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I. A. ACTION ITEM: FISCAL YEAR 2014 UNIVERSITY OPERATING BUDGET

Each year, the Board of Trustees is asked to adopt the University’s operating budget for the coming fiscal year. In June, the Board was presented with and approved a tentative operating budget that fulfilled the reporting requirements of the Illinois Board of Higher Education (IBHE). As noted in the June report, the budget was completed prior to final action on the fiscal year 2014 appropriation by the Illinois General Assembly, which is now approved and included in this report.

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

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

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

Parameters for Budget Development

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

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

In the strategic plan, the third strategic goal calls for the University to invest in faculty and staff to make Northeastern a world-class metropolitan university and an employer of choice. A significant concern of faculty and staff is to know that their
work at the University is worthwhile and supported and that their opportunity to continue their career at Northeastern is not jeopardized by budget considerations.

The second parameter adopted in budget development, therefore, is to **Support Faculty and Staff, Enhance Professional Development, and Avoid Employee Furloughs**. One of the major decisions included in this budget is to allocate sufficient resources to provide compensation increases to our negotiated and non-negotiated employees. At the same time, given the current climate with state appropriations, the budget is developed to further Northeastern’s goal to be an employer of choice by enhancing professional development and avoiding employee furloughs due to resource considerations.

One of the two main sources of operating revenue is student tuition, which is dependent on student enrollments. In this past fiscal year 2013, the University experienced a decline of enrollments with the possibility of continued enrollment challenges. The tuition revenue included in the fiscal year 2014 budget reflects actual summer 2013 enrollments and a decrease in fall 2013 and spring 2014 enrollments from the previous fall and spring terms. The third parameter in fiscal year 2014 budget development is to **Assure That Enrollment Levels are Sustainable before Adding the Related Revenues into the Recurring Budget**.

The preparation of the annual University budget always involves uncertainties, resulting in the need to make assumptions and use estimates. Examples of typical uncertainties include student enrollment levels (discussed above), utility costs, emergency repairs, and unanticipated cost increases (vendors and supplies).

In fiscal years prior to 2010, the University typically received our last state appropriation payment in a January to March time frame, and rarely later than June. For the fiscal year ended June 30, 2012, the University received 69 percent of our appropriation after the end of the fiscal year with the final state payment being made in November, 2012, five months after the fiscal year ended.

For the most recent fiscal year 2013, the state continued to delay reimbursements to the University. The University had received 68 percent of our fiscal year 2013 state appropriation by the end of the fiscal year, roughly the same as the preceding year. Currently, two months after the end of the fiscal year, $2.3 million remains in outstanding state reimbursements.

The following chart highlights the University’s actual receipts from state appropriation for fiscal year 2012, fiscal year 2013 to date, and the estimated timing of receipt of the remaining fiscal year 2013 state appropriation.
CASH RECEIPTS FROM STATE APPROPRIATIONS
FISCAL YEARS 2012 and FY2013 (as of September 4, 2013)

(in thousands of dollars)

<table>
<thead>
<tr>
<th>FY2012 Cash Receipts</th>
<th>FY2013 Cash Receipts</th>
</tr>
</thead>
<tbody>
<tr>
<td>From State Appropriations</td>
<td>From State Appropriations</td>
</tr>
<tr>
<td>Month</td>
<td>Receipts</td>
</tr>
<tr>
<td>July</td>
<td>2,390.6</td>
</tr>
<tr>
<td>August</td>
<td>5,713.5</td>
</tr>
<tr>
<td>September</td>
<td>-</td>
</tr>
<tr>
<td>October</td>
<td>-</td>
</tr>
<tr>
<td>November</td>
<td>2,282.6</td>
</tr>
<tr>
<td>December</td>
<td>1,449.0</td>
</tr>
</tbody>
</table>

For FY2012

<table>
<thead>
<tr>
<th>Month</th>
<th>Receipts</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>3,768.9</td>
<td>15,604.6</td>
<td>39%</td>
</tr>
<tr>
<td>February</td>
<td>472.5</td>
<td>16,077.1</td>
<td>40%</td>
</tr>
<tr>
<td>March</td>
<td>2,502.0</td>
<td>18,579.1</td>
<td>46%</td>
</tr>
<tr>
<td>April</td>
<td>3,627.3</td>
<td>22,206.4</td>
<td>55%</td>
</tr>
<tr>
<td>May</td>
<td>5,035.1</td>
<td>27,241.5</td>
<td>68%</td>
</tr>
<tr>
<td>June</td>
<td>472.3</td>
<td>27,713.8</td>
<td>69%</td>
</tr>
<tr>
<td>July</td>
<td>-</td>
<td>27,713.8</td>
<td>69%</td>
</tr>
<tr>
<td>August</td>
<td>2,661.0</td>
<td>30,374.8</td>
<td>76%</td>
</tr>
<tr>
<td>September</td>
<td>4,969.7</td>
<td>35,364.5</td>
<td>88%</td>
</tr>
<tr>
<td>October</td>
<td>2,423.1</td>
<td>37,787.6</td>
<td>94%</td>
</tr>
<tr>
<td>November</td>
<td>2,440.9</td>
<td>40,228.5</td>
<td>100%</td>
</tr>
<tr>
<td>December</td>
<td>-</td>
<td>40,228.5</td>
<td>100%</td>
</tr>
<tr>
<td>Appropriation</td>
<td>-</td>
<td>40,228.5</td>
<td>100%</td>
</tr>
</tbody>
</table>

For FY2013

<table>
<thead>
<tr>
<th>Month</th>
<th>Receipts</th>
<th>Dollars</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>2,229.4</td>
<td>6,084.3</td>
<td>16%</td>
</tr>
<tr>
<td>February</td>
<td>929.1</td>
<td>7,013.4</td>
<td>19%</td>
</tr>
<tr>
<td>March</td>
<td>2,118.7</td>
<td>9,132.1</td>
<td>24%</td>
</tr>
<tr>
<td>April</td>
<td>5,597.0</td>
<td>14,729.1</td>
<td>39%</td>
</tr>
<tr>
<td>May</td>
<td>7,697.1</td>
<td>22,426.2</td>
<td>59%</td>
</tr>
<tr>
<td>June</td>
<td>3,366.9</td>
<td>25,793.0</td>
<td>68%</td>
</tr>
<tr>
<td>July</td>
<td>4,988.0</td>
<td>30,781.0</td>
<td>68%</td>
</tr>
<tr>
<td>August</td>
<td>2,394.2</td>
<td>33,175.2</td>
<td>88%</td>
</tr>
<tr>
<td>September</td>
<td>2,315.9</td>
<td>35,491.1</td>
<td>94%</td>
</tr>
<tr>
<td>October</td>
<td>1,154.0</td>
<td>*36,645.1</td>
<td>97%</td>
</tr>
<tr>
<td>November</td>
<td>1,162.5</td>
<td>*37,807.6</td>
<td>100%</td>
</tr>
<tr>
<td>December</td>
<td>-</td>
<td>*37,807.6</td>
<td>100%</td>
</tr>
<tr>
<td>Appropriation</td>
<td>-</td>
<td>37,807.6</td>
<td>100%</td>
</tr>
</tbody>
</table>

* estimated based on FY12 payment pattern

As a result, the fourth parameter for fiscal year 2014 budget development is to

**Recognize that State Funding is Continuing to Decrease and that State Reimbursements Lag Actual Expenditures.**

**Fiscal Year 2014 Budget Overview**

This budget presented to the Board considers the parameters outlined above and is based on the fiscal year 2014 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.

As background, the Board adopted the University’s initial fiscal year 2014 operating budget request in September 2012. 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.

The request was forwarded to the IBHE and considered in its higher education budget recommendations adopted February 5, 2013. The Governor presented his fiscal year 2014 budget recommendations to the Illinois General Assembly on
March 6, 2013. On May 31, 2013, the Illinois General Assembly approved Senate Bill 2556 which included the state fiscal year 2014 operating budget for all Illinois public universities, including Northeastern Illinois University. On June 27, 2013, Governor Quinn approved Senate Bill 2556 as Public Act 98-0035. For Northeastern, the approved appropriation totals $37.8 million.

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 fiscal year 2014 operating budget revenues by source. The University also presents in Table 1 the general operating budget including only State appropriation and the University 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 2014 Operating Budget  
| (with comparable data provided for Fiscal Year 2013) |
| Unrestricted Operating Budget |
| State General Funds Appropriations  | $37,807,600 | $37,847,400 | $39,800 | 0.1% |
| University Income Fund  | 54,827,800 | 55,715,000 | 887,200 | 1.6% |
| **Unrestricted Operating Budget**  | $92,635,400 | $93,562,400 | $927,000 | 1.0% |
| Restricted Operating Budget |
| Student Fee Programs  | $9,292,000 | $9,168,000 | (124,000) | (1.3)% |
| Sales and Services  | 7,378,000 | 6,843,000 | (535,000) | (7.3)% |
| Auxiliary Services  | 5,099,000 | 5,617,000 | 518,000 | 10.2% |
| Grants and Contracts - Education  | 680,000 | 600,000 | (80,000) | (11.8)% |
| Indirect Costs Recovery  | 1,819,000 | 1,805,000 | (14,000) | (0.8)% |
| Local Grants and Contracts  | 250,000 | 225,000 | (25,000) | (10.0)% |
| State Grants and Contracts  | 2,200,000 | 2,300,000 | 100,000 | 4.5% |
| Federal Grants and Contracts  | 32,300,000 | 33,000,000 | 700,000 | 2.2% |
| Private Grants and Contracts  | 1,500,000 | 1,500,000 | - | - |
| **Restricted Operating Budget**  | $60,518,000 | $61,058,000 | $540,000 | 0.9% |
| **Total Operating Budget**  | $153,153,400 | $154,620,400 | $1,467,000 | 1.0% |

Note: FY2013 has been updated with final budget numbers

Table 2 summarizes the fiscal year 2014 operating budget expenditures by functional category (e.g., instruction, research) and by object category (e.g., personal services, travel). Located at the end of this report, Table 3 further details the fiscal year 2014 unrestricted operating budget from the State appropriation and University Income Fund,
and Table 4 further details the restricted operating budget from student fees, contracts, grants, auxiliaries, and other restricted funds.

Table 2
NORTHEASTERN ILLINOIS UNIVERSITY
Fiscal Year 2014 Operating Budget
by Function and Line Item

<table>
<thead>
<tr>
<th>Functional Categories</th>
<th>Unrestricted Operating Budget</th>
<th>Restricted Operating Budget</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$51,334,401</td>
<td>$8,142,774</td>
<td>$59,477,175</td>
</tr>
<tr>
<td>Organized Research</td>
<td>237,118</td>
<td>953,399</td>
<td>1,190,517</td>
</tr>
<tr>
<td>Public Service</td>
<td>1,171,857</td>
<td>16,105,382</td>
<td>17,277,239</td>
</tr>
<tr>
<td>Academic Support</td>
<td>8,374,140</td>
<td>1,681,655</td>
<td>10,055,795</td>
</tr>
<tr>
<td>Student Services</td>
<td>4,964,439</td>
<td>23,165,866</td>
<td>28,130,305</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>13,231,416</td>
<td>2,121,097</td>
<td>15,352,513</td>
</tr>
<tr>
<td>Operations and Maintenance</td>
<td>11,806,629</td>
<td>1,824,986</td>
<td>13,631,615</td>
</tr>
<tr>
<td>Independent Operations</td>
<td>-</td>
<td>7,062,841</td>
<td>7,062,841</td>
</tr>
<tr>
<td>Benefits/Social Security/Medicare</td>
<td>985,000</td>
<td>-</td>
<td>985,000</td>
</tr>
<tr>
<td>Pensions</td>
<td>384,800</td>
<td>-</td>
<td>384,800</td>
</tr>
<tr>
<td>Health Insurance Reserve Fund</td>
<td>1,072,600</td>
<td>-</td>
<td>1,072,600</td>
</tr>
<tr>
<td>Total</td>
<td>$93,562,400</td>
<td>$61,058,000</td>
<td>$154,620,400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line Item Categories</th>
<th>Unrestricted Operating Budget</th>
<th>Restricted Operating Budget</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>$73,546,138</td>
<td>$12,701,888</td>
<td>$86,248,026</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>10,486,986</td>
<td>19,451,805</td>
<td>29,938,791</td>
</tr>
<tr>
<td>Travel</td>
<td>343,565</td>
<td>215,435</td>
<td>559,000</td>
</tr>
<tr>
<td>Commodities</td>
<td>927,660</td>
<td>1,492,938</td>
<td>2,420,598</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,620,229</td>
<td>950,389</td>
<td>2,570,618</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>497,992</td>
<td>478,299</td>
<td>976,291</td>
</tr>
<tr>
<td>Awards/Grants/Tuition Waivers</td>
<td>1,621,430</td>
<td>17,127,962</td>
<td>18,749,392</td>
</tr>
<tr>
<td>Permanent Improvements</td>
<td>200,000</td>
<td>1,942,620</td>
<td>2,142,620</td>
</tr>
<tr>
<td>Benefits/Social Security/Medicare</td>
<td>985,000</td>
<td>3,277,339</td>
<td>4,262,339</td>
</tr>
<tr>
<td>Pensions</td>
<td>384,800</td>
<td>-</td>
<td>384,800</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>1,227,534</td>
<td>1,227,534</td>
</tr>
<tr>
<td>Other/Transfers Out</td>
<td>1,876,000</td>
<td>2,191,791</td>
<td>4,067,791</td>
</tr>
<tr>
<td>Total</td>
<td>$93,562,400</td>
<td>$61,058,000</td>
<td>$154,620,400</td>
</tr>
</tbody>
</table>

Revenue

As shown in Table 1, the University's general operating budget financed from the state appropriation and tuition revenue will increase $927,000 or 1.0 percent. This is the result of roughly level state funding and an estimated increase of $887,200 in tuition revenues. While the University is experiencing a decline in enrollments, which are discussed below, the slight increase in tuition revenue is driven by two factors: the
increased tuition rate and the tuition guarantee program, whereby students leaving Northeastern generally paid a lower tuition rate and incoming students pay a higher rate.

The preliminary budget presented to the Board in June reflected the Governor’s recommendation of $35,847,400, a $1.8 million reduction from the fiscal year 2013 level. The final state appropriation, as discussed above, is $37,847,400 which is a slight increase from the fiscal year 2013 appropriation due to the IBHE performance funding recommendations.

In fiscal year 2002, the high-water mark for state funding, the mix of state appropriation to student tuition revenue was 69 percent to 31 percent. Based on level state funding and current estimates for next year’s tuition revenue, the mix will be 40 percent state funding and 60 percent student tuition. The financial contributions from Northeastern students to the University’s operating budget will exceed the contribution from the State of Illinois for the fourth consecutive year.

Offsetting the improvement in the State appropriation from the June projection is a decline in the tuition revenue forecast. The preliminary budget presented to the Board in June assumed the same credit hour enrollments as the prior terms and the tuition rates as approved by the Board last February. Final summer 2013 credit hour enrollments were 7.3 percent below that of summer 2012. Fall enrollments are currently trending 6.1 percent below that of the previous fall. The proposed budget reflects enrollment projections that are revised from the preliminary June budget to reflect the reduced summer enrollments and a 6 percent reduction from the prior year in fall enrollments. Spring enrollment projections are estimated in this budget at 3 percent below the previous spring term.

In total, the proposed general operating budget of $93,562,400 reflects a decrease of $134,200 from the preliminary budget. This change is the combination of increased state funding and a decrease in projected tuition revenues.

Restricted budgets reflect fee rates as approved by the Board at its February 2013 meeting and similar enrollment projections. The fiscal year 2014 proposed budget includes all student fee programs, sales and auxiliary services, and estimates of grant funding. To allow for a more accurate comparison, the fiscal year 2013 budget has been restated to reflect final budgets.

Expenditures

As mentioned above, the operating budget funded with the state appropriation and tuition revenues is the primary source of funds for most University departments.

As noted on Table 1, the University’s unrestricted operating budget will increase $927,000 in fiscal year 2014 over last year, the result of increased tuition revenue.
The University has salary increase requirements for the University’s five bargaining units and will provide comparable increases for non-negotiated employees. Total salary increase costs are estimated at $2.2 million.

In addition, the University will set aside funds of $385,000 for the anticipated transfer of retirement contributions from the state to the University. While there have been many proposals for pension reform and shifting costs from the state to the public universities, there has been no final action. This budget reflects the anticipated requirement that the University will be required to start funding the employer share at one-half of one percent of the normal cost phased in annually until the entire normal cost is absorbed by the University. If this requirement is not enacted in fiscal year 2014, these funds will be reallocated to other high priority one-time items, retaining the pension budget for fiscal year 2015.

Non-salary required increases include absorbing two previously grant-funded operations. The Center for Academic Writing requires an additional $250,000 in general operating support to replace what was previously federally funded. Enrollment Services’ Partnership for Lasting Impact on Retention, Transfer and Graduation Title V grant will expire in fiscal year 2014, requiring an additional $100,000 in general operating support.

In preparation for the opening of the new El Centro campus, $500,000 in new operational costs are necessary beginning in FY14. This funding will support new faculty and staff as well as operational costs. In addition, this proposed budget reflects necessary funding to establish a recruiter position dedicated to El Centro. Finally, the annual debt service on the El Centro project financing requires an annual payment of $1.4 million.

In an effort to strengthen enrollment, the proposed budget includes $242,000 to fund the purchase and implementation of a Customer Relationship Management (CRM) system. The CRM system will facilitate the tracking of prospective students throughout the recruiting process while utilizing online contact forms and online applications for admissions.

Other spending needs include absorbing $250,000 of technology Enterprise Resource Program (ERP) costs previously funded through the project fund, and $374,000 to establish a computer replacement fund, of which $187,000 will be reallocated from the University’s general equipment replacement allocation. In addition, each vice president will reallocate to address UPBC priorities within their available budget.

To balance these required expenditure increases, the vice presidents prepared budgets to reflect a reduction of $3.5 million, or 4.3 percent, from the previous year. In addition to this across-the-board reduction, the budget anticipates and reflects savings in certain areas. Budgeted utility expenses are lower than prior years due to lower utility rates and to the University’s energy conservation initiatives. Finally, the budget anticipates savings from reduced accrued leave payouts and reduced contractual and equipment expenses.
Following approval of the operating budget by the Board of Trustees, the University is required to submit a copy of the budget to the 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.” In addition, the Northeastern Office of University Budgets will prepare a detailed University budget book for all departments and offices and provide a copy of that budget document to each trustee and administrative office. Lastly, three copies will be placed in the University Library for review and use by the entire University community. Regular reports will continue to be made to the Board of Trustees regarding State funding levels and any events at the state level or other actions that affect the University budget.

Board approval of the proposed fiscal year 2014 operation budget is requested.
### Table 3

**NORTHEASTERN ILLINOIS UNIVERSITY**

**FISCAL YEAR 2014 UNRESTRICTED OPERATING BUDGET - STATE APPROPRIATION AND UNIVERSITY INCOME FUND**

**JULY 1, 2013 TO JUNE 30, 2014**

**PRESIDENT’S REPORT TO THE**

<table>
<thead>
<tr>
<th>Personal Services</th>
<th>Contractual Services</th>
<th>Travel</th>
<th>Commodities</th>
<th>Equipment</th>
<th>Telecommunications</th>
<th>Awards and Matching Grants</th>
<th>Permanent Improvements</th>
<th>Debt Service</th>
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<td>$497,992</td>
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## Table 4
NORTHEASTERN ILLINOIS UNIVERSITY
FISCAL YEAR 2014 UNIVERSITY RESTRICTED OPERATING BUDGET
JULY 1, 2013 TO JUNE 30, 2014

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Personal Services</th>
<th>Fringe Benefits</th>
<th>Contractual Services</th>
<th>Travel</th>
<th>Commodities</th>
<th>Equipment</th>
<th>Telecommunications</th>
<th>Awards and Matching Grants</th>
<th>Improvements</th>
<th>Permanent Debt Service</th>
<th>Indirect Cost and Sharing</th>
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### Personal Services

- Admissions Registration and Records: 25,994
- Gen Academic Instruct Degree-Related: 387,991
- Remedial Instruction - Non-degree: 592,759
- Support for Instructional Programs: 1,384,442

### Organized Research

Organizational Research:
- 244,584

### Support for Instructional Programs

- Individual or Project Research: 225,006
- Support for Organized Research: 19,709
- Laboratory Schools: -

### Public Services

- 6,224,877

### Community Education

Community Education:
- 5,169,869

### Community Services

Community Services:
- 1,061,111

### Public Broadcast Services

- -

### Cooperative Extension Services

- -

### Academic Support

Academic Support:
- 34,202

### Academic Administration

Academic Administration:
- 17,166

### Academic Administration

Library Services:
- 16,836

### Student Services

Student Services:
- 13,590,220

### Counseling and Career Services

Counseling and Career Services:
- 49,916

### Financial Aid Administration

Financial Aid Administration:
- 65,166

### Financial Assistance

Financial Assistance:
- 14,628

### Social and Cultural Development

Social and Cultural Development:
- 1,033,539

### Student Health Medical Services

Student Health Medical Services:
- 371,010

### Student Services Administration

Student Services Administration:
- 4,962

### Institutional Support

Institutional Support:
- 381,182

### Executive Management

Executive Management:
- 1,725

### Financial Management and Operations

Financial Management and Operations:
- 59,547

### Gen Admin and Logical Services

Gen Admin and Logical Services:
- 319,910

### Operation/Maintenance of Plant

Operation/Maintenance of Plant:
- -

### Custodial

Custodial:
- -

### Permanent Improvements

Permanent Improvements:
- -

### Rental of Space

Rental of Space:
- -

### Repairs Maintenance

Repairs Maintenance:
- -

### Security

Security:
- -

### Utility Production

Utility Production:
- 1,519,000

### Independent Operations

Independent Operations:
- 1,906,838

### Other Independent Operations

Other Independent Operations:
- -

### Retail Services and Concessions

Retail Services and Concessions:
- 95,012

### Specialized Services

Specialized Services:
- 1,215,495

### Student Unions and Centers

Student Unions and Centers:
- 596,331

### Grand Total

Grand Total:
- 12,701,888

Total Revenue:
- 13,153,199
I. B. ACTION ITEM: FISCAL YEAR 2015 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). The preliminary request was presented to the Board of Trustees in June as an information item for review and discussion. This final request is submitted to the Board at the September meeting for approval. After Board approval, the request will be submitted to the IBHE before its deadline of October 15.

The fiscal year 2015 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. At its September 18, 2008 meeting, the Board adopted a revised University Mission Statement and endorsed a University Vision Statement, Values Statements, and Strategic Goals and Action Steps. At the September 2012 meeting, the Board was presented with a set of specific tasks that the University planned to complete in fiscal year 2013 to achieve the goals outlined in the Strategic Plan. Since that time, University faculty and staff have been actively engaged in working towards completing those tasks. This budget request includes funding for new and continuing initiatives that address the strategic goals identified by the University community and support our strategic action plan.

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

The budget request presented to the Board includes the recommendations and priorities identified by the UPBC. Over the past several months, the vice presidents have been meeting with the UPBC to outline the strategic initiatives for their areas and to outline
their proposed work plan for meeting those priorities. The UPBC then reviewed, discussed, and adopted selected priorities based on the recommendations of its representatives. Funds to support those recommendations are included in this fiscal year 2015 budget request.

The Board will receive a strategic planning update at this meeting that will assess progress in achieving the action steps and tasks that were planned for fiscal year 2013. In addition, the Board will receive a summary of the tasks that the University plans to undertake in fiscal year 2014. This request presents the strategic planning priorities the University would like to undertake in fiscal year 2015.

**Overview of Operating and Capital Budget Requests**

The budget requests brought before the Northeastern Illinois University Board of Trustees and summarized in this report are fiscal year 2015 requests, for the year beginning July 1, 2014 and ending June 30, 2015.

The fiscal year 2015 operating budget reflects the fiscal year 2014 base operating budget for the University and the University’s budget requests for new funding for fiscal year 2015. 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 the state appropriation and University Income Fund revenues represents the University’s unrestricted general operating budget. Developing the operating budget request requires a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students.

The University’s fiscal year 2014 state appropriation was passed by the Illinois General Assembly and approved by the Governor. The fiscal year 2014 base operating budget included in this request includes the fiscal year 2014 state appropriation of $37.8 million, an increase of $39,800, or 0.1 percent from the previous year. From the University’s highest state funding level in fiscal year 2002 to the current fiscal year 2014 appropriation, Northeastern has seen available funding from the State’s General Fund decrease by $7.5 million, or 16.6 percent. Since fiscal year 2002, our state appropriation has decreased, on average, 1.5 percent per year. Since fiscal year 2010, our state appropriation has decreased $5.6 million, or 12.8 percent. This represents an average decrease of 3.4 percent per year.

The tuition revenue included in the fiscal year 2014 operating budget is based on the fiscal year 2014 tuition rates approved by the Board of Trustees at the February 2013 meeting. These rates are 4.4 percent higher than the prior year rates for newly enrolled students. Tuition revenue is estimated using current trends in credit hour enrollments.

The budget request includes only 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 fiscal year general operating budget request that will require 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.

Fiscal Year 2015 Budget Development Schedule. Table 1 provides a schedule of the budget development process from October 2012, when the Vice Presidents and the UPBC began discussing the initial fiscal year 2015 budget priorities, through September 2014, at which time the Board will take action on the University’s fiscal year 2015 internal budget.

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

Operations. The University’s operating budget request for fiscal year 2015 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 requested strategic planning initiatives for fiscal year 2015. Because these represent the highest University priorities, the University will implement some of these programs through the redirection of staff effort and University resources.

Capital Improvements. Table 5 summarizes the fiscal year 2015 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 have been updated to reflect fiscal year 2015 cost factors provided by the Illinois Capital Development Board. The Illinois Board of Higher Education and the Capital Development Board typically 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.
Table 1  
FISCAL YEAR 2015 BUDGET DEVELOPMENT SCHEDULE  
(Approximate dates – subject to change)

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
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<tbody>
<tr>
<td>October 2012</td>
<td>Discussion with University Planning and Budget Council on preliminary FY2015 strategic priorities</td>
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<tr>
<td>April 2013</td>
<td>Recommendations from the University Planning and Budget Council to address FY2015 strategic priorities</td>
</tr>
<tr>
<td>June 2013</td>
<td>Submission of initial FY2015 operating and capital budget requests to the NEIU Board of Trustees for review and discussion</td>
</tr>
<tr>
<td>September 2013</td>
<td>Discussion and approval of the FY2015 operating and capital budget requests by NEIU Board of Trustees</td>
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<tr>
<td></td>
<td>Report to the Board of Trustees – Strategic Planning Update: Fiscal Year 2013 Results and Fiscal Year 2014 Action Plans</td>
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<tr>
<td>November 2013</td>
<td>Report to the NEIU Board of Trustees on proposed FY2015 tuition and fee rates</td>
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<tr>
<td>January 2014</td>
<td>Board of Higher Education action on FY2015 higher education operations and grants and capital improvements recommendations</td>
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<tr>
<td>February 2014</td>
<td>Governor's FY2015 Budget Address</td>
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<tr>
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<td>NEIU Board action on FY2015 tuition and fee rates</td>
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<tr>
<td>May 2014</td>
<td>General Assembly’s action on FY2015 Appropriations</td>
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<tr>
<td>June 2014</td>
<td>Governor's action on FY2015 Appropriations</td>
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<tr>
<td></td>
<td>NEIU Board of Trustees’ action on FY2015 preliminary University internal budget</td>
</tr>
<tr>
<td>September 2014</td>
<td>NEIU Board of Trustees' action on FY2015 University internal budget</td>
</tr>
</tbody>
</table>

STRATEGIC GOALS

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

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

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

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

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

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

**Strategic Goal Six – Fiscal Strength**
Enhance the University’s financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources and strengthening institutional relationships with federal, state and local governments, and private sponsors.
FISCAL YEAR 2015 OPERATING REQUEST

Developing the fiscal year 2015 operating budget request requires that the University reach a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students. This budget includes modest funding requests for salary and cost increases and selected strategic initiatives recommended by the University Planning and Budget Council. These are the University’s highest priorities.

The University also recognizes the need for adequate state funding to support our instructional and support programs. From the University’s highest state funding level in fiscal year 2002 to our current fiscal year 2014 appropriation, Northeastern has seen available funding from the State’s General Fund decrease by $7.5 million, or 16.6 percent. Since fiscal year 2002, our state appropriation has decreased, on average, 1.5 percent per year. Since fiscal year 2010, our state appropriation has decreased $5.6 million, or 12.8 percent. This represents an average decrease of 3.4 percent per year.

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 fiscal year 2015 totals $97.9 million, an increase of $4.4 million, or 4.7 percent, above the fiscal year 2014 base. The fiscal year 2015 operating budget request includes salary and cost increases totaling $2.3 million, and requests of $2.1 million for strategic planning initiatives. Table 2 summarizes the operating budget request.

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2015 OPERATING BUDGET REQUEST</td>
</tr>
<tr>
<td>STATE APPROPRIATIONS AND UNIVERSITY INCOME FUNDS</td>
</tr>
</tbody>
</table>

(in thousands of dollars)

<table>
<thead>
<tr>
<th>Base (excluding retirement)</th>
<th>$ 93,562.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Cost Increases</td>
<td>2,259.0</td>
</tr>
<tr>
<td>Strategic Program Initiatives</td>
<td>2,123.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Budget Request</th>
<th>$ 97,944.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollar Change From Previous Year</td>
<td>4,382.2</td>
</tr>
<tr>
<td>Percent Change From Previous Year</td>
<td>4.7%</td>
</tr>
</tbody>
</table>
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 a general compensation increase of $1.8 million, or 2.5 percent. Because all of the University’s five collective bargaining agreements expire at the end of fiscal year 2014, the exact salary increase requirement is unknown. The estimated 2.5 percent increase is based on historical levels and may be affected by state funding and tuition revenues. Each 1.0 percent salary increase costs approximately $740,000.

Table 3
FY2015 OPERATING BUDGET REQUEST
SALARY AND COST INCREASES

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>FY2014 Base</th>
<th>FY2015 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>Compensation Increases</td>
<td>$ 72,526.1</td>
<td>$ 1,813.2</td>
</tr>
<tr>
<td>Social Security/Medicare</td>
<td>985.0</td>
<td>24.6</td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>2,021.0</td>
<td>-</td>
</tr>
<tr>
<td>Natural Gas/Propane</td>
<td>550.0</td>
<td>-</td>
</tr>
<tr>
<td>Water/Sewer</td>
<td>90.0</td>
<td>-</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 2,661.0</td>
<td>-</td>
</tr>
<tr>
<td>Library Books and Materials</td>
<td>1,223.8</td>
<td>97.9</td>
</tr>
<tr>
<td>All Other Operating Costs</td>
<td>16,166.5</td>
<td>323.3</td>
</tr>
<tr>
<td>Total</td>
<td>$ 93,562.4</td>
<td>$ 2,259.0</td>
</tr>
</tbody>
</table>

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

Strategic Planning Initiatives – Integrating Strategic Planning Into Budget Development

The budget recommendations presented to the Board include the recommendations and priorities identified by the UPBC. Over the past several months, the vice presidents have been meeting with the UPBC to outline the strategic priorities for their areas and to outline their proposed work plan for meeting those priorities. The UPBC then reviewed, discussed, and adopted selected priorities based on the recommendations of its representatives. Funds to support those recommendations are included in this fiscal year 2015 budget request.
These requests represent the most important University initiatives and total $2.1 million. Table 4 provides an overview of the strategic planning initiatives included in the fiscal year 2015 request.

Table 4
FISCAL YEAR 2015
STRATEGIC PLANNING INITIATIVES ENDORSED BY THE UPBC

<table>
<thead>
<tr>
<th>Ensuring Student Success</th>
<th>$ 708,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide psychological counseling services to veterans</td>
<td>50,000</td>
</tr>
<tr>
<td>Enhance transfer enrollment support and advising</td>
<td>85,000</td>
</tr>
<tr>
<td>Add two tenure-track positions: Math Development and Developmental Reading and Writing</td>
<td>135,000</td>
</tr>
<tr>
<td>Create a student advocate position for &quot;one stop&quot; support services</td>
<td>50,000</td>
</tr>
<tr>
<td>Establish a food bank for Northeastern students and families in need</td>
<td>78,200</td>
</tr>
<tr>
<td>Expand child care services to meet student needs</td>
<td>50,000</td>
</tr>
<tr>
<td>Enhance student wellness initiative to expand available healthcare services</td>
<td>210,000</td>
</tr>
<tr>
<td>Create mobile App to provide students with Northeastern information</td>
<td>50,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Excellence</th>
<th>$ 445,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a full degree program at El Centro by adding staff and tenure-track faculty</td>
<td>445,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Urban Leadership</th>
<th>$ 20,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Northeastern through media partnerships</td>
<td>20,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exemplary Faculty and Staff</th>
<th>$ 415,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen faculty and student/faculty research, and professional development</td>
<td>415,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhance University Operations</th>
<th>$ 450,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Banner electronic workflow</td>
<td>200,000</td>
</tr>
<tr>
<td>Implement Banner on-line budget development</td>
<td>100,000</td>
</tr>
<tr>
<td>Expand capacity for internet traffic</td>
<td>150,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiscal Strength</th>
<th>$ 85,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure support from foundations and corporations</td>
<td>85,000</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM REQUESTS**  
$ 2,123,200

TUITION AND FEES

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

In February 2013, the Northeastern Board of Trustees adopted tuition and fee rates for fiscal year 2014, the academic year beginning in the fall of 2013. At the November 2013 meeting, the Board will receive a preliminary report on tuition and fee rates that will facilitate a discussion with student government and the University community. A set of tuition and fee recommendations for fiscal year 2015 will be brought to the Board for action at the February 2014 meeting.
CAPITAL IMPROVEMENTS

Table 5 summarizes capital improvement requests for fiscal year 2015. Requested capital projects total $174.3 million. These include $163.6 million in Regular Capital projects and $10.7 million in Capital Renewal projects. The requests also include a priority number for each project, as requested by the Illinois Board of Higher Education.

<table>
<thead>
<tr>
<th>REGULAR CAPITAL PROJECTS</th>
<th>Estimated Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carruthers Center for Inner City Studies Renovation</td>
<td>$18,028.7</td>
</tr>
<tr>
<td>Education Building, Equipment</td>
<td>$8,972.2</td>
</tr>
<tr>
<td>Science Building, Planning</td>
<td>$7,692.6</td>
</tr>
<tr>
<td>Science Building, Construction</td>
<td>$96,429.8</td>
</tr>
<tr>
<td>Building F Performing Arts, Remodel and Expansion</td>
<td>$19,973.0</td>
</tr>
<tr>
<td>Lech Walesa Hall, Remodeling</td>
<td>$12,500.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPITAL RENEWAL PROJECTS</th>
<th>Estimated Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electric Cable Replacements</td>
<td>$1,733.4</td>
</tr>
<tr>
<td>PE Complex and Library Roof Replacement</td>
<td>$1,787.1</td>
</tr>
<tr>
<td>Exterior Entrances and Walkways</td>
<td>$4,773.9</td>
</tr>
<tr>
<td>Buildings D and E Exterior Window Wall Replacement</td>
<td>$2,370.9</td>
</tr>
</tbody>
</table>

**TOTAL CAPITAL REQUESTS** $174,261.7

Note: All projects reflect FY2015 Capital Development Board cost guidelines.

Requests for new construction projects are based on the fiscal year 2015 cost guidelines issued by the State of Illinois Capital Development Board (CDB). The Illinois Board of Higher Education and the CDB recognize the differences in construction costs among the various locales in Illinois, most notably Chicago. The two boards approved higher construction cost standards for certain areas of the state where labor and material costs are significantly greater than other areas of the state. As a result, Northeastern now has a higher, but more accurate, cost figure for capital requests.

A brief description of each project follows.
A. REGULAR CAPITAL

2015–1 Carruthers Center for Inner City Studies Renovation – $18,028,700

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

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

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

The 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 of the other floors in conjunction with previous floor repair work.) Throughout the public corridors and washrooms on all floors, existing painted drywall surfaces will be replaced with more durable finishes and protective corners. Also, washroom fixtures, partitions, and toilets will be replaced.

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

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

The fiscal year 2015 request is lower than the request made in fiscal year 2014. This is due to the auditorium renovation project, which is currently underway, being removed from this request.
2015–2 Education Building, Equipment - $8,972,200

This request is for funds to provide movable equipment in the new Education Building. Equipment includes classroom and office furniture, computer laboratory equipment and furniture, and general equipment for the academic departments and support services.

2015–3 Science Building Planning $7,692,600
2015–4 Science Building Construction $96,429,800

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

The current Science Building (Brommel Hall) was constructed in 1972. It is a three-story concrete frame building with a masonry veneer. The major laboratories and other teaching spaces are located in the center of the building, with the offices located around the perimeter. Most of the offices are constructed in a unique double-decker fashion with a group of offices located a half story up and down from the main circulation corridor. These offices do not meet ADA accessibility requirements, and cannot be modified to do so. Since the building was constructed, University headcount enrollment has increased nearly 50 percent, science teaching technology has changed dramatically, and laboratory health and safety procedures and building code regulations have changed. The building has undergone only minor updating or renovation since it was constructed in 1972.

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

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

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

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

In addition, the University 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 as the current labs in the Science Building would be converted to classrooms, and much less disruption of ongoing University programs. However, a new laboratory-only building would be separated from the faculty offices and classrooms, and the faculty offices in the current Science Building would still be handicapped inaccessible. A new laboratory building location would need to be constructed on limited land close to the present Science Building. Construction in this area would disrupt other campus long-range plans and may not be the best use of limited real estate. At the time, it was estimated that a new laboratory building would cost $39.8 million.

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

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

The proposed Science Building will be 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 LEEDS certified.

2015–5 Building F Performing Arts Renovation and Expansion - $19,973,000

Building F houses the University’s theatre program and the Stage Center Theatre. The building was constructed in 1961 and has not undergone any 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 (CMT). In addition, the expansion aspect of the project would provide space for the 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, scenery and costume shops, storage, and a flexible black box theater capable of serving as a rehearsal space, TV studio, and performance space. The project also includes two rehearsal spaces for Ensemble Español, sound and video systems, costume and equipment storage, and dressing rooms.

**2015–6  Lech Walesa Hall Remodeling (formerly Classroom Building) – $12,500,100**

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

**B. CAPITAL RENEWAL PROJECTS**

**2015–1CR  Electric Cable Replacement, Phase 1 – $1,733,400**

This project replaces aluminum cable and outdated tap boxes throughout the campus, all installed in 1961. Phase 1 will complete preliminary design, develop an implementation plan and physically replace the highest priority systems.

The aluminum cable carrying 4160-volt current between all of eight main campus buildings will be replaced, and tap boxes between the buildings will also be replaced to meet current electrical code requirements. To completely replace the 4160-volt substations and cable, a portion of the work will require that the electrical system be shut down, necessitating execution during closed hours.

**2015–2CR  PE Complex and Library Roof Replacement – $1,787,100**

This project renews the building envelope and roof integrity and protects interior spaces for the PE Complex and the Ronald Williams Library. The PE Complex, built in 1988, has undergone a partial roof replacement in 2008. The library was built in 1977.
However, its roof was replaced in 1994.

Both buildings are experiencing an increase in roof leaks and moisture penetration through exterior walls. They are also exhibiting severe signs of distress. The University is proposing extensive repairs and renovations to address these concerns.

**2015–3CR Entrances and Walkway Repairs – $4,773,900**

This request is to fund the renewal and address the deferred maintenance of entrances and walkways throughout the campus. The project will repair concrete walks by eliminating tripping hazards; repairing cracked, broken and deteriorated concrete sections and surfaces; and replacing waterproofing membranes. In addition, ADA improvements will be addressed and the entrance to Building E and to the Sachs Administration Buildings will be rebuilt. Work entails removal and replacement of existing concrete walkways, masonry walls, curbs, and steps.

**2015–4CR Buildings D and E Exterior Window Wall Replacement – $2,370,900**

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

The existing floor-to-ceiling window wall will be removed and replaced with a new window wall with a thermal break frame with 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 cross corridors to Buildings CBM, B, and F.
II. A. INFORMATION ITEM: NEW FACULTY INFORMATION

Dr. William Adler, Assistant Professor  
**Department:** Political Science  
Assistant Professor, Political Science, earned his Ph.D. from the City University of New York in 2011. Previously he was the Patrick Henry Postdoctoral Fellow at Johns Hopkins University. His interests include the American presidency, public policy, and American Political Development.

Dr. Sunni Ali, Assistant Professor  
**Department:** Inner City Studies  
Assistant Professor, Inner City Studies, in the Department of Educational Inquiry and Curriculum Studies, earned his Ph.D. in Education Administration, Curriculum Development and an MA in Social Science and Education from Roosevelt University. He also has a Special Education endorsement from National Louis University. For more than 18 years, he has worked as an educator/administrator in public education. He began as an adult educator servicing marginalized and at-risk student populations. From there he taught within the Chicago Public School system working as a social science and special education teacher. Eventually he worked as a Curriculum Coordinator for the Rich Township District developing and managing the Social Science curriculum. In addition to teaching at the secondary education level, he was an adjunct professor at Northeastern Illinois University.

Dr. Kimya Barden, Assistant Professor  
**Department:** Inner City Studies  
Assistant Professor, Inner City Studies Education, in the Department of Educational Inquiry and Curriculum Studies, earned her Ph.D. in Social Work at Loyola University Chicago's School of Social Work. A Chicago native, she is a youth program developer and qualitative scholar. Her research interests include African American young adult development, racial socialization processes, and youth violence management. She worked as a social worker engaged in mental health consultation with both Chicago Public Schools and Head Start; and has over 10 years of participatory research experience with children, families, and schools. In addition, she is a co-founding board member of Whitney Young Dolphins Making a Difference (WYDMAD), a non-profit mentor organization dedicated to supporting the cultural capital advancement of over 100 students enrolled in Chicago Public Schools.

Dr. Katherine Bird, Assistant Professor  
**Department:** Mathematics  
Assistant Professor, Mathematics, earned her Ph.D. in pure Mathematics from the University of Illinois at Chicago. Her research is in the representation theory of finite groups of Lie type. Her main focus has been the finite special unitary groups. She has taught Mathematics in the Chicago area at UIC, Loyola, and most recently here at Northeastern. She is a former butcher and longtime resident of Chicago with a passion for the diversity that the city offers.
Dr. Rachel S. Birmingham, Assistant Professor
Department: Justice Studies
Assistant Professor, Justice Studies, earned her Ph.D. from Auburn University in Human Development and Family Studies with focus on child health and well-being. She is a victim's advocate and a child advocate who has worked with survivors of domestic violence, child abuse and sexual assault. Her research addresses how promoting a healthy parent-child relationship and self-regulation skills early in childhood can prevent behavior problems as well as promote healthy development and resiliency. She enjoys painting, reading and spending time with her dog, a Bichon Frise named Oliver.

Dr. Alison Dover, Assistant Professor
Department: Educational Inquiry and Curriculum Studies
Assistant Professor, Educational Inquiry and Curriculum Studies, earned her Ed.D. from the University of Massachusetts, Amherst, where she examined strategies for teaching for social justice with standards-based English Language Arts curriculum. Her current research centers on social justice education, critical literacy, and the relationship between equity-oriented teacher preparation and P-12 student outcomes. Prior to joining the faculty of NEIU, she served on the faculties of the University of Massachusetts, Amherst and Northeastern University, and taught English Language Arts in urban high schools.

Dr. Marcos Feldman, Assistant Professor
Department: Sociology
Assistant Professor, Sociology, earned his Ph.D. from Florida International University where he focused on urban development, ethnic politics and gentrification in Miami. His research on Miami is forthcoming in the *International Journal of Urban and Regional Research* and in an edited volume by the University of Florida Press. His research interests include the role of community organizations in city politics and the prospects for more equitable urban development. His primary teaching interests include urban sociology, applied and participatory action research, social and labor movements, and inequalities.

Dr. Caleb T. Gallemore, Assistant Professor
Department: Geography and Environmental Studies
Assistant Professor, Geography and Environmental Studies, earned his Ph.D. in Geography and M.A. in Political Science from The Ohio State University. His research interests include global climate policy, the social networks of environmental activist groups, and the role of cities in environmental governance. He grew up in the Ozarks and is excited about Chicago theatre and probably a little too excited about Chicago food for his own good.

Ms. Kelly Jane Grossmann, Assistant Professor
Department: Ronald Williams Library
Assistant Professor, Library, earned dual M.S. degrees in Bioinformatics and Information Science from the University of Michigan. She earned a B.A. in Chemistry with a teaching minor in Biology from Michigan State University. Prior to graduate school, she taught secondary science in Chicago. Her past research focused on the development, accessibility and usability of systems, databases, and information reservoirs in the biomedical sciences. At NEIU, she will be filling the new role of Science Librarian. Through instruction, reference support, and collection development, she will
focus on addressing the research and access needs of faculty and students in the biological, environmental, and physical sciences.

Dr. Elisabet M. Head, Assistant Professor  
Department: Earth Science  
Assistant Professor, Earth Science, earned her Ph.D. in Geology from Michigan Technological University. She then taught a variety of Earth Science courses and mentored undergraduate research at Eastern Illinois University. Her research focuses on the study of volcanic gas and its role in volcanic eruptions, as well as its interaction with the atmosphere and environment, by combining satellite and ground-based remote sensing data with petrology and volatile contents of eruptive products. In addition to continuing this research, she will apply her knowledge to environmental problems in collaborative efforts with students and faculty at NEIU. Within the classroom, she employs an Eisenkraft 7E learning cycle approach. In her free time, she enjoys running, climbing, and learning more about sustainable living.

Dr. Joseph E. Hibdon Jr., Assistant Professor  
Department: Mathematics  
Assistant Professor, Mathematics, earned his Ph.D. in Applied Mathematics from Northwestern University. His doctoral research at Northwestern University focused on reactive incompressible fluids, more specifically non-premixed flames in microgravity environments. Over the past two years he has been working at NEIU as an advisor and interim coordinator in the Student Center for Science Engagement. During this time he has taught upper level courses in the Math and Physics departments and a GRE course to all students, alumni, and staff during the summer. He is excited to continue teaching in the Math department and do interdisciplinary research in mathematical modeling.

Dr. Aimee Hilado Villalpando, Assistant Professor  
Department: Social Work  
Assistant Professor, Social Work, earned her Ph.D. in Social Work with Distinction from Loyola University Chicago. She also has a M.A. in Applied Child Development, with a specialization in Infant Studies, from the Erikson Institute. She is a licensed clinical social worker specializing in direct practice with immigrant and refugee populations. She established and continues to advise RefugeeOne’s Clinical Social Work and Wellness Services, a mental health program at one of the largest refugee-resettlement agencies in Chicago. This program emphasizes the importance of evidence-based practice and cultural humility when working with trauma-exposed immigrants. Her teaching, practice, and research interests address culturally sensitive interventions for young children and adults with mental health needs. She is also interested in community-based models for early intervention with at-risk immigrant families and program evaluation.

Dr. Kristin M. Hunt, Assistant Professor  
Department: Communication, Media & Theatre  
Assistant Professor, Communication, Media and Theatre, earned her M.A. and Ph.D. in Theatre Research from the University of Wisconsin at Madison, and a B.A. in Theatre from Hendrix College in Conway, AR. Her research focuses on ancient texts and performative frameworks in contemporary contexts. Her current project considers mimetic cuisine in Chicago. Teaching and artistic interests include devised and
experimental performance, drama in education, and performance-based social and political activism.

**Dr. Hardik A. Marfatia, Assistant Professor**  
**Department:** Economics  
Assistant Professor, Economics, earned his Ph.D. from the University of Wisconsin at Milwaukee. His research interests include empirical Macroeconomics, monetary and financial economics, and applied econometrics. Additionally, he is also interested in analyzing international linkages and their macroeconomic implications on emerging economies. Previously, he has worked in the private sector gaining experience in accounting and auditing, and analysis of economic policies, financial market dynamics, and macroeconomic ramifications.

**Dr. Sarah Orlofske, Assistant Professor**  
**Department:** Biology  
Assistant Professor, Biology, earned her Ph.D. from the University of Colorado Boulder where she studied Disease Ecology and Parasitology. Her primary research interest focuses on the interactions between parasites and their hosts within the context of aquatic food webs. By using parasites of amphibians as a model system, her work has implications for understanding diseases of diverse wildlife species with applications to human disease. She is excited to teach an introductory course in parasitology and an advanced course specifically addressing parasites and human health. She looks forward to involving students in interdisciplinary research in parasite ecology and evolution.

**Dr. Graciela Perera, Assistant Professor**  
**Department:** Computer Science  
Assistant Professor, Computer Science, earned her Ph.D. in Computer Science and Engineering from the University of South Florida. Her research interests are computer networks and protocols, distributed systems, and applied security. Her current emphasis is in applied experimental approaches towards modeling snapshots of Internet’s topology and using the Skyline operator with the NetFPGA platform from Stanford University. Her research has produced more than $300,000 in funding, including over 12 peer reviewed publications. She was the recipient of the 2011 Estrella de LUNA award from Ohio’s Latinas United Networking Association and is part of the Computing Alliance for Hispanic-Serving Institutions (CAHSI).

**Dr. Laura J. Tejeda, Assistant Professor**  
**Department:** Counselor Education  
Assistant Professor, Counselor Education, she has worked as an elementary classroom teacher, school counselor, and marriage and family therapist in a community agency setting. Her classroom teaching experience was in rural areas of New Mexico and Arizona working with predominantly students from Native American cultures, while her school counseling and clinical marriage and family therapy experience, including training as a play therapist, was with families and children in lower SES brackets, with an emphasis on working with families who had experienced trauma. Research interest areas include long-distance relationships and professional relationships between school counselors and their colleagues. Personal interests include knitting and being a fan of...
the Cleveland Indians baseball team and the Wichita Thunder hockey team. She also has a passion for the music of Mexico from the 30s-50s, and vintage country & western and western swing from the same era.
II. B. INFORMATION ITEM: STRATEGIC PLANNING: FY 2013 WORKPLAN RESULTS

Northeastern Illinois University’s Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under each Goal for our University-wide focus. We chose the activities described below for FY2013. In addition to these items, other activities have been implemented across all units of our campuses. Activities are numbered to correspond to Action Steps within the Strategic Goals.

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

1.1 Develop, implement, and invest resources in a comprehensive enrollment management plan that engages the University Community.

1.1.1 Develop a strategic recruitment plan for graduate students; hire a Graduate Student Recruiter.

*Plan developed and implemented. Search for Graduate Student Recruiter position restyled for FY 2014.*

1.1.2 Establish a plan with policies and procedures for the recruitment and enrollment of international students.

*The Office of International Programs implemented a multilateral approach to international student recruitment, including*

a) Working with federal and state agencies;
b) Attending international student educational fairs;
c) Developing 2+2 agreements with international constituents;
d) Exploring work with direct recruiters in foreign countries.

1.1.3 Develop Key Performance Indicators to track hours attempted and hours earned for new first-year students; review with University Planning and Budget Council.

*The measure of hours attempted to hours earned was developed; proposed Key Performance Indicators are currently under review.*

1.1.4 Establish an Enrollment Services Student Advisory Committee.

*The ads in the Independent did not yield any student interest in serving on this group.*
1.1.5 Enhance relationship between Admissions and Alumni Relations to support recruiting efforts through alumni engagement.

The Office of Alumni Relations and the Office of Admissions have strengthened their partnership to support recruiting efforts through student and alumni engagement. For example, the Office of Alumni Relations participated in Open House events and distributed NEIU Alumni Association information.

1.1.6 Develop and implement integrated public relations and marketing plans that support enrollment goals.

Public Relations and Marketing have integrated in a number of ways as expressed by a number of sub-teams, which consist of members of both offices in the development and implementation of communications strategies.

1.1.7 Deploy necessary technical infrastructure to support the University Web Site project. This includes contracting for a Drupal hosting provider as well as setting up an internal website (intranet).

The web project is proceeding as planned. The contract with Drupal for hosting has been completed. The intranet site development is proceeding but is a lower priority than the external website.

1.1.8 Develop baseline web traffic measurements for future assessment.

The Marketing Department established a process for measuring and monitoring recruitment advertising and has measured three registration events to use as baseline.

1.2 Build well-defined articulation agreements and foster strong relationships with community colleges and other colleges and universities to ensure clear transition pathways for transfer students.

1.2.1 Expand the development of articulation agreements, transfer guides and on-line course equivalencies and collaborate with Title V Transfer staff and Title III staff to focus on STEM programs for major feeder schools.

Fall 2012 - procedure for creating, reviewing and finalizing transfer guides and articulation agreements for the College of Lake County, City Colleges of Chicago, Triton College, and Oakton Community College developed.

Twenty-one transfer guides in seven departments have been completed and are available on the Transfer Center website (Biology, Chemistry, Computer Science, Earth Science, Mathematics, Physics and Psychology) for three institutions (College of Lake County, City Colleges of Chicago, Oakton Community College, and Triton College).
Articulation agreements with the City Colleges of Chicago (for Biology, Computer Science and Mathematics) and the College of Lake County (for Biology, Chemistry, Mathematics and Physics) are under review.

Transfer Fairs and Advisor/Counselor “update” meetings attended at Oakton Community College, the College of Lake County, Elgin Community College, and Harold Washington, Wilbur Wright, Olive Harvey, Daley and Malcolm X of the City Colleges.

1.2.2 Complete the degree audits for all undergraduate degree programs.

Forty nine (49) undergraduate degree audits are completed.

1.3 Raise undergraduate and graduate student recruitment, retention, and graduation rates, including those for students from historically underrepresented groups, to specific University benchmarks and goals.

1.3.1 NEIU-El Centro will recruit at least 100 additional first-year students from targeted High Schools and community centers.

Participated in 32 recruitment events Spring 2012-2013 (community events and college fairs). In Spring 2013: Created D.A.L.E. (Developing Active Leaders for Education) through an innovation grant to recruit students in collaboration with Logan Square Neighborhood Association. Fall 2012 – 35 first-year students/4 transfers, Spring 2013 - 3 first-year students/2 readmits.

1.3.2 CTC will recruit 2 graduate cohorts of teachers from partner schools for reading endorsement and M.A. programs in partnership with the Reading Department of the College of Education.

Two cohorts established (one elementary school teachers, one secondary school teachers) totaling 40 students, at least two more cohorts will begin in Fall 2013.

1.3.3 Develop, construct, and open the LGBTQA Resource Center and the Women’s Resource Center, as components of the Angelina Pedroso Center for Diversity and Intercultural Affairs.

Facilities Management has identified a possible solution by expanding Building B. A rough cost estimate has been developed and shared with Student Affairs. An identified funding source is needed and the project needs approval to proceed. Directors were hired in FY 2013 and significant programming was developed. The Pedroso Center physical expansion will occur during FY 2014.

1.3.4 Form Student Advisory Committees specifically for Latino Students and African American Students recruitment initiatives.
October 2012 initial African American Advisory Committee was formed. The Latino/a Student Advisory Committee will begin activities in Fall 2013.

1.3.5 Develop and implement strategies to target students in jeopardy of losing financial aid due to unsatisfactory academic progress.

*New reports were developed to track Student Academic Process (SAP) status. A Financial Aid Consultant reviewed SAP policies and processes; recommendations will be implemented in FY 2014.*

1.3.6 Explore the feasibility of hiring a Financial Services/Financial Literacy Advisor to reduce the number of students who receive accounts receivable holds and leave the University.

*Inceptia’s “Financial Avenue,” an online financial literacy program was selected as Northeastern’s financial literacy module. Financial Avenue will be implemented in Fall 2013.*

1.3.7 Present research findings to the University community on the impact of current admission standards for undergraduates on the six-year graduation rate.

*Presentation did not happen; will incorporate findings in FY 2014 in university-wide discussions related to retention.*

1.3.8 Review current international partnerships, bilateral agreements, and memoranda of understanding and explore new international partnerships which strategically address the needs of NEIU students and faculty; actively pursue multiple efforts for international student recruitment.

*Direct recruitment in China, El Salvador, Russia; and indirect recruitment (through counselors, agents, recruiters, or other means) in China and Indonesia.*

1.3.9 Implement an assessment management system that will allow for comprehensive planning and assessment of student co-curricular learning outcomes.

*Item is complete.*

1.3.10 Successfully integrate student health services and counseling functions, based on national best practices, to better serve NEIU students.

*Item is complete.*

1.3.11 Develop programs and services for parents and family members of first-year students as a way to engage them in the student success process.
Six parent and family orientation programs have been scheduled for summer 2013, with three of the programs offered in Spanish. Additional programs will be developed during FY 2014.

1.3.12 Develop strategies to enhance the student career development process, with a strong initial focus on first-year students.

*Item is complete.* In FY 2013, career advisors introduced the career development process to first-year students during orientation and in FYE classes. Additionally, Academic and Career Advising staff introduced the Career Launch Program for undeclared undergraduate students.

1.3.13 Implement a comprehensive orientation peer leader development program.

*Item is complete.*

1.3.14 Create a Student Advisory Board for the College of Graduate Studies and Research.

*The coordinator of graduate student activities identified candidates for the board and will be working on a first meeting for the fall semester.*

1.3.15 Develop Institutional Research capacity to use GIS (ArcGIS) software to map and analyze data relevant to recruitment and advertising goals.

*Computer station set up in IR for mapping and meeting with students.*

1.4 Create a system that provides intentional academic advising for all students across the University.

1.4.1 Present research findings on students enrolled in First-Year-Experience Programs in Fall 2012 in order to collaboratively determine even better advising and teaching strategies for our first year students.

*Scheduled for September 2013.*

1.5 Improve coordination among student and academic support programs and services with a focus on quality, customer service, and intentional integration with the curriculum.

1.5.1 Review Mathematics Placement exam.

*In FY 2013 Math Development and the English Language Program piloted ACCUPLACER, reviewed test results and set cut scores. Math Development will implement ACCUPLACER for students admitted to NEIU in Fall 2014. College of Arts and Sciences retained a consultant to work with faculty and Student Affairs staff to ensure smooth transition to ACCUPLACER testing.*
1.5.2 Implement ACCUPLACER as the on-line placement exam for the English Language Program.

*Exam piloted, See 1.5.1.*

1.5.3 Create a Student Library Advisory Committee to address increased opportunities for student engagement in the Library.

*To be completed in Fall 2013.*

1.5.4 Expand library hours to better accommodate students and faculty schedules outside of the classroom and to further promote the Library as a central place for research and community.

*Additional evening hours have been scheduled.*

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

2.1 Develop a Statement of Objectives for the Baccalaureate Degree and a Statement of Objectives for the Masters Degree at NEIU.

2.1.1 Begin focused and concentrated work on preparing for the Higher Learning Commission’s “Open Pathways” accreditation process.

*Initial design of cross-university team begun and new accreditation criteria distributed; Additional Location request submitted and approved by HLC; New federal compliance/HLC compliance rules reviewed and implemented.*

2.1.2 Begin work on NEIU’s Higher Learning Commission “Quality Initiative”: the Assessment of the University’s Baccalaureate Goals.

*“Quality Initiative” accepted by the Higher Learning Commission in Fall 2013. A team of 4 faculty and 2 administrators (for support) will be leading the University Community in the assessment of our baccalaureate goals. The team has begun meeting regularly on campus in addition to attending Academy meetings.*

2.1.3 Finalize implementation of new College of Graduate Studies and Research based on the work of the Graduate Studies Task Force.

*Staff of CGSR and Enrollment Services reviewed, clarified and enhanced policies, procedures and practices. All departments with graduate programs met with CGSR staff to discuss future needs and current issues.*
2.1.4 Conduct searches for the Dean and Associate Dean of the College of Graduate Studies and Research.

*Dean Michael Stern was hired and began 7/1/2013. Will search for associate dean in FY 2014.*

2.1.5 Develop graduate program assessment guidelines and metrics in coordination with the Graduate Advisory Council.

*Preliminary Survey completed. One-stop shop set up to streamline hiring processes for GAs.*

2.2 Review and revise general education based on national best practices and successful innovations at peer institutions.

2.2.1 Propose and guide through governance the re-design for the General Education Program curricula which reflects the consensus of two years of work by the General Education Task Force.

*Governance processes have been completed through academic colleges and FACAC: concept approved; course design to begin Fall 2013.*

2.3 Review and revise discipline specific curricula based on national best practices and work force needs.

2.3.1 NEIU’s College of Education will have a successful NCATE Accreditation visit in Fall 2013.

*Successfully completed, no areas of concern reported, and diversity target met: next accreditation visit in 2018.*

2.3.2 Work will continue on the development of the Master’s Degree in Social Work.

*Development of MSW is underway. Program will go through governance in Fall 2013.*

2.3.3 Increase the number of graduate and undergraduate weekend-institutes and other creative scheduling of course/program offerings by 10%.

*Offered 5 creatively scheduled courses, surpassed the 10% goal. Fall 2012 semester weekend-institute classes increased 17% over Fall 2011. Spring 2013 semester weekend-institute classes decreased 2.6% over Spring 2012 offerings, but average class size increased from 16.3 students/class to 18.5 students/class.*

2.3.4 COBM will complete implementation of standards alignment plan for AACSB Accreditation.
AACSB mentor visited COBM in February. Second assessment cycle completed. The entire faculty of the COBM achieved the status of “Academically Qualified”. COBM has submitted the annual report of the implementation of its Standard Alignment Plan to the Accreditation Committee. The Initial Accreditation Committee of the AACSB requested a 2nd report in one year to address three small areas for enhancement or correction of data; this will be addressed in Fall 2013.

2.3.5 Engage a consultant to advise on workforce needs for individuals with graduate degrees in the field of Higher Education.

Hired consultant to review Doctorate in Special Education: report received in Spring 2013; Social Work plans to move forward through governance with MSW plans in 2013-2014.

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

2.4.1 Develop new opportunities for student engagement abroad (e.g. service learning opportunities, internships).

OIP has explored opportunities for service learning and/or internships in China, El Salvador, and Mongolia.

2.4.2 Provide support for the development of at least four 2nd-Year courses which include applied learning opportunities in the curriculum.

Did not complete because of final design of the new University Core Curriculum.

2.4.3 Provide financial support for four additional peer mentors for the First-Year Experience Program.

Funded and implemented.

2.4.4 Develop and implement training for all new Graduate Assistants not currently receiving training from their programs.

Streamlined hiring process of Graduate Assistants; training to be reconsidered in FY 2014.

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

2.5.1 Implement the recently IBHE approved interdisciplinary Global Studies Program.
Courses in General Education are highly subscribed. Will have full launch of Global Studies Education major in the Fall 2013 semester.

2.5.2 Develop a First Year Experience course to be housed in the University Honor’s Program.

    Honor’s Program will develop a course in Fall 2013.

2.6 Strengthen and integrate the University’s academic offerings at CCICS, El Centro, and the University Center of Lake County through traditional and nontraditional means of program delivery.

    2.6.1 Upon completion of bid documents, conduct competitive bidding and select the contractor, inclusive of MAFBE contracting goals, to perform construction of the new El Centro building.

    All El Centro contracts have been completed and construction is commencing with a planned Fall 2014 opening.

    2.6.2 Design and begin to implement a strategic plan specifically related to academic programming at the new NEIU-El Centro.

    El Centro Task-Force with respective sub-committees (Enrollment Management, Academic Planning, Community Outreach, Marketing, Student Support/Engagement, Budget, Facilities) appointed and meet regularly. Planning for first year (FY 2015) is almost complete.

    2.6.3 Explore, design and begin to implement innovations in the Inner City Studies Program’s curriculum.

    Framework and timeframe for complete Academic Program Review (to be completed Summer 2013) determined; curricular change recommendations will be included.

    2.6.4 Improve distance learning capabilities between main campus and CCICS.

    Improvement of CCICS distance learning capabilities is underway. UTS continues to work with the Academic Affairs technology liaison to coordinate and implement distance learning priorities, including the improvement of distance learning capabilities at the University Center of Lake County.

    2.6.5 Explore and purchase appropriate state-of-the-art equipment to enhance our distance learning opportunities.

    Purchase, installation and testing of new Cisco telepresence/video conferencing equipment, LWH 2031; Purchase of telepresence/video
conferencing units for CCICS and for El Centro completed; added additional Comcast data lines and conducted information sessions.

2.6.6 Initiate a new degree completion program out of the College of Education at the University Center of Lake County.

*Human Resource Development program approved at UCLC, to be launched in Fall 2013.*

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

2.7.1 Explore the development of an MBA partnership program with the Jagiellonian University Medical School (Poland).

*Academic changes at both Jagiellonian and at NEIU’s College of Business and Management have resulted in the development of a new curricular proposal which is pending approval.*

2.8 Establish technology-enriched curricula to include hybrid and online courses.

2.8.1 Coordinate faculty development initiatives that use technology with the resources and staff in the MLRC and the Library.

*Total participation in Online I & II since June 2012: Online I – 215 trained; Online II – 34 trained. A new video editing room has been completed and is being managed by the Library’s Multimedia Learning Resource Center (MLRC) and the CTL for student and faculty use. The Library is currently developing online tutorials as part of its Innovation Grant.*

2.8.2 Explore joining an on-line MBA Consortium.

*Consortium was canceled and project shelved indefinitely.*

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

2.9.1 The College of Arts and Sciences will design a new major in the Art Department in Graphic Design, and another in the English Department in Creative Writing.

*The B.A. in Graphic Design will go to governance in Fall 2013. The BFA in Creative Writing is in development.*

2.9.2 A new major in Environmental Science will be submitted to governance committees.
The Bachelor’s Degree in Environmental Science has successfully passed through all levels of NEIU governance and will be presented to the Board of Trustees in Fall 2013.

2.9.3 Re-articulate the relevance of our goals for general education/the goals for a liberal education and NEIU’s Baccalaureate Goals with regard to regional economic development and work force demands for the global society.

The General Education Task Force has developed a proposal and recommendations based on best practices of the AAC&U work on liberal arts and how it relates to workforce preparedness. The proposal has been unanimously endorsed by all governance and constituency groups to which it's been presented.

One of the co-chairs of the task force is on the university’s assessment team attending the Higher Learning Commission’s Assessment Academy. Among other tasks, this team will support development of the assessment plan for the proposed general education curriculum (now called the University Core Curriculum, with the theme of Critical Inquiry and Public Engagement) and the co-chair will lead that development.

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

3.1 Improve preparation for higher education by working with K-12 schools.

3.1.1 The College of Education will partner with Amundsen High School in order to provide leadership and support to faculty and administrators with the goal of increasing retention and graduation rates in that school.

Amundsen High School Partnership - The following strategies have been initiated and are ongoing:

1) Kagan Collaborative Learning Strategies Beginning of Year Sessions
   Kagan, an educational leader in collaborative teaching strategies, provided a training for High School and University Faculty.
2) Critical Friends Groups (CFG) operationalized
   CFGs are bi-weekly 90-minute sessions aimed at teacher development around increased classroom effectiveness and focused instruction.
3) Instructional Rounds observations begun
   Peers visit classrooms in small groups, studying students, teacher, task, and environment to provide collective picture of school practice. Data from rounds is used to identify and address school trends.
4) Coordinated Field Trips for AHS STEM students to NEIU.
5) Student Placement
Several student observers, clinical students, and student teachers are currently placed at Amundsen.

6) **NEIU – Amundsen Exchanges**

On March 8, 2015, twenty-seven COE faculty and staff visited Amundsen to learn about the partnership and to consider additional ways that we can exchange expertise. On March 14, 2013, Principal Pavichevich was a featured panelist for the COE Roundtable on Education for the Future. Both of these events have caused the COE Faculty and Administration to consider new initiatives for the partnership.

7) **New Initiatives (spring and summer 2013)**

A member of the Amundsen Administrative team has been accepted into the Educational Leadership master’s degree program at NEIU. NEIU is beginning to partner with the elementary schools that are feeder schools to Amundsen.

3.1.2 The College of Arts and Sciences, in collaboration with the Chicago Teachers’ Center will explore, develop and pilot a joint summer program for High School students.

*This initiative was tabled until FY 2014.*

3.1.3 The College of Arts and Sciences will develop, market and implement content-based professional development programs for teachers.

*The English Department has pioneered professional development seminars for teachers; TESL has developed and implemented summer professional development workshops for teachers.*

CAS is offering five special intensive courses in summer 2013 for teachers (and others).

3.1.4 The Chicago Teacher’s Center through its partnership with District 299 and 21 Chicago Public High Schools will increase the college readiness, graduation rates and postsecondary enrollment rates of those schools.

95.5% FAFSA completion rate for GEAR UP CPS partner high schools (Source: CPS).

5,217 GEAR UP seniors across 21 Chicago Public High Schools – 84% graduated (Source: CPS).

Postsecondary enrollment rate (PSE) of GEAR UP class of 2011 (N=5,217 Seniors): PSE Enrollment in Fall 2011 = 57.6% (N=2,527) Source: National Student Clearinghouse (NSC). PSE Enrollment within one year after Graduation = 65.8% (N=2,885) Source: National Student Clearinghouse (NSC).
Persistence Rate from Freshman (Fall 2011) to Sophomore (Fall 2012) for those that enrolled in Fall 2011 = 63.7% (Source: National Student Clearinghouse, NSC).

3.2 Review and integrate the University’s outreach and community service functions, with special emphasis on the unique programs provided by CTC, CCICS, and El Centro, to strengthen our community partnerships.

3.2.1 Offer community education programs and services at CTC, CCICS and El Centro such as: ESL, technology, health, housing, tax preparation, naturalization, financial aid and scholarship opportunities, etc.

The Ladder Up tax program for low income students and community members was rolled out in January 2013 at our main campus.

CTC has held workshops and programs in financial literacy, financial aid and scholarship opportunities and technology in many communities throughout Chicago and in Cicero/Berwyn as well as at the CTC site.

In 2011, CPS students received 24 Gates Scholarships, 12 of the 24 were GEAR UP students from the 21 GEAR UP high schools, most of which are classified as “persistently low-achieving schools” by the State of Illinois.

El Centro – ESL continuing, health fair, tax preparation workshop, financial aide workshop, scholarship workshop.

CCICS – conducting workshops in conjunction with community leaders.

COE – Financial aid and scholarship workshop.

3.2.2 Offer professional development programs for Chicago area teachers and administrators at CTC in such areas as Intensified Algebra, Inquiry-based instruction, STEM (computer programming, robotics, game design), common core, etc.

Teachers across Chicago schools (District 299) and from Cicero/Berwyn (District 98,99 and 201) participated in intensive professional development in Intensified Algebra, Inquiry-based instruction, STEM, arts integration, and common core.

3.2.3 Develop opportunities for collaboration between faculty and student affairs staff in the development of student civic engagement initiatives.

Item is complete, but work will continue! The biggest success has been through the Reimagining Food Initiative which has grown into a collaborative partnership between the College of Arts and Science and the Division of Student Affairs. As a result many opportunities for the collaborative work have been and are in the process of being developed.
Partnerships between FYE faculty and Student Affairs also continue to grow. Faculty are also working with Student Affairs more intentionally to encourage students in their courses to participate in civic activities. An example here is found with a faculty member in biology giving extra credit for students who participated in a national volunteer week event.

3.2.4 Through participation in the AASCU Campus and Community Civic Health Initiative, conduct a comprehensive review of existing civic engagement activities at the University.

Item is in progress. There have been discussions between Student Affairs and each of the academic deans and some preliminary meetings with a few departments to discuss their existing areas of engagement. During FY 2014 summer we will begin using the Community Benefit Inventory for Social Accountability (CBISA) so that we can begin inventorying data here related to community engagement.

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

3.3.1 Host co-sponsored conferences that address contemporary issues in interdisciplinary areas (e.g. Water “Nexus” Blue Energy Conference, Art in Response to Violence, Innovative Curricula and Educational Trends).

Nexus 2013, an International Water Nexus Summit ran at NEIU main campus March 6-7, 2013; there were between 750 to 1000 participants and attendees who learned about issues related to water, its conservation, its use in urban planning, manufacturing, etc.

The Forbidden Art (Sztuka Zakazana) Exhibit from the Auschwitz-Birkenau Museum was offered on campus in October 2012.

3.3.2 Integrate community-based projects into COBM courses to facilitate the development of the Bryn Mawr Corridor.

Community-based projects, focusing on facilitating the economic development of the Bryn Mawr business corridor, were integrated into marketing research and advertising courses for the 2013 academic year.

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

3.4.1 Engage prospective and current students, faculty, staff, alumni and friends with the University through free social media networks.

The Latino/a Student Recruitment Advisory Committee will become active in Fall 2013.
3.4.2 Generate awareness internally and externally of private financial support available to underrepresented and undocumented students.

The Development Office created a brochure of endowed and annually-funded scholarships, including those available for underrepresented and undocumented students, which was widely circulated to the University community and posted online. The Office conducted “Foundation 101” workshops for the College of Arts and Sciences, the College of Education, and the College of Business and Management, during which, Development communicated that most NEIU Foundation scholarships do not require U.S. Citizenship.

The Development Office helped make the case for Academic Works software, which will provide a searchable database of all scholarships, awards, and other financial aid opportunities available to students and prospective students regardless of citizenship. The Office also provided NEIU Admissions with the percentage of NEIU Foundation Scholarships open to undocumented students and dollar amount available for a project with the Mayor’s office.

A new website specifically for undocumented students was created by the Marketing Department. This is a one stop shop for information that will help educate and support students.

3.4.3 Develop and implement fundraising and communications plan for the opening of the new El Centro Campus.

The Director of Major Gifts collaborated with the Interim Director of El Centro and El Centro Project Coordinator to devise and implement a fundraising strategy. This included the crafting of a case for support for El Centro scholarship opportunities, community programs, and community spaces. In addition, the Vice President for Institutional Advancement secured a pledge commitment of $25,000 for the El Centro Scholarship.

Director of Marketing has been appointed to the Steering Committee for El Centro and also chairs the sub-committee on marketing for the El Centro project. A proposal for advertising has been created by the team and submitted for consideration. The Director of Public Relations has engaged the Avondale community by presenting to Alderman Colon's ward and representing NEIU at other community organization meetings.

The marketing and public relations offices worked with University Events to coordinate and execute the Ground Breaking Ceremony for the new El Centro building.

3.4.4 NEIU-CTC will host Northeastern Fridays for GEAR UP and TRIO students from partner schools.
Between 7/1/12 and 3/31/13, 2,184 7th-9th grade GEAR UP students from Chicago Public schools spent the day on NEIU’s campus for a college visit.

Over the last 12 months, 3,406 K-12 GEAR UP students have been on NEIU’s campus for a college visit.

300 TRIO and GEAR UP students attended the STEAM (Science, Technology, Engineering, Architecture and Math) Conference on NEIU’s campus in May 2012 and we expect 500 students to attend the same conference in May, 2013.

3.5 Develop a brand for NEIU that expresses pride and conveys the University’s special attributes.

3.5.1 Use targeted electronic communications to convey the University’s brand and to engage alumni.

The Offices of Alumni Relations and Development increased the number of messages sent to alumni and friends via electronic communication through the use of NetCommunity Spark. There has been greater consistency in messaging about the University and its accomplishments. In addition, the use of e-communications has been an effective tool used to inform the external community about events at the University.

Partnering with the Development Office, the Marketing Department developed e-creatives to send through NetSpark engaging alumni, donors and friends. In addition, the Marketing Department has worked to enhance the web presence for alumni relations and social media participation.

3.5.2 Develop and implement a communications plan highlighting the leadership role and function of the Office of the President to external communities.

A communications plan for the Office of the President was developed, approved and implemented. A website for the Office of the President was launched and includes a welcome video featuring the University President.

The University’s first President’s Report was completed and distributed in June. It is a new premier piece for the University and will be shared with other university presidents, legislators, professional organizations, donors, Board of Trustees, Foundation Board, etc.

3.5.3 Implement strategies to increase the number of “followers” in social media.

The Marketing Department redesigned the Admissions Facebook page and it includes an “Apply” link and other important information, such as
In addition, public relations and marketing are working together to use social media to share University messages and stories.  

3.6 Implement a marketing and public relations plan to communicate the University’s brand to external and internal audiences.

3.6.1 Focus the University’s communication plan to emphasize the University’s special attributes.

The Marketing and Public Relations creative team has identified five core brand messages for the University... Learn, Belong, Achieve, Transform, and Lead. These messages and core words are being integrated into all of the branding communications such as the new website, recruitment materials, social media, etc.

With the goal of enhancing and protecting the University’s Brand, the Marketing Department has updated and improved the brand guide.

The Marketing and Public Relations teams worked together to promote the recent Newsweek Best Investment recognition. This national recognition is now highlighted in all of our publications and on our website/social media outlets. In addition, banners are being created to hang outside of University buildings.

3.6.2 Enhance New@NEIU to promote student, faculty, and alumni accomplishments.

The Development and Alumni Communications Manager led the production of bi-monthly publications of New@NEIU. Each e-newsletter issue was sent to all email addresses in the Institutional Advancement relational database. Issues highlighted examples of excellence among faculty, students and alumni. Appeals for content were regularly requested from deans and department chairs.

3.6.3 Construct a new marquee on Foster Avenue.

Will be incorporated as part of the FY 2014 university signage project.

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

4.1 Build a culture of mutual respect and collegiality across the University and its multiple locations throughout Chicago.

4.1.1 Assess campus climate with regard to civic engagement through the AASCU “Campus and Civic Health” Initiative.
The Personal and Social Responsibilities Inventory (PRSI) was administered during FY 2013 to learn more about how the NEIU campus climate compares to our peer institutions. Work will continue.

4.1.2 Schedule Provost’s Council Meetings at CCICS, CTC, El Centro and UCLC at least once per year.

Provost’s Council Meetings were held at CCICS, CTC and El Centro in FY 2013.

4.2 Utilize innovative approaches to recruit and retain faculty and staff committed to student success.

4.2.1 Using the results of the salary study, develop a multi-year plan to address salary issues within available resources.

Not implemented. The salary study was based on salary ranges and did not yield the results necessary to develop a viable multiyear plan. In addition, operating budget challenges further complicate the development of a multi-year plan.

4.2.2 Explore the effectiveness and expand the use of recruitment packages like HigherEd.com.

Effective publication campaigns were utilized this year in our recruitment efforts for 17 new tenure-track faculty.

4.3 Provide support systems and programs (including customer service training) that foster a positive work environment for all.

4.3.1 Develop and implement a plan for highlighting and recognizing faculty and staff accomplishments.

COBM initiated an Outstanding Faculty Teaching Award.

We began a new tradition of Celebrating the Faculty at a Reception prior to commencement ceremonies, recognizing grant writers, sabbatical and educational leave recipients, faculty who will be promoted and/or tenured in Fall 2013, emeriti and excellence award winners.

4.3.2 Initiate “Library Service Matters” training and standards for all library staff to promote quality customer service to all library users.

All library public service desk employees have taken the American Library Association core service standards and added additional criteria for their desks. Each library public service desk has had meetings with his or her staff to review the service standards. The Library conducted a workshop
for public service staff with the University Ombuds to practice active listening techniques and dealing with upset patrons.

4.4 Increase collaboration and accountability across all units of the University.
   4.4.1 Regularly use Provost’s Council meetings to strengthen and enhance ties between Human Resources and Academic Affairs.

   HR senior staff attended Provost’s Council meeting in June, will continue with this practice. Hiring packet preparation for new faculty worked out, so that new faculty are assigned ids and email accounts before their arrival at NEIU.

   4.4.2 Develop complete organizational chart which includes all employees at NEIU.

   The Provost is exploring the organizational chart put together by the Presidential Fellow as a possibility.

4.5 Create a climate in which support for scholarship, professional development, and training is provided to faculty and staff based on best practices.

   4.5.1 Offer workshops in which faculty can showcase successful innovative instructional approaches.

   During 2012-2013, the CTL offered 25 faculty workshops. Five workshops were led by faculty who shared their own innovative practices:

   4.5.2 Offer grant-writing services including: writing support groups, establishing a common data set and institutional narrative database, and faculty development workshops and seminars.

   Regular discussions regarding the integration of CTC grant-writing experts with faculty on all campuses; will implement in FY 2014.

   4.5.3 Increase the number of stipends from the Office of Academic Affairs for summer research from eight grants of $5,000 each, to 12 grants of $5,000 each.

   The CAS had funded 11 non-STEM faculty-student summer research projects at $1,000 each; 6 faculty summer research stipends for STEM initiatives for a total of $9,000 in addition to another summer research stipends for 9 STEM initiatives (funded through a Title III grant) for a total of $10,500.

   The COBM has funded two faculty research stipends for a total of $3,000.

   12 grants of $5,000 each were awarded for Summer FY 2013.
Goal Five – Enhanced University Operations: Provide a supportive learning, teaching and working environment by improving operating productivity, physical infrastructure, and environmental sustainability.

5.1 Streamline and redesign operational workflows and processes with the intent of improving service quality and productivity.

5.1.1 Contract with NCURA (the National Council of University Research Administrators) to provide a full peer review of the College of Graduate Studies and Research, Office of Research and Sponsored Projects in accordance with national standards, including: grants submission processes and grants management-support processes.

*Postponed/suspended until the ORSP is fully staffed.*

5.1.2 Implement HireRight I-9 Solution to better manage employment eligibility and related state and federal regulatory compliance and streamline on-boarding of new employees.

_The University uses HireRight for background investigations. HR will begin using HireRight for I-9 verification for new employees and then update I-9 data for existing employees._

5.1.3 With the Office of Institutional Research, integrate Standard Occupational Code data with NEIU position data to improve accuracy and productivity.

_All occupational codes have been developed, assigned to a Northeastern title, and entered into Banner._

5.1.4 Develop and launch the Foundation 101 workshop and the Development/Alumni 101 workshop to inform faculty and staff about best practices and ways to enhance their relationships with the NEIU Foundation and Development/Alumni Relations.

_The Office of Alumni Relations and the Office of Development created and launched its Development and Alumni Relations 101 Workshop in March 2013. It has been presented to CAS and will be presented to COE and COBM in the fall._

_The Foundation 101 workshop was devised and produced for the College of Arts and Sciences, College of Education, and College of Business and Management between November 2012 and February 2013. Extensive information packets were provided and feedback forms were collected after each workshop._

5.1.5 Develop and implement new guidelines for fiscal agents of the NEIU Foundation accounts.
In the Foundation 101 workshops, definitions, practical “do’s and don’ts”, and fiscal agency assignments and updates were widely covered for the audience of current fiscal agents, alternates, and administrative assistants. This information was included in Foundation 101 packets as well. In September and October 2012, Development sent “fiscal agent packets” to all fiscal agents of endowed and annual scholarships.

5.1.6 Implement realignment of marketing and public relations functions into an integrated communications unit.

To facilitate support with brand management, a Communications Ambassador group was created. Chaired by the Directors of Marketing and Public Relations, they will meet regularly in order to support the work related to brand and message management.

5.1.7 Implement Single Use Account (an e-payable solution) to pay vendors.

The Controller’s office learned that it would be cost prohibitive to implement the Banner modifications necessary to do this work. The office has since learned that there is a new feature (Payment Exchange) with Banner Version 8.5 which has similar functionality as the Chase SUA. This option will be explored in FY 2014.

5.1.8 Implement pay cards to eliminate the issuance of paper checks for faculty and staff who do not have direct deposit. All payments to faculty and staff will then be credited either to the direct deposit account or to the pay card when funds are disbursed.

This is still under discussion with the University’s banking provider and legal counsel. Implementation is planned for FY 2014.

5.1.9 Incorporate Emergency Loan receivables into Banner as a prototype for future integration of non-student receivables.

Once testing of this new detail code and process is completed in the Pre-Production Test Database, the automated check-cutting process will be moved to the production database in Banner. Implementation is planned for the Fall 2013 term.

5.1.10 Develop the stable organizational hierarchy necessary for extending the utility of the Banner system.

Pilot organizations for this project have been identified starting with the implementation of web time-entry. After this phase, electronic processing will be extended to other areas and processes.

5.1.11 Issue new employee parking permits to improve integrity and fiscal strength of the parking enrollment program.
On hold until FY 2014

5.1.12 Conduct a comprehensive review of the student activity fee allocation process.

Re-scheduled for FY 2014.

5.1.13 Initiate service improvements in the Office of Human Resources.

Additional staffing has been hired in payroll to improve customer service and a labor relations specialist has been hired to provide additional staff resources in that area.

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

5.2.1 Develop a timeline and plans for implementation of residential life component, consistent with University goals and the recommendations of the student housing feasibility study administered during FY2012.

The market research/feasibility phase has been completed and work is proceeding in the development phase. The next step in the process will be the development of an RFP for a development partner. This will be done in early FY 2014.

5.3 Identify locations and develop facility plans for future student service centers, such as a cultural center and a “One Stop Shop.”

5.3.1 Identify and contract an architectural firm to develop a master space plan which recommends a broad vision for space planning in the Library and prioritizes areas/floors/services that need short and long term improvements.

The Library completed the QBS process and selected Cannon Design to develop a master space plan for the building. Funding was approved by the Board of Trustees and the project was started with a campus visit by Cannon Design on April 25. Work will continue during the summer and fall semesters and a master space plan should be completed by December 2013.

5.3.2 Finalize the planning and construction of a café in the Library and develop strategies to integrate library outreach efforts into this space.

Plans for the Library Café have been approved and a contract has been finalized with Café Descartes. The initial infrastructure work (electrical and plumbing) has begun and construction will be completed during the summer 2013. Library outreach strategies will be developed and implemented for fall 2013.
5.4 Invest in technology infrastructure to support academic and operational goals.

5.4.1 Complete a functional disaster recovery system that will enable Banner (Internet Native Banner) to run in the event of a catastrophic failure of the production NEIUworks system.

*UTS has bought and is using a local data replication device to replicate our Banner database. Plans call for the full disaster recovery site in the new El Centro facility.*

5.4.2 Deploy an eBooks system to selected faculty that provides access to a wide variety of electronic textbooks. From this trial, determine how to more widely deploy.

*Deferred until FY2014*

5.4.3 Expand the capacity of the IR Webpage to better address internal data needs.

*The early stages of this work were begun through a collaboration between IR and the Department of Computer Science; however, this item will be moved to the FY14 workplan.*

5.4.4 Deploy virtual desktop technology to classrooms and selected student labs. Add workstations to enhanced classrooms (those which have no computer workstation, but have a projector and podium). These will support the standard NEIU software set and enable faculty to not have to bring a laptop to present class materials.

*Will deploy to a subset of classrooms/computer labs prior to fall 2013.*

5.4.5 Explore and pilot wait-listing in Banner.

*The Departments of Psychology (PSYC) and Social Work (SWK) in the College of Arts and Sciences; courses in Finance (FINA), Marketing (MKTG), and Management (MNGT) in the College of Business and Management; and courses in Educational Foundations (EDFN) and Elementary Education (ELED) in the College of Education were all represented in the pilot.*

5.4.6 The College of Graduate Studies and Research and the Library will design and implement the electronic submission of all graduate theses.

*Initial system configuration has been completed. The College of Graduate Studies and Research is finalizing the submission and approval processes. Electronic submission of all graduate theses will be finalized for the fall 2013 submission period.*
5.4.7 Finance and Administration and Academic Affairs will deploy the new Learning Management System.

*D2L has been purchased and implemented.*

5.4.8 Increase electronic course evaluations and response rates.

*Electronic Course Evaluations: Trends for Survey and Response Rates over Ten Semesters.* While the response rates have not improved over the full time period, the total number of surveys administered, has increased significantly. The purchase of a new e-survey system is imminent and should significantly improve response rates.

5.4.9 Integrate NetSpark software into alumni and fundraising efforts.

*NetCommunity Spark implementation has been phased in the latter part of FY13 to coincide with multiple Alumni Relations initiatives, including email communication, new membership levels and the 2013 reunion in October.*

5.5 Ensure that all classroom, laboratory, office, student, and support spaces are appropriate to accommodate current needs and long-term growth.

5.5.1 Select an architect and proceed with planning the new Education Building. Complete related south campus utilities infrastructure planning.

*The University has contracted for the engineering work needed to bring utilities to the site of the new education building. The conceptual design is nearing completion. Work continues with the Capital Development Board to contract with the architect for the design of the Education Building with design work commencing in fall 2013.*

5.5.2 Complete renovation of the Organic Chemistry and Human Anatomy science labs. Determine two labs to be renovated in summer 2013. Complete planning and begin construction for planned August 2013 completion.

*Renovations on the Organic Chemistry and Human Anatomy labs are complete with certain ventilation issues still to be resolved. The Vivarium and Marine Organism Laboratories will be renovated in summer 2013.*

5.5.3 Plan and complete initial renovation to the CCICS Auditorium.

*Design is complete and construction will take place during summer 2013.*

5.5.4 Finalize selection of architect through the QBS process and contract for the development of the Ronald Williams Library master plan. Support/work with the Library on the Master Plan.
The architect for the Library Master Plan project has been hired and work on the plan has commenced.

5.5.5 In collaboration with representatives from all vice presidential areas, form an advisory committee to address space issues and to develop a master plan to determine current and long-term growth needs of the University.

A vision for the south section of the main campus was completed. A complete facilities master plan was deferred.

5.5.6 Redesign the lobby area of the PE Complex (with Campus Recreation).

Item is in progress. We have done some initial upgrades to TV and furniture but the reconfiguration plan is in the preliminary planning stages with facilities management.

5.5.7 Student Affairs and Finance and Administration will collaborate on the Alumni Hall renovation process.

Planned substantial completion date is September 16, 2013.

5.6 Establish environmental sustainability as a key element of NEIU’s identity.

5.6.1 Conduct the energy measurement and verification audit to verify the energy savings produced by the energy conservation project. Continue the energy conservation program by updating lighting and HVAC components that were not covered as part of the original project.

The energy conservation project is complete, including measurement and verification. Other energy conservation measures continue, including the installation of solar panels on the PE Building.

5.6.2 Continue to investigate the possibility for a 4-day work/class week for the summer sessions, excluding the use of, at least, the Bernard Brommel Hall.

Tabled to FY2014.

5.7 Ensure that the University community is safe and secure; that facilities and infrastructure, including technology and critical data, are protected; and that plans are in place to continuously monitor and enhance campus and emergency preparedness.

5.7.1 Complete development and begin implementation of a University-wide security strategy for the effective and efficient integration of building access control and security camera deployment.
University Police, University Technology Services and Facilities Management representatives developed a Request for Proposal and received bids on consultation services to assist the university in developing a university-wide security strategy. In April 2013, the bid was awarded and the consultation work began, with a final report expected during the summer of 2013.

5.7.2 Complete the Police Department accreditation process using policing standards developed by the Illinois Chiefs of Police Association.

This project has been delayed as a result of the retirement of numerous personnel and it is anticipated that this project will resume summer 2013.

5.7.3 Evaluate and, if necessary, replace the Code Blue emergency phones in an effort to convert them to VOIP.

VOIP Code Blue phones have been purchased and installed.

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

6.1 Support faculty and staff efforts to secure external funding that strengthens curricular and community development.

6.1.1 Establish working definitions for the development of certificate and continuing education offerings.

Faculty Council on Academic Affairs has been developing working definitions for the development of certificate and continuing education offerings.

A set of CPA Exam Review courses was under development, but is on hold until a standard university policy for contract courses and non-credit-bearing courses is determined, hopefully in summer 2013.

6.1.2 Foster partnerships with external constituents in order to offer opportunities for contract courses, workshops, etc. on all campuses.

The Ladder Up tax program for low income students and community members was rolled out in January 2013 COE developed a partnership to offer the Exercise Science master’s degree with a local school district.

COE launched the Amundsen High School partnership project that involves a faculty-in-residence, and numerous student and faculty exchange activities in FY 2013.
COE entered into a partnership with the Chicago Grassroots Curriculum Task Force to institutionalize an annual spring curriculum conference for our undergraduate and graduate candidates.

6.1.3 Submit grant applications to the Center for International Business and Education Research and to the Coleman Foundation for the establishment of a Center for Entrepreneurial Leadership.

Center for International Business Education and Research (CIBER) federal awards were cut by the federal government, so no proposal was submitted.

Letter of Intent will be submitted to the Coleman Foundation in August 2013.

6.4 Develop and implement the infrastructure for fundraising programs and alumni relations.

6.4.1 Implement the new El Centro Campus Campaign to endow a scholarship and develop community support.

The El Centro Campus Endowment balance increased to over $17,000 in FY 2013. Also, $25,000 donation received from an anonymous donor.

6.4.2 Add a minimum of five new members to the Alumni Advisory Board.

Since FY 2012 the Office of Alumni Relations has recruited and added five new members to the NEIU Alumni Advisory Board.

6.4.3 Add two new members to the NEIU Foundation Board of Directors.

The NEIU Foundation added two new members to its Board of Directors.

6.4.4 Enhance and integrate alumni relations and fundraising plans.

The Office of Alumni Relations continues to collaborate with the Office of Development to integrate its annual plan, goals and program calendar. Quarterly the offices check in to ensure that its communications strategies, programs and goals are aligned and coordinated.

Development and Alumni Relations annual plans and calendars were reviewed and updated in concert for Fiscal Year 13, enhancing current strategies and adding new programs. Development enhancements included the introduction of an event for NEIU faculty and staff donors at the President’s home, launching a new webpage for faculty and staff donors, production of the NEIU Foundation’s first annual report, creation of postcards using faculty ambassador photos and testimonials, launching new webpages for COBM, CAS, and COE that include development and
alumni-specific content, launching new giving societies and enhancing the stewardship program.

6.4.5 Continue work with College Ambassadors and expand the number of ambassadors.

On going.

6.4.6 Develop a Student Alumni Committee to lead the development of a culture of philanthropy among the student body, as well as assist the NEIUAA to develop programming to bring together students and alumni.

*The Office of Alumni Relations is working closely with Student Affairs, in particular with the Office of Student Leadership and Development on programming for current students. The work of developing a committee is ongoing.*

6.4.7 Engage Alumni Advisory Board to participate by engaging and mentoring prospective and current students to impact program-focused initiatives.

*They are working on mentoring programs.*

6.4.8 Implement new Giving Societies and other stewardship activities targeted to retirees, donors, and others.

*Development is in the midst of planning a program to further engage our population of emeriti and retired faculty and staff, which will result in increased connectivity and more prospective donors for the university. The new giving societies have been implemented in Raiser's Edge and all reporting is based on them.*

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

6.5.1 Craft outline of a foundation/corporation solicitation program and identify funding prospects.

*Foundation and corporate solicitations were sent out on behalf of the Chuck Kane Memorial Golf Outing within its existing sponsorship framework. In FY 2013, the total corporate sponsorship for the Kane Outing increased. The El Centro fundraising project raised new potential corporate sponsors. The Development Office provided support for university units seeking foundation grants and provided timely information for grant reports.*

6.5.2 Develop outline of a corporate sponsorship program.

*By focusing its efforts on El Centro, the Development Office was able to create the base of a foundation/corporation solicitation program and a
corporate sponsorship program. The first set of proposals in support of El Centro were sent before the end of the fiscal year.

6.6 Increase private support from individuals (including faculty, staff, alumni, and others).

6.6.1 Identify and qualify 50 new major gift prospects.

*We have increased the number of major gift prospects to close to 100. This is 50 more than what we had when the FY 2013 began.*

6.6.2 Grow number of new donors by 10%.

*The number of new donors increased by more than 47%. This is a significant improvement over FY 2013.*

6.6.3 Increase number of paid memberships in the alumni association by 25%.

*The NEIU Alumni Association launched and implemented an enhanced membership program with three additional upgraded membership levels for a total of five. The NEIUAA participated extensively in the May Commencement. Graduates were welcomed into the Association and received free, upgraded memberships for a year.*

*While the percentage of paid memberships has not increased in FY 2013 by 25%, overall Alumni giving improved over FY 2012.*

6.6.4 Increase revenue by 5% (including unrestricted, restricted, pledges, and in-kind donations).

*The revenue increase is anticipated to be almost 14% higher than the previous year.*
II. C. INFORMATION ITEM: STRATEGIC PLANNING: FY 2014 WORKPLAN

Northeastern Illinois University’s Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under each Goal for our University-wide focus. We have chosen the activities described below for FY2014. 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 One – Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

1. Develop, implement, and invest resources in a comprehensive enrollment management plan that engages the University community.

   1.1. Implement the Customer Relationship Management for Recruitment Project.

   1.1.2 Deploy NEIU mobile app for students.

   1.1.3 Develop new digital recruitment advertising model to increase response by 20 percent over previous year.

   1.1.4 Promote AcademicWorks, scholarship database, through the website and in publications.

1.2 Build well-defined articulation agreements and foster strong relationships with community colleges and other colleges and universities to ensure clear transition pathways for transfer students.

   1.2.1 Reconstitute the Enrollment Planning structure and update the Enrollment Plan.

1.3 Raise undergraduate and graduate student recruitment, retention, and graduation rates, including those for students from historically underrepresented groups, to specific University benchmarks and goals.

   1.3.1 Assess the impact of Writing Intensive Program (WIP) courses, redesigned ENG 101 and 102 courses, and WIP peer tutoring on retention and graduation rates.

   1.3.2 Present a proposal to appropriate governance bodies establishing a process ensuring graduation for students who have separated from the University and who have only the ECE/WIP graduation requirement remaining.
1.3.3 Develop workshops and roundtable events for faculty and department chairs to explore and promote student retention strategies.

1.3.4 Launch New Financial Aid, Scholarship and Student Employment Initiatives to enhance services to students.

1.3.5 Implement the new university website.

1.3.6 In collaboration with colleagues in Academic Affairs and other University partners, Student Affairs will develop a plan for enhancing a more welcoming environment for new undergraduates.

1.3.7 Produce a minimum of two workshops per month which engage first year students in learning activities that improve their written and oral communication skills.

1.3.8 Implement a series of student engagement workshops targeting NEIU’s diverse student populations. The workshops will include topics on interdisciplinary learning, connecting co-curricular activities to classroom learning and worth of a liberal arts education.

1.3.9 Identify academic needs for students by analyzing past trends in student success rates, and adjust Learning Support Center Services at all University locations to meet student needs.

1.3.10 Enhance the delivery of services to students with disabilities by providing online training for student note-takers. The student note-takers will become more effective and an asset for students with disabilities by gaining a better understanding of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

1.3.11 Distribute a survey to students who visit Student Health Service to obtain input for the implementation of new services.

1.4 Create a system that provides intentional academic advising for all students across the University.

1.4.1 Guide each student, identified by the Project Success Progress Report, in the creation of an academic success plan during the first advising session.

1.4.2 Reinvigorate the Undergraduate Admissions Recruitment Program.

1.5 Improve coordination among student and academic support programs and services with a focus on quality, customer service, and intentional integration with the curriculum.
1.5.1 Implement an online tool for students in WIP courses and provide information and support to WIP faculty and peer tutors to integrate into courses.

1.5.2 Develop a minimum of two Student Affairs initiatives to support the integration of civic engagement and/or other activities that support the integration of co-curricular/curricular learning.

1.5.3 Provide more comprehensive and consistent information to students by having liaisons in the Advising Center meet with their respective academic departments four times during the academic year.

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

2.1 Develop a Statement of Objectives for the Baccalaureate Degree and a Statement of Objectives for the Masters Degree at NEIU.

2.1.1 Complete mapping baccalaureate goals onto 30% of all academic program assessments.

2.2 Review and revise general education based on national best practices and successful innovations at peer institutions.

2.2.1 Begin mapping baccalaureate goals onto existing University Common Core (UCC) courses in the distribution and help faculty develop assessment strategies for these goals and establish an infrastructure for the UCC.

2.2.2 Identify points of collaboration across the University community for the development of Engaged Learning Experience (ELE) courses for UCC: Minimally—enough courses to fully implement the UCC program by Fall 2015.

2.3 Review and revise discipline specific curricula based on national best practices and work force needs.

2.3.1 Inventory and review all academic program assessment activities; provide support for those programs that need it.

2.3.2 The College of Arts and Sciences will work with Department faculty to revise Math Development and English Learning Program curricula based on national best practices.

2.3.3 Continued efforts towards AACSB accreditation of the College of Business and Management include: filing a second report on standards alignment
plan by May 2014; writing the self-evaluation report in preparation for a mock-AACSB visit in 2014; hosting the AACSB mentor one more time.

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

2.4.1 Increase the number of sections of First-Year Experience courses which provide service-learning opportunities for students.

2.4.2 Provide advanced professional development for Campus Recreation’s senior student staff through the active participation in ongoing staff training by conducting 25% of all-staff and in-service trainings.

2.4.3 Increase job placement opportunities for students with disabilities through a collaboration among Academic and Career Advising, Student Disability Services and TRIO Student Support Services.

2.4.4 Alumni Affairs, in collaboration with the Office of Scholarships, will implement the Alumni Association Internship Scholarship.

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

2.5.1 Roll-out the recently approved Global Studies Program.

2.6 Strengthen and integrate the University’s academic offerings at CCICS, El Centro, and the University Center of Lake County through traditional and non-traditional means of program delivery.

2.6.1 Increase the number of First-Year Experience classes for Fall 2014 at the El Centro campus.

2.6.2 Begin development of a cross-functional small business major that includes some kind of partnership with a small business consulting organization.

2.6.3 Explore the possibility of developing an MBA cohort (curriculum, pricing, support issues) for the CTC site.

2.6.4 Work with library faculty, campus units and UCLC staff to review, improve and coordinate library services for NEIU students at UCLC.

2.6.5 Complete plans for library services in the Library Resource Center at El Centro. This includes staffing, book delivery and technology needs for the LRC.

2.6.6 Comprehensive Program Review for Inner City Studies Education bachelor’s and master’s program.
2.6.7 Prepare to launch Special Education undergraduate cohort.

2.6.8 Complete construction of the new El Centro main building and out
building, commission buildings, outfit with new equipment and services,
and deploy computer applications.

2.8 Establish technology-enriched curricula to include hybrid and online courses.

2.8.1 Identify and develop appropriate technology initiatives for MIS,
Accounting, Finance, and Management courses.

2.8.2 Create a fully-online academic program that enrolls students in Fall 2014.

2.9 Focus on academic programs linked to regional economic development and work
force demands for the global society.

2.9.1 Successfully launch Human Resource Development (HRD) at UCLC in
FY2014.

2.9.2 MSW and Bachelor of Arts degree programs in Graphic Design and
Creative Writing will go through governance in Fall 2013.

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

3.1 Improve preparation for higher education by working with K-12 schools.

3.1.1 Continue to build Amundsen partnership by:
- Supporting Amundsen’s literacy initiative through on-site consultation
  and professional development;
- Supporting the science partnership through collaboratively planning
  physics units and bringing Amundsen physics students to NEIU;
- Continue to work with Amundsen feeder, Chappell Elementary, to build
  literacy and to transition new students from Trumbull (one of the 50
  closed schools).

3.1.2 CTC will strengthen its partnership with the Chicago Public Schools and
serve over 10,000 8th, 9th and 10th graders from 26 high schools.
- CTC will hold a three week summer academy for rising 8th graders at
  NEIU focused on STEM.
- CTC will hold transition to high school programs for rising 9th graders at
  26 GEAR UP high schools in the city.

3.2 Review and integrate the University’s outreach and community service functions,
with special emphasis on the unique programs provided by CTC, CCICS, and El Centro,
to strengthen our community partnerships.
3.2.1 Enhance students’ sense of community responsibility by increasing participation in Student Leadership Development’s ‘Days of Service’ projects by 10% over FY2013.

3.2.2 The Vice President for Institutional Advancement will lead efforts to secure six memorandums of understanding with community groups with an emphasis on El Centro and the University.

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

3.4.1 Execute public relations and marketing plans for the new El Centro campus.

3.4.2 Seek media coverage for HACU Youth Leadership Development Forum at Northeastern. Highlight the institution’s core messages through external communications creating awareness of our commitment to the Latino community.

3.4.3 Develop and implement a Spanish-language micro-site for recruitment.

3.5 Develop a brand for NEIU that expresses pride and conveys the University’s special attributes.

3.5.1 Launch and implement NEIU Brand Identity Guidelines.

3.5.2 Work with Communications Ambassadors on supporting branding initiatives.

3.5.3 Launch “Get Connected” student campaign to build pride, relationships, and increase retention and persistence.

3.5.4 Post a minimum of twice a week using social media (ensure that the posts are informative and/or interactive).

3.6 Implement a marketing and public relations plan to communicate the University brand to external and internal audiences.

3.6.1 Use social media channels to increase engagement of prospective and current students, faculty, staff, alumni, and friends with the University by 20 percent.

3.6.2 Produce a multimedia, online newsroom to publish university news and stories that convey the “quality of education” message.

3.6.3 Develop and implement University signage plan.

Goal Four - Exemplary Faculty And Staff: Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.
4.1 Build a culture of mutual respect and collegiality across the University and its multiple locations throughout Chicago.

4.1.1 Develop a weekly “NEIU spirit day” to increase student, staff and faculty institutional pride and identification with the University.

4.2 Utilize innovative approaches to recruit and retain faculty and staff committed to student success.

4.2.1 Attend more job fairs to develop a strong recruiting pool.

4.3 Provide support systems and programs (including customer service training) that foster a positive work environment for all.

4.3.1 Implement supervisor training related to performance coaching, progressive discipline, and dismissals.

4.3.2 Expand new staff orientation to include an overview of the University’s organizational structure and specific legal requirements.

4.3.3 Implement on-going budget training for financial managers.

4.3.4 Implement customer service training for Student Union Events and Conference Services student employees through use of the Shiftplanning online scheduling/training software.

4.4 Increase collaboration and accountability across all units of the University.

4.4.1 Provide two university workshops for faculty, facilitated by FYE faculty, on the themes of (1) connecting students to University resources; and (2) pedagogies that help students succeed.

4.4.2 Collaborate with CCICS, CTC and El Centro to plan at least one event or program focused on social justice at each campus. Provide customized experiences for students based on the unique needs of the respective environments.

4.5 Create a climate in which support for scholarship, professional development, and training is provided to faculty and staff based on best practices.

4.5.1 Develop a proposal for how Center for Academic Writing (CAW) might expand or adjust its activities and offerings to better support faculty on issues related to writing and better support the improvement of students’ writing skills through peer tutoring.

4.5.2 Implement university-wide discussions related to serving 1st-Generation Students Retention and to assessment of student learning.
4.5.3 Implement re-designed new faculty orientation for 1st and 2nd year faculty.

4.5.4 Encourage excellence in Student Affairs professional practice by implementing the Professional Competencies for Student Affairs Practitioners Assessment and Professional Development Plan.

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

5.1 Streamline and redesign operational workflows and processes with the intent of improving service quality and productivity.

5.1.1 Library and College of Graduate Studies and Research - Complete the transition to electronic theses submission and approval.

5.1.2 Expand the capacity of the IR Webpage to better address internal data needs.

5.1.3 Expand Institutional Research GIS services by institutionalizing an internship program (in collaboration with Geography and Environmental Studies), and build an inventory of maps to be produced for constituent divisions and departments.

5.1.4 Implement automated communication to students related to insurance coverage.

5.1.5 Finalize the employee parking re-permit project.

5.1.6 Systematize and automate problem reporting processes for computer support, deploy tools to help manage computer configurations, and implement computer replacement plan.

5.1.7 Provide quarterly summary reports to the President, Vice Presidents, and Board of Trustees.
   - Staffing - Develop periodic staffing reports (i.e. filled and open positions)
   - Budget to Actual - Implement routine analysis of budget to actual revenues and expenditures.

5.1.8 Develop a plan for FY2015 to implement budgeting in Self-Service Banner.

5.1.9 Evaluate performance of direct mail solicitations based on FY2012, FY2013 and FY2014 and alter as appropriate.
5.2 Add a residential life component consistent with the mission of the University.

5.2.1 Issue RFP for student residence development.

5.2.2 Initiate planning and develop comprehensive timeline for the construction of Student Residences Phase 1.

5.3 Identify locations and develop facility plans for future student service centers, such as a cultural center and a “One Stop Shop.”

5.3.1 Develop construction plans for the Building B expansion of the Angelina Pedroso Center for Diversity and Intercultural Affairs to include the LGBTQQA and Women’s Resource Centers to ensure the needs of current and future students are being met.

5.4 Invest in technology infrastructure to support academic and operational goals.

5.4.1 Plan and deploy greater Internet capacity to the main campus, CCICS, and the new El Centro campus.

5.4.2 Leverage Banner functionality for implementing electronic transaction processing, including time-reporting and web-time entry for hourly employees; cost and revenue tracking by location; on-line requisitioning; Electronic Personnel Action Forms (EPAFs); and other related processes.

5.4.3 Beginning Spring 2014, implement Accuplacer as Northeastern Illinois University’s official online placement assessment for all new students to ensure the placement process is fair, consistent, and objective.

5.4.4 Implement virtual tour of the main campus, which will be accessible through the institution’s website.

5.4.5 Implement digital asset management system for photography and provide access to institutional clients.

5.5 Ensure that all classroom, laboratory, office, student, and support spaces are appropriate to accommodate current needs and long-term growth.

5.5.1 Complete a master space plan for the library and identify priority items for additional action in FY2014 or FY2015.

5.5.2 Complete south campus utilities infrastructure planning and begin construction of the south campus central plant.

5.5.3 Release QBS and complete planning for the Education Building.

5.5.4 Plan and complete the annual BBH Lab renovation project.

5.6 Establish environmental sustainability as a key element of NEIU’s identity.
5.6.1 Explore the feasibility of installing electronic vehicle charging stations in the Parking Garage.

5.7 Ensure that the University community is safe and secure; that facilities and infrastructure, including technology and critical data, are protected; and that plans are in place to continuously monitor and enhance campus security and emergency preparedness.

5.7.1 Complete the university-wide security strategy for the effective and efficient integration of building access control and security camera deployment.

5.7.2 Obtain accreditation for the Police Department.

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

6.4 Develop and implement the infrastructure for fundraising programs and alumni relations.

6.4.1 Develop and implement library specific services and programs for alumni relations and fundraising.

6.4.2 Integrate new Assistant Director and Director of Corporate and Foundation Relations into fundraising program.

6.4.3 Expand stewardship program to support giving societies and to facilitate movement into higher giving levels.

6.4.4 Enhance segmentation of direct mail solicitations to allow for requests for increased donations.

6.4.5 Develop and implement strategies for planned giving program.

6.4.6 Work with Marketing and Public Relations to create fundraising case statement.

6.5 Increase corporate, foundation, and other philanthropic support to the University.

6.5.1 Develop and implement strategies to secure corporate and foundation support.

6.5.2 Identify a minimum of 25 corporate and foundation prospects for the University.
6.5.3 Submit proposals to a minimum of 15 corporate/foundation prospects.

6.6 Increase private support from individuals (including faculty, staff, alumni, and others).

6.6.1 Add two new members to the NEIU Foundation Board.

6.6.2 Add six new members to the Alumni Advisory Board.

6.6.3 Identify and qualify 50 new major gift prospects.

6.6.4 Develop and implement campaign infrastructure.
II. D. INFORMATION ITEM: KEY PERFORMANCE INDICATORS PROGRESS REPORT FOR THE STRATEGIC PLAN

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

Progress in implementing the Strategic Plan is demonstrated in two ways. The first is the listing of Results of the activities each year. For example, the Board agenda includes Information Items on both the Results of the FY2013 Workplan and the new activities selected for the coming year, the FY2014 Workplan.

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

Included in the Board packet is a separate handout of all of the KPIs. Provided for each is a frame of reference, a general definition, a graph of the KPI over time, and the target for improvement. The KPI Progress Report for the Strategic Plan is also available on the Northeastern Illinois University website under the Strategic Plan.
II. E. INFORMATION ITEM: PHYSICAL EDUCATION COMPLEX AUXILIARY GYM FLOOR REPLACEMENT MOISTURE MITIGATION

ITEM DESCRIPTION:

At its February 21, 2013 meeting, the Board of the Trustees approved the expenditure of $198,816 for the replacement of the Physical Education auxiliary gym floor. The work was to be completed before the start of fall classes. After the original flooring was removed, tests indicated high levels of moisture in the concrete slab. The moisture required mitigation before the new flooring could be installed and this contingency was not included in the original cost approved by the Board. The flooring manufacturer’s recommended solution was a laid-in-place vented underlayment at a cost of $46,299.

It was important that the work be completed before the start of the fall semester. Because the expenditure total is over $100,000, it was approved by the President as an allowable exception to usual Board approval per Board Regulations section V.B.1.c. which states “the President may grant an exception to the requirement of Board of Trustees approval for a purchase (over $100,000) if, in the opinion of the President:

1) immediate action is required
2) a reasonable effort has been made by the President to consult with individual members of the Board or the Executive Committee, and
3) there is insufficient time to obtain approval by the Board or the Executive Committee before action must be taken.

Because of the time sensitive nature of this work and the need for this space to be available for the beginning of classes, the additional work was approved by the President.
II. F. INFORMATION ITEM: PURCHASES BETWEEN $50,000 AND $100,000

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

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<th>VENDOR</th>
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<td>Legal Services for El Centro</td>
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<td>C.W. Burns Co., Inc.</td>
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<td></td>
<td>Plumbing</td>
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<td>Chicagoland Paving Contractors</td>
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<td>Digby’s Detective and Security</td>
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<td></td>
<td>Service at El Centro</td>
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<td>Fletcher, O'Brien, Kasper &amp; Nottage</td>
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<td>Touchnet Information Systems</td>
<td>FY14 Payment Gateway System</td>
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<tr>
<td>Window to the World</td>
<td>FY14 Office Lease</td>
<td>$69,675</td>
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G. NEWS AND EVENTS

1. President’s Report – June 6

The Public Relations and Marketing offices produced a 24-page, full-color President’s Report highlighting the University’s quality of education and implementation of the strategic plan. This publication was mailed to Illinois university and college presidents and chancellors, national higher education leaders, elected officials, community leaders and others.

2. Ensemble Español Pre-concert Alumni Association Reception – June 21

On Friday, June 21, the NEIU Alumni Association hosted a pre-concert reception for Golden Eagle Members of the Alumni Association at Ensemble Español’s 20th anniversary performance of their signature piece, *Bolero*, at the North Shore Center for the Performing Arts in Skokie. Complimentary tickets to the nearly sold-out performance were provided to these guests, courtesy of the NEIU Foundation. Special guests included NEIU Provost Richard Helldobler, *Chicago Sun-Times* reporter Hedy Weiss, Ensemble Español Board President George Diaz and Administrative Director of Ensemble Español Jorge Perez.

3. First Year, Transfer, and Family Orientations – June 25 - August 22

The Office of New Student and Family Programs hosted twelve first-year, four transfer, and six family orientation sessions from June through August. The orientations served over 1500 new students and family members. All first-year students were able to attend a one-hour financial aid session, view their financial aid status and ask questions. This year, the program offered a Spanish version for our Spanish speaking families. Orientations were coordinated with the support of the University community, including the Division of Student Affairs, Financial Aid, and faculty and administrators from the Colleges of Arts and Sciences, Business and Management, and Education.

4. Alumni and Family Day at Six Flags – June 26

Nearly 100 alumni, students and community members participated in an Alumni and Family Day at Six Flags Great America theme park on Wednesday, June 26. Contributions to the NEIU alumni membership program helped underwrite discounted admission tickets to the theme park, a lunch buffet and transportation.

5. Recruit Chicago Alumni-Only Job Fair – June 27

Northeastern’s Career Development Center, along with Alumni Relations, co-sponsored, marketed, and participated in the 2nd annual Recruit Chicago Alumni-Only Job Fair on June 27. The job fair was a joint collaboration with other area schools, such as the University of Illinois Alumni Association, Loyola University, DePaul University, and other institutions from around the nation. The event was
held at the University of Illinois at Chicago (UIC). One hundred and sixty employers attended along with 1,350 job seekers.

6. Delegation to Israel – June 30- July 6

President Hahs was among a select delegation of university presidents who participated in an educational seminar trip to Israel this summer, June 30 – July 6. The trip was designed and sponsored by Project Interchange, an educational institute of the American Jewish Committee, in consultation with the participating university presidents and chancellors, and offered broad exposure to the complex issues facing Israel and the region. The delegation met with senior government, academic and civil society leaders across the Israeli social and political spectrum, and traveled to the West Bank to meet with Palestinian leaders.

7. Chicago Pride Parade Float – June 30

On Sunday, June 30, Northeastern students, faculty, and staff participated in the Chicago Pride Parade. Participants marched with the B96 radio station as well as Chicago National Organization for Women and distributed materials about the University. NEIU’s participation in the parade is an excellent example of the University’s commitment to LGBTQA equality and equity. The Chicago Pride Parade draws nearly one million participants from across the region.

8. Social Media Milestone Reached – July

Northeastern's main Facebook page reached a milestone when it exceeded 10,000 total “likes” in July. The following of the page continues to grow and had 11,500 “likes” in late August.

9. Summer Transition Program – July 1 - August 9

From July 1 through August 9, nearly 100 students participated in the 2013 Summer Transition Program (STP). STP was offered at the Carruthers Center for Inner City Studies (CCICS), El Centro, and Bryn Mawr campuses. During the six-week program, each student took a 3-credit course; participated in Math, Reading, and Writing workshops designed to better align their skills with college level work; and participated in student development sessions that addressed identifying a major, the impact of diversity, the importance of civic engagement, health and wellness, and the transition to college. Academic and Career Advising and the Pedroso Center provided workshops designed to expand students thinking on diversity and career options.

10. Calling for Peace: Confronting the Legacy of Comfort Women – July 24

The Women's Resource Center partnered with Korean American Women in Need (“KAN-WIN”), an organization that serves survivors of domestic abuse, to host the “Calling for Peace: Confronting the Legacy of Comfort Women”. During the event, survivor Bok Dong Kim spoke about her experience as a comfort woman. There was
also an exhibition of artworks created by survivors of Japanese military sexual slavery. The purpose of the event was to honor the victims of Japanese military sexual slavery during World War II and acknowledge their experiences as part of world history, to call attention to the issue of gender-based violence, and to explore strategies to protect and ensure dignity and human rights of women in our community world. Several members of the media and many Northeastern students and faculty were present.

11. Alumni Event at Ravinia – August 1

Alumni who registered for the upcoming NEIU 2013 Alumni Reunion during the early registration period were extended a special invitation to join the NEIU Alumni Association for a Steely Dan concert at Ravinia on August 1. Guests mingled on the lawn with both old friends and new, enjoyed a picnic and listened to the concert, all courtesy of the NEIU Alumni Association.

12. Bud Billiken Parade – August 10

President Hahs and a group of Northeastern students, employees and friends participated in the 84th Annual Bud Billiken Back to School Parade in Bronzeville on Saturday, August 10. As participants passed out fun giveaways, they were greeted by NEIU students and graduates along the parade route. The Bud Billiken Parade is the largest African/American Parade in the country and the second largest parade in the nation.

13. Community Backpack Drive – August 14

The Offices of Student Leadership Development and Alumni Relations coordinated efforts to collect 34 backpacks, school supplies and more than $450 in monetary donations for homeless, local community students. Backpacks filled with school supplies were provided to 115 children at an event on August 14 at Cornerstone Community Outreach in Chicago’s Uptown neighborhood. NEIU alumnus Eddie Bocanegra (’12 B.A. Social Work) delivered a motivational speech to the children and families at the event.

14. Legislative Briefing at North Park University – August 15

On Thursday, August 15, President Hahs attended the 8th Annual Legislative Briefing hosted by the Albany Park Community Center Business Planning and Development, Pulaski Elston Business Association, Peterson Pulaski Business and Industrial Council and the Sauganash Chamber of Commerce. The panelists included State Senator Ira Silverstein, State Representative Jaime Andrade, Alderman Margaret Laurino and Cook County Commissioner Bridget Gainer. Suleyma Perez, Executive Director of Government Relations and April Nauman, Presidential Fellow, also represented Northeastern.
15. Visit with Delegation from Lanzhou University of Technology, China – August 19

On Monday, August 19, a delegation from Northeastern's partner institution, Lanzhou University of Technology (LUT) of Lanzhou, China, came to Chicago to negotiate terms for a renewed Memorandum of Understanding (MOU) contract, the number of students, English language expectations for Chinese students, and brief study tours with intensive introduction to Chinese language and culture for Northeastern students.

16. New Faculty Orientation – August 19–21

On August 19, 20 and 21, the 2013 cohort of 16 new tenure-track faculty participated in the New Faculty Orientation. This year the orientation was lengthened and re-invigorated. On the first day, the theme was “Teaching Lifelong Learners.” Excellent panels of faculty and students presented their experiences at NEIU, and new faculty had the opportunity to pose thoughtful questions as they heard stories of teaching and learning. The theme for the second day was “What to Do and Who to Ask.” A panel of second-year faculty described their first-year experiences, and provided excellent advice and guidance for navigating the first year. The second day ended with a guided tour and restaurant crawl of the Albany Park area. The third and final day focused on “The Road to Tenure.” After an informative presentation about the tenure and promotion process by the UPI Chapter President and the University Contract Administrator, Provost Helldobler spoke with the cohort about his support for the processes outlined earlier and how he hopes and expects that the new faculty members will be successful in their careers at NEIU. Another panel of faculty, who were recently-tenured, presented their experiences during the path to tenure. Over the next two years, this cohort of faculty will participate in more in-depth orientation meetings, designed to enhance their experiences at Northeastern Illinois University.

17. 40th Annual Chuck Kane Memorial Golf Outing – August 20

One hundred twenty golfers and 129 dinner guests participated in the 40th Annual Chuck Kane Memorial Golf Outing on August 20 at the Highland Park Country Club. Dan “Danimal” Hampton, NFL Hall of Famer and member of the 1985 World Champion Chicago Bears, was the keynote speaker at the dinner program. Kane Scholarships have benefitted 110 NEIU students to date.

18. Unveiling Ceremony of Conrad Worrill Way - August 22

Conrad Worrill, director of the Carruthers Center for Inner City Studies and professor in inner city studies education, was recognized for his many contributions to the African American community with an honorary street sign, Conrad Worrill Way. The sign, which is posted at the intersection of Oakwood and Langley, was unveiled at a ceremony on August 22 at the Carruthers Center for Inner City Studies. Colleagues, friends, family members and community leaders spoke at or attended the event,
including NEIU President Sharon Hahs; Lance Williams, assistant director of CCICS; Henry English, president/CEO of the Black United Fund of Illinois; Alderman William Burns, State Senator Donne Trotter, State Representative Bobby Rush; and many others.

19. Great Service Matters, Happy NEIU Year – August 23

The Great Service Matters NEIU New Year Celebration was held on Friday, August 23 at 4:00 p.m. in the NEIU Times Square (B Building) Courtyard. The celebration recognizes the daily contributions by all faculty and staff on behalf of our students as we start the beginning of a new academic year. Over 200 members of the University community attended the festive event with noise makers, princess crowns, top hats, and silver and gold leis distributed by Great Service Matters committee members. The evening began with greetings from President Hahs who introduced the countdown to the start of the “NEIU New Year”. Everyone enjoyed delicious food and beverages, amazing live performances, tarot card and crystal ball readings, and karaoke contests.

20. New Student Welcome – August 24

The New Student Welcome event was held on Saturday, August 24 in the University Commons. Students were able to meet faculty, staff, and other new students. Many academic departments and University resources were available to answer any questions students had before starting classes. This event was filled with fun, food, performances, and giveaways. This program was co-sponsored by Student Leadership Development and New Student and Family Programs.

21. Express Lane Advising – August 26-28

Express Lane Advising was held August 26-28 in Village Square. The purpose of this event is to provide quick and accessible general advising information to students during their first week of class. Advisors were visible, accessible, and ready to assist students with their questions.

22. ASK ME! Campaign – August 26-30

The Northeastern ASK ME! Campaign was held this fall from August 26-30. The campaign encourages new and returning students to ask questions of staff, faculty, and student leaders wearing an Ask Me! button and to stop by offices displaying the Ask Me! logo. Campaign information tables were located in Village Square, the Ronald Williams Library, Bernard Brommel Hall, CCICS and El Centro. Campaign goals are to: 1) lessen student anxiety felt during the first few weeks on campus; 2) improve coordination between service areas and resources; 3) encourage greater participation and engagement in campus life; and 4) foster an enriching campus environment leading to greater student retention and success.
23. Memorandum of Understanding with Cambodian Association of Illinois – August 28

On August 28, NEIU entered into a Memorandum of Understanding with the Cambodian Association of Illinois (CAI). In the agreement, both organizations agreed to embark on efforts that are mutually beneficial and promote educational opportunities. The University is taking the opportunity, presented by the new El Centro Campus, to expand its relationships with community partners, like the CAI. This is the first of such agreements. President Hahs represented the University at the signing event, which included a memorial service to those lost in the Killing Fields of Cambodia.

24. Alumni Association Membership Appreciation Barbecue – August 29

On the evening of August 29, more than 40 upgraded members of the Alumni Association attended a summer barbecue at the residence of NEIU President Sharon Hahs. This alumni appreciation event was catered by Hecky’s Barbecue of Evanston, owned by alumnus Hecky Powell.

25. Faculty and Staff Donor Appreciation Barbecue – August 30

President Sharon Hahs and the NEIU Foundation hosted the second Faculty and Staff Donor Appreciation event on August 30 at the home of NEIU President Sharon Hahs. More than 50 faculty and staff who contributed to the University Foundation in FY 2013 attended and enjoyed barbeque fare from Hecky’s Barbeque in Evanston, owned by alumnus Hecky Powell.

26. Rainbow Reception – September 5

The LGBTQA Resource Center hosted a welcome reception for new and returning Northeastern students, faculty, and staff. Students were greeted by the LGBTQA Resource Center and the Gay, Lesbian, Bisexual, and Transgender and Queer Alliance (GLBTQA) Student Club. The reception was an opportunity to talk about upcoming programs, services offered by the LGBTQA Resource Center, and to help connect new students to returning students as well as LGBTQ and ally faculty and staff.

27. Campus Recreation Day – September 6

Campus Recreation Day was held on Friday, September 6 in the P.E. Complex. This event was an opportunity to learn more about Campus Recreation’s many programs and services. Activities included a barbeque, Fun Run, and Zumba party.

28. National Day of Service and Remembrance – September 11

On Wednesday, September 11, Northeastern participated in the National Day of Service and Remembrance on campus. Student Leadership Development partnered with three student organizations (Gamma Phi Omega, Gamma Theta Chi and the
Veterans Club) to run a supply drive for soldiers stationed overseas. Items were collected throughout the day, and students were able to write notes to the soldiers currently serving. All supplies were then given to The Yellow Ribbon Support Group, a local community group that works with soldiers overseas.

29. Safe Zone Ally Development Workshop – September 16

The LGBTQA Resource Center held a Safe Zone workshop for faculty, staff, and students on Monday, September 16. The purpose of these workshops is to promote ally development and educate the campus community on how to serve the needs of LGBTQA students. These workshops are a part of the larger education series offered by the LGBTQA Resource Center, which also includes Trans 101 Workshops. A Spanish language version of the Safe Zone workshop is being developed during the Fall 2013 semester.

30. Marketing Resources for Employees – September 16

The Marketing Department has developed a Branding Guide website and booklet to bring consistency and a higher degree of professionalism to University logos, colors and identity communications. The department also has launched a series of writing, editing and website maintenance resources for employees who will be contributing content on the University’s forthcoming new website. The Brand Guide website and accompanying resources were launched on Monday, September 16.

31. Interactive Campus Map – September 16

Northeastern contracted an outside vendor to develop an interactive map of all main campus locations. The map, which was launched on Monday, September 16, was created to provide current and prospective students as well as guests with information about buildings and locations at the University.

32. State of the University Address – September 17

The entire University Community was cordially invited to attend the annual State of the University Address, to be presented by President Sharon K. Hahs. The event was held on Tuesday, September 17 at 3:05 p.m. in the Auditorium. Following the address, there was an opportunity for questions and answers. For our off-campus sites, CCICS, El Centro and CTC, a public viewing of the live video of the President’s address will be available.

33. Constitution Day and Voter Registration Drive – September 17

Student Leadership Development (SLD) participated in a combined Constitution Day and Voter Registration Drive on Tuesday, September 17. SLD registered voters, gave away copies of the Constitution, and engaged students with constitution quizzes for prizes. The highlight of the event was Professor Lisa Cantrell's class performing select songs from "Schoolhouse Rock."
34. University Media Coverage

Over the summer, the Public Relations Office secured media coverage of several stories highlighting the quality of education at Northeastern. Faculty, staff and alumni featured in the media include Elyse Mach, music, in DNAinfo Chicago; Edward Stuart, economics, numerous times on WTTW’s “Chicago Tonight;” Lance Williams, inner city studies, in Essence magazine; Sharon Hahs, president, in DNAinfo Chicago; Danny Crawford, alumnus, in DNAinfo Chicago; Maureen Gillette, education, in Lincoln Square Patch; and Suzanne Gaskins, psychology, in the New York Times; among others.

35. Presidential Lecture Series

The 2013-14 Presidential Lecture Series will include Rebecca Skloot author of The Immortal Life of Henrietta Lacks, astronaut José Hernández and Junot Díaz, MacArthur Genius Fellowship recipient and author of This Is How You Lose Her. Lectures are free and open to the public and take place in the auditorium or recital hall.

36. Visiting Writing Series

The 2013-14 Visiting Writers Series is a new collaboration between the department of English and the Office of Cultural Events. Six distinguished writers of fiction and poetry will visit Northeastern and present a public reading of their works to students. English Professors Alicia Erian and Julie Iromuanya curate the series.

37. Community Outreach with the Office of Cultural Events

During the summer months, the Office of Cultural Events organized several events throughout the Albany Park community. In July, the NEIU Jazz band, under the direction of Mayo Tiana, performed in Ronan Park. The jazz band also performed in Albany Park’s Our Lady of Mercy Jazz Festival on Saturday, September 14. In August, many NEIU faculty and staff participated in a tour of neighborhood restaurants during Albany Park’s annual restaurant crawl. Christie Miller, director, Office of Cultural Events, serves on the board of the North River Commission to help strengthen ties with the community.

38. Jewel Box Series

On Friday, September 20, the Jewel Box Series will begin its 14th season with a special performance by the Brazilian Quaternaglia Guitar Quartet and on Friday, October 18, the series will feature opera star Nicole Cabell performing with NEIU Department of Music faculty member Susan Tang.