

The Board has traditionally been asked to approve the final Fiscal Year detailed budget at its September Board meeting. And in June 2016, the University expected and stated that the Board would be asked to approve the FY2017 budget at its meeting in September 2016. However, since the FY2017 operating budget had not been finalized then due to the State financial impasse, the University could not provide it for approval and notified the Board of this in September 2016.

The University’s unrestricted operating budget is comprised of two main sources of funds – the State general funds appropriation and University income funds. At the end of FY2017, the amount of funds available from the State appropriation for FY2017 budgeted spending had not been determined with certainty, so the fiscal year ended without a final budget having been passed.

The University is formally notifying the Board that no final FY2017 detailed budget will be submitted and the University operated for all of FY2017 under the preliminary budget approved by the Board in June 2016.

State appropriation
The preliminary budget approved in June 2016, under which the University operated for all of FY2017, was based on a 15 percent reduction from the final FY2015 appropriation ($36,898,800), planning on $31,364,000 in State funding for FY2017.

The Legislature passed and the Governor signed a stopgap funding bill (“Stopgap 2”) in July 2016, providing Northeastern with $19,562,000 in operations funding. The Illinois Office of the Comptroller provided on August 9, 2016, a formal accounting judgment that the Stopgap 2 funding must be recognized as appropriation revenues in FY2017. Those revenues constitute the only State general funds appropriation actually received for FY2017.

The Legislature later passed, the Governor vetoed, and the Legislature overrode that veto in July 2017, for the budget bill providing Northeastern with $17,336,800 in appropriation for FY2017 (with additional funding for FY2018). However, the Office of the Comptroller provided on July 21, 2017, a formal accounting judgment that the FY17 appropriation of $17,336,800 must be recognized as revenues in FY2018.
### II. C. INFORMATION ITEM: EXPENDITURE NOTIFICATION FOR ERP RELATED PURCHASES – TOUCHNET SOFTWARE

At the April 6, 2006 meeting, the Board of Trustees resolved that “in order to facilitate the timely implementation of the ERP project, (the Board) delegates to the University President the authority to approve such expenditures and contracts directly related to the ERP project without prior Board approval and that the President will report to the Board on all such approved expenditures and contracts normally requiring prior Board approval at the next regularly scheduled meeting of the Board of Trustees.” Under this authority, the following contract has been approved and is reported to the Board as required.

<table>
<thead>
<tr>
<th>Company</th>
<th>Description</th>
<th>Amount</th>
<th>Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touchnet Information Systems</td>
<td>Subscription License for e-payment</td>
<td>$115,460.82</td>
<td>09/01/2017 to 08/31/2018</td>
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</table>

The original 10 year agreement obtained via RFP from Touchnet Information Systems expired on August 31, 2015. A Sole Source Justification for continued service with Touchnet Information Systems e-payment services was submitted with the State of Illinois State Procurement Office in 2015. At the June 18, 2015 meeting, the Board was informed that the Sole Source Agreement had been approved and will serve for 6 years. This Information Item addresses the third year of this six year agreement.
II. D. INFORMATION ITEM: FISCAL YEAR 2017 STRATEGIC PLANNING FUND

Overview
Legislative Audit Commission (LAC) University Guidelines established in 1982 and amended in 1997 provide guidance for the University in meeting its financial obligations, including the requirement that all funds remaining in accounting entities at the end of the fiscal year shall be paid into the Income Fund. Such funds then reside as unrestricted net assets, or the “unrestricted net position” as stated in the University’s combined financial statement, Statement of Net Position. The colloquial phrase for such funds is financial reserves.

The Guidelines permit the use of non-indentured Income Fund reserves for “equipment replacement, extraordinary maintenance, development, and similar purposes”. The use of indentured capital reserves that are required by a bond indenture, such as University reserve funds tied to debt payments on the parking facility, are specially limited by the LAC University Guidelines.

As approved by the Board at its meeting in September 2015, the University established a Strategic Planning Development Fund (SPDF) within our non-indentured Income Fund reserves. This fund will be used for fostering growth, University improvements, and projects established as priorities by our University Planning and Budget Council (UPBC), expenses that are consistent with the LAC Guidelines.

Each year, after the end-of-year operations fund balance becomes known, the Board has the opportunity to set aside for spending some or all of any operations fund positive balance, as outlined by the LAC Guidelines. The University requested and the Board approved in September 2015, that this SPDF be initially funded using $750,000 of the positive balance that remained at the end of FY2015.

Additional funding may be approved by the Board from positive balances at the end of subsequent fiscal years, but inadequate State funding did not allow a positive balance in FY2016 and no additional SPDF funding is requested now.

The University reports annually to the Board all expenses made from the SPDF during the past fiscal year and in September, 2016 reported $400,824 in SPDF expense for FY2016.

The University reports this expense from the SPDF in FY2017: development $82,514.

Given this expense, a balance of $266,661 remained in the SPDF at the end of FY2017, available for expenses in FY2018 and onward.
II. E. INFORMATION ITEM: FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

Strategic Planning Implementation
Annual Work Plan Fiscal Year 2017 - Results

Northeastern Illinois University’s Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under each Goal for our University-wide focus. We have chosen the activities described below for FY2017. In addition to these items, other activities will be implemented across all units of our campuses. Activities are numbered to correspond to Action Steps within the Strategic Goals.

**Goal 1 Student Success:** Advance student success from recruitment through graduation by engaging all members of the Northeastern community.

1.1 Increase the enrollment of both undergraduate and graduate students.

1.1.1 Alumni Relations will promote admissions-related events and will engage alumni teachers and counselors through promotional materials and university visits.

   **Ongoing. Alumni Relations sends various e-vites to alumni promoting University and graduate open houses, including the one-stop enrollment events.**

1.1.2 Public Relations will promote student and faculty success with the news media and on the University website and social media outlets to draw attention to stories that convey institutional excellence.

   **Ongoing. The Public Relations office published more than 180 stories on the University website, and published >30 videos on various platforms, with the majority focused on student and faculty success and excellence.**

1.1.3 Increase international student admission by at least 5% over current numbers through targeting a minimum of 8 venues for the recruitment of international students, considering countries that possess potential for new markets for applicants, and broadening collaboration with at least 2 existing international partner universities.

   **International Programs maximized its productivity by strategically choosing economical international recruitment events in the following locations: Mexico, (South Korean, Taiwan), (Mongolia, China, United Arab Emirates, Jordan), Ecuador, (Indonesia, Malaysia, Myanmar), Colombia, Brazil, (Nepal, India, and Bangladesh). Broadened collaboration with the University of Management and Technology (Lahore, Pakistan) to host students to complete one semester as part of an international MBA, and explored joint degree programs with Kadir Has University (Istanbul, Turkey), Universidad Rey Juan Carlos (Madrid, Spain), and the partial delivery of a doctoral degree in the humanities with Universidad del Cauca (Popoyan, Colombia).**

   Ultimately, the 5% overall increase was not realized due to curricular changes in the M.S. in Computer Science program; the increased strength of the dollar worldwide; and changes to the US Presidency, which produced a negative reaction to study in the United States especially in predominantly Muslim regions that had long been productive markets for Northeastern. As a result, International Programs has begun to refocus its efforts to try to be more strategic in its recruitment in line with changing world economic and political realities.

   **Undergraduate transfers increased by 93% from Fall 2015 to Fall 2016 due to earlier efforts to consider and adapt to geopolitical and economic changes. International Programs is working with Enrollment Services and Academic Affairs to explore new ways of considering internationally recognized curricula (e.g., the IB curriculum and the IGCSE curriculum, or the international version of the British national curriculum).**
II. E. INFORMATION ITEM:  FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

1.1.4 Increase graduate enrollment in the Daniel L. Goodwin College of Education by 5%.
   Completed. Graduate enrollment from fall 2015 to fall 2016 increased by 6%.

1.1.5 Broaden reach and enhance brand awareness that expresses pride and conveys special attributes of Northeastern to all our market segments in traditional and non-traditional Northeastern pull zones.
   The Director of Marketing did not provide an update prior to his separation from the University.

1.1.6 Increase new student applications from traditional and non-traditional Northeastern geographic pull zones by 2%.
   The Director of Marketing did not provide an update prior to his separation from the University.

1.1.7 Increase prospective student attendance at a Northeastern open house and other events.
   Fall 2016 graduate open house attendees totaled 251 compared to 121 in Fall 2015. This represents a 107% increase in attendance. Fall Undergraduate Open House attendees totaled 327 this compares to 244 the previous year and represents a 4% increase over the previous fall. Spring Undergraduate Open House increased attendance 18%. Attendees totaled 251 compared to 212 in Spring of 2016. A second Spring Undergraduate was conducted on May 24th. Attendance at this event totaled 278.

1.1.8 Implement five recommendations provided during the Verification Assessment completed by Financial Aid Services.
   Completed.

1.1.9 Increase the new freshman conversion rate by 3%.
   Completed. The largest application pool in Northeastern Illinois University’s history occurred for the fall 2017 class – 6329 freshman applicants compared to 4499 the previous year represents a 40% increase in applications. Freshmen admissions increased 49% from the previous fall. The fall 2017 freshmen class 801 represents a 6.9% increase over fall 2016.

1.1.10 Complete Guaranteed Admissions Agreements for two additional community colleges.
   Completed. Guaranteed Admissions agreements were signed with College of Lake County, Oakton Community College, and McHenry County College. Pathways agreements completed for City Colleges include: Business Management, Accounting and Marketing, and Elementary Education. Pathway agreement for City Colleges is in progress and will be completed in July 2017.

1.2 Increase retention and graduation rates for all students. Identify and implement high-impact practices for all students with a special focus on underrepresented populations.

1.2.1 Alumni Relations will focus on student mentoring through the Doris Vrooman Alumni Mentoring Program and other opportunities for alumni and student mentoring and networking, including the Northeastern Alumni Association Internship Scholarship.
   Completed. Alumni Relations awarded the Doris Vrooman Alumni Mentoring Scholarship to three students and matched three alumni to establish mentoring relationships. Alumni Relations also awarded two NEIUAA Internship Scholarships. Alumni Relations routinely includes students at alumni events to connect and network with alumni through career panels and social events.
II. E. INFORMATION ITEM: FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

1.2.2 Develop and implement departmental and divisional Assessment Plans that support the University’s and Student Affairs Strategic Plans and Key Performance Indicators (KPI’s) using a variety of assessment instruments including Collegiate Link and Baseline.

Completed. The Division of Student Affairs developed Key performance indicators and departmental assessment plans to measure our contribution to student retention and success.

1.2.3 Expand paid internship opportunities and other engaged learning experiences for students through development of positions to support the Food Pantry, Civic Engagement and Community Service programs, Tree Campus USA, and Northeastern’s community garden.

In progress. Partnerships were developed with Justice Studies and Psychology to provide more applied learning experiences in food pantry and assessment related to civic engagement.

1.2.4 Develop training program for faculty and staff to provide mental health first-aid to students.

Completed. Hosted several QPR sessions in Spring and Fall 2017.

1.2.5 Implement the DreamUS scholars program.

Completed. Cohort I consisted of 1 freshman and 3 transfer students. Students began classes during the Spring 2017 semester.

1.2.6 Develop a vaccination policy for all students and manage the program for the University.

In progress. Policy almost complete; implementation halted.

1.2.7 Restructure the Dean of Students services to support students living in the residence hall.

Completed.

1.2.8 Review and expand the services offered in the Career Development Center to better support new and continuing students, as well as alumni.

In progress. This year mentorship programs were developed for African American and Asian students. We will use these pilot programs to develop a comprehensive program next fiscal year. Alumni Relations partnered with the Career Development Center and created a Career Connections Day as well as an alumni Job Club. These events began at the end of FY17 and into the beginning of FY18. Alumni Relations also promote Career Services and Job Fairs to alumni via a variety of media and email.

1.2.10 Develop a training/professional development program for student employees in the Student Affairs division to prepare them for careers and employment beyond Northeastern.

Completed. SUECS, ACPDIA, and Campus Recreation departments provided a series of workshops for students employees during the Fall 2016 semester. “Navigating Northeastern” workshop was developed.

1.2.11 Develop plan to renovate the Physical Education complex and review current Campus Recreation services to better support students and community members.

On hold due to budget impasse.

1.2.12 Continue to work with the African and African American Student Task Force to implement its recommendations in support of African and African American student success.

Implemented several of the recommendations provided by the task force such as: student shuttle, mentorship programs, publications, expansion of facilities/services at CCICS and El Centro.
II. E. INFORMATION ITEM:  FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

1.2.13 Review and develop a comprehensive student judicial affairs program.
   Ongoing review - several areas have been reviewed and changed for FY18.

1.2.14 Work with Student Government Association to develop and disseminate a “Student Bill of Rights and Responsibilities” with a focus on student-centered services, shared governance and best practices for student and university leaders to build and foster a culture of collaboration, mutual respect and collegiality across the University.
   Completed

1.2.15 Develop and implement meal plans for faculty and staff.
   Completed - Student Meal Plan. In progress - currently working on an equivalent plan for faculty/staff/students (“NEIU Bucks” – a declining balance system).

1.2.16 Conduct research to identify best practices for African American student retention and graduation.
   Completed.

1.2.17 Refine fall-to-spring predicative analytic retention models with the Fall 2016 freshman cohort and provide fall-to-spring predictive scores to appropriate offices by the first day of spring 2017 registration.
   Completed.

1.2.18 Refine fall-to-fall (early) and fall-to-fall (late) predicative analytic retention models with the Fall 2016 freshman cohort and provide fall-to-fall (early) predictive scores to appropriate offices by the first day of fall 2017 registration.
   Completed.

1.2.19 Design and administer the Entering Student Questionnaire with the incoming first-time and transfer students in Fall 2016 to explore students’ attitudes, academic skills, and preparation for college. Analyze the reliability and validity of survey constructs using the collected data and refine the survey instrument.
   Completed.

1.2.20 The College of Arts and Sciences will create a retention and graduation committee which will inventory high impact practices that are currently used by CAS departments. The inventory will identify promising practices that can be widely implemented, and will be disseminated to all programs in college.
   Partially completed: The CAS Leadership Team has held planning discussions with invited guests from Student Success and Retention, Enrollment Services and other areas as a first step in looking at barriers to retention. This work will be continued in FY18.

1.2.21 Infuse into the syllabi of the Seminar Course support offered by the Learning Support Center, thus raising the GPA of the incoming freshmen to 2.4.
   Ongoing: Infused syllabi with support offered by the Learning Support Center. The GPA was lower (2.0) than the targeted goal.

1.2.22 Provide academic support to the students at CCICS in the new cohort, the ESCI grant, and the two Title V grants submitted, thus raising the GPA of the students served by the grant to 2.5 and their retention to 80%.
   Ongoing.

1.2.23 Pilot expanded discipline-specific writing tutoring.
   Pilot to commence with one tutor in fall 2017.

1.2.24 Implement the StarFish by Hobson’s Early Alert system, and pilot it during Spring 2017.
   Completed.

1.2.25 Implement a staff mentoring program for our cohorts to transition to declaring their majors.
   Ongoing.
II. E. INFORMATION ITEM:  FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

1.3 Develop and implement strategies to support the transition and success of first-year and transfer students.

1.3.1 Alumni Relations will select four students to receive the Doris Vrooman Alumni Mentoring Scholarship, (See also 1.2.1) which provides mentoring relationships for alumni and first-semester sophomore students. 

The Office of Alumni Relations was able to award two (2) students the Doris Vrooman Alumni Mentoring Scholarship in FY17.

1.3.2 In cooperation with Academic Affairs, develop the Student Affairs Coaching retention program for first-year, first-generation students with the focus on eliminating institutional barriers and assisting students with academic, co-curricular and “life” issues.

Completed. Several Student Affairs employees serve as coaches for first-year students not assigned to any success programs.

1.3.3 Create, manage support, and evaluate a cohort of 24 students in two shared classes for General Admissions, CCICS, El Centro, Proyecto Pa'lante, and Project Success in collaboration with the Learning Support Center, Academic Advising, and faculty, thus, by the end of the semester, 80% of the participants will earn a C or better.

Fall 2016 Cohorted vs. Not Cohorted (FA/SP Retention): 81% to 72% (+9 for Cohorted). Spring 2017 Cohorted vs. Not Cohorted (SP/FA Retention): 64% to 48% (+16 for Cohorted). Fall GPAs - 2.35 (Cohorted), 2.67 (Not Cohorted). Spring GPAs - .8 (Cohorted), 2.5 (Not Cohorted). Successful in retaining but not improving grades.

1.3.4 The Daniel L. Goodwin College of Education will propose two new FYE courses and move them through governance to approval to be offered in the fall of 2017.

Completed.

1.3.5 Increase the number of students participating in the Summer Transition Program.

The overall number of students served remained steady and due to budget constraints, the Merge and Summer Transition Program have been combined into the “Summer Bridge” program and began in summer 2017.

1.3.6 Hire a student peer mentor for the second semester of freshman year that will work with cohorts to support retention.

Completed.

1.4 Conduct a comprehensive review of all academic advising services, and implement intentional, coordinated strategies that reflect national best practices in advising to increase student satisfaction and success.

Not Completed.

1.5 Increase bicultural/bilingual support in the areas of admissions, enrollment services, financial aid, student affairs, and academic affairs.

1.5.1 Hire a new administrative aide fluent in English and Spanish for International Programs in order to increase unit’s productivity and capacity.

Position eliminated due to budget constraints.

1.5.2 Hire a Coordinator of Admissions and Community Outreach.

Position eliminated due to budget constraints.

1.6 Enhance the quality of service and communication to promote student satisfaction in all areas of the University with a focus on “points of entry,” such as admissions, financial services, enrollment services, the website, and other critical areas.

1.6.1 Student Payment Services will explore the use of Constant Contact to send monthly reminders to students about balances due, and investigate the use of Touchnet to integrate Banner billing data with monthly email reminders to send student notices about specific balances due.

In progress. While Constant Contact is now active, it has not been integrated with TouchNet.
II. E. INFORMATION ITEM: FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

1.6.2 Technology Services will expand and improve the telephone answering system to enable faster and more useful processing of incoming phone calls.
   Completed.

1.6.3 Review the current Student Union Information Center services to serve as a “Welcome Desk” and main “hub” for customer service for the University community and Student Union clients.
   In Progress. Implementation will be completed before the Fall 2017 semester.

Goal 2 Academic Excellence and Innovation: Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.

2.1 Develop a Statement of Objectives for the master’s degree, and explore adding the doctoral degree to the academic portfolio.
   2.1.1 Map program goals from 25% of Master’s programs to the University’s Masters’ goals.
   Completed.

2.2 Implement and assess the University Core Curriculum.
   2.2.1 Seventy-five percent of all academic programs will produce an annual assessment report from TK20. Report will include feedback loop to support and guide academic innovation.
   29% Completed.

2.2.2 Develop a plan to assess both areas of the UCC, Engaged learning and Distributive learning. Build assessment process into TK20 and begin collecting data.
   Partially complete. Conducted a pilot of Distributive learning.

2.3 Support, create, and sustain interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning.
   2.3.1 Write two NDP interdisciplinary course proposals.
   Tabled.

2.3.2 By January 15, 2017 submit proposal for preparing for graduate study course and a proposal for career development course to Non-Traditional Degree Programs Advisory Council.
   Tabled.

2.3.3 Submit proposal for BAIS Health Disparities interdisciplinary minor or concentration to FCAC by November 1, 2016.
   Completed.

2.3.4 By May 15, 2017 develop and submit to governance a policy that BAIS students be required to design and title a focus area for their individualized interdisciplinary curricula.
   Postponed to FY18.

2.3.5 The HPERA Department will work with the College of Graduate Studies and Research to move the MPH through governance and to IBHE.
   Postponed to FY18. The MPH was approved by all university governance committees. It was to come before the Board of Trustees at their June 15th meeting. However, the Acting Provost decided to postpone this item until the September 2017 meeting.

2.3.6 Secondary Education will move the new MAT program through ISBE and IBHE approval process, expanding it from just English/Language Arts Education to the other secondary certification areas.
   Partially completed: The MAT/TLP program was approved by ISBE and is pending approval by IBHE. The new MAT will offer teaching endorsement in the areas of English, mathematics, science, and history.
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2.3.7 Develop a new pathway into the College of Business and Management for non-business majors who seek a minor in business.  
Completed.

2.4 Focus on academic programs linked to regional economic development and workforce demands for the global society.
2.4.1 Submit possible speaker names for consideration by Daniel L. Goodwin in early Fall 2016, and begin the Daniel L. Goodwin Lecture Series in Spring 2017.  
Not Completed.
2.4.2 The EICS Department will launch the District 214 partnership for dual enrollment and a pipeline of future secondary education candidates. The curriculum will be finalized and D214 students will begin to take courses in their high school career paths.  
Completed.
2.4.3 Formalize Business program offerings at El Centro starting with entrepreneurship.  
Completed.
2.4.4 Develop the RN to BSN program and prepare for governance.  
Postponed to FY18. Failed Director Search.

2.5 Support and create academic and professional development opportunities for students through internships, international study, research, service learning, and career services.
2.5.1 Alumni Relations will continue to partner with Career Development Services to provide career resources to students and alumni.  
Ongoing. Demos and discussions were had with Career Development office to pilot Campus Tap, which provides private career networking and alumni mentoring communities to help students and recent graduates. Planning began for summer job club and fall Alumni Career Day.
2.5.2 Student Affairs, in collaboration with Academic Affairs, develop a plan to coordinate student internships.  
In progress. We have made progress with Social Work and Psychology.
2.5.3 Work with UCC leadership to develop a plan to assess both areas of the UCC, Engaged learning and Distributive learning. Build assessment process into TK20 and begin collecting data.  
Partially complete. Conducted a pilot of Distributive learning.
2.5.4 Increase participation and preparation of tutors/mentors/coaches who assist students to succeed at Northeastern by creating a one credit course for tutor training that incorporates universal training and specific tutoring techniques for discipline, writing, math, and academic coaches.  
Not completed.
2.5.5 Increase semester abroad participation for students at international partner institutions by at least 10% over FY 2016-17 numbers.  
Due to the budget impasse, numbers did not increase as expected.
2.5.6 Develop a new student career Top 10 list of things to do to be best prepared for placement activities and acquiring a job.  
Completed.
2.5.7 Involve the COBM executive council in 40 hours of resume review, mock interviews, and other student contact.  
Completed.

2.6 Enhance and expand academic offerings and resources at CCICS.
2.6.1 Facilities Management will coordinate renovations at CCICS to provide new health and counseling services space, to provide ADA access to financial aid offices, and to provide an ADA accessible and gender neutral restroom.  
Health and Counseling Services rooms with an ADA accessible / gender neutral restroom completed. ADA access to financial aid office and campus ADA accessible / gender neutral restroom in progress.
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2.6.2 Begin to offer Student Health and Counseling Services at ELC and CCICS but halted due to budget impasse.

2.6.3 Continue to explore the possibility of a shuttle service between the main campus and CCICS and ELC but to take students to public transportation stops.

2.6.4 ICSE graduate program revisions will be moved through governance to approval.

2.7 Integrate culturally relevant pedagogy and content throughout the curriculum.

2.8 Increase high-quality hybrid and online curricula throughout the University.

2.8.1 Technology Services will implement the Google Hangouts application for instructional and faculty/staff conference purposes.

2.8.2 Increase by 25% the number of online general education courses and work with colleges to identify programs benefitting from the addition of online and hybrid courses.

2.8.3 Identify at least two degree programs to begin the faculty-development and course-design processes to offer a fully online degree program or hybrid degree program.

2.8.4 Present Quality Matters Rubric for peer review of all new online and hybrid courses to FCAA.

2.9 Prioritize resource allocation to learning resource centers and support centers.

2.9.1 Increase Non-traditional Degree Program tutoring program by hiring and training two additional graduate assistant tutors.

Goal 3 Urban Leadership: Build upon Northeastern’s tradition of community partnership and engagement by collaborating with educational, social service, governmental, philanthropic, and business organizations in Chicago and the region.

3.1 Collaborate with local and regional schools, community organizations, and parents to vertically align knowledge, skills, and dispositions across K-12 schooling in order to prepare students to succeed at Northeastern or other postsecondary institutions.

3.1.1 Expand partnerships with high schools to offer dual credit courses.

3.1.2 The Center for College Access and Success (CCAS) will build pathways to postsecondary through partnerships with 30 Chicago area high schools and community colleges to increase the number of students who apply and enroll in postsecondary and to increase the yield to Northeastern from CCAS partner high schools with high application rates.

Completed. 56 students from partner schools enrolled at NEIU in Fall 2016.
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3.1.3 CCAS will increase the number of high school students who enroll in dual credit and dual enrollment classes by 5% over baseline.  
Completed. Students who enrolled and earned credit in FY17 resulted in a 28% increase over baseline.

3.1.4 Hold two workshops with parents from the 21 schools represented by the Little Village Collaborative to help them understand post-secondary options.  
Completed. This is an ongoing initiative with ENLACE Chicago Little Village Collaborative.

3.2 Position and promote Northeastern as a leading Hispanic Serving Institution in the recruitment, retention, and graduation of Latino students.  

3.2.1 Development will feature Latino scholarship recipients and their testimonies in communications with donors, alumni and friends to demonstrate the impact of philanthropy.  
Completed. The Offices of Development and Alumni Relations featured several Latino students throughout the year in print and electronic appeals as well as online stories shared via social media and e-newsletters. Students were highlighted for their activities, success stories and as featured scholarship recipients. Latino students were asked to speak at donor stewardship and fundraising events to illustrate the impact of philanthropy for current and prospective donors. The NEIU Alumni Association highlighted Senator William Delgado at the first NEIU Weekend Golden Gala event, and the 2017 Gala will present alumni awards to two Latinos, alumnus Carlos Jimenez Flores and current student Nicholas Martinez.

3.2.2 Public Relations will continue to support Marketing in its promotions of El Centro and its academic programs.  
Ongoing. Public Relations continues to support Marketing's efforts to promote El Centro through photography and positive stories on the University website and in In Common magazine.

3.2.3 Organize strategic and focused one day campus visits and academic programming for students from the Chicago Public Schools and Cicero/Berwyn to expose 8th through 12th graders to Northeastern.  
Data incomplete for FY17.

3.2.4 Identify students from partner high schools to become a part of the Northeastern cohort program in their freshman year.  
Data incomplete for FY17.

3.3 Increase Northeastern’s presence across diverse urban communities through intentional marketing.  

3.3.1 Increase applications from African American students.  
In Fall 2016 African American Freshmen totaled 170 – this represents a 95% increase over Fall 2015. New Transfer African American students also increases in fall 2016 with 160 compared to 146 the previous fall. This represents a 9.6% increase over fall 2015. New Graduate At Large African American students also increased from 13 to 17 in Fall 2106. This represents a 30% increase from the previous year. For all new student types African American students enrolled fall 2016 totaled 370 this represents a 35% increase over fall 2015.

3.3.2 The Office of Cultural Events will promote the University through social media and advertising purchased from WBEZ, WFMT and WDCB radio and in print ads.  
Completed. This ongoing publicity initiative was also highlighted in other significant local media.
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3.3.3 The Office of Cultural Events will enhance Northeastern’s image in the community and highlight the University’s commitment to excellence.

Completed. This ongoing public programming drew thousands to Northeastern’s performance, lecture, master class events.

3.4 Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners.

3.4.1 Alumni Relations will add new alumni recognition awards during Northeastern Weekend 2016 that will provide an opportunity to recognize alumni community leaders and establish better community partners.

Completed. The Alumni Relations added four new alumni awards as well as an alumni awards program called the Golden Gala Alumni Awards Dinner during NEIU Weekend in FY16. Adding the new awards (Alumni Service Award, Community Leadership Award, Future Alumni Leader Award, and the Outstanding GOLD Alumni Award) increased nomination submissions for awards in 2017 by over 30%.

3.4.2 Collaborate with staff in Continuing and Professional Education on developing programs that better address the professional and personal development needs of community members, local businesses, and nonprofit organizations in the North River Area of Chicago.

Stalled. Several attempts were made. Efforts will continue to set a meeting.

3.4.3 The Counseling Department will launch a Rehabilitation Counseling cohort with at least 12 students at El Valor.

Partially completed. The cohort launched with 9 students at El Valor.

3.5 Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment.

3.5.1 Add members to the COBM executive council who will provide access to the big accounting firms.

Not completed, in progress.

3.5.2 Obtain formal BOT and IBHE approval for the Master’s in Public Health.

Not completed, in progress. The proposal was approved and signed by the Acting Provost. Awaiting presentation to the Board of Trustees in September 2017.

3.6 Enhance Northeastern’s marketing and public relations plan, inclusive of community outreach, to expand internal, local, regional, national, and international awareness of our urban leadership efforts.

3.6.1 Conduct planning for comprehensive University signage and way finding when funding is available.

Funding not available.

3.6.2 Conduct planning for monument signs at the four external corners of the main campus.

Funding not available.

3.6.3 Development will continue to coordinate two issues of InCommon alumni magazine, in print and online, highlighting stories of outstanding students, faculty and alumni to share with alumni and potential donors.

Ongoing. In FY 17, Development coordinated publication of In Common Magazine with in partnership with Public Relations, Alumni Relations and Marketing to produce one issue of In Common Alumni Magazine. Timed in December 2016, the magazine helped garner additional gifts. Due to mid-year budget reductions, the production schedule had to be adjusted so that the next issue, which is in development for the sesquicentennial, will come out in August 2017. Staff took advantage of the changes and packaged the piece along with the arrivals of appeals and other communication as part of the soft touches that lead to appeals and direct appeals for support.
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3.6.4 Public Relations will promote appropriate faculty and staff members as experts in the news media, work with all divisions, offices and departments to encourage best practices on social media and enhance messages relevant for internal and external markets.

Completed and ongoing. Public Relations facilitated faculty appearances in the news media as expert commentators on WTTW, WGN-TV, the Windy City Times, The Chicago Tribune and more.

3.6.5 Public Relations will expand, refresh and maintain the University's photo library.

Completed and ongoing. Public Relations has expanded, refreshed and maintained the University's photo library with fresh photography that reflects the University's marketing needs.

3.6.6 Market plan with international partner universities that combines SAELL+ exchange for 1-year exchanges.

Completed. Renegotiated contracts with two Chinese universities with other Chinese universities being pursued.

3.7 Promote CCICS, El Centro, and CCAS as examples of Northeastern’s commitment to urban leadership.

3.7.1 Public Relations will work directly with the leaders of the locations to develop and update strategies.

Ongoing. Public Relations continues to work directly with El Centro, CCICS and CCAS leaders to promote students, faculty and other accomplishments such as the awarding of grants.

3.7.2 Increase web views and applications to the El Centro and Jacob Carruthers Center locations.

Pageviews for the Carruthers Center increased by 27.51 percent from FY16 to FY17, from 23,527 to 30,000. Pageviews for El Centro increased by 3.47 percent from FY16 to FY17, from 38,694 to 40,035. Data for applications was not provided in time for this printing.

3.7.3 Host a two-day college access and success conference in Fall 2016 for high school counselors, teachers and other college access professionals from partner institutions including members of community-based organizations to understand current trends in college access and to strengthen partnerships to support student success.

Incomplete. Did not hold the conference this year.

Goal 4 Exemplary Faculty and Staff: Invest in and support faculty and staff to foster a nationally recognized urban university and create a thriving work environment that makes Northeastern an employer of choice.

4.1 Intentionally recruit and retain faculty and staff who understand and support Northeastern’s mission and the students we serve.

4.1.1 Continue to review hiring processes for possible improvements, and finalize revisions to the Administrative and Professional Staff hiring manual.

In progress. The A&P Hiring Manual was updated and submitted to President Hahs for review. No further action has occurred.

4.2 Enhance scholarship, professional development, and training for faculty and staff.

4.2.1 Develop a plan to increase the involvement of full-time and part-time faculty in the Social Justice Ally program.

Completed- Student Disability Services and ACPDIA worked collaborative in revamping the original program.

4.2.2 CAS will conduct an internal professional development workshop for chairs and coordinators.

Incomplete due to budget constraints. Postponed until FY18.
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4.2.3 Develop processes to implement the requirements of the University’s Open Access Policy for faculty.
   Completed.

4.2.4 Provide a mechanism for subsidizing faculty open access publishing fees.
   Incomplete due to budget constraints. Postponed until FY18.

4.2.5 Enhance research “sharing” opportunities among the faculty by making the research collaboration opportunities (i.e., research lunch presentations) more visible.
   Completed. Created four collaborative research opportunities in FY17.

4.2.6 Develop and implement an effective on-boarding process for new IRB members and ongoing professional development for IRB members.

4.2.7 Expand CTL professional development offerings that focus on the use of D2L tools and functions to enhance all modes of teaching (face-to-face, hybrid, and online) thus increasing the percentage of active D2L sections that use D2L Discussions (up to 33%) and D2L Dropbox (up to 60%).
   Completed. Seven professional development sessions in addition to the CTL courses on online and hybrid teaching were offered in Fall 2017, which resulted in an increase in D2L discussion forum use from 26.6% to 28.5%, and an increase in D2L Dropbox use from 54.3% to 59.6% comparing Spring 2016 to Spring 2017 data.

4.2.8 Provide a workshop on retention for faculty and staff.
   Completed. Retention workshop presented at the University’s annual Learn & Lead Symposium.

4.2.9 The Office of Cultural Events will seek out opportunities to highlight Northeastern faculty and share their accomplishments with the University, the public and the media.
   Completed.

4.2.10 The Jewel Box Series will find ways to collaborate with Ensemble Español and the Northeastern Art Gallery in order to cross promote programs.
   Completed. Ensemble Español to bring M5 Mexican Brass for both the Jewel Box Series and the Music Department’s Chicago Brass Festival.

4.3 Use support systems and programs to build and foster a culture of mutual respect and collegiality across the University.

4.3.1 Development will continue to support University departments and student groups in their fundraising efforts, providing expert consulting and planning to help make department and program-specific fundraising as effective and streamlined as possible.
   Completed and ongoing. Development provided counsel, guidance and support to more than 15 departments and student organizations in FY17 already conducting their own fundraising projects. Staff consulted on fundraising activity ideas, built registration and donation pages in IA’s specialized fundraising portal, provided progress reports, and advised on best practices.

4.4 Provide ongoing professional development to support culturally relevant pedagogical approaches from new faculty orientation onward.
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4.4.1 Work with Academic Affairs to identify a faculty member to serve as Special Assistant to the Vice President for Student Affairs for African and African American Student Success and improve the retention and graduation of African and African American students.

Completed. Dr. Sharon Bethea was selected to serve in this role and began this work during the Spring 2017 semester. Faculty worked closely with VP on initiatives to improve retention and completion.

4.5 Increase collaboration and accountability across all units of the University.
4.5.1 Finalize outstanding policies regarding Human Resources processes.

In progress. There is increased involvement by HR in departmental disciplinary processes to encourage success.

4.5.2 Implement use of standard occupational codes (SOC) in Banner.

Completed.

4.5.3 Implement FMLA tracking in Banner to ensure effective monitoring and assessment of FMLA using while meeting legal requirements.

Will begin in FY18.

4.5.4 Complete implementation of web payroll time entry. All departments except for the Police Department were completed in FY16.

Completed.

4.5.5 Implement automated electronic reminders of approvals required for web time entry and electronic budget transfers.

Completed.

4.6 Develop an effective application of shared governance at Northeastern
4.6.1 During the Fall and Spring semesters, implement continued meetings of leaders of shared governance bodies to address issues of trust and mutual expectations.

Completed.

Goal 5 Enhanced University Operations: Improve operating efficiencies, physical and technological infrastructure and systems, and environmental sustainability in order to provide a supportive learning, teaching, and working environment.
5.1 Ensure that all classroom, laboratory, office, student, and support spaces accommodate current needs and long-term growth.
5.1.1 Complete planning for the Education Building when funding is made available.

Funding not available.

5.1.2 Complete CDB roofing and façade work for PEC, BBH, and Building H when funding is made available.

In progress.

5.1.3 Begin construction of the south campus utilities central plant when funding is available.

Funding not available.

5.1.4 Continue LWH restroom upgrades currently in progress.

In progress.

5.1.5 Complete the final annual BBH Lab renovation project.

Completed.

5.1.6 Conduct ongoing repair and renovation projects using $500,000 operational funding recommended by UPBC and provided via budget control process when funding is available.

Funding not available.

5.1.7 Complete phase one of LWH HVAC induction units replacement when funding is available.

In progress.
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5.1.8 Renovate the Student Payment Services Office space to reflect a new focus on financial services to students, when funding is available.
Funding not available.

5.1.9 Provide vestibules at BBH entrances / exits not containing them, and rebalance HVAC system to prevent uncontrolled influx of external air, and highly variable internal temperatures in offices near entrances, when funding is available.
In progress.

5.1.10 Renovate existing space to provide new restrooms that are gender neutral and ADA compliant, in BBH and at CCICS.
Completed in BBH. In progress at CCICS.

5.1.11 Renovate existing space at CCICS to provide ADA compliance in Financial Aid area.
In progress.

5.1.12 Coordinate renovation of bookstore space with Follett.
In progress.

5.1.13 Replace outdated classroom projectors in BBH.
Completed.

5.1.14 CAS will partner with Facilities Management to renovate BBH102. Title III grant funds will be used.
Completed.

5.1.15 If funding is approved, begin to plan for the first phase of the Library master space plan.
On hold indefinitely until funds are available.

5.2 Add a residential life component consistent with the mission of the University.

5.2.1 Continue to coordinate involvement and development of University Police, Technology Services, Facilities Management, Student Payment Services, and other areas of Finance and Administration during first year of student residential life operations.
Funding not available.

5.2.2 Coordinate implementation of University “One Card”, providing students with one card for identification, security access, and financial features such as meal plan.
Ongoing.

5.2.3 Open Northeastern’s first residence hall and develop programs and services to support students living the residence hall while continuing to engage commuter students.
Completed. Successful opening of first residence hall with 262 (62%) occupants, exceeding our 49% commitment to ACC and with fall-spring retention of 75%.

5.2.4 Attain budgeted occupancy, leading to a financial gain for the institution. Create a community to connect students to campus. Foster programming that begins to increase retention.
For occupancy, see above. Retention efforts are in progress.

5.2.5 Modify and adapt library services and policies where appropriate to meet the needs of students in the new residence hall.
Completed. After review, policies and services remain unchanged. Collection priorities were addressed to include popular reading, games for circulation, and textbooks on reserve.

5.3 Invest in and implement technology applications and infrastructure to maximize academic and operational goals.

5.3.1 Deploy wireless access control, plan for Identity Management Replacement, and establish authentication structure when funding is available.
In progress. IDM replacement go-live is scheduled for July 2018. Wireless access controls and authentication are dependent upon IDM.
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5.3.2 Continue discussion and negotiations to conduct planning and begin to move existing University server room to a new location that is not beneath a leaky HVAC mechanical room.

In progress. Plans are being sketched out with primary tech vendors for stabilizing the data center and progression path into a cloud computing model.

5.3.3 Reorganize Technology Services HELP Desk support to provide evening service, and new service ticketing software for incident tracking and assessment.

In progress. HELP Desk technician transferred to second shift with additional second shift coverage also provided by Media Services. New ticketing software is also being piloted.

5.3.4 Roll out institution-wide implementation of Qualtrics, an online survey tool. Roll out will include developing a training course with UTS, putting all IRA staff through the training, re-educating community on protocol for administering online surveys (e.g., presenting at Administrative Team and Dean’s councils).

Qualtrics software was purchased and launched June 2016. UTS training courses were rolled out September 2016 and ran at regular intervals throughout the year. A Senior Analyst in Institutional Research and Assessment (IRA) took a lead role in providing additional support to the University community. IRA successfully adopted Qualtrics for all institutional surveys conducted through the office.

5.3.5 Ensure that software, tools, Wi-fi access and online assistance is available to students, faculty and staff.

In process. Due to changes in leadership and significant fiscal crisis, progress was limited to wifi enhancement in Library and identification of other improvement for future.

5.3.6 Complete implementation of the Institutional Repository (IR) for faculty and student research. Provide guidance, services and information to the University community regarding issues related to scholarly communications.

Completed. The main components of NEIU Digital Commons are fully implemented and outreach efforts to faculty have resulted in the deposit of 46 papers (as of April 24, 2017). Related, secondary functions will be developed and implemented in FY2018.

5.4 Establish environmental sustainability as a key element of Northeastern’s identity through green design and activities such as increasing recycling, reducing waste, conserving energy, and digitizing processes.

Funding not available.

5.5 Streamline and redesign operational and financial workflows and processes to improve service quality and productivity.

5.5.1 Continue reorganization of parking processes, policies, and practices including improving the registration process for event and visitor parking, and reviewing customer services policies, procedures, and practices.

In progress. The director of Transportation Services position created and filled by an experienced parking professional. A full review of staff responsibilities, skill sets, policies and practices, office workflow, and effective application of the new parking technology applications has taken place.

5.5.2 Continue to inventory paper forms and strategize replacement with electronic processes.

Funding not available.
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5.5.3 Implement the University Technology Advisory Council to assist with technology project prioritization and coordination.
   
   **Completed. UTAC has been formed and is meeting.**

5.5.4 Develop a plan to implement budgeting in Self-Service Banner when funding is available.
   
   **Funding not available.**

5.5.5 Implement time and effort reporting for grants when funding is available.
   
   **Funding not available.**

5.5.6 Implement Touchnet electronic student payment plan.
   
   **In progress. While discussions have taken place with TouchNet, the University lacks the personnel to fully implement.**

5.5.7 Continue replacing the Fiscal Agent Handbook and Administrative Memorandum Series with contemporary approved policies.
   
   **In progress. The updated Fiscal Agent Handbook is completed and uploaded to NEIUport. Progress with the AMS conversion is ongoing.**

5.5.8 Develop and publish on the CGSR website the guidelines that govern graduate student financial support.
   
   **Postponed, due to critical staffing support issues to resolve and other unplanned priorities due to the State budget impasse.**

5.6 Ensure the continued safety and security of the University; that all facilities and infrastructure, including technology and critical data, are protected; and that campus security and emergency preparedness are continually monitored and enhanced.

5.6.1 Complete the university-wide security strategy for the effective and efficient integration of building access control and security camera deployment.
   
   **Ongoing. Work on the updated University Facility Hours and Access policy is being completed. N-Safe was debuted in early FY17, and the current camera system undergoes routine checks to ensure proper functioning. The Nest has the most advanced camera system on campus and Key Control still maintains responsibility for updating access requests. University Police routinely works with UTS on safety software issues.**

5.6.2 Continue to implement the prioritized recommendations from the security assessment.
   
   **In progress. Security assessments are on-going and will remain in progress. New building coordinators have been identified as well as a significant number of floor coordinators. Ongoing training with CPD has included Active Shooter, Bomb Threats, and Crisis Intervention Training. CPD has completed a Threat Assessment site review of El Centro.**

5.6.3 Continue to implement the Banner Disaster Recovery project to be located at the new El Centro campus.
   
   **In progress. New DR plans are being formulated and will be part of the FY18 objectives.**

5.6.4 Conduct a comprehensive review of existing Honeywell card access system for implementation of a more secure proximity card ("prox card") system.
   
   **Ongoing. System is regularly evaluated, and spare parts are available via EBay and not through the vendor. Current life expectancy of the system is five years. The PE Complex is the only facility that uses the prox card system and there are no plans to expand it at this time due to cost.**
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5.6.5 Review and ensure contemporary PCI compliance for the University, including all network functionality and credit card readers in Student Payment Services, Parking Services, and the Student Union.

In progress. UTS is identifying self-assessment questionnaires for all of the University’s credit card processing environments, and a vulnerability management system has been purchased beginning in FY18 to perform the required quarterly ASV network scans.

5.6.6 Continue steps to implement smartphone connectivity to faculty, staff, and students for University security, safety awareness, and reporting functionality.

Completed. N-Safe and 911 Mobile Shield app debuted in early FY17. Approximately 2500 users are registered.

5.6.7 Complete emergency plan for the El Centro.

Completed. The plan is currently being reviewed by University Police, along with an Exit Plan.

Goal 6 Fiscal Strength: Enhance Northeastern’s financial position by diversifying revenue sources and by strengthening institutional relationships with donors, public and private entities, and alumni.

6.1 Increase external funding, including grants, which supports programming critical to Northeastern’s mission.

6.1.1 Corporate and Foundation Relations will identify an additional 50 prospects and submit at least 30 proposals.

Completed. Corporate and Foundation Relations currently has 40 proposals in cue, pending or completed, with an additional 50 prospects identified.

6.1.2 CAS will increase fundraising (external and internal) by 5%.

Completed. CAS-related giving increased by 24% in FY17 from FY16.

6.1.3 Secure Workforce Innovation and Opportunity (WIOA) approval by January 2017 for CAPE’s two certificate programs to provide funds to eligible adults.

Approval was granted for the Pharmacy Tech class and Veterinary Assistant class. A third WIOA approval is in progress for a Clinical Medical Assistant class to be held in fall 2017.

6.1.4 Developing a proposal to build the necessary infrastructure that would support an expanded research capacity.

In progress. With RCA Advisory Group, created a plan to engage the University community in developing a vision for research and creative activities including support staffing and funding. Will formally commence with the Fall 2017 Faculty Research and Creative Activities Symposium.

6.1.5 Work with McAllister and Quinn to increase and diversify the university’s grant portfolio as measured by a 5% increase in external funding and an increase in number of proposals submitted.

Completed. Awaiting finalized data for FY17. Three year investment in McAllister & Quinn of <$300k has produced >$14.2M in awards as of June 2017.

6.1.6 Submit pre-application to HHMI for Inclusive Excellence in Science to significantly increase Northeastern’s capacity for effective inclusion of all students in science, especially those who come to college via nontraditional pathways in collaboration with CAS.

Completed.

6.1.7 The Office of Cultural Events will apply for grant funding in 2016-17 to support one or more of its concert programs.

A $3,600 grant was received from the Arts Midwest Touring Fund for Philadanco dance company, presented at NEIU October 21, 2016.
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6.1.8 The Office of Cultural Events will increase overall revenue by 5%.
   **Completed.** Ticket revenue increased by 18% in FY17 over FY16.

6.2 Strategically plan for future Title V and other Minority Serving Institution grant applications using data and outcome analyses from current funds.
   **Ongoing.**

6.3 Increase advocacy efforts with federal and state governments to secure appropriations for the University.

   6.3.1 Maintain fiscal strength via adequate reserves when funding is available.
   **Ongoing.** Funding not available.

   6.3.2 The Northeastern Alumni Association will continue to partner with Illinois public universities in the Advocacy Consortium of Public Illinois Alumni Associations in order to unify and advocate for Illinois public education, mobilize alumni, and share resources for effective grassroots advocacy and civic engagement.
   **Ongoing.** The Office of Alumni Relations has continued to meet regularly with the Illinois Public Universities in the Advocacy Consortium of Public Illinois Alumni Associations. The alumni office has sent various email ‘calls to action’ requesting alumni to email, call and write letters to legislators regarding the budget impasse. The Alumni Relations staff also partnered with the Executive Director of Government Relations to host an Alumni Advocacy Day on the same day that other Illinois public universities hosted an Alumni Advocacy Day. Plans also continue to develop to host various events throughout the year to encourage active and engaged citizens and joint university alumni advocacy. The alumni staff also created an NEIU alumni advocacy webpage for alumni and members of the university community to use as a resource for advocacy, current information concerning the budget impasses and a portal to easily contact state and local elected officials.

   6.3.3 The Northeastern Alumni Advocacy Committee, under the auspices of the Northeastern Alumni Advisory Board, will continue to partner with the Executive Director of Government Relations to organize an annual Alumni Advocacy Day as well as other coordinated advocacy initiatives.
   **Ongoing.** Members of the Northeastern Alumni Advocacy Committee and the NIEU Board of Trustees hosted an NEIU Alumni Advocacy Day. Participants met with state and local legislators advocating for ending the state budget impasse. The Alumni Advocacy Committee also participated in a Political Relations Survey.

6.4 Increase private, corporate, foundation, and other philanthropic support for the University.

   6.4.1 Institutional Advancement will launch the public phase of *Transforming Lives: The Campaign for Northeastern Illinois University* with the production of support materials including a brochure, video, and website, and will produce a public launch event as well as other events to communicate the goals of the campaign and encourage giving.
   The public phase of the university’s first fundraising campaign was launched in two phases: a VIP Pre-Launch event March 25 and two weeks later, a larger kickoff event open to alumni, students, faculty, staff and the community took place April 7. The University hosted nearly 200 people between the two events, and launched the campaign website, video, and brochure. High-end regional and local events are also being hosted to share goals of the campaign in a more intimate setting.
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6.4.2 Development will continue efforts to secure private donations to the Northeastern Foundation and will raise no less than $1.5 million.

**Completed.** The Office of Development, working with partnership with the Office of Alumni Relations and internal and external partners, raised $1.77 million in FY17.

6.4.3 Institutional Advancement will participate in the planning of the University’s sesquicentennial celebration and will ensure that the rollout of the Transforming Lives campaign and the sesquicentennial are complementary.

**Ongoing.** Institutional Advancement has two representatives on committees - one on the steering committee and one who chairs the Signature Events committee and sits on the larger planning committee. Staff continues to ensure cohesive messaging for the sesquicentennial anniversary and the campaign.

6.4.4 Development will meet the $500,000 goal for the Goodwin Gift Challenge by December 31, 2016, and will widely publicize this success, along with the communication of the 2017 goal for the Goodwin Gift Challenge.

**Completed.** On November 21, 2016, Development reached the $500,000 Goodwin Gift Challenge goal. A communications plan was carried out in online and email announcements and through social media. Development announced the 2017 challenge in January with e-blasts and a postcard sent to 15,000 addresses. As of June 30, 2017, the Goodwin Gift challenge has reached more than $354,000.

6.4.8 Development will coordinate Northeastern’s participation in the nationwide social media day of giving, #GivingTuesday, on November 28, and will plan and implement a social media day of celebration specific to Northeastern in Spring 2017.

**Completed.** The event successfully raised a total of $21,714 from 79 donors. In the previous year, $6,645 was raised from 65 donors. Development secured its first matching gift donor to create the university’s first Biology scholarship. Additional gifts were received in response to the donor’s call to action, including a few other large gifts.

6.4.9 CCAS will increase private, corporate and foundation support for its programs as measured by increased dollar amount over baseline, increased number of proposals submitted and increased number of successful proposals.

**Completed.** CCAS submitted ten proposals in FY17, a 67% increase over FY16. Of the $1.3M+ in requests, $170,000 has been awarded. $553,000 in proposals is still pending.

6.4.10 Host one fundraiser event for El Centro.

**Completed.**

6.5 Generate revenue by leveraging Northeastern’s assets (such as space rentals, fees for services, and continuing education programs) while continuing to prioritize University needs.

6.5.1 Alumni Relations will continue to promote public rental spaces and continuing education to alumni through various channels.

**Completed.** Alumni Relations staff sent various e-blasts promoting university events and the CAPE program.

6.5.2 Student Union, Events and Conferences Services and Campus Recreation will continue to increase revenue collected from rental space and community programming.

**Completed.**

6.5.3 Develop a new accounting system for Campus Recreation operations.

**Completed.**
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6.5.4 Offer both a Veterinary Assistant and Pharmacy Technician program in the fall of 2016 at the El Centro Location.

CAPE offered both Veterinary Assistant and Pharmacy Technician training programs in the Spring of 2017. A total of 12 students successfully completed these programs.

6.5.5 Begin planning to offer an additional certificate program, medical billing, to begin either summer or fall of 2017.

CAPE has a new Clinical Medical Assistant training program scheduled for Fall 2017.

6.5.6 Increase CAPE revenues and individuals served by 20%.

Completed. 12 new classes were offered in the Community and Dance program.

6.5.7 Complete the rental space fee plan for El Centro to generate revenue.

In progress. El Centro has developed a fee schedule and manual, along with a facility promotional plan.

August 11, 2016
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Strategic Planning Implementation
Annual Workplan Fiscal Year 2018

Northeastern Illinois University’s Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under each Goal for our University-wide focus. We have chosen the activities described below for FY2017. In addition to these items, other activities will be implemented across all units of our campuses. Activities are numbered to correspond to Action Steps within the Strategic Goals.

Goal 1 Student Success: Advance student success from recruitment through graduation by engaging all members of the Northeastern community.

1.1 Increase the enrollment of both undergraduate and graduate students.

1.1.1 Work with Enrollment Management Council to implement the Ruffalo Noel Levitz Student Satisfaction Inventory.

1.1.2 Increase freshmen conversion rates by 3%.

1.1.3 Implement a communication campaign to increase participation of faculty and staff in the Recruitment Resource Repository.

1.1.4 Implement three additional pathway agreements.

1.1.5 Collaborate with Colleges to develop an application and admission contract course process template.

1.1.6 Develop a comprehensive Master Recruitment Event Calendar to include freshmen, transfer and graduate events. Share the calendar in early September with the University Community.

1.1.7 Launch the MA LBS I program at Proviso Center for Exceptional Children (PAEC) in Maywood with one cohort of at least 12 students.

1.1.8 Launch at least one gifted endorsement program cohort in either Oswego District #308 or Elmhurst School District.

1.1.9 Literacy Education will implement and engage in a comparison of three different recruitment strategies to determine which method works best in recruiting teachers to this graduate program.

1.1.10 Recruit at least 15 new students for the Higher Educational Leadership program.

1.1.11 Undergraduate Elementary Education program will increase enrollment by 20%.

1.1.12 Business will develop transfer pathways from Lake County and McHenry County Community Colleges.

1.1.13 Business will expand the outreach calendar for our outreach personnel as much as possible given new staffing realities.

1.1.14 The Center for College Access and Success will increase the number of contract graduate courses for teachers from Chicagoland districts by 5% over baseline in collaboration with the COE and CAS.

1.1.15 Public Relations will promote student and faculty success with the news media and on the University website and social media outlets to draw attention to stories that convey institutional excellence and a welcome environment for potential students.

1.1.16 Alumni Relations will promote admissions-related events and will engage alumni teachers and counselors through promotional materials and university visits.

1.1.17 Alumni Relations will continue producing activities and programs that showcase successful Northeastern alumni.
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1.2 Increase retention and graduation rates for all students. Identify and implement high-impact practices for all students with a special focus on underrepresented populations.

1.2.1 Develop a comprehensive retention strategy for the University.

1.2.2 Infuse into the syllabi of the Seminar Course support offered by the Learning Support Center thus raising the GPA of the incoming freshmen to 2.4 Continue to work on raising GPAs.

1.2.3 Provide academic support to CCICS students in the new cohort, the ESCI grant, and the two Title V grants submitted, thus raising the GPA of the students served by the grant to 2.5 and their first year retention to 80%.

1.2.4 Re-design the Seminar course taught by the Success Programs and house it properly in a discipline.

1.2.5 Collaborate with the new Title V grants and FSS to provide academic support and create care teams for students.

1.2.6 Create a common practice for Achievement Agreement, Individual Learning Contracts, and reporting through an enhanced Common Report template for Project Success, Proyecto Pa’lante, and Wentworth.

1.2.7 Create coordinated goals and learning outcomes for Summer Bridge, Kick Start College, and Success Hour that are coordinated for all Success Programs.

1.2.8 Pilot expanded discipline-specific writing tutoring.

1.2.9 Offer an ACT Preparation Workshop, funded in part by the Goodwin College, in collaboration with TRIO in both reading comprehension and mathematics to intended education majors who have not earned a sufficient passing score.

1.2.10 CCGSR will create a New Graduate Student Orientation program.

1.2.11 The Center for College Access and Success will provide academic support to the GEAR UP students on campus in their freshmen year beginning Fall 2017 focused on increased retention.

1.2.12 The CAS will inventory high impact practices (HIPs) that are currently used by CAS departments, and that can be widely implemented and disseminated to all programs in college.

1.2.13 Complete research project Black Student Experience of Interdisciplinary Studies Program to identify best practices for African-American student retention and graduation.

1.2.14 Develop a plan to renovate the Physical Education Complex to improve aging facilities to better serve students, faculty, staff and community.

1.2.15 Implement Student Affairs departmental Assessment Plans.

1.2.16 Develop student emergency fund from facility and community rental programs.

1.2.17 Continue to implement the African American Student Success initiative, Foundation of Student Success, Excellencia initiative, Dream.US scholars programs, and student mentorship programs.

1.2.18 Develop and implement the Start NEIU retention program with the focus on eliminating institutional barriers and assisting students with academic, co-curricular and “life” issues.

1.2.19 Work with academic affairs to identify faculty members to serve as faculty fellows within the Pedroso Center.
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1.2.20 In partnership with Institutional Research participate in a national study on how hunger and homelessness impacts on NEIU students undergraduate experience to gain insights on the needs of our students and how best to develop programs and services to support those needs.

1.2.21 Expand wrap around programs in the Food Pantry to better support students dealing with economic insecurity issues in partnership with academic programs and local non-profit organizations.

1.2.22 Continue to provide leadership for Student Affairs involvement in the American Democracy's Project Economic Inequality Initiative and cultivate opportunities for strong partnerships between Student Affairs programs and the Arts & Sciences Curriculum through this initiative. This includes support for development of programs that address how economic inequality impacts on NEIU students.

1.2.23 Expand learning experiences for students through collaborative efforts with the Department of Health Sciences and Physical Education, the Food Pantry, and the Nest residence hall.

1.2.24 Finalize the vaccination policy for students and develop a plan for the immunization compliance program for the University.

1.2.25 Expand the Power Closet program aimed at providing students with every day and business attire.

1.2.26 Alumni Relations will focus on student mentoring through the Doris Vrooman Alumni Mentoring Program and other opportunities for alumni and student mentoring and networking, including the NEIU Alumni Association Internship Scholarship.

1.2.27 Alumni Relations will continue producing the NEIU Alumni: All Access program to bring high-profile alumni to the main campus to showcase success stories and network with students.

1.2.28 Alumni Relations will continue to partner with various departments across the university to host Alumni Career Panels.

1.2.29 Public Relations will promote the successes of alumni to connect earning a degree with positive outcomes.

1.3 Develop and implement strategies to support the transition and success of first-year and transfer students.

1.3.1 Move one GCOE FYE course through governance.

1.3.2 El Centro will implement a staff mentoring program for cohorts transitioning to their majors.

1.3.3 By December 1, 2017 produce an information document for NDP students and advisors regarding options (courses, placement test, credit by exam) for meeting the university math/quantitative reasoning graduation requirement.

1.3.4 Alumni Relations will select four students to receive the Doris Vrooman Alumni Mentoring Scholarship, (See also 1.2.1) which provides mentoring relationships for alumni and first-semester sophomore students.

1.4 Conduct a comprehensive review of all academic advising services, and implement intentional, coordinated strategies that reflect national best practices in advising to increase student satisfaction and success.

1.4.1 Send one professional advisor to professional development training, if budget permits.
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1.4.2 The Alumni Association will continue to participate in university Open Houses and other student recruitment events to help promote university services and additional resources offered to students through the Alumni Association.

1.5 Increase bicultural/bilingual support in the areas of admissions, enrollment services, financial aid, student affairs, and academic affairs.

1.5.1 Implement the “Welcome Desk” to serve as the main “hub” for customer service for the University community and Student Union clients.

1.6 Enhance the quality of service and communication to promote student satisfaction in all areas of the University with a focus on “points of entry,” such as admissions, financial services, enrollment services, the website, and other critical areas.

1.6.1 Officially launch the first online application process for admission to the GCOE.

1.6.2 Create and deliver content and support to students in Projecto Pa'lante, Project Success, and Wentworth through the creation of a Success Hour that all freshmen in AY 17 Success Program cohort must attend and managed by the Learning Success Center (new name for fall 2017).

1.6.3 Student Payment Services will use Touchnet to integrate Banner billing data with monthly email reminders to send student notices about specific balances due.

1.6.4 University Technology Services will implement a new single sign-on and identity management solution to improve password management and accessibility.

1.6.5 University Technology Services will implement an updated auto attendant system in English and Spanish languages.

1.6.6 University Technology Services will implement a new help desk ticketing system to improve service response time using a new taxonomy system.

Goal 2 Academic Excellence and Innovation: Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.

2.1 Develop a Statement of Objectives for the master’s degree, and explore adding the doctoral degree to the academic portfolio.

2.1.1 Map program goals of Master’s programs to the University’s Masters’ goals.

2.2 Implement and assess the University Core Curriculum.

2.2.1 Seventy-five percent of all academic programs will produce an annual assessment report from TK20. Report will include feedback loop to support and guide academic innovation.

2.2.2 Develop a plan to assess both areas of the UCC, Engaged learning and Distributive learning. Build assessment process into TK20 and begin collecting data.

2.2.3 Work with UCC leadership to develop a plan to assess both areas of the UCC, Engaged learning and Distributive learning. Build assessment process into TK20 and begin collecting data.

2.3 Support, create, and sustain interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning.

2.3.1 Pending approval of the Master in Public Health (MPH) Program by the Board of Trustees, obtain IBHE approval for the program.

2.3.2 Modify the Physical Education minor to an Exercise Science Minor to attract students into the Exercise Science and MPH programs.
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2.3.3 SCED will move the ISBE approved MAT/TLP program through IBHE via Academic Affairs.

2.3.4 Counselor Education will develop an honors BA/MA program.

2.3.5 Explore out-of-class learning opportunities for additional student skill development.

2.3.6 Continue working on academic offerings that are cross-functional with Computer Science and HRD.

2.3.7 By May 15, 2018 develop and submit to governance a policy that requires Interdisciplinary Study majors to design and title a focus area for their individualized interdisciplinary curricula. By June 30, 2018 design and submit to governance an Academic Course Record for Interdisciplinary Studies majors.

2.4 Focus on academic programs linked to regional economic development and workforce demands for the global society.

2.4.1 Implement the District 214 dual enrollment program for high school students interested in becoming secondary education teachers.

2.4.2 Adopt a uniform, valid and reliable disposition assessment for our initial licensure programs with data collected at admission, prior to clinical, prior to student teaching and at program’s end.

2.4.3 Pilot and adopt a uniform, valid and reliable student teaching evaluation instrument for our initial licensure programs.

2.4.4 Create a common, valid lesson plan rubric for initial licensure programs.

2.4.5 SCED will solidify its partnership with the Illinois Writing Project and offer professional development coursework for teachers.

2.4.6 Counselor Education will move the School Counseling program from a 48-hour to a 60-hour program to meet CACREP accreditation requirements.

2.5 Support and create academic and professional development opportunities for students through internships, international study, research, service learning, and career services.

2.5.1 Create a universal peer facilitators training program that incorporates both the training of campus peer mentors and tutors that includes the faculty with collaboration from the Center for Teaching and Learning.

2.5.2 The Higher Educational Leadership program will forge at least 2 new partnerships with outside agencies to support their practicum and internship experiences.

2.5.3 Continue enhancing the student internship program and add additional programming by partnering with career services to teach students interviewing and other job search skills.

2.5.4 Enhance student club activities by bringing in ten additional executives.

2.5.5 Expand paid internship opportunities and other engaged learning experiences for students through development of positions to support the Student Pantry, Tree Campus USA, Northeastern’s community garden, and non-profit organizations around NEIU’s campuses.

2.5.6 Work with faculty in Human Resources to develop applied learning opportunities for graduate and upper division undergraduate students in Human Resources to provide resume critiques for students.

2.5.7 Alumni Relations will continue to partner with Career Development Services to provide career resources to students and alumni.
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2.6 Enhance and expand academic offerings and resources at CCICS.
   2.6.1 The ISCE graduate program will move through governance.
   2.6.2 Partner with El Centro and CCICS staff and administrators to set up and implement appropriate programs to meet student needs and expectations at El Centro and CCICS.
   2.6.3 Facilities Management will coordinate renovations at CCIS to provide ADA access to financial aid offices, and to provide an ADA accessible and gender neutral restroom.

2.7 Integrate culturally relevant pedagogy and content throughout the curriculum.
   2.7.1 Host an expert in implementing culturally relevant pedagogy for this year’s Jean Carlson Memorial Lectureship and provide a venue for faculty to use this professional development to improve curriculum.

2.8 Increase high-quality hybrid and online curricula throughout the University.
   2.8.1 Implement the D2L upgrade, Daylight, across the university. Train departments and faculty on the use of new D2L tools including the Learning Object Repository, video assignments, and virtual classroom.
   2.8.2 Increase the percentage of course sections that use D2L to 90%.
   2.8.3 Present Quality Matters Rubric, or a similar assessment model, for peer review of all new online and hybrid courses to FCAA.
   2.8.4 Literacy Education will move 3 courses to online delivery.
   2.8.5 The Department of Health Sciences and Physical Education (HSPE) will move at least 3 new online courses and 3 hybrid courses to online delivery.
   2.8.6 Undergraduate Early Childhood program will move one course to online delivery.
   2.8.7 The Bilingual/Bicultural Endorsement program will move 2 courses to hybrid delivery.
   2.8.8 Complete the revision of the MBA curriculum with pricing and delivery options to include additional sites and online. This activity was paused in FY2017 pending identification of funding opportunities.

2.9 Prioritize resource allocation to learning resource centers and support centers.
   2.9.1 Develop common learning outcomes for Writing Intensive Program (WIP) courses to submit to governance for approval and future assessment.
   2.9.2 Collaborate with other support centers to determine and suggest possible organization models that are more efficient in supporting faculty and students across the university through the prioritization process.
   2.9.3 Create a mechanism for subsidizing faculty open access publishing fees with the support of indirect funds.
   2.9.4 Increase student health and counseling services at El Centro and the Carruthers’ Center for Inner City Studies and remodel the student lounge at CCICS.

Goal 3 Urban Leadership: Build upon Northeastern’s tradition of community partnership and engagement by collaborating with educational, social service, governmental, philanthropic, and business organizations in Chicago and the region.

3.1 Collaborate with local and regional schools, community organizations, and parents to vertically align knowledge, skills, and dispositions across K-12 schooling in order to prepare students to succeed at Northeastern or other postsecondary institutions.
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3.1.1 Hold a meeting of the first ever Goodwin Field Experience Advisory Board comprised of school leaders/administrators, cooperating teachers, and university supervisors to gather input on how we might improve our teacher preparation curriculum and assessments.

3.1.2 CCAS will build pathways to postsecondary through partnerships with 30 Chicago area high schools and community colleges to increase the number of students who apply and enroll in postsecondary and to increase the yield to NEIU from CCAS partner high schools with high application rates.

3.1.3 The Center for College Access and Success will increase the number of high school students who enroll in dual credit and dual enrollment classes by 5% over baseline.

3.1.4 Hold two workshops with parents/families from schools and communities that the Center for College Access and Success serves to help them better understand post-secondary options.

3.1.5 Alumni Relations will launch a Corporate Alumni Relations program that will collaborate with businesses and industries where alumni work to provide engagement, continuing education, promote giving via match programs and elevate NEIU’s presence in among business networks.

3.1.6 Alumni Relations will continue to work with the Cornerstone Community Outreach Center every year on a back pack drive to provide backpacks for underprivileged children who attend Chicago Public Schools.

3.1.7 Alumni Relations will also continue to provide spirit kits to schools all over the country to help promote education and Northeastern.

3.2 Position and promote Northeastern as a leading Hispanic Serving Institution in the recruitment, retention, and graduation of Latino students.

3.2.1 Increase interactions between the College of Business and Management and the Latino Professional organizations of Prospanica and ALPFA.

3.2.2 Organize strategic and focused campus visits and academic programming to be held on campus for students from the Chicago Public Schools and Cicero/Berwyn to expose 8th through 12th graders to Northeastern.

3.2.3 Identify students from partner high schools to become a part of the NEIU cohort program in their freshmen year.

3.2.4 Enhance the cohort model at El Centro to achieve a higher retention and graduation rate. The goal is to have a 90% retention rate from first to second year.

3.2.5 Development will continue to feature Latino scholarship recipients and their testimonies in communications with donors, alumni and friends to demonstrate the impact of philanthropy.

3.2.6 Public Relations will continue to support Marketing in its promotions of El Centro and its academic programs and highlight the successes of Hispanic students, faculty, staff and alumni.

3.3 Increase Northeastern’s presence across diverse urban communities through intentional marketing.

3.4 Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners.

3.4.1 Conduct a needs assessment of the Child Care Center to ready the Center for NAECY accreditation.
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3.4.2 Collaborate and partner with NEIU faculty researchers involved in the Chicago Cancer Health Equity Collaborative (CHEC) grant program to focus on health and wellness initiatives.

3.4.3 Alumni Relations will promote five alumni recognition awards during NEIU Weekend 2017 that will provide an opportunity to recognize alumni community leaders and establish better community partners.

3.5 Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment.

3.5.1 Add members to the COBM executive council that will provide access to the big accounting firms.

3.6 Enhance Northeastern’s marketing and public relations plan, inclusive of community outreach, to expand internal, local, regional, national, and international awareness of our urban leadership efforts.

3.6.1 Public Relations will promote appropriate faculty and staff members as experts in the news media, work with all divisions, offices and departments to encourage best practices on social media and enhance messages relevant for internal and external markets.

3.6.2 Public Relations will expand, refresh and maintain the University’s photo library.

3.6.3 Development will work with Alumni Relations and Communications to coordinate two issues of In Common alumni magazine to feature outstanding aspects of the University’s community and programs and encourage affinity and increased donations.

3.6.4 Development and Alumni Relations will continue to submit potential stories that highlight alumni, faculty, staff and students for use as content online, in magazines, appeals, speeches, reports, newsletters and other communications.

3.7 Promote CCICS, El Centro, and CCAS as examples of Northeastern’s commitment to urban leadership.

3.7.1 Host a one-day college access and success conference in Fall 2017 for high school counselors, teachers and other college access professionals from partner institutions including members of community-based organizations to understand current trends in college access and to strengthen partnerships to support student success.

3.7.2 Development and Alumni Relations will work with CCICS and El Centro to support their programs and alumni.

3.7.3 Public Relations will work directly with the leaders of the locations to develop and update strategies.

Goal 4 Exemplary Faculty and Staff: Invest in and support faculty and staff to foster a nationally recognized urban university and create a thriving work environment that makes Northeastern an employer of choice.

4.1 Intentionally recruit and retain faculty and staff who understand and support Northeastern’s mission and the students we serve.

4.1.1 Fully implement the Diversity Council and develop recommendations to support a healthy campus environment.

4.1.2 Develop and implement “NEIU Bucks” (working title) declining balance option for faculty and staff.
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4.2 Enhance scholarship, professional development, and training for faculty and staff.
   4.2.1 Send at least one faculty member to the CAEP accreditation conference.
   4.2.2 Conduct reliability training for university supervisors and faculty on our new assessments (e.g., student teaching evaluation, dispositions).
   4.2.3 The GCOE Technology Committee will use last year’s survey results to host a panel on technology devices and applications used in today’s schools and businesses to keep our faculty current.
   4.2.4 Continue the second year of the faculty research funding experiment and program four dates for research sharing.
   4.2.5 Revise and streamline processes and protocols in light of the upcoming federal changes in regulations (the revised Common Rule).
   4.2.6 Produce a Resource Manual for grant PI’s.
   4.2.7 The CAS will research and propose a facilitator to conduct an internal professional development workshop for chairs and coordinators.
   4.2.8 In collaboration with the College of Arts and Sciences provide a professional development session for faculty, staff, and students on how to facilitate “Deliberative Dialog” discussions programs to improve their ability to build the critical thinking skills of students.
   4.2.9 Student Disability Services will design, lead, and implement Universal Design for Learning (UDL) for Faculty Training Cohort.
   4.2.10 Institutional Advancement will encourage staff members to pursue training and professional development including courses, conferences, website training, focusing on free and low cost offerings.

4.3 Use support systems and programs to build and foster a culture of mutual respect and collegiality across the University.
   4.3.1 Continue to coordinate the Social Justice Ally Initiative.
   4.3.2 Development will continue to provide consultation and planning for approved special solicitation efforts conducted by University departments and student groups.

4.4 Provide ongoing professional development to support culturally relevant pedagogical approaches from new faculty orientation onward.

4.5 Increase collaboration and accountability across all units of the University.
   4.5.1 Human resources will implement FMLA tracking in Banner to ensure effective monitoring and assessment of FMLA using while meeting legal requirements.

4.6 Develop an effective application of shared governance at Northeastern.

Goal 5 Enhanced University Operations: Improve operating efficiencies, physical and technological infrastructure and systems, and environmental sustainability in order to provide a supportive learning, teaching, and working environment.

5.1 Ensure that all classroom, laboratory, office, student, and support spaces accommodate current needs and long-term growth.
   5.1.1 With funding approval build out the Café Collection area in the Ronald Williams Library café to support student recreational reading.
   5.1.2 Continue to restructure Student Affairs areas for budget reductions and efficiency.
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5.1.3 Complete the restructure of the Pedroso Center for Diversity and Intercultural Affairs that aligns to the university’s financial and staff resources. Develop strategies to continue to support the following major student groups: Asian American, Latino/a, African American, LGBTQ, and Women.

5.1.4 Combine Student Counseling and Career Services into one department and expand services to better serve students.

5.1.5 Campus Recreation will facilitate with creation of a Family/Inclusive Changing Room in the PE Complex.

5.1.6 Develop plan to incorporate the programming efforts of Student Leadership and Development and multicultural affairs.

5.1.7 Facilities Management will complete CDB roofing and façade work for PEC, BBH, and Building H when funding is made available.

5.1.8 Facilities Management will renovate existing space at CCICS to provide new restrooms that are gender neutral and ADA compliant.

5.1.9 Facilities Management will renovate an existing space at CCICS to provide ADA compliance in Financial Aid area.

5.1.10 Procurement and Support Services will complete renewal of CCAS tenant lease or investigate alternative property locations.

5.1.11 Procurement and Support Services will transition Bookstore textbook inventory display from course/section based presentation to one based on textbook author, reducing duplication of inventory attributable to multiple sections requiring the same textbook.

5.2 Add a residential life component consistent with the mission of the University.

5.2.1 Design and implement specific health education programs for resident advisors and resident students at the Nest.

5.2.2 Attain budgeted residence hall occupancy of 352 (80%), leading to a financial gain for the institution. Continue to build residential hall programs to support student retention.

5.2.3 Procurement and Support Services will complete relocation of Bryn Mawr property tenants, renewal of applicable leases.

5.3 Invest in and implement technology applications and infrastructure to maximize academic and operational goals.

5.3.1 Create a quiet library computing area on the 3rd floor of the Ronald Williams Library.

5.3.2 Convert Room 201 at El Centro into a lab with the Raspberry Pi’s.

5.3.3 University Technology will deploy wireless access control, plan for Identity Management Replacement, and establish authentication structure when funding is available.

5.4 Streamline and redesign operational and financial workflows and processes to improve service quality and productivity.

5.4.1 The CAS will contribute to University discussions around the development of alternative budget models.

5.4.2 Improve efficiency by establishing an NDP portfolio evaluation fund to collect fees and distribute stipends to faculty evaluators.

5.4.3 Develop a “Student Affairs Fee Advisory Committee” to develop a plan to inform students on the usage of student fees and review/recommend future fee increases.
II. E. INFORMATION ITEM: FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

5.4.4 Procurement and Support Services will resolve complications related to event parking reservations, streamline internal departmental processes, leverage pay-by-phone technology, invest in new kiosk, and improve user training.

5.4.5 University Budgets will develop a plan to implement budgeting in Self-Service Banner when funding is available.

5.4.6 University Budgets Office will research various budget models for best practices, and begin identifying steps for implementation.

5.4.7 Continue working on replacing the Administrative Memorandum Series with contemporary approved policies.

5.5 Ensure the continued safety and security of the University; that all facilities and infrastructure, including technology and critical data, are protected; and that campus security and emergency preparedness are continually monitored and enhanced.

- 5.5.1 Complete emergency plan for the Ronald Williams Library and hold a practice fire drill.

- 5.5.2 University Police will oversee the renaming of the Access Road to a proper street name.

- 5.5.3 University Police will provide active shooter virtual reality/simulation training.

- 5.5.4 University Technology Services will complete Banner Disaster Recovery project to be located at the new El Centro campus.

Goal 6 Fiscal Strength: Enhance Northeastern’s financial position by diversifying revenue sources and by strengthening institutional relationships with donors, public and private entities, and alumni.

6.1 Increase external funding, including grants, which supports programming critical to Northeastern’s mission.

- 6.1.1 Continue to receive Workforce Development approval status (to allow students receive federal/state funding) for CAPE’s Veterinary Assistant and Pharmacy Technician Program. We will work to add our Clinical Medical Assistant Program to this as well.

- 6.1.2 Lead the university community in developing a vision for research and creative activities that has the requisite university support.

- 6.1.3 The Center for College Access and Success will increase the number of proposals submitted to federal, state and private agencies as measured by a 5% increase in external funding and the number of proposals submitted.

- 6.1.4 Work with McAllister and Quinn to increase and diversify the university’s grant portfolio as measured by a 5% increase in external funding and an increase in number of proposals submitted.

- 6.1.5 The CAS will increase fundraising (external and Internal) by 5%.

- 6.1.6 Corporate and Foundation Relations will identify an additional 50 prospects and submit at least 30 proposals.

6.2 Strategically plan for future Title V and other Minority Serving Institution grant applications using data and outcome analyses from current funds.

6.3 Increase advocacy efforts with federal and state governments to secure appropriations for the University.

- 6.3.1 The NEIU Alumni Association will continue to partner with Illinois public universities in the Advocacy Consortium of Public Illinois Alumni Associations in order to unify and advocate for Illinois public education, mobilize alumni, and share resources for effective grassroots advocacy and civic engagement.
II. E. INFORMATION ITEM:  FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

6.3.2 The NEIU Alumni Advocacy Committee, under the auspices of the NEIU Alumni Advisory Board, will continue to partner with the Executive Director of Government Relations to organize an annual Alumni Advocacy Day as well as other coordinated advocacy initiatives.

6.3.3 Maintain fiscal strength via adequate reserves when funding is available.

6.4 Increase private, corporate, foundation, and other philanthropic support for the University.

6.4.1 Center for College Access and Success will increase private, corporate and foundation support for its programs as measured by increased dollar amount over baseline, increased number of proposals submitted and increased number of successful proposals.

6.4.2 Host one fundraiser event for the Center for College Access and Success.

6.4.3 Development will raise no less than $1.6 million in private donations to the NEIU Foundation.

6.4.4 Development will meet the $500,000 goal for the Goodwin Gift Challenge by December 31, 2017, and will publicize this success and anticipate the 2018 Goodwin Gift Challenge.

6.4.8 Institutional Advancement will continue fundraising to achieve the $10 million goal of Transforming Lives: The Campaign for Northeastern Illinois University by the end of December 2018.

6.4.9 Institutional Advancement will produce NEIU Weekend in collaboration with other Divisions in order to promote engagement, fundraising, advocacy and celebration of the sesquicentennial anniversary for current students, parents, faculty staff, donors and alumni.

6.4.10 Institutional Advancement will work with the Foundation Board to define the Foundation’s mission, vision, and strategic plan.

6.4.11 Institutional Advancement will continue engagement in the University’s sesquicentennial celebration events and will ensure cohesive messaging between the sesquicentennial and the Transforming Lives campaign.

6.4.12 Development will revise the faculty and staff giving campaign to include volunteer leaders from across the University to promote employee giving.

6.4.13 Public Relations will promote philanthropic support and highlight the positive outcomes.

6.4.14 Development will produce the third year of the Student Caller program in the Fall 2017.

6.4.15 Development will produce a Faculty Caller program in FY18 to encourage first-time donations from alumni.

6.4.16 Development will host two or more regional events to promote the campaign and encourage regional alumni and donor cultivation.

6.4.17 Alumni Relations will devise and execute a student philanthropic engagement plan.

6.4.18 Development will coordinate Northeastern’s participation in the nationwide social media day of giving, #Giving Tuesday, on November 28, and will plan and implement a social media day of celebration specific to Northeastern in Spring 2018.

6.4.19 Development and Alumni Relations will continue consulting with departments and student groups on special fundraising and alumni-related outreach efforts.
II. E. INFORMATION ITEM: FISCAL YEAR 2017 ANNUAL WORK PLAN RESULTS AND FISCAL YEAR 2018 ANNUAL WORK PLAN

6.5 Generate revenue by leveraging Northeastern’s assets (such as space rentals, fees for services, and continuing education programs) while continuing to prioritize University needs.

6.5.1 Increase the number of fee for service contracts, workshops and space rentals at the Center for College Access and Success as measured by the number as well as revenue produced.

6.5.2 Engage NEIU faculty and departments in creating CAPE offerings to generate revenue.

6.5.3 Increase revenue generated by CAPE by at least 15% in FY18.

6.5.4 The CAS will develop a working group to research ways to expand revenue-generating activities (e.g., enrichment courses for the community, expansion of contract courses), partnering where feasible with other University units (e.g., CAPE).

6.5.5 Student Union, Event and Conferences Services and Campus Recreation will continue to increase revenue collected from the rental of our spaces.

6.5.6 Alumni Relations will continue to promote public rental spaces and continuing education to alumni through various channels.

August 28, 2017
II. F. INFORMATION ITEM: STUDENT HOUSING – PHASE 2

On August 25, 2017, NEIU welcomed 360 (83% occupancy) students to our first residence hall, the Nest. This number surpassed our 80% year two goal and occupancy commitment to American Campus Communities (ACC). We expect to be near or at full capacity this fall which will ensure a wait list for year three. This means for the 2018-2019 academic year there will be students who will be unable to obtain leases and could likely choose another university that can provide them a residence life experience. In order to be prepared to meet the needs of students, it is recommended to begin to plan for Phase Two. Recently, NEIU learned that the 2013 RFP allows for multiple phases and therefore Northeastern Illinois University does not need to conduct a new RFP. As a result, NEIU and ACC have scheduled a Phase Two Project Kick-Off meeting on September 8, 2017. The results of the September 8th meeting including a revised project schedule will be shared at the September 14, 2017 Board of Trustees meeting.

Northeastern’s first residence hall, The Nest is a public-private partnership with American Campus Communities (ACC). Northeastern owns the land and ACC manages and operates the building. The Nest phase one has the capacity of 440 beds (110 units), which includes 432 for students and eight housing staff. Full-time undergraduate students (12 credit hrs.) and graduate students (9 credit hrs.) are eligible to live in The Nest. The goals of student housing at Northeastern are to improve student retention and graduation rates, increase university enrollment, enrich the educational and co-curricular experience, and provide options for the growing international student population.

Summary
The Nest has been a successful endeavor for the University. The University has met its first and second-year occupancy goals. Incorporating a residence life component into the University has allowed Northeastern to recruit and retain more students, to better engage students with the university community (peers, professors, staff, clubs and organizations), and enable them to have a “traditional” college experience. Northeastern is ready to explore the possibility of Phase Two and will seek board approval at a future meeting.
II. G. INFORMATION ITEM: FOURTH QUARTER BUDGET TO ACTUAL

At its June 2016 meeting, the Northeastern Illinois University Board of Trustees approved the University preliminary operating budget, which represented preliminary spending plans for fiscal year 2017 (FY2017). In September, the Board of Trustees received an informational item deferring approval of the final FY2017 operating budget due to the inaction in Springfield in passing an annual budgetary appropriation for Northeastern Illinois University.

The preliminary operating budget for FY2017 totals $151.56 million. Of that total, $91.97 million is the University’s unrestricted general operating budget supported by the estimated State appropriation and student tuition. In addition, the University’s restricted funds budget amount of $59.57 million is supported by student fee programs, auxiliary services, grants and contracts. At the Board’s request, quarterly reports are provided for the unrestricted operating budget, which supports most University departments and ongoing operations.

This report provides an update on the fourth quarter spending in the unrestricted budget and is summarized in Table 1 at the end of this report.

Revenues
The preliminary FY2017 budget includes estimated State support of $31.36 million for the University’s unrestricted general operating budget, or 34.1 percent of that budget. This level of estimated state support is based on the Governor’s proposed FY2017 budget plus an estimated amount tied to performance funding outlined by the Governor. There never was an FY2016 State budgetary appropriation.

The Legislature passed and the Governor signed a stopgap funding bill (“Stopgap I”) in April 2016, providing $10.7 million to Northeastern. This funding was received and applied against the University’s FY2016 budget/operating financials.

A second stopgap funding bill (“Stopgap II”) was passed, and then signed by the Governor on July 1, 2016, providing Northeastern with an additional $19.56 million in operations funding. The Stopgap II funding bill was designated “to meet … operational expenses for the fiscal year ending June 30, 2017” or FY2017. However, legislative debate appears to have indicated that the Stopgap II funding was for the 18-month period from July 1, 2015, to December 31, 2016, i.e. all of FY2016 and the first half of FY2017. Given this, the State Office of the Comptroller informed Illinois public universities that FY2016 expenses could be vouchered for payment from Stopgap II. Later, the State Office of the Comptroller provided a formal accounting judgment that the Stopgap II funding must be recognized as FY2017 revenues. Northeastern has vouchered and received all of the $19.56 million Stopgap II funding.

The Legislature later passed, the Governor vetoed, and the Legislature overrode that veto in July 2017 for the budget bill providing Northeastern with $17,336,800 in appropriation for FY2017 (with additional funding for FY2018). The Office of the Comptroller provided on July 21, 2017, a formal accounting judgment that the $17,336,800 FY2017 appropriation funding, while stated as FY2017 appropriation, must be recognized as revenues in FY2018.

University Income Funds are comprised primarily of tuition revenues, which are dependent on student enrollments. Through the fourth quarter, 91.7 percent of estimated tuition and income fund revenue was recorded, after adjusting for anticipated waivers and bad debt. Because the summer term bridges two fiscal years, accruals are made to apportion the tuition revenues and operating expenses between those fiscal years.

The FY2017 preliminary budget was based upon estimated enrollments level with the prior year. Annual credit hour enrollments fell short of the budget targets. Due to this, the University monitored revenues and expenses closely and underwent several cost savings measures, listed below.
II. G. INFORMATION ITEM: FOURTH QUARTER BUDGET TO ACTUAL

It is important to note that for both the State appropriation and tuition income, revenues are recorded and reflected in this report as they are billed. Final revenue numbers will be available after the University makes all accounting adjustments during the year-end reconciliation period after June 30, 2017. These adjustments are required to adjust for activity such as class drop refunds, statutory waivers, bad debt allowances, and fees associated with outstanding accounts.

Expenses

Through the fourth quarter, the University spent only 89.8 percent of the total $91.97 million general operating unrestricted preliminary budget.

Due to the ongoing budget impasse at the State level, and subsequent lack of a state appropriation, the University has taken many steps to reduce spending. Following University-wide Open Budget Forums and extensive negotiations with collective bargaining units, furlough and salary reduction programs for each employment group were implemented in March to May. Full salary savings programs were projected to save about $2.8 million by the end of the fiscal year. In addition, the President and Vice Presidents identified $1.8 million in non-personnel funding to be held via a year-end spending freeze, and a hiring freeze was instituted and continues for non-critical positions.

The following table and bar graph outline the actual University revenues and expenses compared to budget through the third quarter.

### Table 1

NORTHEASTERN ILLINOIS UNIVERSITY
FISCAL YEAR 2017 BUDGET TO ACTUAL COMPARISONS
FOR THE PERIOD ENDING June 30, 2017
UNAUDITED FIGURES

<table>
<thead>
<tr>
<th></th>
<th>Preliminary Budget</th>
<th>Preliminary Budget</th>
<th>Actual</th>
<th>% of Current Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Income Fund (Net Tuition)</td>
<td>$60,302,600</td>
<td>$60,302,600</td>
<td>$55,315,935</td>
<td>91.7%</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>31,364,000</td>
<td>31,364,000</td>
<td>19,562,103</td>
<td>62.4</td>
</tr>
<tr>
<td>All other sources</td>
<td>300,000</td>
<td>300,000</td>
<td>733,063</td>
<td>244.4</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$91,966,600</td>
<td>$91,966,600</td>
<td>$75,611,100</td>
<td>82.2%</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>$74,888,712</td>
<td>$73,851,429</td>
<td>$69,030,112</td>
<td>93.5%</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>9,873,667</td>
<td>9,527,402</td>
<td>8,333,567</td>
<td>87.5</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,451,942</td>
<td>1,400,322</td>
<td>534,144</td>
<td>38.1</td>
</tr>
<tr>
<td>Commodities</td>
<td>1,010,992</td>
<td>736,205</td>
<td>552,554</td>
<td>75.1</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>603,701</td>
<td>592,176</td>
<td>462,066</td>
<td>78.0</td>
</tr>
<tr>
<td>Travel</td>
<td>281,041</td>
<td>225,292</td>
<td>144,661</td>
<td>64.2</td>
</tr>
<tr>
<td>Permanent Improvements</td>
<td>200,000</td>
<td>24,603</td>
<td>23,944</td>
<td>97.3</td>
</tr>
<tr>
<td>Operation of Auto Equip</td>
<td>19,515</td>
<td>39,515</td>
<td>36,347</td>
<td>92.0</td>
</tr>
<tr>
<td>Tuition Scholarships</td>
<td>1,569,030</td>
<td>1,663,841</td>
<td>1,354,789</td>
<td>81.4</td>
</tr>
<tr>
<td>Debt Service</td>
<td>2,068,000</td>
<td>2,068,000</td>
<td>2,067,678</td>
<td>100.0</td>
</tr>
<tr>
<td>Hold - Year-end spending freeze</td>
<td>-</td>
<td>1,837,415</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$91,966,600</td>
<td>$91,966,600</td>
<td>$82,539,864</td>
<td>89.8%</td>
</tr>
</tbody>
</table>

Notes:
1. Preliminary Budget column reflects the preliminary budget approved by the Board of Trustees in June, 2016.
2. The University did not receive a final FY2017 state budgetary appropriation during FY2017. The $19.562 million represents Northeastern’s Stopgap II funding.
3. Year-to-date activity does not include encumbrances.
4. The Current Preliminary Budget reflects budget transfers processed between organizations and accounts since July 1.
II. G. INFORMATION ITEM: FOURTH QUARTER BUDGET TO ACTUAL

Northeastern Illinois University
Fiscal Year 2017 Unrestricted General Operating Budget
4th Quarter Actuals: Percent of Total Current Budget Received/Spent
Unaudited Figures

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Income Fund (Net Tuition)</td>
<td>91.7%</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>Debt Service</td>
</tr>
<tr>
<td></td>
<td>62.4%</td>
</tr>
<tr>
<td>All other sources</td>
<td>Tuition Scholarships</td>
</tr>
<tr>
<td></td>
<td>87.5%</td>
</tr>
<tr>
<td></td>
<td>Equipment and Commodities</td>
</tr>
<tr>
<td></td>
<td>81.4%</td>
</tr>
<tr>
<td></td>
<td>All Other</td>
</tr>
<tr>
<td></td>
<td>50.9%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75.7%</td>
</tr>
</tbody>
</table>

Revenues: 4th Quarter Actuals: University Income Fund (Net Tuition) 91.7%, State Appropriations 62.4%, All other sources 0%

Expenses: 4th Quarter Actuals: Debt Service 100.0%, Tuition Scholarships 81.4%, Equipment and Commodities 50.9%, All Other 75.7%
II. H. INFORMATION ITEM: NOTIFICATION TO THE BOARD OF CERTAIN EXPENDITURES—PURCHASES BETWEEN $50,000 AND $100,000

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

<table>
<thead>
<tr>
<th>VENDOR</th>
<th>DESCRIPTION</th>
<th>PURCHASE ORDER AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agilent Technologies</td>
<td>Chemistry Department workstation equipment</td>
<td>$61,240.00</td>
</tr>
<tr>
<td>Dee’s Catering</td>
<td>Provide hot and bag lunches for NEIU Childcare Center for FY18</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Dell Marketing LP</td>
<td>VMWare Migration Services</td>
<td>$99,920.00</td>
</tr>
<tr>
<td>Ellucian</td>
<td>Recruiter CRM software license renewal for FY18</td>
<td>$85,280.00</td>
</tr>
<tr>
<td>Maxim Healthcare Services</td>
<td>Temporary nursing services For Student Health Center</td>
<td>$78,550.00</td>
</tr>
<tr>
<td>Software House International</td>
<td>Microsoft software licensing for FY18</td>
<td>$72,422.00</td>
</tr>
</tbody>
</table>
II. I. INFORMATION ITEM: CONSTRUCTION UPDATE

Some limited project funding was included in the FY17/FY18 budget bill recently passed by override of the Governor’s veto. The Physical Education Complex roofing and exterior façade project is planned to restart soon and be completed this winter, after the project hold was released by the Capitol Development Board (CDB).

The exterior façade for Building H and/or BBH bid is on hold by the CDB.

Bernard Brommel Hall’s lecture hall S102 is complete.

As of this writing, the following projects are on hold pending release of State funding the Capital Development Board for the Education Building:

• Education Building construction documents and then construction;
• Central utility plant for south end of main campus including Education Building; and
• Detention basin project for Education Building.
II. J. INFORMATION ITEM: NEWS AND EVENTS

Student Health Services — June - August
Staff participated in Orientation Sessions to inform new students about Health Services and student insurance policy changes. Residential students were greeted with personal hygiene gift bags at the Move-In Day on August 25. Health education sessions were provided for Residential Advisors and students enrolled in the Success programs.

HireChicago Alumni-Only Career Fair — June 21
The Office of Alumni Relations participated in the HireChicago Alumni-Only Career Fair hosted by Hire Talent and Loyola University. More than 50 Northeastern alumni and students participated in this exclusive career fair that featured jobs in accounting, consulting, engineering, finance, health care, government, banking, management, media, technology and sales. Other participating schools included Loyola, Bradley University, University of Illinois at Chicago and DePaul University.

NEIU Athletic Alumni Event — June 22
More than 50 people attended the Division of Institutional Advancement’s annual NEIU Athletic Alumni event at Nil Tap, which is owned by Northeastern alumna and softball player Linda Dewald.

NEIU Family Day at Six Flags — June 24
The Alumni Association and Northeastern Programming Board hosted alumni, students, faculty, staff, family and friends at the annual event in Gurnee. More than 150 people attended.

June Summer Book Club — June 29
The Alumni Association hosted its second book club meet-up, featuring “Every Moment Matters” by alumnus John St. Augustine.

Golden Eagle Family Lifetime Appreciation Dinner — July 11
The Office of Alumni Relations hosted a dinner at Monastero’s Ristorante for the second time to recognize lifetime members of the NEIU Alumni Association. Golden Eagle Family Lifetime Members have made gifts at the $1,500 level or have purchased four or more years of Golden Eagle level membership at the $350 level.

President’s Rooftop Event — July 13
More than 30 guests attended the NEIU Foundation’s annual event geared toward high-level donors in the President’s Circle and Wentworth Society at the home of Interim President Richard Helldobler. Dr. Helldobler and Vice President for Institutional Advancement Liesl Downey provided University updates, and graduate student Alicia Mendoza shared her story of how Northeastern played a role in her success.

Transforming Lives Campaign Regional Event — July 25
The Office of Development hosted a north suburban regional event at the home of NEIU Foundation Board President Emeritus Tom Gramins and his wife, Mary, in Deerfield. This event provided an opportunity for alumni and friends from the northern suburbs to meet Interim President Richard Helldobler and hear Northeastern news and updates. Nearly 25 guests attended.

July Summer Book Club — July 31
The Alumni Association hosted its final book club meet-up for the summer, featuring “Flash Back: A Novel (Fountain of Life Book One)” (previously titled "Regeneration X") by alumna Ellison Blackburn.
II. J. INFORMATION ITEM: NEWS AND EVENTS

45th Annual Chuck Kane Golf Event — August 7
About 115 individuals participated in the 45th Annual Chuck Kane Scholarship Golf Event at Eaglewood Resort and Spa in Itasca. After 18 holes and lunch on the course, 85 dinner guests heard inspirational presentations from Northeastern alumnus Elias Kasongo, a refugee from Congo who has risen to the position of purchasing and materials manager for Eli’s Cheesecake, and Chicago Tribune sports columnist David Haugh. The event netted more than $29,000 toward the Kane Scholarship endowment, which has awarded scholarships to more than 146 students in its 45 year history.

Alumni Night at WTTW11 Chicago — August 14
The Alumni Association partnered with WTTW11 to host pledge volunteers for the “Visions of Europe (Live)” on-air pledge drive. All volunteers wore NEIU spirit shirts and during the broadcast, WTTW11 did a live public service announcement for NEIU Weekend.

New Faculty Orientation — August 17-18
Northeastern welcomed seven new tenure-line faculty on August 17 and 18 during the new faculty orientation. The Center for Teaching and Learning planned and hosted the orientation for new faculty, who learned about the many University resources available to them and to their students through panel presentations and workshops. Faculty had the opportunity to hear from second-year faculty as well as a panel of current students to learn about their experiences at the University.

United Peer Facilitator Training — August 22
Training was held for students who will be peer tutors and mentors to fellow students, with 66 peer tutors and mentors in attendance. Attendees participated in training on foundational concepts in: Diversity, Developing Successful Mindsets, Campus Resources, Professionalism, and Faculty Meet Up.

Faculty/Staff/Retiree Donor Appreciation Event — August 23
The Office of Development hosted more than 50 guests for this annual event to recognize and celebrate Northeastern’s faculty, staff and retirees who made gifts to the NEIU Foundation in fiscal year 2017. Faculty, staff and retiree giving plays an important role in ensuring the University’s success. With a focus on participation rather than a targeted dollar amount, employee gifts can influence increased giving from alumni, corporations and foundations. In fiscal year 2017, faculty, staff and retiree gifts made up 6 percent of the NEIU Foundation’s overall donor base.

Alumni Appreciation Night — August 23
The Alumni Association hosted its annual appreciation event to thank Alumni Association members who purchased Blue and Gold level ($30) annual memberships or higher. Hosted in Courtyard B of the Main Campus, the program featured student Trudy Leong and Bill Morton, President of the Rogers Park Chamber of Commerce. They discussed Ms. Leong’s internship experience with the Chamber, made possible through her NEIU Alumni Association Internship Scholarship.

KickStart College — August 23-24
KickStart College is a two-day conference of activities and workshops designed to prepare first-year students with the tools they need to successfully complete their degrees at Northeastern. Students admitted into Student Success Programs are required to attend. Students participated in workshops on how to be successful in the classroom, how to use University technology, how to manage their finances during college, and how to look after their mental and physical health during this transitional period in their lives. More than 100 new freshmen attended.

Annual Back Pack Drive — August 24
Through the generosity of faculty, staff, students and alumni, more than 100 children without permanent housing at Cornerstone Community Outreach (CCO) were given backpacks and school supplies. The backpacks were distributed at CCO’s Back-to-School Rally. The students’ ages ranged from preschool to high school. The Alumni Association raises hundreds of dollars each year for this special event.
II. J. INFORMATION ITEM: NEWS AND EVENTS

The Nest Move-In Begins — August 25
Student Affairs staff coordinated with volunteers from across the University to help students and families move in on August 25. Student Affairs staff also coordinated shuttles from The Nest to the grocery store, the mall, and Target to aid student transition into residential life as they stocked up their refrigerators and put the finishing touches on their new homes away from home.

Training for Writing Tutors
Writing tutors from the Learning Success Center and the Center for Academic Writing participated in a day of training and preparation for the fall semester. Approximately 30 undergraduate and graduate students, who serve as tutors in these two areas, worked together to learn about the theory and practice of writing tutoring.

First Year Experience Training — August 24
On August 24, the First Year Experience (FYE) program organized a day of training and preparation for the FYE faculty and FYE peer mentors. For Fall 2017, Northeastern is offering 22 FYE courses, with 33 sections for freshman. Twenty-four faculty are teaching FYE courses this semester and are supported by 33 undergraduate students serving as peer mentors for the sections.

Golden Eagle Welcome Day — August 26
Golden Eagle Welcome Day is designed to welcome new first-year, transfer and graduate students to the University. Faculty and staff formed a gauntlet to welcome new undergraduate students. Undergraduate students then participated in a welcome program that included a pinning ceremony a lesson on philanthropy, and an address by alumna and fraternity member Diamond Barnes encouraging them to participate in campus life. In addition, the Office of Alumni Relations passed out piggy banks to new students to encourage them to collect their pocket change for scholarships. Later, they had lunch with faculty and staff, and participated in PLAYFAIR activities and an information fair. Graduate students took part in a graduate orientation, a graduate research overview, and lunch with faculty and staff.

Ask Me! Campaign — August 28 - September 1
Faculty, staff and student joined forces to welcome new and continuing students to Northeastern during Welcome Week via the Ask Me! Campaign. This New Student and Family Programs Campaign involves members of the University Community wearing buttons and displaying signs with the Ask Me! logo to encourage students to ask questions and seek help. Faculty, staff and students also staffed resource tables throughout Welcome Week.

Pedroso Center Welcome Back Reception — September 6
The Angelina Pedroso Center for Diversity and Intercultural Affairs hosted a welcome back reception for all new and returning students as well as faculty and staff.

Chicago Tribune and WBEZ'S Greg Kot speaks to media students — September 7
Greg Kot, a Chicago Tribune music critic and columnist, celebrated author, and the co-host of "Sound Opinions" on WBEZ, spoke to a large gathering of students at Meet the Media Night on September 7 about his career as a journalist. Meet the Media Night is a biannual event hosted by the Student Media Director and Student Leadership Development, in cooperation with the CMT and English departments. Student leaders from WZRD radio, Que Ondee Sola magazine, Seeds Literary and Visual Arts Journal, and the Independent newspaper also talked to students about opportunities within those media groups.

Latino/a Heritage Month Kickoff Celebration — September 13
The Angelina Pedroso Center for Diversity and Intercultural Affairs hosted a kickoff celebration to mark the beginning of the 2017 Latino/a Heritage Month. The program was held in the University Commons featuring live music and an array of beverages native to several Latin American countries. The program was co-sponsored by GearUp! and Student Leadership Development.
II. J. INFORMATION ITEM: NEWS AND EVENTS

Learning Support Center renamed to Learning Success Center
To reinforce the University narrative that the University community is committed to student success, the Learning Support Center has been renamed the Learning Success Center (LSC). The LSC, based on the fourth floor of the library on the Main Campus, provides academic support to students. All students are welcome to utilize the services of the LSC. Additionally, all students in Student Success Programs participate in weekly one-hour sessions in the LSC.

Goodwin College pilots Candidate Preservice Assessment of Student Teaching
In August, the Daniel L. Goodwin College of Education completed training and initiated a pilot implementation of a new student teaching evaluation instrument for initial teaching licensure candidates. The instrument, the Candidate Preservice Assessment of Student Teaching (CPAST), meets rigorous validity and reliability standards associated with high quality teacher preparation.

Goodwin College launches online Cooperating Teacher Orientation Module
In early August, the Daniel L. Goodwin College of Education completed its development of a first-ever, online Cooperating Teacher Orientation Module to convey the mission of Northeastern and the Goodwin College, expectations for student teaching candidates and guidelines for mentoring a student teacher. The online module was introduced to cooperating teachers in early September.

Goodwin College drafts common lesson plan scoring rubric
The Daniel L. Goodwin College of Education completed a draft of a common lesson plan scoring rubric to be used across all initial teaching licensure programs. In late August, programs provided input toward refinement of the rubric in anticipation of its full implementation in the spring. Data drawn from utilization of this rubric will be used to inform program improvement related to candidates’ ability to plan high quality instruction for diverse students.

Goodwin College and TRiO provide ACT prep workshops
This summer, the Daniel L. Goodwin College of Education and TRiO Student Support Services joined forces to offer two 10-week summer ACT preparation workshops (one in reading comprehension and one in mathematics). The workshops were targeted to intended education majors to support them to earn a passing score on the ACT or TAP exam, a prerequisite for admission to any teacher licensure program. Based on positive responses from participants, the Goodwin College intends to offer additional workshops in the spring semester.

NEIU Child Care Center assesses readiness for accreditation
August 16 marked the launch of an FY18 initiative to assess the NEIU Child Care Center’s readiness for accreditation through the National Association for the Education of Young Children (NAEYC). This year’s assessment will identify gaps and directions for improvement, with the end goal of applying for accreditation.

NPD partners with Prison + Neighborhood Arts Project
Nontraditional Degree Programs has partnered with the Prison + Neighborhood Arts Project (PNAP) this fall to offer eight students at Stateville Prison an opportunity to earn bachelor of arts degrees through the University Without Walls program. This effort will be the first degree-granting program at an Illinois prison in nearly 20 years. Students will work with faculty advisors from Northeastern and community advisors from PNAP to complete their degrees in two years. We are grateful to an anonymous donor for providing tuition funding for these eight students.
II. J. INFORMATION ITEM: NEWS AND EVENTS

Expanded offerings for CAPE
The Office of Community and Professional Education (CAPE) continues to expand its offerings, which include the Community Dance and the Community Music programs, non-credit Veterinary Assistant and Pharmacy Technician programs, preparation for the GRE, ACT, CPA and GMAT tests, and more. Discounts for Northeastern faculty, staff, students, alumni and retirees are available for most CAPE programming. Find out more and register at neiu.edu/cape.

In Common
The Division of Institutional Advancement published In Common magazine for alumni and donors in late August. The cover story highlighted Northeastern’s sesquicentennial.

Consulate General of Mexico grant
The Consulate General of Mexico awarded Northeastern a $45,000 grant to help El Centro, Proyecto Pa'Lante and the Undocumented Student Project offer additional, significant financial assistance to eligible Mexican or Mexican-descent students who may not otherwise be able to begin or continue their university education. This grant will serve 21 students who will receive scholarships in the amount of $2,000 to $2,500 each.

Chicago Teachers Union Foundation grant
The Chicago Teachers Union awarded Northeastern a $25,000 grant to help the innerSCOPE — Restorative Juvenile Justice program develop a cohesive set of gender-specific, workshop-style trainings and interventions for youth who have been victims of trauma, and/or have been exposed to, or perpetrated violence upon another. Northeastern will develop and implement restorative justice training modules that include conflict resolution, violence prevention, anger management and self-empowerment.

Healthcare Foundation of Northern Lake County grant
The Healthcare Foundation of Northern Lake County awarded Northeastern a $25,000 grant to help the Community-Based Approach to Improving Access to Healthcare via a Targeted Health Literacy Curriculum program redesign a high school’s existing health literacy curriculum to better engage students and their families in developing health literacy, becoming self-advocates in gaining access to appropriate health care, and introducing youth to careers in health care. This project is a partnership between Northeastern and Waukegan High School.

New World Van Lines scholarships
New World Van Lines awarded $12,000 in scholarships to Northeastern students as part of a competition to redesign the company’s website. New World Van Lines hosted three sessions at Northeastern to introduce the teams to the moving company’s business and unique position within the industry. Six applicants submitted ideas, and the top three were selected to present their work to New World’s executive management team, which ultimately selected a winner.

Anonymous Foundation grant
An anonymous donor awarded a $20,000 grant to help The Truth Telling Project assist communities and students as they deepen their understanding of racial justice issues and the connection between police violence and larger structures of institutional oppression.

NEIU Foundation End of Year
The Northeastern Illinois University Foundation raised $1.7 million in fiscal year 2017, exceeding the $1.5 million goal by 18 percent. Of the 2,000 donors who made contributions in that time period, nearly 400 individuals (or 20 percent) were first-time donors. Most contributions (53 percent) were directed to scholarships, and most gifts (41 percent) came from alumni.
II. J. INFORMATION ITEM: NEWS AND EVENTS

CCAS awarded $900,000 Grant
The Center for College Access and Success received a grant to support an increase of teachers with bilingual (BIL) and English as Second Language (ESL) education endorsements. Project STEP (Short-Term Endorsement Project for Teachers and School Support Personnel) offered cohort and tuition-benefit programs for up to 230 teachers during Summer 2017. Benefits included tuition, textbook and fee reimbursements. The STEP cohort program hosted six cohorts for BIL/ESL SPED Approval (available to SPED teachers and school support personnel), with face-to-face, online and hybrid instruction. Cohorts were offered at Morton High School District 201 and at Northeastern Illinois University’s Main Campus and El Centro location.

CCAS holds first STEM Academy
The Center for College Access and Success held its first STEM Academy, a summer program for high school students focused on strengthening STEM skills. Fifty students at both Northeastern's Main Campus and Jacob H. Carruthers Center for Inner City Studies were busy brushing up on their math and science skills through Coding and Engineering Design with the TI-Innovator and Programming with VEX Robotics. On the last day of the program, students presented what they learned to parents and friends at the August 31st EXPO.

GEAR UP Students receive taste of healthcare careers
Students from GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) participated in a six-week summer internship program at Ann & Robert H. Lurie Children's Hospital of Chicago. The 17- to 19-year-old-students were chosen from 14 underserved Chicago public high schools and are bilingual. Through the Center for College Access and Success’ partner, UIC’s CHAMPIONS Network, they observed surgeries, helped medical imaging staff examine x-rays and observed a day in the life of our emergency department. Students also shadowed pediatricians, cardiologists, dentists, surgeons, nurses, and biomedical engineers.